EFL Pre-service Teachers' Reflective Teaching Practices during their Online Pedagogical Practicum Experience

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Abstract

This paper describes a research proposal performed within the Faculty of Sciences & Education at Distrital University. This study explores pre-service teachers' reflective teaching practices during their online pedagogical practicum. The participants who took part in this study were student teachers from the last semesters enrolled in the last pedagogical practicum course and tutor teachers from a foreign languages program. The researcher decided to collect data based on three instruments of data collection: teacher journals, peer observation diaries, and a qualitative survey. The data obtained from these instruments were analyzed taking into account the levels of reflection framework proposed by Ozudogru (2021). The first phase of this research was focused on identifying student teachers' reflective teaching practices and how they made sense of their first teaching experiences. Findings revealed that pre-service teachers made use of reflective teaching practices that were suggested by their tutor teachers. These different reflective teaching practices and the way these were structured allowed practitioners to reach deeper levels of reflection which made them make modifications to their teaching practice seeking to improve the English language learning process. This research showed the importance of reflective teaching within teacher education and the need to keep implementing these practices to improve English language teaching in Colombia.

Key Words: Levels of Reflection, Peer Observation, Pedagogical Practicum, Reflective Teaching.

Chapter I. Introduction

This study looks into the research field of reflective teaching practices. The purpose is to discover and explore English pre-service teachers' reflections during their online pedagogical practicum. The goal is to write a final document based on the modality of a monograph as a graduation requirement.

In recent years, the teaching of English as a foreign language (EFL) has become an important aspect in the field of education in Colombia. For this reason, it has become necessary to study and investigate the processes that lead to the effective and critical teaching of the foreign language in basic, middle, and higher education in every region in the country (Artunduaga et al., 2018). Hence, teachers must go through an arduous and everlasting training process due to the diverse realities that can converge in the English classroom with the constant updates in the educational field (Olaya Mesa, 2018). Teachers must be prepared to face these different realities and cope with them to have a meaningful teaching experience including every student in the classroom. To do so, in teacher education, strategies should be fostered from the beginning of the programs to reflect upon the way the teachers teach and be prepared for future situations that can present new challenges.

Most teacher education programs offer pedagogical practicums almost in the middle of the program, in which pre-service teachers can start to construct and reconstruct meanings that they have learned throughout the previous training (Olaya Mesa, 2018; Azkiyah & Mukminin, 2017). In this stage, they start to have their first teaching experiences with the real population, and there, they may encounter different situations inside the classroom that can challenge them and make them think about how the lesson is being given and make modifications for future situations. In this way, they can apply what they have seen throughout the program and

reconstruct their perceptions about their teaching profession. Hence the importance of inquiring about reflective teaching processes from this crucial stage, since it is from here that pre-service teachers begin to take a position and decide how they will approach the language within their classes (Lucero & Roncancio-Castellanos, 2019).

With the idea of exploring more about EFL pre-service teachers and their experience regarding reflective teaching practices during their first teaching experiences, the researcher was interested to find the different practices of reflective teaching during the pedagogical practicum stage. This research takes own experiences found in the class observation journals, reflections, and self-assessments as a starting point to frame the importance of reflection strategies within the pedagogical practicum to enrich professional development. This project is carried out at a public university in the city of Bogotá, Colombia. The participants for this research were nine EFL pre-service teachers of the "Licenciatura en educación básica con énfasis en inglés" program at this university who were carrying out their last stage of pedagogical practicum. With this, the research intended to answer the following question: what are the EFL pre-service teachers' reflective teaching practices during their online pedagogical practicum?

Justification

This section presents the contributions of this research experience. First, it explains the contributions to my personal and professional development. Second, it shows the contribution to the research area of reflective teaching practices. Third, it explains the contribution to future pre-service teachers. Finally, it explains the contributions to the TEFL community.

This research contributes to my personal and professional development as it allows me to reflect on my daily practices. The act of reflecting helps not only to analyze my practices but also to modify and improve them. For example, there may be some challenging situations within the classroom that at the exact moment I cannot control and make me feel frustrated. Reflecting on these situations allows me to identify the cause of the problems and take action on these to prevent this from happening again.

This study also contributes to the research area of reflective teaching practices as it explores new perspectives and voices. With all the transition from face-to-face to distance education modality due to the pandemic, the in-service and pre-service teachers' perceptions have changed. For example, in the online pedagogical practicum, pre-service teachers did not have real interaction with their students but they had plenty of didactic resources to use during online classes. This recent phenomenon implied a new way to approach reflective teaching to rethink the educational system.

Additionally, this research experience contributes to future EFL pre-service teachers. The world is changing every day as well as the students' needs. For that reason, future teachers should be trained according to the needs and trends of the contexts in which they teach. The pandemic was not the first occasion in which teachers had to adapt their methodology, and there will be many other situations that will be challenging for them. Reflective teaching practices help them to critically analyze these and be ready to face them.

Finally, this research experience contributes to the TEFL community. Nowadays, there are plenty of digital resources that foster the English learning process, however, these would be of no use if they are not well implemented within the English classroom. In that way, reflective teaching plays an important role in the implementation, as teachers have to analyze what

resources suit their students' needs, and if they do not do it, what their faults are and what alternatives they can use on future occasions. Additionally, these experiences can be helpful for other teachers in other courses. All of this, seeking effective and meaningful English language teaching.

The present study is divided into six chapters. The first chapter contains the introduction, the statement of the problem, the justification, the research question, and the objectives. The second chapter shows the literature review and the constructs that emerged from this revision. The third chapter describes the instructional design. The fourth chapter explains the research design. The fifth chapter exposes the different findings and results of the research. Finally, the sixth chapter contains the conclusions and pedagogical implications of the researched phenomenon.

Statement of the Problem

This component informs the context of the research. Then, it describes the problematic situation. Simultaneously, it presents the research question and finally, the research objectives.

Description of the Context of Research

This project is carried out at Universidad Distrital, a public university in the city of Bogotá, Colombia. The participants for this research were EFL pre-service teachers of the "Licenciatura en educación básica con énfasis en inglés" program who were carrying out their last stage of pedagogical practicum. The range of participants' age is between 22-27 years old. As the university offers two practicum courses in primary education and two in high school education, the pre-service teachers have had diverse experiences in terms of school contexts. However, an important factor for the development of the research is that the population chosen

for this project has had to develop a large part of their practicum through distance education with the disadvantage of not being able to interact with their students in person.

Description of the Problem

Reflective teaching during pedagogical practicum has proven to be a crucial factor in the professional development of EFL pre-service teachers (Alsuhaibani, 2019; Hendriwanto, 2021; Castañeda-Trujillo & Aguirre-Hernández, 2018). However, with the arrival of the pandemic in 2020, education went from face-to-face to distance education, which has greatly affected how pedagogical practicum is managed and, consequently, how reflective teaching is perceived in teacher education (Kidd & Murray, 2020; Kadir & Aziz, 2021). For this reason, this project will focus on how EFL pre-service teachers put into practice reflective teaching and how these practices have been carried out during the online pedagogical practicum. In order to develop the diagnostic stage in this research, an initial survey was conducted to confirm that this phenomenon was currently present in the context. This survey had five questions regarding reflective teaching. The results of this initial survey pointed out that nine out of nine EFL pre-service teachers had heard the term reflective teaching before since it is something essential in their professional careers.

As previously observed, the findings in this diagnostic stage with the initial inquiry indicated that the phenomenon that the researcher wanted to investigate did occur and that it was necessary to investigate more in-depth about EFL pre-service teachers' reflective teaching practices during pedagogical practicum for the construction of professional development and the different factors that play a role within this phenomenon. Hence the research question and objectives were addressed in this direction.

Research Question

What are EFL pre-service teachers' reflective teaching practices during their online pedagogical practicum?

Research Objectives

General

To analyze the EFL pre-service teachers' reflective teaching practices regarding their own and others' teaching experiences during the online pedagogical practicum.

Specific

- To identify how English pre-service teachers understand the use of reflective teaching during their first teaching experiences in their online pedagogical practicum.
- To contrast the levels of reflection that English pre-service teachers have, with the level that is evidenced in their performance according to the tutor teachers in charge of the pedagogical practicum.
- To determine the impact of reflective teaching on pre-service teachers' teaching practices during their pedagogical practicum.

Based on the concepts that frame the main question stated above, the researcher consulted and read literature related to Reflective Teaching, Pedagogical Practicum, and Peer Feedback. The following chapter presents these concepts.

Chapter II. Literature Review

In the present chapter, the current state of the research topic in the academy through the last five years will be discussed. With this, the researcher seeks to analyze what has been done regarding reflective teaching practices throughout the pedagogical practicum. Several national and international investigations will be placed from the literature. Thus, seeking deeper knowledge, and comparing different perspectives of the research results may allow the researcher to contrast the methodological components of the research processes regarding the compilation of data from the literature analysis.

To carry out an effective review of the literature, from the beginning, the researcher identified keywords and with these, an exhaustive search for research articles that studied the same topic and related topics was made. The articles that seemed to be related to the topic of this investigation were saved and verified through Mendeley library (see appendix A). Through the reading and analysis of these, the keywords were becoming constructs to explain more deeply what the research is about and to give direction to the investigation. When writing the literature review report the researcher used the Grammarly extension to check grammar, wordiness, clarity, and correctness (see appendix B). In the end, the constructs that emerged for the literature review were reflective teaching, online pedagogical practicum, and peer feedback. These are discussed by different authors below.

Reflective Teaching

According to Dewey (1933, as cited in Florin & Stacy, 2019), reflection is a continuous introspection about actions that happen in a determined context, the reasons, and the consequences of those actions. Within the educational field, reflection involves a constant

process of introspection and re-evaluation of techniques and methodologies to have effective and meaningful teaching (Florin & Stacy, 2019). With the rapid progress that society has had in recent years, education must be prepared to respond to the needs of students in specific contexts and there is no other solution or alternative than to seek new forms of critical teaching that help teachers to solve problems that can be presented within the classroom, and this is possible to do it by taking the time to analyze carefully what happens in this setting and looking for strategies to improve the teaching practice (Olaya, 2018). For this reason, reflective teaching must be explored within the educational field, involving the teachers who are the ones in charge of carrying out the lesson every day and sharing time with students that allows them to know about their backgrounds.

Even when it is clear that reflective teaching is considered to play a fundamental role within the educational field, Bradbury et al. (2020) stated that in order to apply it in the teaching practice, teachers need time and will, since reflective teaching implies that a teacher is capable of being open to change and take more time than expected. This process of taking more time to think about what happens before and after the lesson is what Schon (1983 cited by Florin & Stacy, 2019) called reflection-in-action and reflection-on-action being these "the pillars of the mechanism through which professionals develop into reflective practitioners" (p. 334). The first term (reflection-in-action) means reflecting on the exact moment in which the teacher is giving the lesson, reflecting on the difficulties or phenomena that can be presented while the lesson is taking place. The second term (reflection-on-action) implies that the teacher can take time apart from the lesson and reflect on what happened while the lesson took place. These two types of reflection even when occurring at different times make part of the knowing-in-action that is necessary to construct reflective teachers.

There have been many studies about reflective teaching and its impact on the teaching practice and more specifically on pre-service teachers (Azimi et al., 2019; Castañeda-Trujillo & Aguirre-Hernández, 2018; Gamboa & Herrera, 2022; Gonzaléz et al., 2018). Castañeda-Trujillo and Aguirre-Hernández (2018) found in their research study that the pedagogical practicum has become a crucial stage in which pre-service teachers start to improve their teaching practice. These initial teaching experiences allow them to reflect on the different situations that can be presented within the classroom, and they analyze and make modifications based on their judgment considering that previous reflection.

Similarly, Almusharraf (2020) found that the reflective practice within the pedagogical practicum allowed pre-service teachers to become aware of their weaknesses and strengths during their lessons and they could take action to improve their teaching. Along with this idea, Nguyen (2019) found that pedagogical reflection allowed practitioners to understand the reality in which they taught, making them change things in their methodology to improve their teaching which made them grow professionally. In both studies, the authors found that including a reflective teaching process at this early stage made pre-service teachers become more critical regarding what they were doing within their lessons, the opportunity to go back and analyze carefully what they did well or bad provided them with strategies to transform their practice towards a more meaningful learning experience.

Taking into account the importance of reflective teaching for pre-service teachers, some authors (Alsuhaibani, 2019; Artunduaga, 2018; Saiz-Linares & Susinos-Rada, 2020) have pointed out the need to seek tools and strategies that allow practitioners to reflect critically and meaningfully. For instance, Saiz-Linares and Susinos-Rada (2020) found in their study that in order for reflective teaching to be meaningful and critical, pre-service teachers should be trained

in reflection processes and be equipped with tools that they should learn to manage. In this regard, Alsuhaibani's (2019) research project showed that the great range of reflection alternatives such as portfolios, reflective journals, and observations and the time that was given to develop these tasks, allowed pre-service teachers to make some modifications to improve their teaching skills and enrich their professional development. Along with these alternatives, Artunduaga et al. (2018) carried out an investigation on the impact of reflective teaching on the development of the pedagogical practicum, based on strategies such as teacher journals, collaborative talks, and self-observation. In this research, it was found that the reflective practice during this crucial stage made pre-service teachers become authentic, critical, and transformers of the contexts in which they carried out their practicum.

Some other studies have found that student teachers' reflections tend to focus on events that occur repetitively throughout the development of the lesson reaching a low level of critical reflection (Azimi et al., 2019; Choo et al., 2022; Özüdogru, 2021). Özüdogru (2021) found that practitioners seemed to focus on describing the aspects they remembered from the class, however, they did not go deeper in the analysis, looking for explanations for the events presented nor suggestions to improve their teaching. Correspondingly, Azimi et al. (2019) discovered that within their reflections student teachers just took into account aspects that were related to the structure of their lessons like time and class management, and planning of activities, therefore, these authors believed that their reflections were very superficial, and these did not allow them to transform the way they were doing things. Choo et al. (2022) detected in their study that during their teaching experience, pre-service teachers just narrated how their lesson was developed taking into account whether activities were successful or not, but they did not intend to look for strategies when these activities did not work. However, it was also found that after receiving peer

and tutor feedback, in which they were told about their weaknesses and mistakes, they started to wonder what they could do better to avoid committing the same mistakes. This finding shows the value that reflective teaching training and the appropriate guidance have on the path to becoming reflective and critical teachers.

On the other hand, Gamboa-González and Herrera-Mateus (2022) found that even though at the beginning of their teaching experience pre-service teachers reached a low level of reflection, at the end of this course they seemed to transform their reflections and they went from a descriptive to a more critical level. These critical reflections were related to the type of activities they used to support students' learning since they considered that meaningful and attractive activities could help students acquire the knowledge taught and get involved in the class. Pre-service teachers stated that if they were able to catch their students' attention with the activities planned, the students' learning process will be meaningful for them. As it can be seen they started to analyze what could work to foster a meaningful learning process and, in that way, they could transform their teaching practice.

There have been other studies that focus on the consequences of not having sufficient preparation in reflection processes in teacher education programs. In this regard, González et al. (2018) found in a specific pedagogical practicum course that pre-service teachers encountered a disconnection between theory and practice within the Colombian context. Pre-service teachers were not prepared for carrying out their pedagogical practicum as the previous courses did not include important factors regarding real teaching scenarios nor how to face the challenges that could be presented within these places. This disconnection made them reach just a basic level of reflection as they did not have the knowledge related to strategies and tools to analyze the events

involving their teaching experience, therefore, they could not design a plan of action to improve their teaching practice.

On the other hand, Artunduaga et al. (2018) discovered in a different context that universities were not adequately preparing pre-service teachers due to the lack of knowledge and training about reflection in the educational context. As a consequence, when reflecting, pre-service teachers did it superficially and a level of transformation was not reached. With this, the authors emphasized that in order to educate future teachers, it is imperative that teacher training institutions include reflective teaching processes that are related to the current needs of students and their backgrounds.

Throughout this discussion, it has been explained the definition of reflective teaching and the studies that have been made both at the national and international levels. Over time, reflective teaching has been investigated in the field of in-service teachers, however, currently, there has been a need to talk about this term from the perspective of pre-service teachers since it is from this early stage that pre-service teachers can learn about this process and begin to question their profession. That is why it is necessary that from the beginning of their teaching experience, they are equipped with specific training and tools to guide them in order to become reflective teachers so that in the future they can face the challenges that are presented within the English classroom, going from a descriptive to a critical level of reflection.

Pedagogical Practicum

As mentioned in the previous section, reflective teaching plays a very important role in the educational field, it depends on it that teaching is meaningful (Bonilla & Samacá, 2020). However, to apply reflective and critical teaching to the teaching practice, pre-service teachers must have the skills and knowledge about what it is, how it is carried out, what resources exist,

and what steps must be followed to promote its use (Vanegas & Fuentealba, 2019). For this reason, teacher education generates spaces such as pedagogical practicum in which pre-service teachers can learn and reflect more on their teaching practice.

Lý & Tran (2019) define the pedagogical practicum as an important subject in a specific undergraduate program that helps pre-service teachers to get prepared for teaching through the supervised application of the skills they have acquired throughout the program. Thanks to the pedagogical practicum spaces, pre-service teachers can acquire experience in real educational contexts, in this case, schools. Within these courses, they are not alone but they are guided by tutor teachers so that they can have a meaningful experience both inside and outside the classroom (Velasco, 2019). These tutor teachers are in charge of supervising the entire process in which pre-service teachers start interacting with their students, planning their lessons, and taking their time to analyze what might happen with the lesson development. Therefore, tutor teachers are responsible for fostering critical and reflective teaching skills in pre-service teachers as they constantly give feedback on the processes that are being carried out during the pedagogical practicum (Kiok et al., 2021). With this feedback, pre-service teachers can have the opportunity to reflect on what they are doing, what they can improve, what new resources and tools they can implement in their teaching, among other aspects in which reflection is needed.

In this order of ideas, the pedagogical practicum seeks that the pre-service teacher applies everything he has learned during his training (theory) in a real context, in which he interacts with students within a classroom (practice) (Ariza-Quiñones et al., 2021). The former aspect is learned throughout the program they are enrolled in as there are diverse subjects that give them the necessary skills and resources to be able to get prepared for facing the

pedagogical practicum in real teaching contexts. In this stage, pre-service teachers realize that even when the lesson is well planned, the context and the student's background play an important role in the lesson development. For that reason, the pedagogical practicum should include the practice part because "the ability to teach can only be gained through experience" (Okan, 2002 cited by Ariza-Quiñones et al., 2021, p. 195).

Nevertheless, the pedagogical practicum is not designed only so that the pre-service teacher can connect their knowledge with practice in a real context, but rather this course seeks to go beyond planning topics to be applied within a classroom (Bonilla & Samacá, 2020). The pedagogical practicum stage looks forwards to promoting critical thinking in pre-service teachers so they can reflect on educational issues and alternatives to transform their context (Lucero & Cortés, 2021). To be able to think of solutions or alternatives that benefit education, in the first teaching experiences, it is necessary to start reflecting on the problems that may affect the context in which teaching is taking place. Pre-service teachers must be aware not only of how to plan a class, but they must also be aware of their environment, the needs of their students, and their role in the transformation of society.

In order to reflect on these aspects, Velasco (2019) states in his study that the most used tools to reflect on teaching experiences during the pedagogical practicum in teacher education are the teacher's journal and classroom observation diaries. These two tools allow student teachers to become familiar with easy ways to reflect upon their own and others' teaching. Through teacher journals, pre-service teachers can write their thoughts and feelings about how they think the lesson was developed and how they can correct some of the difficulties not to be presented again in the future. On the other hand, with classroom observation, student teachers can observe the way other teachers carry out the lesson, finding

some positive and negative aspects to reflect upon (Aghabarari & Rahimi, 2020). Whether using the teachers' journal or classroom observation, the practitioners have the opportunity to place themselves in a real teaching context, analyze certain phenomena that occur during class, and plan strategies to improve their teaching.

Nevertheless, due to the pandemic, education went from face-to-face to remote interaction which implied a limitation of opportunities for pre-service teachers. In this regard, Kosar (2021) identified some of the difficulties that distance education involved for pre-service teachers during pedagogical practicum, among which were the absence of assertive communication, lack of support by the mentor teachers to pre-service teachers, and the lack of pre-service teachers' interaction with students in a real context. Consequently, the opportunities that teachers had for reflecting on the context and the students' backgrounds were reduced. However, the opportunities to reflect on new educational scenarios and techniques that will be the most used in the future increased.

With the implementation of these reflective teaching tools within the educational field, little by little, instrumentalist visions of the teaching profession are left behind, as student teachers begin to think critically and question each process that is carried out within teaching, thus enriching not only their pedagogical knowledge but also their content knowledge. Therefore there is a need to explore and discuss reflective teaching practices that allow pre-service teachers to become reflective practitioners during the pedagogical practicum stage.

Peer Feedback

According to Contreras (2018), peer feedback is a reflective activity in which two or more teachers or student teachers participate in an observation process of their peers with the aim of

analyzing their lessons and making comments based on what was observed in order to improve the teaching practice. In this regard, Yüksel and Başaran (2020) mention that the use of peer feedback routines "provides an environment in which the professional communities can offer help and challenge one another to learn new practices, and to change old assumptions, beliefs and practices" (p. 88). Peer feedback is a practice that allows its practitioners not only to observe and give a judgment on what is observed but also allows those involved to learn new perspectives of teaching practice, in addition to promoting changes in favor of more meaningful and effective teaching.

Todd (2017) points out the need for authentic assessment within teacher education and in order to do so, peer feedback has proven to be an effective alternative to this demand. With the new needs that are appearing in the educational setting, teachers in training need to interact as soon as possible in these scenarios and when this happens, peer feedback becomes a friendly reflective teaching tool that allows them to improve their techniques while they are teaching in real classrooms. Nguyen and Ngo (2017) state that there are three crucial moments in the peer feedback activity: the first, which consists of observing another teacher's class; the second moment, which is the analysis of what has been observed; and the third moment, which consists of providing feedback to the teacher who was observed. This means that peer feedback is an activity that requires time and dedication for it to be enriching and fruitful because there are moments that require special attention and it is not only when teachers are observing but it is just the initial part, then they have carefully analyze what they saw and offer recommendations and finally they must think the most appropriate way to provide those recommendations. When this process is well structured and developed is when peer feedback is beneficial for teachers.

In exploring the benefits of peer feedback Yüksel and Başaran (2020) intended to analyze the peer-feedback practices of 100 pre-service English teachers. The findings show that peer feedback fostered critical thinking skills and learning achievements in student teachers. As time passed on, they started to write more deep feedback, and this became reflective feedback that not only focused on their peers' teaching but on their own. The authors found that pre-service teachers were able to reach these levels of reflection thanks to the guidance of their tutors and the exact indicators they should consider for the evaluation. As long as they had clear what aspects they should focus on in both the observation and the analysis they could increase their awareness of the teaching practice and provide feedback not only for the teachers they were observing but for their future practice as well. In the same way, Nguyen and Ngo (2017) enquired about how a peer-mentoring model among pre-service teachers facilitated their reflection on teaching. In this study, they found that throughout the training pre-service teachers reported a move from descriptive practice to comparative and critical reflection in the process of discovering the advantages of peer support. The fact that they could discuss with their partners and other teachers what they had done during their lessons helped them have a different perspective on their teaching practice and moreover, they could receive not only the comments of the observation but suggestions to improve their lessons in the future.

Correspondingly Ratminingsih et al. (2017), developed a study in which they wanted to explore student teachers' perceptions of the use of self and peer assessment to give an evaluation on planning the lesson and teaching performance in a reflective teaching class. The findings of this study suggested that peer assessment fostered the improvement of pre-service teachers' teaching performance, the preparation for real school scenarios, and the improvement of students'

quality of their learning. In this case, as pre-service teachers had not had the possibility to interact in a real educational setting before, when they got to the pedagogical practicum they appreciated the opportunity to train in cooperative reflective teaching processes with other pre-service teachers, and this allowed them to learn about new ways of seeing their position as future teachers in a friendly and comfortable way for them. Related to these findings is the study made by Van Popta et al. (2017) in which they wanted to explore peer feedback from the novel perspective of the providers of that feedback. They discovered that when providing peer feedback student teachers activated different cognitive processes as they started to compare and question ideas, evaluate what they were seeing, and suggest modifications. When they were doing this, they seemed to be regulating their own thinking. They started to think critically, connect to new knowledge, explain, and take different perspectives on their profession.

There have been other authors who focused on peer feedback as a way of formative evaluation. For instance, Contreras (2018) detected that peer feedback helped improve teachers' teaching practice and could be used as a formative evaluation, since due to the dialogue that occurred between peers, teachers were given the opportunity to realize their strengths and weaknesses, and teachers could then reflect on the feedback received and plan strategies to improve their teaching. Similarly, Espejo et al. (2021) wanted to find out the impact of peer observation and feedback as a method for evaluation, in student teachers' educational practices. At the end of the study, they concluded that critical thinking was the basis for a meaningful and effective evaluation. Having the option to share with peers allowed student teachers to generate a change in the perception of teaching, they acquired a new value of what it means critical thinking in teacher education. Additionally, Cañabate et al. (2019) enquired about peer feedback and its

impact on tertiary education, and they found that supportive peer feedback proved to be an educational assessment strategy that allowed pre-service teachers to foster their co-construction of knowledge and acquisition of intuitive and reflective skills. In these studies, it was found that peer feedback was not just useful for fostering collegiality among peers as it had been seen in previous studies, but it was also useful for assessing how teachers were carrying out their lessons leaving aside the traditional way in which they were being assessed.

Taking into account that peer feedback works for fostering collegiality and as a formative evaluation, there are some studies that work on the aspects that pre-service teachers seem to focus on at the time of providing peer feedback. For instance, Prilop et al. (2021) explored the impact that both peer and teacher trainers' feedback had on pre-service teachers' performance. They found that the feedback received by the observed pre-service teachers was focused on content by trainer teachers and social aspects by their peers' comments. It can be seen that trainer teachers were more worried about grammatical and structural aspects, and they suggested pre-service teachers should take action regarding these aspects, whereas their peers were more worried about how their students were responding to the activities that pre-service teachers had planned. Added to this perspective are Yüksel and Başaran (2020) who found that pre-service teachers tended to focus their feedback and assessment on five categories: preparation, presentation, performance, personal characteristics, and teacher-student interaction. They specifically gave more value to the way their peers planned the activities and caught the students' attention.

Including peer observation within pre-service teachers' training has not been an easy task, for that reason some authors have studied their perceptions of this reflective teaching tool. Rosselló and De la Iglesia (2020) enquired about peer feedback and its incidence in the

professional development of teachers. The findings suggested that participants reported that they felt comfortable, calm, and curious about being able to observe their classmates' classes as well as being observed. They viewed peer feedback as a useful practice that actively contributes to facilitating professional development, as it allowed them to identify strengths and difficulties in their partners and they had the opportunity to suggest some strategies to their partners to avoid this from happening in the future. Van Popta et al. (2017) obtained similar findings but in an online lesson. They found that pre-service teachers argued that the process of providing online peer feedback made them reflect more critically on the products of their peers and their own work. By doing this, they came up with new explanations for their peers' performance and as a result, the students' own knowledge and understanding were enhanced as a by-product of the production of these explanations.

But just as pre-service teachers perceive that peer feedback brings many advantages to their teaching practice, there are other perceptions that indicate that there are certain needs regarding the inclusion of peer feedback in teacher education. For instance, Tan and Chen (2022) intended to analyze how online peer feedback supported collaborative knowledge improvement in a computer-supported collaborative learning (CSCL) environment. They discovered that there was a need to work on how to give effective and meaningful feedback that helped pre-service teachers to become aware of their errors and beyond that, identify new strategies to improve the teaching practice. Ratminingsih et al. (2017) also reported the need to train pre-service teachers in peer feedback processes, as during the time the researchers were doing the study, student teachers were not objective when assessing their peers and they seemed to write comments based on their relationship. Contreras (2018) also found that it was necessary to educate teachers on

peer feedback so that, at the time of carrying out this process, they have sufficient bases so that this feedback truly allows teachers to improve and enrich their professional development.

Throughout this discussion, it has been stated that peer observation is a reflective teaching activity that allows teachers and student teachers to gain more knowledge regarding the educational setting, and based on this, they can give suggestions seeking to make changes that improve the teaching practice. Some of the benefits that peer feedback brings are that it fosters critical thinking skills; prepares for real school scenarios; develops collegiality among its practitioners, and it works as a formative evaluation. When practicing peer feedback, student teachers seem to give more relevance to social aspects and how students respond to the activities planned. Nevertheless, there are some perceptions that claim that for peer feedback to be enriching there should be adequate preparation before implementing these types of reflective teaching tasks.

The three constructs previously discussed (reflective teaching, online pedagogical practicum, and peer feedback) imply support for this research study as these show the importance of reflective teaching, more specifically in teacher education during the pedagogical practicum experience. Therefore, in the next chapter, it will be necessary to discuss the research methodology that will be used for this project. In the following chapter, the researcher will decide how to approach the research, what strategies and techniques will be used, and what instruments will be applied.

Chapter III. Research Design

This chapter brings back the research question and objectives, explains and theoretically supports the research paradigm and the type of study, and how it fits the research purpose. Then, it provides a description of the context and the participants, and theoretically supports the participant selection. Next, it explains and theoretically supports the techniques and instruments for data collection and presents a schedule of activities of the data collection organization. Finally, it informs the unit of analysis as well as an explanation of the process of validity and reliability of the data, theoretically supported.

Type of Research

This study is based on an understanding of basic research because it may help the researcher generate and construct a solid foundation of reliable and fundamental knowledge and theoretical understanding about different phenomena and basic human and other natural processes. Basic research seeks to evolve fundamental knowledge about the world, and it focuses on creating and refuting or supporting theories that explain observed phenomena (Calvert, 2006). Within the educational field, research can help allow the community to explore different ways of finding solutions to problematic situations (Carrillo, 2022).

Research Question

What are EFL pre-service teachers' reflective teaching practices during their online pedagogical practicum?

Research Objectives

General

To analyze the EFL pre-service teachers' reflective teaching practices regarding their own and others' teaching experiences during the online pedagogical practicum.

Specific

- To identify how English pre-service teachers understand the use of reflective teaching during their first teaching experiences in their online pedagogical practicum.
- To contrast the levels of reflection that English pre-service teachers have, with the level that is evidenced in their performance according to the tutor teachers in charge of the pedagogical practicum.
- To determine the impact of reflective teaching on pre-service teachers' teaching practices during their pedagogical practicum

Research Paradigm

This study is framed around qualitative research that according to Mohajan (2018), is one of the research paradigms that "consists of a set of interpretive material practices that makes the world visible" (p. 23). With this paradigm, the researcher has the opportunity to explore problematic situations that happen repetitively and might not have an explanation due to the lack of research, giving in this way meaning to what participants might be experiencing which could imply a great impact on the research field.

Qualitative research is as well understood as a form of inquiry that provides the researcher with experiences, perspectives, and meanings about a specific phenomenon in a certain context (Creswell, 2013). In this type of research, there is no statistical data or any way of measurement, the focus is on participants' testimonies and behaviors. On the other hand, Carrillo (2022) states that within the educational field, research beyond following the rules imposed either by educational institutions or educational policies should have the purpose of analyzing the contexts in which students are immersed and finding alternatives that improve their learning environment.

In this way, within the educational field, qualitative research becomes highly relevant since it is not simply about investigating how many students pay attention in class, or what technological resources are used to learn English. The truly important thing about research within social sciences and especially in the educational field is to explore a phenomenon, to know the perceptions and the impact that this specific phenomenon has on the participants, in this case, students, and more importantly, to seek strategies to improve their learning process (Kozleski, 2017).

With the aforementioned, the researcher considers this is the most appropriate approach to carry out this research study as it allows the researcher to be open, flexible, and aware of the whole context in which the research is being carried out (Busetto et al., 2020). As this project is focused on EFL pre-service teachers' reflective teaching practices during pedagogical practicum, the participants' testimonies, and perspectives will be crucial for addressing the research question.

Type of Study

Within the qualitative paradigm, a case study inquiry will be carried out. This type of research aims to gain a deep and detailed understanding of how a certain situation or phenomenon is experienced by specific participants (Hancock & Algozzine, 2006). This research project seeks to explore how EFL pre-service teachers put into practice reflective teaching during their pedagogical practicum experience to enrich their professional development. According to Yin (2009), there are some steps when carrying out case study research that will be considered within this study, these are: determine if the case study is the most appropriate type of study; identify the cases; look for the most appropriate data collection instrument; applying

the data collection instruments; analyzing the data; and preparing the report. With all the previously discussed, the case study seems to be the most suitable method to explore how practitioners experience this specific phenomenon and how this impacts their training as future teachers.

As this project looks for exploring different EFL pre-service teachers' reflective teaching practices, this will be a multiple case study that allows the researcher to explore each case as it is one singular study and then contrast it with the other cases (Rebolj, 2013). The idea with this is to give importance to each participant that will be part of the research, keep detailed information about each pre-service teacher's perceptions, and then when the data collection process has finished, the researcher will contrast all the cases regarding their perceptions and practices of reflective teaching.

Context

This research experience was carried out at Universidad Distrital Francisco José de Caldas, a public university in the city of Bogotá, Colombia. The study took place in the Faculty of Sciences and Education where the program *Licenciatura en educación básica con énfasis en inglés y lenguas extranjeras* (LEBEI henceforth) is located. The mission of this faculty is to train professionals and active citizens, produce and reproduce scientific knowledge, and promote technological innovation and artistic creation.

In the LEBEI program, pre-service teachers are trained throughout the whole degree in order to acquire the necessary and specific skills to be able to teach. There are diverse subjects that include the pedagogical dimension in which course design and methodology, and lesson plan courses are found so pre-service teachers can know the theory and they can apply it during their pedagogical practicum stage. This pedagogical practicum takes place from the sixth semester and

has two semesters in primary school and two semesters more in secondary school. During this stage, pre-service teachers are guided and oriented by tutors who are constantly supervising and giving feedback to them.

Participants

The participants of this research experience were chosen taking into account the principles of the purposeful sampling that according to Palinkas et al. (2015) is the "identification and selection of individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest" (p. 2). Nine EFL pre-service teachers from tenth, and eleventh semesters were chosen as they have gone through all the process of the pedagogical practicum and are almost finishing their undergraduate program. They were five male and four female student teachers whose ages ranged from 22-27 years old. Furthermore, pre-service teachers come from diverse sociocultural backgrounds. As the university offered two pedagogical practicum courses in primary education and two in secondary education, these pre-service teachers have had diverse experiences in terms of school contexts, that is, they have worked in public and private institutions in different places in Bogotá.

Additionally, five tutor teachers in charge of the pedagogical practicum courses took part in this study. These teachers have been directing these courses for more than a year and have had experience in different schools in Bogotá, both public and private, as well as having gone through all the courses from elementary school to high school. These teachers have carried out the task of accompanying and guiding their practitioners during the process of their first teaching experiences. Their role within this course is to help their practitioners to get closer to reflective teaching, give them tools to start questioning their way of teaching, in

addition to guiding them in planning, correcting their work, and give them feedback and suggestions to improve their teaching practice.

Researcher's Role

In qualitative research, the researcher seeks to gain a deeper understanding of each participant's experiences, thoughts, and feelings toward a specific phenomenon (Sutton & Austin, 2015). Hence, in this research, the researcher will be in charge of creating spaces in which the participants feel comfortable so that they can share their experiences and reflections regarding their teaching experience during their online pedagogical practicum.

The specific role of the researcher is shown below:

1. To analyze carefully what the specific phenomenon is presented in the context and what participants will take part in the research.
2. To be organized regarding each stage of the development of the research. Keep a schedule to know what the next step is.
3. To select the instruments in which the data will be collected considering the type of research and the question that is being addressed.
4. At the time of collecting data, respect each participant's point of view. Give time for each intervention and give the same importance to each narrative.
5. At the time of analyzing data, the researcher must try to keep the essence of each participant's narrative, because it is through it that the voices of the pre-service teachers can be heard.
6. To gather all the information collected to analyze through triangulation and then to get conclusions concerning the study.

7. At the time of writing the findings, the researcher should be careful so there is no generalization or biased information.

Data Collection Instruments and Procedures

The data collection techniques used were document analysis and interviewing. According to Morgan (2022), document analysis is a potential technique in qualitative research that implies "analyzing various types of documents including books, newspaper articles, academic journal articles, and institutional reports" (p. 64). These different types of sources offer a great variety of information that allows the researcher to explore from a different perspective a specific event that is present in a determined context and how people experience and make sense of this phenomenon.

Taking this definition into account, the researcher considers this data collection technique essential for this research study because as there was no opportunity of observing pre-service teachers' teaching experiences in real-time, document analysis allows to know what they were living and how they were feeling when they were teaching during the online pedagogical practicum. This was possible as the documents they had to write on asked them to describe every aspect of the lesson from the beginning until the end.

Regarding interviewing as a data collection technique, Frances et al. (2016) state that interviewing in research implies a "research strategy to gather information about participants' experiences, views, and beliefs concerning a specific research question or phenomenon of interest" (p. 309). This technique allows the researcher to collect data that involves how individuals live and understand a specific event, giving in this way more importance to participants rather than the phenomena itself.

In such a manner, the researcher considers this technique one of the most suitable techniques to be used in this study as the aim is to explore pre-service teachers' reflective teaching practices during their online pedagogical practicum and it is possible to achieve by taking into account their testimonies, their voices, their comments and their reflections at the time of teaching in real scenarios.

Taking into account the research techniques, there will be three main sources to collect data in this research. At the beginning of the study, the researcher will analyze pre-service teachers' teaching journals to identify how they put reflective teaching into practice during their first teaching experiences. Then, the peer observation diaries will be examined in order to analyze pre-service teachers' levels of reflection within their teaching practices regarding their peers' performance. Finally, there will be a survey for tutor teachers in order to contrast information regarding pre-service teachers' reflective teaching practices during the online pedagogical practicum.

Regarding the teacher journal as a data collection instrument, it allows the researcher to explore specific teaching experiences, reflecting techniques, and problem-solving skills (Monsalve-Fernández & Pérez-Roldán, 2012). With this instrument, the research will not only have pre-service teachers' testimonies and experiences but also, there will be important information gathered through the analysis of the teacher's journal where pre-service teachers show how the lesson has been developed, what problems have been present, and what aspects the teacher can improve for future occasions as well as the levels of reflection.

Peer observation diaries were selected as a data collection instrument because it allows practitioners to understand their professional career from a different positioning which makes them reflect not only on how their peers carry out their teaching experience but also on their own

(Lakshmi, 2014). With this instrument, the researcher will be able to analyze how pre-service teachers criticize their peers' performance and additionally the levels of reflection within these diaries will be identified.

As for the survey planned for tutor teachers, it was chosen as an instrument to collect data as it allows the researcher to know "participants' subjective experiences, narratives, practices, positionings, and discourses" (Braun & Clarke, 2013 cited by Braun et al., 2021. p. 641). As this is qualitative research, the goal is to explore experiences and perceptions. This survey allows the participants to express in their own words what they have experienced regarding their training during the online pedagogical practicum. The idea of this survey is to contrast what will be found on the first two instruments for data collection regarding pre-service teachers' reflections and comments with what tutor teachers in charge of the online pedagogical practicum perceive that their practitioners did during this stage.

The following chart displays a general view of the schedule of activities.

Table 1. *Schedule of activities and instruments*

Technique	Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading Documentation	Teaching Journal						
	Observation Diary						
Interviewing	Survey						

Trustworthiness and Generalizability

Several national and international researchers have studied and analyzed this specific phenomenon encountering not only insights and gaining understanding but also making new contributions to this research field and possible adjustments to their inquiry. Therefore, the present investigation has a documentary section in which various types of recognized investigative resources that validate the study were explored, such as databases, for example, Proquest, Taylor & Francis, Eric, and Springer.

Within these resources there are important studies such as the one developed by González et al. (2018) who talk about the importance of reflective teaching during teacher training. Thanks to reflection, pre-service teachers can be aware of their strengths and difficulties as it allows them to analyze the situation and take action for future sessions. These authors mention as well that it is necessary to build a clear connection between theory and practice within the Colombian context in order to avoid the lack of preparation to face the challenges within the national context. For that reason, the researcher in this study considers it appropriate to bring the discussion about reflective teaching and recognize the importance of this component within Colombian teacher education and the first teaching experiences of pre-service teachers so they can start to position themselves as future teachers in a new environment that offers various opportunities such as remote teaching.

Similarly, Artunduaga et al. (2018) determined in their inquiry that universities should give more proper preparation to pre-service teachers and include subjects that invite reflection on teaching practice. If this is possible, student teachers will be able to reach deeper levels of reflection that will allow them to generate alternatives and improve the teaching of English as well as enrich their professional development. Correspondingly, the current study aims to explore

how pre-service teachers understand reflective teaching and how they put it into practice, if they consider reflective teaching important within their professional development, and more specifically if they use it in order to make changes and improve their teaching practices. Alongside these insights, this study will generate a discussion concerning the potential benefits that reflective teaching offers to future teachers who will be in charge of transforming society by designing new ways of teaching.

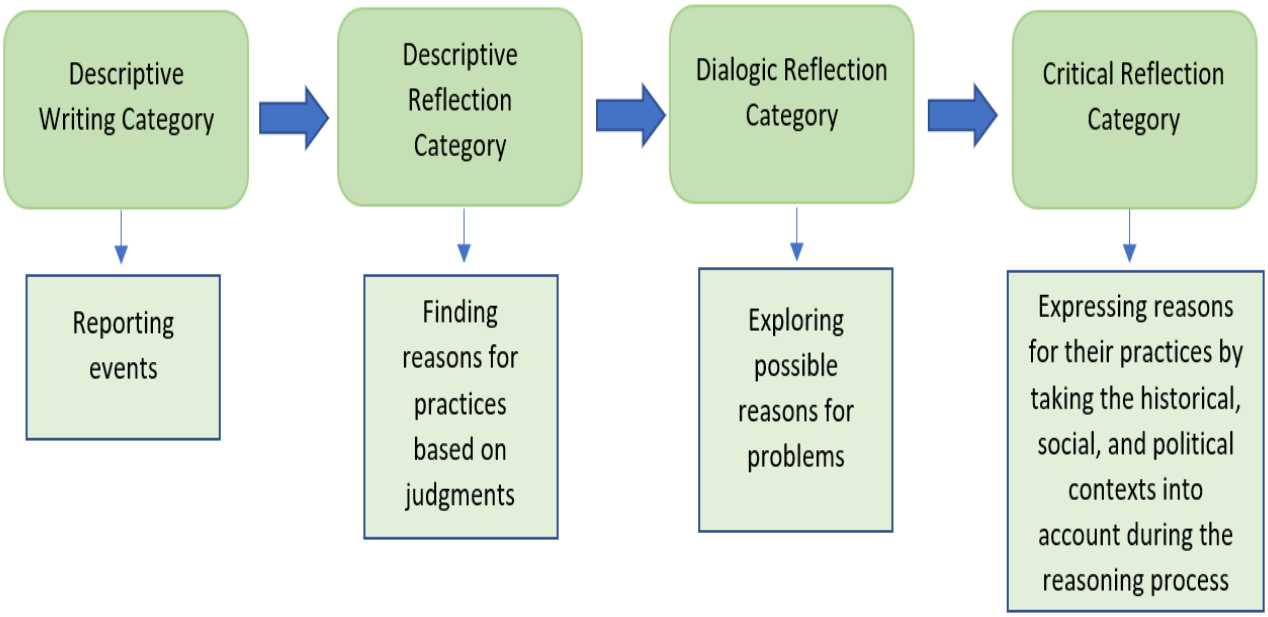
Unit of Analysis

The main unit of analysis for this proposal is taken from the words, phrases, sentences, and texts extracted from the three data collection instruments that tend to enlighten how English pre-service teachers from a public university in Bogotá put reflective teaching into practice and what levels of reflection they reached at the time of carrying out their first teaching experiences during their online pedagogical practicum. To reach this purpose, the instruments are going to be driven to analyze the following categories that emerge from the literature review section: reflective teaching practices, reflective teaching tools, reflective teaching roles, levels of reflection, the focus of reflections, and peer feedback.

The levels of reflection are going to be analyzed taking into account the levels proposed by Ozudodru (2021) who brings back and refines the theory proposed by Hatton & Smith (1995). This theory states that pre-service teachers tend to reach certain levels of reflection during their first teaching experiences. Depending on how they reflect on the events that take place during their lessons they can get to a specific level of reflection in which most superficial level is called the descriptive writing category which consists of the mere description of the lesson. The second level is the descriptive reflection category where the practitioners start to find reasons for their

practices. The third level is the dialogic reflection category in which the learners start exploring possible reasons for the problematic situations and challenges they are encountered with; and the last and deepest level is the critical reflection category, where practitioners take every factor into account in order to improve the learning process. The following figure summarizes this theory.

Figure 1. *Ozudogru's Reflection Levels Framework*



Validity and Reliability

Considering the previous theory of reflection levels that can be evidenced in pre-service teachers' teaching practices the instruments for data collection were the teacher journals, the peer observation diaries, and tutor teacher surveys.

The first instrument that was analyzed was the teachers' journals. The researcher collected the teacher journals of nine pre-service teachers who had recently completed their pedagogical practice that had been carried out online during the pandemic. The idea was first to analyze the

format of these teacher journals and their structure in order to verify if reflective teaching practices were presented. The pre-service teachers were asked to fill out a teacher journal after each session they had and there they could reflect on the things that had happened during the class. In these teacher journals, the levels of reflection which are descriptive writing, descriptive reflection, dialogic reflection, and critical reflection were analyzed, as well as the variables and the focus that were presented within these levels of reflection.

The second data collection instrument was the peer observation diaries, which were filled out at the same time as the teacher journals but in this case, peers' performance was analyzed and commented on, and based on that, some recommendations were given for future occasions. The diaries of the nine pre-service teachers that had been filled out throughout their online pedagogical practice were also collected. However, the number of peer observation diaries for each pre-service teacher did vary depending on the classes the peers had and what the tutors requested. In this instrument, the levels and reflection approaches were also analyzed, but taking into account what was observed.

Regarding the third and last instrument for data collection, a survey was designed for tutor teachers who have been in charge of the pedagogical practicum stage. A total of five tutors responded to the survey and the results allowed the researcher to contrast the information obtained from the pre-service teachers' perspective with what the teachers perceived from practitioners' performance. With this instrument, the researcher could analyze the most used reflective teaching practices, if tutor teachers considered reflective teaching important in teacher education, and what reflection levels tutor teachers found within pre-service teachers' teaching experiences.

Due to the type of study this research is grounded on, we decided to propose an innovative pedagogical project that would provide answers to the research question. The following chapter gives an account of this innovative pedagogical intervention.

Chapter IV. Pedagogical Intervention

This chapter explains the pedagogical intervention planned for the study which contains the Theory of Learning and the Theory of Language. Then, the researcher will present the materials, time management, and procedures that will be implemented to carry out the instructional design which includes the instructional objectives, description of the interventions, assessment, and evidence of outcomes as well as the expected results at the end of the process.

Theory of Learning

Social Constructivism helps the researcher to recognize the value of the previous experiences that students have had throughout their lives to make new relationships among concepts and generate new knowledge taking into account their environment and their interactions with their surroundings. In this regard, Scott (2017) points out that "learners conceive understanding and form meaning via a blend of their own existing knowledge base, their actions, and their individual experiences" (p. 4). Therefore, this theory of learning implies that the conception that learners have of the world comes from different sources such as the preceding knowledge and the new experience, in this way giving more prevalence to the discovery, consequently altering how they think and perceive the world around them.

This way of perceiving and positioning in the world depends to a large extent on the context and the people with whom the learner interacts. The principles of this theory coincide with the principles proposed in Vygotsky's social development theory (1978) in which appears an important concept called the zone of proximal development. which is the distance between

what learners are able to do on their own (previous knowledge) and what they would be able to do with the help of a more capable partner (new knowledge).

In the educational context, there are two fundamental roles: the learner and the teacher. Although it is true that the theory of social constructivism is focused more on the student rather than on the teacher, it should also be clarified that the role of the teacher in the training of the learner is crucial, since in this way, progress is made in the process of learning to think critically. In this way, it is understood that knowledge is not built individually and in isolation, but rather that knowledge is the result of the immersion and interaction of learners with their teachers, their peers, and their environment (Doolittle & Camp, 1999, as cited in Scott, 2017).

This research study will follow this learning theory since throughout their academic training, pre-service teachers have had the opportunity to learn about teaching and have been able to form their own criteria regarding teaching methods and practices, and when they arrive to the pedagogical practicum stage they have the opportunity to put into practice what they have learned but also with the help of their tutors and their peers they can generate new knowledge in favor of improving the teaching process. All this is possible thanks to the fact that the context in which the pre-service teachers are being trained, they allowed them to work cooperatively with both the tutor teachers and their peers. In this way, learning occurs in a more significant and critical way that seeks to improve teaching.

Theory of Language

The theory of language that the researcher considers best suits this research is closely related to the theory of learning previously discussed. When it comes to second/foreign language learning, Vygotsky's Sociocultural Theory (SCT) is one the first theories that comes

into the conversation. This theory points out that language learning happens within the learners' context that is composed of personal, social, cultural, and situational factors and this greatly influences the way in which language is learned (Kung, 2017). Teachers cannot enter their classroom and dedicate themselves only to teaching the language and its grammar rules, but they must also pay attention to all the factors that are part of the life of the learners since these factors impact their learning process.

On the other hand, this language theory also points out that learners acquire the language when they interact with other people and work collaboratively (Pathan et al, 2018). This premise comes from the five components of the theory which are: Zone of Proximal Development, Mediation, Scaffolding, Internalization, and Private speech. According to Vygotsky (1978), the zone of proximal development is the distance between what the learner already knows and the potential the learner has to discover something new with the help of more capable partners. This author refers to mediation as the tools the learners use to solve challenges and achieve the main objectives of their learning process. Scaffolding is known to be the support that is given to the learner to reach their potential. The process of internalization implies that learners can put what they have learned into practice taking into account social and psychological development, so the learning process is meaningful. As for the last component, Vygotsky (1978) states that private speech is the kind of speech that allows learners to organize their thoughts and regulate their behavior in order to socialize with others.

Within this research study, there will be focus on the first three components of Vygotsky's theory which are the Zone of Proximal Development, Mediation, and Scaffolding. In this intervention, the idea is to identify how pre-service teachers learn to reflect critically

and the means they use to reflect on their teaching experiences, how they make sense of these with the help of their tutor teachers and their peers in order to make modifications to their teaching practices and improve the language learning process for both learners and themselves. The goal for the researcher is to explore and discover new ways to conceive the language teaching profession with the help of reflective teaching practices, tools, the guidance of their tutor teachers, and the cooperative work that they develop with their teachers and their peers. Having clear the theory of language and learning, the researcher proceeds to explain the instructional design in the next section.

Instructional Design

This chapter begins with a brief description of the setting and population. Then it presents a general account of the pedagogical innovation oriented in Inquiry-Based Learning as an action plan. Afterward, it presents the curriculum platform and ends with a thorough and concise description of the tasks, activities, procedures, and resources carried out and used throughout this pedagogical intervention.

Setting

This research experience was carried out at Universidad Distrital Francisco José de Caldas, a public university in the city of Bogotá, Colombia. The study took place in the Faculty of Sciences and Education where the program Licenciatura en educación básica con énfasis en inglés y lenguas extranjeras (LEBEI henceforth) is located. The mission of this faculty is to train professionals and active citizens, produce and reproduce scientific knowledge, and promote technological innovation and artistic creation. In the LEBEI program, pre-service teachers are trained throughout the whole degree in order to acquire the necessary

and specific skills to be able to teach. There are diverse subjects that include the pedagogical dimension in which course design and methodology, and lesson plan courses are found so pre-service teachers can know the theory and they can apply it during their pedagogical practicum stage. This pedagogical practicum takes place from the sixth semester and has two semesters in primary school and two semesters more in secondary school. During this stage, pre-service teachers are guided and oriented by tutors who are constantly supervising and giving feedback to them.

During the pedagogical practicum, classes were carried out under the remote teaching modality due to the COVID-19 from Monday to Friday. Thus, pre-service teachers' encounters with their tutor teachers took place via online as well, which implied that the way in which tutors and peers gave feedback to pre-service teachers limited the face-to-face interaction but offered new opportunities to interact online.

Population

The population of this research experience was nine EFL pre-service teachers from the ninth, tenth, and eleventh semesters which means, they were almost finishing their undergraduate program. They were five male and four female student teachers whose ages ranged from 22-27 years old. Furthermore, pre-service teachers come from diverse sociocultural backgrounds.

As the university offered two pedagogical practicum courses in primary education and two in secondary education, these pre-service teachers have had diverse experiences in terms of school contexts, that is, they have worked in public and private institutions in different places in Bogotá.

Additionally, five tutor teachers in charge of the pedagogical practicum courses took part in this study. These teachers have been directing these courses for more than a year and have had experience in different schools in Bogotá, both public and private, as well as having gone through all the courses from elementary school to high school.

Curriculum Platform

This curriculum platform spouses a vision of the curriculum. It also espouses a vision of learning and a vision of language. It then concludes with a vision of the classroom. In order to support the curriculum platform that this innovative pedagogical intervention consists of, this curriculum platform spouses a vision of a transformative curriculum. According to Henderson & Hawthorne (2000), a transformative curriculum is the type of curriculum that fosters personal and social integration, proposes significant problems and issues, promotes problem-solving skills, and seeks change toward a more fair and equitable society. This vision of curriculum fits into this proposal as the mission of the faculty of sciences and education seeks to train professionals who construct new meanings that allow them to contribute to the creation of a society of justice and peace.

In order to support the vision of a transformative curriculum, this curriculum platform spouses a vision of experiential learning. According to Kolb (1984, cited by Korucu Kış, 2021), there are four aspects to carry out during the experiential learning process. The first one is called concrete experience, the second aspect is called reflective observation, the third aspect is known as abstract conceptualization, and the fourth aspect is active experimentation. Then, this cycle is repeated throughout the diverse learning experiences that students have. This vision of learning fits into this proposal as it allows student teachers to reflect upon the

way they are learning and find strategies to apply the new meanings and knowledge in future situations.

In order to support the vision of experiential learning, this curriculum platform spouses a vision of language as self-expression. According to Alcón (2004), language is the human dimension that allows people to express their own feelings, thoughts, and ideas about the world from their own position with the rest of the people. This vision of the language fits into this proposal because in this case, students have the possibility to express and share what they think about the world and how they perceive themselves within it. This allows them to reflect critically and propose strategies to transform a society where every point of view is considered and respected.

In order to support the vision of language as self-expression, this curriculum platform spouses a vision of the classroom as a place for socialization. According to Gabaldón-Estevan (2020), the classroom is "a space where a group of individuals with different experiences, background knowledge, and expectations live together and share their ideas to construct knowledge" (p. 2). This vision of the classroom fits into this proposal as students come from different socio-cultural backgrounds. When they get into the classroom, they have the opportunity to share their thoughts, opinions, and ideas with their peers. With all these ideas, they are able to construct knowledge by comparing and contrasting the diverse points of view that are found within the classroom.

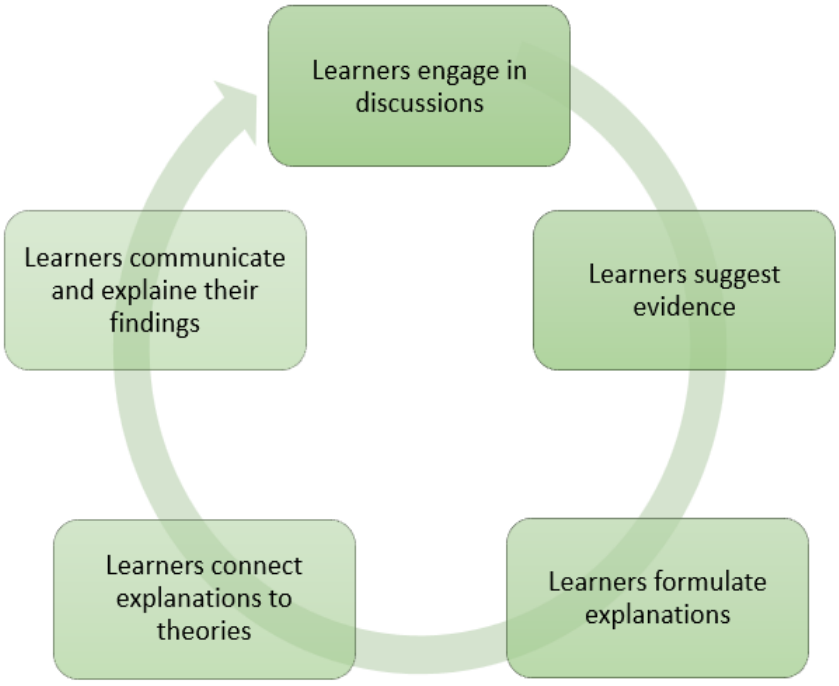
The Pedagogical Innovation Oriented in Inquiry-Based Learning as an Action Plan

As Khalid and Zin (2018) state, Inquiry-Based Learning can be interpreted as a learning method that implies that learners discover new knowledge by making real-world

connections through exploration and high-level questioning. The main difference of this learning method from the others is that the learners have an active participation in their learning process, they become inquirers and start to question how a specific phenomenon is presented in the way it is. These authors mention that this constant state of inquiry comes from problems and scenarios that emerge in cooperative learning with the teacher and the learners' peers and on their own. Seeing in this way that knowledge comes from questioning the structures in which the world is governed and generating new knowledge together.

Correspondingly, Kuhn and Pease (2008) affirm that Inquiry-Based Learning has its origins in the constructivist theory which has been broadly studied by scholars like Piaget, Dewey, Vygotsky, and Freire. These authors find that these two theories share similar principles which were stated by Dewey (1993). Those principles are structured in the following cycle.

Figure 2. *Dewey's Principles of Inquiry-Based Learning***.**



According to Kuhn and Pease (2008), in the first phase of the cycle, learners are presented with a challenging situation, and the prior knowledge is activated, the teacher provokes learners to make questions about the phenomenon. In the second phase, learners start to explore the phenomenon, they challenge what they already know and gather evidence through the use of their problem-solving skills. In the third phase, learners explain their understanding of the phenomenon. In the fourth phase, learners try to apply their understanding of the phenomenon to theories that have been previously presented. Finally, in the last phase, learners show and communicate their findings, assessing what they found and how they felt during the process. Then, the cycle begins again.

For this pedagogical intervention, the researcher considered it appropriate to follow the cycle of Inquiry-Based Learning as this is the method currently used in teacher education. During their pedagogical practicum stage, pre-service teachers have the opportunity to reflect and question what they are experiencing in their classrooms, if something catches their attention, they can start to investigate this phenomenon. In this way, they can attach evidence and explanations about what is happening and look for alternatives to improve the teaching process. This with the help of their tutors and peers who are constantly giving them feedback and a different perspective to solve the challenges they are encountered with. With that being stated, the researcher will present the instructional objectives in the next section.

Instructional Objectives

General Objective

- To contrast pre-service teachers' reflections and comments within their reflective teaching practices during their online pedagogical practicum.

Specific Objectives

- To recognize how pre-service teachers are able to make sense of the events they experience during their teaching practices through reflective teaching journals.
- To identify correlations between Reflective Teaching and pre-service teachers' teaching practices within the teacher journals and peer observation diaries during their online pedagogical practicum.
- To identify correlations between the focus of pre-service teachers' reflective teaching practices found in teacher journals and peer observation diaries and Faculty members' criteria after the implementation of a qualitative survey.
- To triangulate the data collected from teacher journals, peer observation diaries, and the qualitative survey regarding reflective teaching practices within teacher education.

Description of the Interventions

In view of the pandemic contingency of COVID-19 encountered across the country, the interventions will be conducted through virtual means. Each pre-service teacher who was part of the research had already completed their online pedagogical practice process, therefore it should be clarified that the interventions were made after the teaching stage had finished.

This pedagogical intervention is divided into six weeks. In this way, the first intervention that will be carried out in this study will take two weeks in which the researcher will ask pre-service teachers for the teacher journals they developed in order to reflect on their online teaching experiences. After collecting these teacher journals, the researcher will analyze pre-service teachers' reflections and comments regarding what they were experiencing during the lesson and how they made sense of it, how they felt during this time, and what

strategies they took into consideration to improve their teaching. Then, the researcher will examine the levels of reflection found within these reflections and categorize them.

Regarding the second stage, also will take two weeks in which the researcher will ask pre-service teachers for their peer observation diaries done during their online teaching experiences as well. After having gathered these peer observation diaries, the researcher will proceed to organize and read pre-service teachers' reflections regarding their peers' teaching practices. The next step will be to extract the main ideas and recurrent words that will be transformed into categories that enable to identify relationships between the levels of reflection and pre-service teachers' real teaching practices.

Finally, the last stage will take two weeks as well. In this stage, the researcher will develop an online survey designed for teachers in charge of the pedagogical practicum courses. They will have the opportunity to comment on their own position on how they consider their practitioners have been developing their first teaching experiences, if they consider that their practitioners have found it useful to reflect during their online pedagogical practicum, what tools they used during the stage, how they worked with their peers and what levels of reflection they reached. It will take between 5 to 10 minutes for the tutor teachers to complete the survey.

After collecting responses from participants in the survey, the researcher will identify what tools tutor teachers suggest their practitioners use for reflecting on their lessons, how they assess their performance, how they suggest them to work, and what levels of reflection they consider their practitioners reached.

Table 2. *Schedule of Interventions*

Technique	Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading Documentation	Teaching Journal						
	Observation Diary						
Interviewing	Survey						

Assessment

It is important to recognize that within this study there will be several points of reference to assess the participant's behavior respecting reflective teaching practices. The referred elements, previously developed in the literature review, will be recapitulated in this section.

According to Schon (1983 cited by Florin & Stacy, 2019), there are two types of reflection during teaching practices, these are called reflection-in-action and reflection-on-action. Reflection-in-action is the process in which the teachers reflect at the very moment they are teaching, when they seek an explanation for the events that occur in the classroom and that are possibly affecting the normal development of the class; within this process, short-term strategies are sought to improve the learning process at that precise moment. On the other

hand, reflection-on-action is the process that takes place after the class has finished, the teachers evaluate how the class was developed, what advantages and disadvantages there were, and establish long-term strategies that not only improve the situation in that specific educational context but also at a general level. Within this study, this will be the first point of reference for the evaluation. It will be determined whether pre-service teachers tend to reflect more during the class or they take time after the class ends to examine what happened in the classroom.

The second point of reference for the assessment will be the pre-service teachers' reflection levels. Özüdoğru (2021) points out that when pre-service teachers are in their pedagogical practicum stage, there are four levels of reflection that they can reach, ranging from the most superficial reflection to the deepest. The first level is called *descriptive writing*, where only what happened during the class is described. The second level is *descriptive reflection*, where the lesson is described and pre-service teachers begin to look for explanations of certain events. The third level is *dialogic reflection*, where possible reasons for the problems that arose during the class are explored. Finally, at the last level is the *critical reflection* where they express reasons for teaching practices by taking the historical, social, and political contexts into account during the reasoning process. Within the study, the level of reflection reached by pre-service teachers during their training from the online pedagogical practicum will be evaluated.

Evidence of outcomes

Outcomes may show an inconsistency between what is stated in pre-service teachers' teacher journals and peer feedback observation diaries, and what is evaluated according to the

teachers in charge of pedagogical practicum courses, which could possibly demonstrate different reflection levels reached by pre-service teachers during this stage.

As discussed above, the instructional design has been addressed as well as the setting, population, theory of language, and theory of learning to have an argued and organized plan for the pedagogical intervention. In the following chapter, the reader could have a look at the data analysis and expected findings for the study.

Chapter V. Data Analysis and Findings

In chapter five the researcher explains the research context for data analysis, data management-coding, and findings of the research project. These components are firmly associated with the instruments presented earlier in the research design in chapter three, the schedule of interventions in chapter four, and the raised objectives as a means to have a coherent outlook of the study.

Research Context for Data Analysis

Qualitative data analysis is the process of collecting, describing, classifying, and interconnecting qualitative information in a qualitative study (Graue, 2015). In order to carry out this process, the researchers need to be able to get involved in the context of the research and place themselves in the position of the participants who are experiencing the specific phenomena under study to capture their testimonies.

At the moment of analyzing qualitative data, the researchers find themselves with meanings and personal experiences that they have to analyze and interpret. Throughout this exhaustive process, they realize that there might be patterns regarding how participants respond to the phenomena (Rodríguez Sabiote, 2005). This part is crucial within a qualitative data analysis as this kind of data, allows the researcher to describe the phenomenon in more detail and compare several cases regarding the same scenario. Thus, the researcher should be careful when reporting the findings, so the participants' perceptions and perspectives remain true and clear for the readers.

According to Mayer (2015), there are certain steps when analyzing qualitative data which the researcher should consider in order to design a meaningful qualitative data analysis. These

steps are gathering and collecting qualitative data; organizing and connecting ideas; coding the data; analyzing the qualitative data for insights; and reporting on the insights derived from the analysis. In order to follow these steps, this author also mentions the appropriate sources to obtain the data. This type of data can be obtained from recordings, interviews, documents, or any written production from participants. Then, the researchers have the responsibility to get these testimonies into texts so they can analyze them in depth.

Data Management and Coding

Due to the increasing importance of qualitative research in recent years within the educational field, various scholars have worked on different methods to manage data collected throughout the study so that the analysis of these data is accurate and meaningful for the field in which the study takes place (Bouchrika, 2022). The way in which the researcher handles and analyzes the data within qualitative research plays a very important role since the validity of the study resides in this part, if the data is not carefully analyzed and the correct steps are not followed, findings might be biased and might not provide alternatives for the challenges that arise within the context of the study.

Taking the aforementioned into account, various methods for analyzing and coding qualitative data have emerged specifically within the educational field. One of them is axial coding which allows to "synthesize and organize data into more coherent, hierarchically structured categories and subcategories that add nuance and dimension to emerging concepts and their potential relationship to other framework elements" (Scott and Medaugh, 2017). This method allows the researcher to carefully analyze the data gathered and organize all of the information by making relationships between the different participants' perspectives and

consequently identifying patterns which finally will be categorized into main categories and subcategories.

According to Strauss (1987), to develop an accurate axial codification the researcher should act in accordance with these steps:

1. Accommodate the properties of a category and its dimensions.
2. Identify the variety of conditions, actions/interactions, and consequences associated with a phenomenon.
3. Relate a category with its subcategories by means of sentences that denote their relationships with each other.
4. Look for clues in the data that denote how the main categories can be related.

For the purposes of this research study, the researcher considers that axial coding is the most appropriate method to manage and code the information since the steps suggested by Strauss (1987) fit into the suggested plan. When each research instrument was analyzed, the main categories were first considered to analyze the information, these came from the levels of reflection proposed by Ozudogru (2021). Taking these categories as a basis, each pre-service teacher's perspective was then analyzed, looking for the category in which they could be placed based on their experiences of teaching practice. Then, the data were classified into subcategories that were related to the pre-service teacher's focus of reflection. It is in this way that the researcher managed and coded the data in order to get to the findings.

Findings

The first step to reaching the objectives of this research study was to explore what reflective teaching practices pre-service teachers seemed to use for the development of their

online pedagogical practicum stage. After finding that the most used tools were the teacher journals and peer observation diaries, the next step was to analyze their reflections and the levels of reflection that pre-service teachers tended to have at the time of writing their teaching experiences on these journals and diaries.

In analyzing pre-service teachers' reflections about their own and their classmates' performance during their online pedagogical practicum, I concluded that their reflections were divided into critical and dialogic reflections about themselves and others. Critical reflections are about being aware that the same actions and events may be seen in different contexts with different explanations associated with the contexts. On the other hand, dialogic reflections are the considerations of "the qualities of judgments and of possible alternatives for explaining and hypothesizing" (Moon, 2001, p.7). These two categories will be elaborated on in the following section taking into account the analysis of the teacher journals and the peer observation diaries.

Critical Reflections on Own Teaching Experiences

According to Özüdoğru (2021), when pre-service teachers are reflecting critically, they are considering different social, historical, cultural, and political factors involved in the learning process. Within these critical reflections, it was found that pre-service teachers tend to make positive comments about themselves.

The most salient type of critical reflection was the positive comments on their own performance. When pre-service teachers had the opportunity to reflect on their own teaching experiences, they focused on how they were able to make their students participate and understand the topic, and they paid special attention to their success in the kind of activities they planned to develop the lesson and foster participation. Mary, for example, stated:

> "La clase ofrece actividades dinámicas donde la participación de los estudiantes es importante, y se agregan herramientas online de fácil acceso para los estudiantes" (Teacher Journal, Mary).

As it can be seen this pre-service teacher not only highlighted that their students had participated in the activities but she as well, highlighted the type of activities that allowed the students to participate, in this case as it was a lesson given via remote teaching, this allowed the pre-service teacher to include interesting online activities for students.

Critical Reflections on Peers' Teaching Experiences

The most salient type of critical reflection during their online pedagogical practicum was the positive comments toward others. Pre-service teachers' reflections when observing other pre-service teachers' teaching experiences showed that they seemed to focus their attention on the positive aspects of the lessons, especially on the way they tried to foster participation. For student teachers it is really important to plan activities and choose topics that catch students' attention. If they are able to do that, their students will probably be actively participating during the whole lesson, from the very beginning to the end. When they observed that in a specific lesson, students had participated actively, they related this to the way their colleagues had planned the activities. A good example was found in Claire's journal:

> "It is noteworthy the choice of the topic, it is evident that the students were very interested and could talk about the tattoos of people close to them and showed that they wanted to participate by telling their experiences and opinions on the subject" (Teacher journal, Claire).

As it can be seen in Claire's reflection, she is talking about how the good selection of the topic by their colleague allowed the students to feel interested in participating because it was a topic that caught their attention, it was a topic that had an impact in their lives and their culture. This aspect not only facilitates students' participation but also generates a good atmosphere between the students, the teacher, and the content. All of this made the pre-service teacher reflect positively on the classmate who was giving the lesson at that moment.

Another type of critical reflection was the praise of peers' teaching experiences. The student teachers tended to praise the way the other pre-service teachers developed their lessons. They considered it important that the teacher planned activities that caught the attention of the students and when they achieved this, they exalted the effort with which they had achieved participation. They also tended to praise the way in which their classmate solved the challenges that had arisen at some point in the class and how in the end, after these challenges, the class had been a success. This could be seen in Peter's reflections:

> "Además se resalta la preparación de la profesora que tiene actividades adicionales en caso de eventualidades que suceden normalmente en el desarrollo de la clase (Teacher Journal, Peter)".

As it can be seen in Peter's reflection, he is praising how the other pre-service teacher was prepared for the lesson and not only this but how they had other activities planned just in case something that was not scheduled for the development of the lesson occurred.

The last type of critical reflection found in this study was the negative comments on others' teaching experiences. Pre-service teachers focused on three important aspects that implied

a negative situation within the development of the lessons. The first is virtual education, the second is participation, and the third is the use of the first language. All these aspects were related to each other and could be evidenced in most of the classes. Pre-service teachers mentioned that virtual education was difficult and because of this, few students were able to participate and the few students who did it overused the Spanish language in the English classes. Gabrielle, for example, stated:

> "With online classes, it is really hard to know what the reality of our students is. They might not participate for so many reasons or their phone might not work as it should, making it very hard to be in class. Additionally, the overuse of the L1 by teachers and students can be harmful to the learning curve of the students" (Teacher Journal, Gabrielle).

In Gabrielle's example, it is clear to see that the way in which student teachers had to give their lessons implied a negative situation that did not allow them to carry out their pedagogical practicum experience as it was expected. They made clear that online classes implied several limitations like knowing what students could be really doing, if they were paying attention to the class or they could be doing other things, or maybe they did not have the resources to access the virtual lesson. Another aspect that was presented within Gabrielle's reflection is the overuse of the first language, which was repeated in several reflections. This evidenced that for pre-service teachers it is important not to use the first language in the English class because this cannot be good for their learning process.

Dialogic Reflections on Own Teaching Experiences

According to Özüdoğru (2021), in the dialogic reflection category, pre-service teachers tend to dialogue with themselves seeking to find solutions or explanations for a certain event that happened during the lesson. Within these dialogic reflections, it was found that pre-service teachers tend to make suggestions on others and their own teaching experiences, and make comments on the difficulties that they had. The most salient type of dialogic reflection during their online pedagogical practicum was the suggestions on their own teaching experiences.

Pre-service teachers' reflections on their own teaching experiences seemed to be focused on suggestions for future lessons. They seemed to place a high value on student participation throughout the lessons. In most cases, the reflections had to do with the fact that the class went very well but that it was necessary to look for more strategies to promote participation and beyond that, to know why the students did not feel motivated to participate and to be able to look for alternatives to conventional forms of participation. This could be seen in Peter's reflection:

> "Hubo estudiantes que no quisieron participar por distintas razones como se comentó en otra sección por lo cual es necesario buscar los motivos y encontrar soluciones a estas barreras de comunicación tales como desinterés, falta de motivación, entre otras" (Teacher Journal, Peter).

Peter's reflection shows that students' participation remains a constant challenge for pre-service teachers, therefore he suggested that it was necessary to look for strategies that allowed them to know why students did not participate and going beyond this, to find strategies to cope with the difficulties such as disinterest, lack of motivation, among others. This reflects that during the online pedagogical practicum, pre-service teachers considered it crucial that students

participated and when this did not happen, they suggested they had to continue working on alternatives to engage students in the learning process.

The last type of dialogic reflection found in this study regarding own teaching experiences was reflections regarding difficulties. Pre-service teachers attributed most of the difficulties to virtual education. Some of the challenges that pre-service teachers observed their colleagues had during their online pedagogical practicum were the management of the virtual platforms in which the class was taken, the access to the resources that had been planned for the activities, and, above all, the participation of the students during the virtual classes. Several pre-service teachers considered that there was low attendance from the students and that the few who attended hardly activated their microphones to participate. For example, Taylor stated:

> "From the beginning, the class was tedious and difficult, not many students joined. The students from the first moment were shy and not very participative. There is a very serious problem with the motivation of students who take virtual classes, even more so if it is a class that many do not consider serious, such as the English class" (Teacher Journal, Taylor).

In this reflection, Taylor is talking about the difficulties regarding the attendance of the students. Few students who joined the class were not participating in the activities the teacher had planned so the student teacher associated this difficulty with the attitude that students had towards the English class. In this case, as the class was not mandatory there were few students who joined the class and did not participate, implying that this became a serious difficulty for the development of most of the lessons.

Dialogic Reflections on Peers' Teaching Experiences

One type of dialogic reflection on others' teaching experiences was the suggestions. Pre-service teachers consider that much more time and dedication are needed to create a balance between the use of English and Spanish. They knew that the students do not understand everything that is taught in English, therefore, it is necessary to make sure that they are understanding the English language, if not, it is necessary to look for other strategies such as the use of Spanish, but only when needed. Angeline's reflection is a clear example of it:

> "I suggest giving the instructions in English, ask if they understood, and if not, give the instructions in Spanish. The students have a good level and I have noticed that they sometimes understand without needing translation" (Teacher Journal, Angeline).

In Angeline's reflection, it is clear that the constant phenomenon in the lessons is that pre-service teachers tend to overuse the first language instead of trying to use the English language. In this case, Angeline considered that it would be better for future lessons to give more instructions in English, making the clarification that if students seem not to understand in that case, the use of Spanish is suitable for making sure that the students really understand the content.

Tutor Teachers Contrast Survey

The third instrument for collecting data was designed with the aim of contrasting what pre-service teachers experienced during their online pedagogical practicum with what their tutor teachers perceived during this stage. This qualitative survey had different questions regarding the reflective teaching process during the teaching practices.

Most of the tutor teachers stated that during the online pedagogical practicum they tended to keep a continuous follow-up to the way in which their practitioners carried out their first

teaching experiences. Their role within these academic spaces was to guide and orient pre-service teachers regarding the structures of their teaching practice.

In the matter of how tutor teacher assessed their practitioners, there were different opinions as each tutor had different tools for evaluating pre-service teachers' performance. Some tutor teachers stated that they tended to keep into account the assessment of lesson plans. Others preferred to assess by observing pre-service teachers in action, at the moment in which they were giving their lessons. Other teachers believed it was better to organize encounters with pre-service teachers and discuss with them how they were carrying out their lessons. Some others stated that as the lessons took place via remote teaching, the pre-service teacher could record the lessons and then the tutor teacher could observe their lessons. In this way, tutor teachers offered a wide perspective regarding how they assessed their students in terms of teaching performance.

Entering a little more into the matter of reflective teaching practices, the tutor teachers were asked if they recommended their students to reflect on the things that had happened during the classes, to which most of them answered that they did recommend their students to have a written record of what had happened in each class so they could reflect on these aspects after the lessons ended, while few teachers indicated that they did not recommend it. Tutor teachers who recommended to have a written record of the lessons were asked which reflective teaching tools they advised their students to have, and the responses were diverse. Tutor teachers stated that they recommended peer observation diaries, teacher journals, portfolios, and seminars, being the peer observation diaries the most recommended tool and seminars the least.

Tutor teachers were also asked about their experience with pre-service teachers during their online pedagogical practicum and how they reflected upon their teaching experiences. The responses were also diverse. Some tutor teachers manifested that they evidenced their

practitioners seemed to describe events, explore possible reasons for challenges presented and try to find solutions for these. Few teachers stated that they believed their students seemed just to report how the lesson was developed without giving explanations or reasons for the challenges presented. And some other tutor teachers perceived that their practitioners expressed reasons for their practices by taking the historical, social, and political contexts into account during the reasoning process and try to offer alternatives that improve the learning experience. In this way, it was found that tutor teachers' perceptions regarding their practitioners' levels of reflection varied at a great level, being the dialogic reflection level the most presented one within the online pedagogical practicum.

Apart from the levels of reflection, the tutor teachers were also asked about the focus of reflection that they believed the practitioners had during their online pedagogical practicum. Most of them stated that pre-service teachers focused their reflections on time management, participation, and planning of activities. Whereas another amount of tutor teachers manifested that the students focused on language use and ICTs difficulties. A small number of teachers stated that the focus was motivation and the emotional aspect.

All tutor teachers agreed that reflective teaching practices were important and crucial within the pedagogical practicum stage, and they as well agreed that during their process of training, pre-service teachers believed reflection on how the lessons were carried out was relevant for their education in order to make modifications in the academic field. They also manifested that in order to include reflective teaching practices within the online pedagogical practicum, they allowed pre-service teachers to work collaboratively with their peers in order to have a different perspective on the teaching practice.

Chapter VI. Conclusions

In the last chapter, the researcher will discuss the conclusions of the study out of the gathered data and the corresponding analysis derived from the findings and the literature review, in correlation with the objectives proposed for the project.

English pre-service teachers' reflective teaching practices during the online pedagogical practicum were classified within reflection-on-action rather than on reflection-in-action as it was found when analyzing the different reflective teaching practices. They used to give more time to reflect when they had already finished rather than during the exact moment in which they were giving the lesson. This phenomenon was presented due to the modality in which lessons were given, as pre-service teachers' pedagogical practicum took place online, they were more focused on other aspects that needed more attention.

Although the modality in which the classes took place made it more challenging to be able to put reflective teaching into practice, all of the preservice teachers tended to put reflective teaching into practice by fulfilling some artifacts that had been previously recommended by their tutor teachers that additionally implied a grade at the end of the course. This showed that the most used reflective teaching tools were the teacher journals and peer observation diaries. The teacher journals allowed pre-service teachers to analyze their own performance and based on that analysis, they could adapt their methodology. On the other hand, the peer observation diaries allowed them to place themselves in their peers' shoes and construct a different perspective on the teaching practices.

The way in which these reflective teaching artifacts were structured allowed pre-service teachers to reach deeper levels of reflection. In the literature review, it was found that there were several studies where practitioners just reached a superficial level of reflection due to the way in which they had to keep a record of their teaching experiences. In the current research study, it was found that the teacher journals and the peer observation diaries required pre-service teachers to not only describe what happened during the lessons but also find explanations for the way in which things happened and beyond that, they had to look for alternatives that improved their teaching practice.

According to Ozudogru's levels of reflection framework (2021), in the current study, pre-service teachers could reach deeper levels of reflection which were classified among dialogic and critical reflection levels. This implied they had to first describe what happened during the lesson. Then, they had to find explanations for the challenges or situations that occurred. Finally, they had to look for alternatives based on the social, cultural, and political factors that affected their students' learning process. It was this last step that made the difference from this research study and others, as it was found that pre-service teachers cared about not only the disciplinary part but also the context in which they were giving their lessons.

Contrasting the levels of reflection that were found within the teacher journals and the peer observation diaries with the tutor teachers' perspectives, it was found that they also believed their practitioners reached deeper levels of reflection which were classified between dialogic and critical reflection levels, where the dialogic reflection level was the most repetitive category. Tutor teachers considered their practitioners found it useful to reflect on their teaching experiences during their online pedagogical practicum. Additionally, they allowed them to work

with their peers to have a different perspective on the teaching performance and give them feedback to improve the English language learning.

According to tutor teachers, the levels of reflection achieved by pre-service teachers also depended to a large extent on the reflection focus. The aspects pre-service teachers seemed to focus on when reflecting were related to participation, lack of resources, ICTs difficulties, lesson planning, and language use. In aspects that involved not only the disposition that the students had for their English classes but also the available resources and the way in which the classes were given, pre-service teachers reached a more critical level of reflection.

Although the online pedagogical practicum represented several challenges for the pre-service teachers, as it was somewhat repetitive in their reflections, in aspects regarding class management, interaction, and planning of activities, this situation made them reflect more on their position in society and the role of agents of change that they play as future teachers. This consequently generated that the pre-service teachers reached a more critical level of reflection.

The use of reflective teaching practices in this study proved to play a crucial role in teacher training since thanks to these practices teachers can make modifications to their teaching practice and improve the English learning process. For that reason, it is necessary to deepen the research towards the curriculum in the university to find out new opportunities and tools to put reflective teaching into practice and be prepared for the 21st-century demands.

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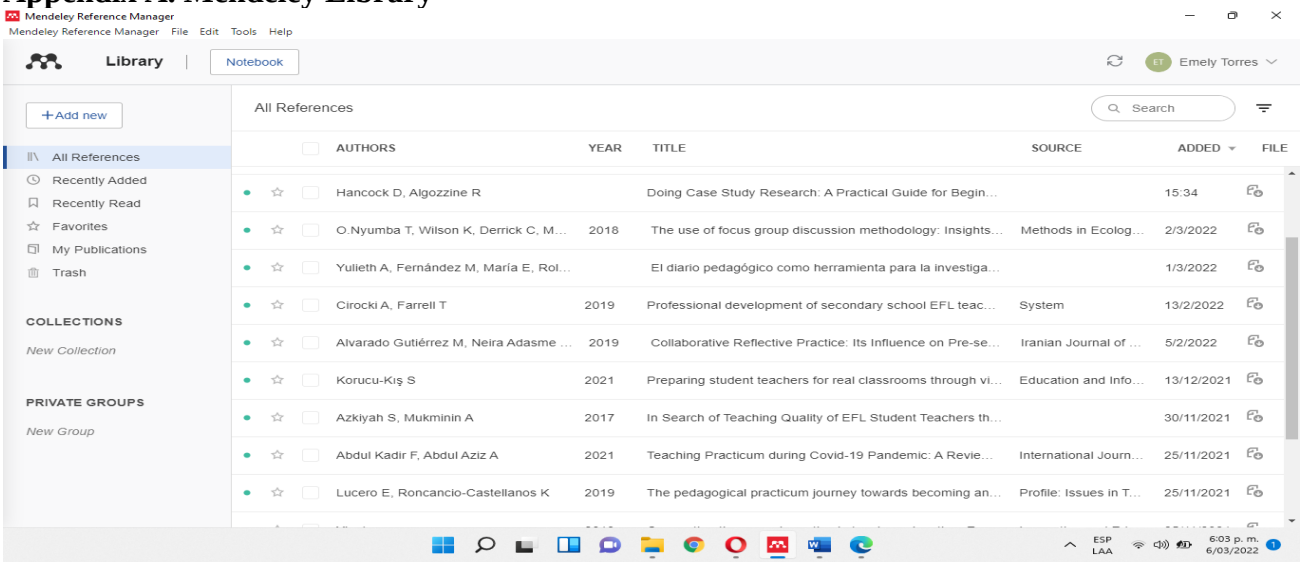
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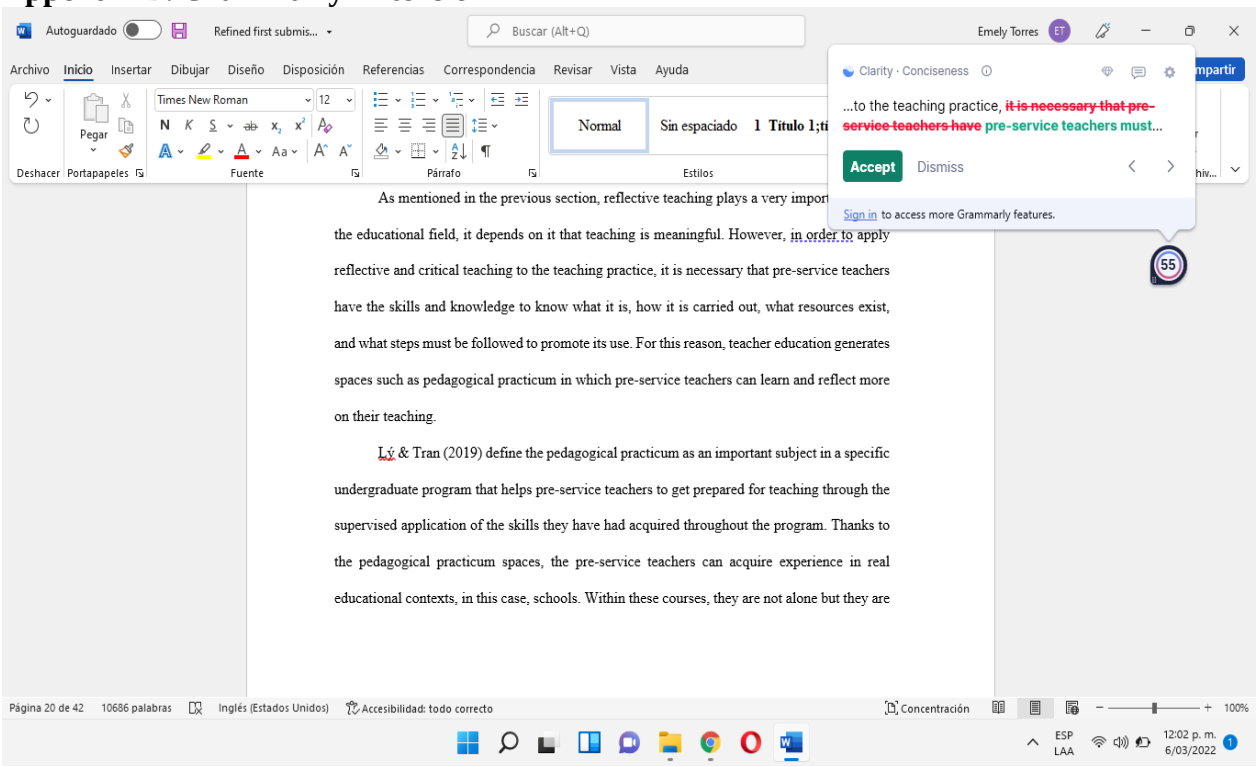
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Appendices

Appendix A. Mendeley Library



Appendix B. Grammarly Extension



Appendix C. Teacher Journal

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS
Auto evaluación y Acreditación Compromiso Social U.D
SCHOOL OF SCIENCES AND EDUCATION
PEDAGOGICAL EXPERIENCE & RESEARCH IN SECONDARY SCHOOL II
REFLECTIVE JOURNAL

PRE-SERVICE TEACHER: _____ DATE: _____ TIME: ___ GRADE: ____
SESSION: _____ TOPIC: _____

After each session:

1. According to what I planned, what could I do? What difficulties did I have? Why? (Possible categories)

2. During the class, which were the positive and negative (if any) aspects? Explain.

3. According to the objectives planned for the class, did I reach them? What did I evaluate? How did I evaluate? Was there any difficulty?

4. What do I need to take into account for the next sessions according to the aspects related above?

5. Possible wonderings/ideas/questions to be researched.

Appendix D. Peer Observation Diary

UNIVERSIDAD DISTRITALFRANCISCO JOSE DE CALDAS
FACULTAD DE CIENCIAS Y EDUCACIÓN
LICENCIATURA EN EDUCACIÓN BASICA CON ÉNFASIS EN INGLÉS COMO LENGUA EXTRANJERA

Institution: _____ Date: _____ Time: _____

Observer's Name: _____ Observed's Name: _____

CLASS DESCRIPTION (observer)	COMMENTS (observer)	ANALYSIS (observed)	CONCLUSIONS (observer)

Appendix E. Qualitative Survey



Survey

The purpose of the following survey is to collect information about pre-service teachers and their training during their online pedagogical practicum stage. The researcher thanks you for your participation in the research by answering the following questions.

Name *

Tu respuesta

1. How much time have you been guiding pre-service teachers during the pedagogical practicum stage? *

- [ ] 6 - 12 months
- [ ] More than12 months
- [ ] 0 - 6 months

2. During the online pedagogical practicum did you tend to keep a continuous follow-up to the way in which your practitioners carried out their first teaching experiences? *

- [ ] No
- [ ] Yes

3. How did you assess your practitioners' performance during their online pedagogical practicum? (You can select more than one) *

- [ ] Assessing lesson plans
- [ ] Assessing video-recordings of their teaching practices
- [ ] Observing their lessons
- [ ] Organizing encounters with them and they reported to you.
- [ ] Otro:

4. Did you advise your practitioners to keep record of the experiences they had when they were teaching remotely so they could reflect about it after the lesson ended? *

- [ ] Yes
- [ ] No

5. If the answer to the previous questions was yes, which of the following practices did you recommend to reflect upon previous online teaching experiences? (You can select more than one) *

- [ ] Peer Observation
- [ ] Teacher Journals
- [ ] Seminars
- [ ] Portfolios
- [ ] Otro: _____

6. Do you consider that pre-service teachers found it useful to reflect about their teaching experiences during their online pedagogical practicum? *

- [ ] Yes
- [ ] No

7. What aspects did you observe that pre-service teachers tended to focus on at the time of reflecting on their online teaching experiences? *

- [ ] Time Management
- [ ] Participation
- [ ] Planning of Activities
- [ ] Language Use
- [ ] Motivation
- [ ] ICTs difficulties
- [ ] Otro: _____

8.Throughout your experience with pre-service teachers during their online pedagogical practicum and how they reflected upon their teaching experiences you evidenced that... *

- [ ] They seemed just to report how the lesson was developed.
- [ ] They seemed to describe the events and try to find reasons for practices based on judgments.
- [ ] They seemed to describe events, explore possible reasons for challenges presented and try to find solutions for these.
- [ ] They seemed to express reasons for their practices by taking the historical, social, and political contexts into account during the reasoning process and try to offer alternatives that improve the learning experience.

9. During the online pedagogical practicum did you allow your practitioners to work collaboratively at the time of giving their lessons? *

- [ ] Yes
- [ ] No

Thank you!

Enviar Borrar formulario