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"Teacher Development and Training Through Classroom Observation and Feedback in a Language Center in Central Mexico"

TESIS

Que para obtener el grado de
Maestría en Lingüística Aplicada a la Enseñanza del Inglés

PRESENTA

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Resumen

Esta investigación examina la práctica de cinco enseñantes principiantes del idioma inglés como lengua extranjera (ILE) en una institución privada para la enseñanza de idiomas en la región central de México. El objetivo de esta investigación es promover el desarrollo y formación de los enseñantes a través del uso de herramientas como la observación de clases y la retroalimentación como parte de un programa de desarrollo de docente.

La metodología elegida para este estudio fue la exploración de un caso de estudio. Para la recolección de datos, se utilizaron cuatro técnicas diferentes: 1) una entrevista semiestructurada; 2) observaciones de clase apoyadas con el uso de notas etnográficas; 3) sesiones de retroalimentación con grabación de audio y el uso de formatos de retroalimentación; 4) un grupo focal. Se realizaron tres diferentes observaciones de clase y sesiones de retroalimentación y al final un grupo focal para dar cierre al programa de desarrollo docente.

Los resultados de este estudio tienen relación con el desarrollo y formación docente, la mejoría que tuvieron los y las participantes durante su práctica de enseñanza y *teacher noticing* (la consciencia sobre la práctica docente). Al mismo tiempo, se destaca la importancia de establecer un diálogo continuo con los docentes y la implementación de programas dirigidos al desarrollo docente con el propósito de guiar y ayudar a los enseñantes en diferentes áreas como manejo de grupo, planeación de clases y el uso de técnicas y metodologías, solo por mencionar algunas. Esta investigación es del interés para equipos de coordinación, administración, formación docente y enseñantes del idioma inglés.

Dedication

To my students,

My family told me that if I became a teacher, I would never have
money; I do not earn a lot of money, but I became rich.
I knew I was rich every time a student thanks me because they passed
an English exam.
I knew I was rich when I am walking, and I suddenly listen to a
student screaming my name while running towards me to hug me even
when you know that I will push you.
I knew I was rich when you have the confidence to tell me your
dreams, your stories, or your secrets.
I knew I was rich every time I see you accomplishing something new,
you always find a way to make me proud.
I may not have a lot of money, but you made me the richest teacher by
acknowledging my work.

Love you, monsters (my teens and adults).

Acknowledgments

I want to thank my friends and family for your patience and for being there even when I did not have enough time to see you. My roommates, I thank you for all the laughter, support, and moments that we shared during these years. I would also like to thank my teachers; it is not easy to have me as a student for six years (but you did, now you are free).

Martha, I admire you for your knowledge, preparation, and dedication, among other things. I had the pleasure to work with you during the BA and the MA and I cannot thank you enough for everything that you have taught me. I could have not done this without your guidance. Thank you!

A mis amigos más cercanos: solo ustedes saben por todo lo que pasé y quiero agradecerles por haberme escuchado y apoyado. Siempre que necesite sus consejos, una casa a donde llegar, o simplemente hablar, ahí estuvieron. Gracias por estar en mi vida, los quiero.

Abuelitos: a ustedes les agradezco, les dedico mi tesis y todos mis logros. Gracias por haberme cuidado toda la vida, para mí ustedes siempre serán mis papás. Los amo, no sé qué haría sin ustedes.

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Chapter 1: Introduction

1.1 Introduction

This research focuses on the use of classroom observation and feedback to foment teacher development (TD) and teacher training (TT). In this chapter, I will explain what motivated me to conduct this research. I will describe the background and context of my participants, the research gap I identified, and the purpose of my study as well as my research question. Finally, I will conclude with a brief description of the thesis chapters.

1.2 Motivation

I have taught for eight years in different institutions: private schools at junior high and high school levels, and private and public language centers. My main motivation has always been my students and I strongly believe that students deserve to have prepared teachers. I have observed that many native and non-native English as a foreign language (EFL) teachers in central Mexico do not have much formal training. Moreover, these teachers have no background in pedagogy or hold a BA degree in the area of English language teaching (ELT) resulting in a negative impact on students' progress in the L2. Perhaps this is due to several reasons, such as the lack of time, motivation, and/or information that teachers have regarding BAs in English language teaching, to mention only a few.

I noticed that most schools either public or private, provide teachers with different courses, workshops, and/or seminars to improve their practice and to help them develop professionally. Nevertheless, many EFL teachers do not have a solid academic background in the area, and thus they seem to have more difficulties applying the theory seen in these courses to their classes. As a result, I decided to implement a teacher development program in a private language center to help EFL teachers improve their practice; so that students would have more prepared teachers regardless of their years of experience or their academic background, and for teachers to feel more prepared. The following section presents the context where this research was conducted and information about my participants.

1.3 Context and Participants

To understand the context of the study, it is necessary to mention that EFL teachers in Mexico are not often required to hold a BA degree to teach English as a foreign language. Many private and public language institutions ask teachers to have a Test of English as a Foreign Language (TOEFL) or a Teaching Knowledge Test (TKT) certificate to teach. In the case of Mexican EFL teachers, many language centers do not even ask teachers to hold any of the previously mentioned certificates. Besides, several EFL teachers in Mexico began teaching because they "fall into the job" (Lengeling, 2010); they have a good command of the language, and schools hire them. Nowadays, there are more BA degrees in ELT which are offered for the pre-service and in-service teachers in Mexico. More specifically, the BA degrees offered in the state of Guanajuato are *Lenguas Modernas e Interculturalidad* in the *Universidad de LaSalle*, *Lenguas Extranjeras* in the *Universidad Tecnológica de México* (*UNITEC*), and *Enseñanza del Inglés* in the *Universidad de Guanajuato*.

This research was conducted in a small private language center. This institution has different language centers around Mexico, but this study was carried out in the city of León Guanajuato. The school offers classes during the week and on Saturday for children, teenagers, and adults. This program was first conducted during the week with the three teachers who were part of the weekly schedule, and then on Saturday to have two more participants for my study. Therefore, I worked with five participants who are Mexican EFL teachers. The participants of this study have less than two years of teaching experience and have only taught in this private language center. The next section includes the research gap found in the study.

1.4 Identification of the Gap

Many schools in Mexico facilitate EFL teachers with courses, seminars, and/or workshops to guide them in the process of teacher development and teacher training, and thus improve their practice. The academic area which examines teacher development and teacher training is teacher education (Freeman, 2001; Richards & Farrell, 2012). There are several studies regarding the application of different techniques, such as classroom observation, peer observation, and the use of journals to elicit teacher development and teacher training (Bell, 2001; de Sonneville 2007; Martinez et al., 2016). However, little is known about the application

of teacher development programs and the use of continuous dialogue with novice EFL teachers through classroom observation, feedback, and monitoring (Freeman et al., 2015; Strong, 2009). Hence, teacher development programs should be implemented in schools to observe and provide feedback to EFL teachers to help them improve their practice. The following section explains the purpose of this research, and it also presents the research question that guided this study.

1.5 Purpose of the Study

The present study is qualitative in nature since it helped me interpret experiences, perceptions, and beliefs (Dörnyei, 2007). For the methodology, I decided to work with an exploratory case study because my participants shared some characteristics, and I aimed to understand a phenomenon within their context (Yin, 2017). The data was collected via individual semi-structured interviews, classroom observations with the use of ethnographic notes, audio-recorded feedback sessions and feedback formats, and a focus group with all the participants. This project aimed to explore the effect of teacher development and teacher training of EFL teachers using classroom observation and feedback. Therefore, the research question I sought to answer was the following:

*How do classroom observation and feedback influence teacher development
and teacher training of EFL teachers in a language center in central Mexico?*

To answer my research question, the practices of the participants were observed in a private language institution in central Mexico, as well as the participants' perceptions regarding the use of classroom observation and feedback as part of a teacher development program. This study aimed to influence teacher development and teacher training by using classroom observation and feedback, and other techniques that will be mentioned in Chapter 3. The importance of this study is about the application of these teacher development programs and having continuous dialogue with teachers, more specifically novice teachers to guide them and to bridge the gap between the theory seen in different courses, and the application of this theory in their classes. This study hopes to be of benefit to coordinators, teacher trainers, administrators, and teacher educators to assess teachers and/or conduct some research regarding teacher development and training. The last section includes an outline of the organization of the thesis as well as a brief explanation of the content in each chapter.

1.6 Organization of the Thesis

This thesis is organized into five different chapters. I will now present the order of each one and a brief description of their content.

This chapter outlined the main aspects of this research, such as what motivated me to conduct it, the academic background and context of the school where I carried out this study, the identification of the research gap, and the purpose of my study where I explained the research question that guided this investigation.

Consequently, Chapter 2 examines what different authors have researched and contributed to the areas I explore in this research. I will explain some concepts, such as teacher education, teacher development, teacher training, classroom observation, feedback, and teacher noticing. Moreover, I will discuss themes that are related to novice teachers, such as their perspectives, and teacher socialization.

The following chapter presents the research paradigm, method, and techniques that were used for the collection of data. This chapter also describes the context and background of the participants. The thematic analysis and coding used to categorize the data will be presented.

Having explained the methodology, I proceed to examine the data in Chapter 4 about the different processes and experiences of the participants of this study. The focus of this chapter is to analyze how the use of classroom observation and feedback influence teacher development and teacher training as well as their improvements in their practice. The data were analyzed and interpreted using thematic analysis to find emerging themes about how teachers perceive the use of classroom observation and feedback, their improvement, and how teachers see the profession.

Finally, Chapter 5 provides a summary of the findings regarding the research question. The implications and limitations of the research and areas of opportunity for further research are also included.

Chapter 2: Literature Review

2.1 Introduction

The focus of this chapter is on the terminology that is related to this study. Moreover, a discussion is provided based on different authors to understand the main concepts covered in this research. I will explain the field of teacher education, and some of the terms that fall under this area, such as teacher development and teacher training. Classroom observation and feedback will be explored as well as their purposes and the role of the observer. In addition, there will be an examination of how the use of classroom observation and feedback may influence teacher noticing and reflection. Finally, I will explore the area of novice teachers which includes the perspectives they have regarding the use of classroom observation and feedback, and teacher socialization.

2.2 Teacher Education

Often in literature, teacher education is presented as the umbrella term and as the field of study which examines the development and training of teachers. Freeman (2001) introduces the concept of teacher education as "the sum of experiences and activities through which individuals learn to be language teachers" (p. 72). Some examples of these mentioned activities are study groups, journals, and peer observations, to mention a few. These activities and experiences are key to the learning process of language teachers. During this process, teachers receive information regarding methodologies, techniques, and approaches to later apply them in the classroom. According to Darling-Hammond (2000), teacher education is "developing the ability to see beyond one's own perspective" (p. 170) because teachers learn to observe teaching from different perspectives. Teachers not only learn about different pedagogies to attend to their students' needs, but they also become aware of the learning process of their students to understand them. Additionally, Crandall (2000) views teachers in teacher education "as passive recipients of transmitted knowledge rather than active participants in the construction of meaning" (p. 35). It is proposed to have more involved teachers in their learning process where they are prepared for the realities of the classroom. Thus, teacher education encompasses experiences, knowledge, and construction of meaning which can be achieved through teacher development, teacher training, among other processes that will be discussed.

Teachers in the area of education might ideally facilitate student teachers with useful content as well as strategies but also look into the hows and whys behind the different theories "so that knowledge for teaching actually shapes teachers' practice and enables them to become adaptive experts who can continue to learn" (Darling-Hammond, 2006, p. 305). To accomplish this, teacher educators need to include the experiences of the teachers so that they can integrate them into the classroom. Teacher educators need to address these experiences, help teachers to think and act as teachers, and facilitate them with different theories and practices to attend to their students' needs. Student teachers might begin to question those theories and practices learned and look for more information or strategies to answer these queries. This can be achieved through formal or informal activities that are part of their teacher development and training.

In the field of teacher education, there should be a guided process where the teacher gains experience, applies the theory learned into his/her practice and learns how to be reflective. Calderhead (1989) describes that teacher education should be a process that assists teachers in the development of different competencies, but also which makes them aware of their practices. Crandall (2000) mentions that teacher education programs can provide student teachers with different experiences and tools to pursue their professional development. Therefore, teacher education is the field of study that prepares student teachers with knowledge, skills, and tools to connect both practice and theory (Elliott, 2011).

As mentioned, teacher education is often seen or quoted as the umbrella of the terms of teacher training and teacher development. Richards and Schmidt (2010) explain that "within the field of teacher education, a distinction is sometimes made between teacher training and teacher development" (p. 587). These concepts are complementary in the area of teacher education to shape the learning process of the teachers. Crandall (2000) mentions that there is a balance between education and training where teachers acquire knowledge, skills, and get to apply the theory learned in actual classrooms. Thus, teacher development and teacher training are "vehicles for the process of teacher learning" (Freeman, 2006, p. 3). Teacher education does not only prepare teachers with theory, but it also guides pre-service and in-service teachers into the process of teacher development and teacher training. Having explained teacher education, the following section distinguishes between teacher training and development.

2.2.1 Teacher Training and Teacher Development

In this section, I present teacher training and development together to compare them, but also to understand their differences as they often overlap in literature. Then, I will look at each term individually in the following sections. Teacher training aims to provide pre-service teachers and in-service teachers with practical skills and knowledge for their first years of teaching experience. Teacher training is seen as a practical technique to attend to possible situations and is also managed by others (Crandall, 2000). Teacher training can be understood as a solution or problem-oriented because it considers the development of skills to solve possible situations in the classroom. Some of the topics which can be covered in teacher training courses are basic terms regarding ELT, the application and acquisition of classroom techniques and strategies, and also a beginning stage of self-monitoring and classroom observation to receive feedback on their practice (Richards, 2015). Therefore, teacher training can be categorized as a process that helps teachers with the learning and application of techniques.

Teacher development is a long-term process that foments growth and reflection within the teachers (Richards & Farrell, 2012). Teacher development tends to arise from the teacher and is thus not considered mandatory. This can be seen as an area where teachers seek to acquire skills and techniques. Moreover, teachers may also want to understand different processes related to situations that happen in their classes, as well as to become reflective practitioners. Teachers who look for development might be in the stage of exploration where they want to answer different aspects of their practice which can be achieved through the use of reflection. The following table distinguishes between these concepts.

Table 1

The distinction between teacher training and teacher development

Teacher Training	Teacher Development
Compulsory	Voluntary
Competence-based	Holistic
Short-term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge-based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Note. Taken from *Readings in Teacher Development* (p. 9), by K. Head & P. Taylor, 1999, Heinemann.

For this research, I will focus on teacher development and teacher training. Nonetheless, the following sections include the concepts of teacher development, professional development (PD), continuing professional development (CPD), and teacher training to understand how these terms are part of the field of teacher education.

2.2.2 Teacher Development

As mentioned, teacher development is part of the area of teacher education; nevertheless, other terms have arisen within this area, such as professional development and continuing professional development. To understand what each term implies, I shall look at them separately as to what the authors explain. I will analyze what each concept entails and explain how they inform teacher development.

The term teacher development includes theories, methodologies, and principles to instruct teachers and thus guide them through their practice where "all activities in which

teachers collaborate for learning purposes can be considered activities which promote development" (de Sonneville, 2007, p. 55). Hence, teacher development encompasses different types of activities. For instance, seminars, and workshops, or undergraduate and postgraduate programs where reflective practice is also fostered through the use of reflective lesson plans, journals, classroom observation, and guided feedback sessions.

One possible aim in the area of teacher development is to foster reflection from the teacher, also to provide them with an understanding of the progress which students experience. Fullan and Hargreaves (2014) identify that teacher development "should be innovation-related, continuous during the course of implementation, and involve a variety of formal and informal components" (p. 2). Innovation and teacher development are related and essential in the learning process of the teachers. A number of options are workshops, seminars or webinars, courses, the use of reflective journals, teacher development programs, graduate and postgraduate programs that might be some options for teachers who want to pursue development and/or want to become better practitioners. The following section describes the term professional development to differentiate it from the aforementioned concept.

2.2.2.1 Professional Development

Another term to be explored within the area of teacher development is professional development. Even though the two terms might be seen as similar, Richards (2015) explains that "professional development encompasses both teacher training and teacher development" (p. 700). In addition to this, professional development "is on-going, includes training, practice, and feedback, and provides adequate time and follow-up support […] activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p. 49). This process is intended to guide teachers through different types of activities to gain experience. It also contributes to the area of teacher education by giving teachers different techniques so that they begin to question their practice and thus invites them to seek more. However, this is not exclusive in the area of education; different professions, jobs, and/or companies also promote it. For this study, I will define professional development as a process in the area of teacher education.

Teachers are offered a variety of courses and programs to attend to develop but are guided in the process. Professional development "is characterized by one-session workshops, seminars, lectures and courses […] is based on the assumption that learners will benefit when teachers acquire knowledge and skills by attending these" (Steyn, 2011, p. 217). Therefore, one difference between the concepts of teacher development and professional development is regarding how professional development considers teacher development and teacher training as a whole rather than as two separate processes, moreover, professional development or post-education relates more to post-undergraduate education. Another aspect to consider is that teacher educators who are in the area of professional development "lead teachers to use new methods, techniques, approaches in their practice" (Jovanova-Mitkovska, 2010, p. 2922). This can also be seen as the process which makes a connection between theory and practice. It provides teachers with different theories and methodologies, but also with opportunities to test them, and to analyze what may or may not work according to their different contexts, and institutions where they work. The next section examines continuing professional development.

2.2.2.2 Continuing Professional Development

Next, we have the term continuing professional development which Day (2005) describes as "the most widely used form of development intended to provide intensive learning over a limited period" (p. 105). This term can be explored as a process that may come within the teacher as part of their self-development as well as part of the institution where the teacher works. Institutions "are concerned with accruing knowledge and skills rather than participating in the deeper change process which could lead to a transformation in behavior" (de Sonneville, 2007, p. 56) which perhaps means that the main purpose of CPD is to facilitate teachers with more practical tools for the short-term instead of looking at specific changes in their practice. For instance, schools may provide courses or information on a particular technique that will benefit the institution rather than the teacher. In this case, most of the continuing professional development programs are part of an institution to prepare their teachers with skills and techniques to improve and become better practitioners. Moreover, continuing professional development is not only used in educational settings but also other professions.

Continuing professional development is intended to support teachers with strategies that might be beneficial for the needs of the students in a specific context. As a result, Day (2005)

describes that "there are both positive and negative reasons for making sure that teachers have access to a range of continuing professional development […] as well as the organizational needs of the school" (p. 86). The institution needs to guarantee that teachers are in constant learning, and hence offer them a variety of activities or courses to develop. Steyn (2011) includes that "learning that occurs in everyday practice within schools, is linked to the learners' and teachers' learning needs" (p. 218). For CPD to be effective, it should not only focus on students' needs, but also on the teachers' learning needs where they are responsible for their learning and collaborate with their peers. Teachers become aware of the areas of opportunity that need to be addressed, and thus the school includes formal and informal activities to benefit them. Institutions would ideally verify that their teachers are informed with new methodologies, techniques, and/or approaches. Therefore, they must monitor the application of these so that teachers fulfill the expectations of the students and the requirements of the institution. The following table summarizes the characteristics of teacher development, professional development, and continuing professional development to understand the differences among these concepts.

Table 2

Main characteristics of TD, PD, and CPD

Teacher Development	Professional Development	Continuing Professional Development
Long-term goal	Encompasses teacher training and teacher development	Sharing of knowledge and experience among teachers
Builds on the initial knowledge	Promotes different dimensions of teacher learning	Teachers are generally motivated once they begin their careers.
Deeper understanding of the knowledge base of language teaching	The active role of teachers	Schools and administrators encourage and provide opportunities for CPD
A basis for reflective review	Benefits the institution and the teachers	Opportunities need to be planned, supported, and rewarded
Not linked to a specific teaching context	Done on their own or by collaborating with other teachers	

Note. Adapted from *Key Issues in Language Teaching* (pp. 698-701), by J. C. Richards, 2015, Cambridge University Press.

To conclude this section which examined teacher development as a general concept, and then discussed professional development and continuing professional development, we can now identify the main differences between each term. Lengeling (1996) explains that "a teacher needs to progress continually in areas that are personal to each individual teacher in hopes that the level of teaching becomes more professional" (p. 4). That is why, different courses, programs, workshops, to mention a few, are offered to teachers so that they can improve or continue with their development. Mann (2005) distinguishes teacher development as a more inclusive and personal process, whereas professional development refers to a process that is most likely to be career orientated, and finally continuing professional development as the term used at an institutional level. In other words, teacher development is more concerned with providing teachers with techniques. Professional development is then the combination of teacher development and teacher training, and finally, continuing professional development seeks to

provide teachers with courses that can be part of the institution where they work or that can be taken in another institution or place. Nonetheless, these processes might also come together.

Teachers who seek development, either TD, PD, or CPD, might also be the individuals who look for different courses or programs to improve and to become reflective, but also to challenge themselves (Rest, 1986). Therefore, whether a teacher pursues any of the aforementioned three types of development, the ultimate goal should remain the same in terms of the importance of finding different ways to improve and to understand their practice in the classroom. Ideally, teachers will find opportunities to grow to be better practitioners. These learning opportunities are key to make students' learning more meaningful and for teachers to understand the learning process of their students. This understanding might be accomplished through teacher noticing and reflective practice; these terms will also be defined in the chapter.

For this research, I will mainly focus on the concept of teacher development to describe different processes teachers experience while conducting this research; however, some participants will also mention the importance of professional development in the data analysis chapter. The following section will focus only on teacher training to include more information about this process.

2.2.3 Teacher Training

Teacher development is a long-term process that normally comes within the teacher as a way of self-development. Teacher training "essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques" (Head & Taylor, 1999, p. 9). In addition to this, Richards and Farrell (2012) describe training as activities that are aimed to be accomplished in a short-term period to understand basic concepts, to learn new skills, techniques, and strategies to later apply them in the classroom. The purpose of teacher training is to provide teachers with skills or techniques, but not necessarily to inform them about the processes behind them.

The content seen in training courses typically comes from experienced teacher educators or experts in the area who are trained to facilitate teachers with different skills and techniques which can be incorporated into their practice. Ideally, it is essential for teacher educators who work in the area of teacher training to work together with the institution where teachers work.

As a result, teacher educators might become knowledgeable about the context and methodology of the institution, and thus facilitate teachers with useful strategies, and/or techniques that will attend to the needs of the institution as well as the needs of the teacher.

In contrast with teacher development, professional development, or continuing professional development, teacher training is mostly mandatory. Richards (1990) explores training as a "well suited to the treatment of skills, techniques, and routines, particularly those that require a relatively low level of planning and reflection" (p. 3). Additionally, Mann (2005) depicts training as something with a negative connotation since it tends to be imposed. It should be noted that teacher training is also part of the field of teacher education. Thus, it might be considered as a process that facilitates both the novice and the experienced teacher with tools and opportunities to improve his/her practice in the classroom.

For this research, I will mainly focus on teacher development and teacher training. Zaare (2013) discusses that "both of these strategies are seen as essential parts of preparing student teachers for their job" (p. 607). Thus, teachers are prepared with skills, tools, and information, to mention a few, to attend their jobs. Head and Taylor (1999) draw upon the importance of considering "training and development as two complementary components of a fully rounded teacher education" (p. 9). Therefore, these two terms could overlap since teachers could be trained, but they also develop. The next section describes the use of classroom observation and feedback as techniques that may influence the process of teacher development and teacher training.

2.3 Observation and Feedback

Classroom observation and feedback are techniques that are often employed together as they may influence teachers in pursuing teacher development and/or teacher training. Martinez et al. (2016) categorize the use of these techniques as a means "for improving teaching practice […] a tool for professional development" (p. 25) because teachers can benefit from these techniques. They can become aware of their practice and look for strategies to improve. Observation and feedback are highly researched techniques to support the development of teachers (Bailey, 2001; Malderez, 2003). Classroom observation tends to provide teachers, coordinators, and researchers with insights into the context of the teacher. Feedback is a tool

that benefits the observed teacher as it facilitates him/her with comments about different aspects of the classroom and their practice. As a result, the combination of these techniques might influence the development of teachers and/or other areas (Bell, 2001) such as improvement in their teaching practice, their confidence and congruence, development of collegiality, and ongoing professional development, to mention a few.

Classroom observation is "a tool to support understanding and development" (Malderez, 2003, p. 179). The latter considers their teaching practice because teachers are not only informed about it, but they are also aware of the events that occurred during the observation. Teachers, coordinators, and researchers use classroom observation as a way of understanding the context of the teacher to be observed and to examine what happens within their classroom. Bailey (2001) identifies observation as "the purposeful examination of teaching and/or learning events through systematic processes of data collection and analysis" (p. 114). The observer normally follows a format to write and comment about the class and the teacher; to inform and evaluate the teacher about their practice. Moreover, observation is considered "as a method for collecting information to support improvement efforts regarding teaching quality" (Martinez et al., 2016, p. 16). This collection of information provides the observed teachers with a glimpse of what is happening in their classroom that might be unknown to them. Observation is also a mirror for the teachers to see themselves and understand what they do, and hence, it allows them to improve and change their practice.

Classroom observation also helps teachers to become aware of their teaching practice; teachers generate alternatives to teaching, and they also construct their knowledge through this practice (Gebhard & Oprandy, 1994). Section 2.3.1 includes more information about the purposes of classroom observation. After conducting classroom observation there should a feedback session with the teacher and the observer. A feedback session is a dialogue between the teacher and the observer to discuss different aspects of the class that was observed, such as the dynamics of the group, the use of material, paralinguistic features, to mention a few.

Feedback sessions are to provide the teacher with comments and suggestions on different aspects that can be changed or improved, or simply to inform them about the good practices that the teacher uses in the class. The observer also carries out these feedback sessions to ask some questions and to clarify any doubts that emerged during the observation. Blase and Blase (1999)

carried out a study where participants had a positive reaction regarding the use of feedback, and thus they concluded that:

> Feedback produces many effects on teachers; however, prominent effects were on reflective teacher behavior, including reinforcement of strong instructional strategies, use of innovative ideas, more variety in instruction, a positive response to student diversity, careful planning/preparation of lessons, and better instructional focus. (p. 361)

As a result, effective delivery and approach of feedback have a positive impact on teachers. Feedback should be considered as a dialogue between the observer and the teacher to discuss the occurred events during the observation. Teachers would ideally pay closer attention to their planning to include other strategies to benefit their students' learning process. Successful implementation of teacher development programs that carry out classroom observation and feedback sessions may influence teachers' practice, and also other processes such as noticing and reflection. To have successful feedback there should be evidence to support it, "feedback which is both appropriate in content and appropriately delivered" (Copland, 2010, p. 467). Thus, having notes, a format, or other instruments to support what was observed in the class will probably have more impact on the teacher. The observer needs to dialogue with the teacher about what was observed, but the observer must have evidence of this observation to support this feedback session.

Nevertheless, how feedback is approached and delivered may also result in a negative effect on teachers. Boud and Molloy (2013) inform that different problems with the delivery of feedback might be in terms of perception, shared meaning, and being judged. Therefore, the observer must explain the purpose of the observation and feedback, so that the observed teacher understands that the feedback will most likely benefit his/her practice rather than seeing feedback as a way of criticism. To better understand these techniques, the following sections will explore the purposes of classroom observation, the role of the observer, as well as the process of feedback, and how both techniques are perceived by teachers.

2.3.1 Classroom Observation and Its Purposes

Classroom observation is a process that most pre-service and in-service teachers experience. Some of these observations might be used as part of their permanence in institutes, or a grade if used for evaluation purposes. Classroom observation serves as a way to provide an insight into the realities and/or the context of teachers. There are different purposes to conduct classroom observation as Bailey (2001) describes four principal ones: classroom observation for development as part of teacher training programs, classroom observation for professional development, classroom observation for evaluation purposes conducted by their coordinators, or higher-ups, and classroom observation for research purposes. Malderez (2003) also mentions that classroom observation is for "professional development, for training, for evaluation and for research" (p 179). For this research, the main purpose of these observations was for research to analyze the influence of this technique on the process of development and training of teachers. Thus, classroom observation also served for development and training because it sought to understand how the use of this technique fomented these processes.

Another distinction between observation for development and training is as follows: Observation for development falls into the category where the teacher decides what he or she wants the observer to observe. This type of observation helps teachers to notice and reflect on events happening in the classroom. In contrast, observation for training works with feedback given by the expert which in this case is the observer (Malderez, 2003). The focus of this research was to conduct classroom observation to collect data and for the development of teachers as part of a teacher development program for this research study. Richards and Lockhart (1992) indicate that the use of classroom observation "is a component of many teacher development programs and traditionally has served a number of purposes" (p. 1). Therefore, the use of this practice does not only inform teachers, but it also informs coordinators, researchers, and teachers involved in the area of teacher education and teacher development and training.

The use of classroom observation can also be considered a technique that bridges theory and practice (Reed & Bergemann, 2001). Student teachers as well as in-service teachers might also use this technique to observe other classes to understand or examine the practice of other teachers. Zaare (2013) adds that regarding this idea, classroom observation "can be a guide for teachers so they can reflect on their own teaching practices" (p. 611). The use of observation

can be conducted as peer observations and/or supervisory observations to provide teachers, coordinators, and administrators with insights into the application, benefits, or drawbacks of different practices, theories, and/or techniques.

2.3.1.1 The Role of the Observer

A fundamental aspect to consider in the area of classroom observation is the role of the observer. To conduct classroom observation, the observation should have a focus and use specific techniques, and the observer should not participate but remain as an observer (Richards & Lockhart, 1992). This is in order "to study the processes of education in naturalistic setting, to provide more detailed and precise evidence than other data sources" (Zaare, 2013, p. 606). When the observer remains an observer, he/she can analyze more in-depth the different aspects of the classroom in terms of the practices of the teacher, as well as the use of materials, discipline techniques, and interactions between teacher and students.

It should be noted that observers do not only come to the classroom to evaluate and thus they should not be perceived as intruders "but peers who come to learn from classroom events or to help make that specific classroom a better place" (Zaare, 2013, p. 611). The role of the observer must be specified beforehand, so the teacher knows what to expect during and after the classroom observation. These roles might be to assess, evaluate the teacher, or explore different aspects of the observed class. Besides, when conducting a classroom observation, the role of the observee "is to learn from others, and when being observed they are, in effect, being assessed" (Cosh, 1999, p. 23). Making that distinction among each of the roles and being open to this technique may enrich the practice of both the teacher and the observer. They both learn from each other as the teacher becomes aware of his/her practice, and the observer learns about the teacher. The following section explains the process of giving and receiving feedback and how it influences the teachers' practice.

2.3.2 Process of Feedback

After conducting a classroom observation, feedback must be given to the teacher who was observed to comment on different aspects that arose from the observation. Feedback refers to "comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons" (Richards & Schmidt, 2010, p. 217). This

feedback sheds light on the teachers' performance in the classroom. It allows teachers to become aware of their practice, notice incidents that happened during the class that was observed, and know about their progress after several observations and feedback sessions. To conduct an effective feedback session the use of a format is essential to provide the teacher with evidence.

There are different ways to deliver feedback. Cosh (1999) proposes a model to approach a reflective observation where "teachers observe a class and fill in an observation task sheet or feedback sheet about ideas generated, and any possible further action for their own development" (p. 26). This format can be generated or adapted by the institution so that the observer focuses on specific aspects of the class and the teacher. The formats used for the feedback sessions are normally rubrics or checklists with different components, and a section to include general comments or ideas. After observing the class, the observer proceeds to have a feedback session to discuss the aspects that went well and the ones that need improvement. Additionally, Zaare (2013) mentions the following:

> After-the-Class Visit: The observer should review the notes he or she took during the class and consider what went well and what areas might need improvement. In reviewing his or her notes, the observer should also consider how the teacher has done in the areas that the teacher has requested feedback on. (p. 607)

The observer needs to review their notes to have a more effective dialogue with the observed teacher and to find strategies regarding the areas that need improvement. There might also be a follow-up classroom observation and feedback session to see whether the teacher improved or changed his/her practice according to what was previously agreed. Murphy (2001) recommends the use of a format as it tends "to be more helpful as starting points for discussion once the lesson is over if visitor has written things down" (p. 507). The format will facilitate the observer with written evidence to support what was observed during the classroom observation, and thus provide the teacher with supported feedback.

Some aspects to be considered when giving feedback are that the observer would ideally have some training, he/she identifies different ways to approach the teacher regarding the type of feedback and knows how to give it. Cosh (1999) highlights that "there is a very real danger that when feedback is given by those with no training, it may only serve to give offense" (p. 24).

Well-trained observers should deliver useful feedback to teachers whereas someone with no training or experience may be more judgmental and the feedback might not be useful or will not know how to appropriately deliver constructive feedback. To deliver meaningful and useful feedback, Ward (2004) comments that most of the time observers try to provide teachers with honest, yet constructive feedback which will benefit the practice of the teacher. Teachers receive feedback that may help them or elicit some changes about aspects of their class that were unknown, such as discipline, behavior, classroom management, among others.

The observed teacher needs to be open to receiving any type of feedback, otherwise, it would not have any impact. The challenge of giving feedback is not only in terms of how to give it, but also that the teacher accepts the feedback and uses it to improve. Therefore, feedback should be a combination of constructive criticism and a non-judgmental position where the observer covers the areas which need to be addressed (Kumaravadivelu, 2012). Teachers may improve their practice and might as well be influenced in the process of teacher development and teacher training. The following section examines the perspectives of the observed teachers regarding these techniques.

2.3.3 Teachers' Perspectives Regarding Classroom Observation and Feedback

Concerning the use of classroom observation and feedback, teachers' perspectives should also be considered. Some teachers perceive the use of these techniques as an evaluation to remain in the institution where they work depending on the purpose of the observation. Others perhaps feel threatened or nervous when it comes to the use of these techniques. Therefore, the role of the observer and the way feedback is delivered may have a significant effect on the way teachers perceive these techniques.

The perspectives of the observed teachers regarding these techniques might be influenced by different positive and/or negative experiences of previous observations, because of how the observer carried out and approached the use of classroom observation and feedback or the purpose of the observation that was conducted. Teachers' experiences should be considered to understand their perspectives. On that account, observers need to be prepared to experience some type of reluctance from the teachers when conducting the first classroom observations and feedback sessions.

In addition to this, when considering classroom observation and feedback, pre-service and novice in-service teachers may feel more nervous because they will experience the use of these techniques for the first time. Copland (2010) explains that "feedback in initial teacher training […] can cause tension" (p. 472). That is because teachers do not know what to expect, and sometimes the first classroom observations and feedback sessions are conducted by coordinators to observe their practice, and to evaluate them. Therefore, it is normal for novice teachers to experience this type of feeling, and this is why it is of significance that the observers inform and prepare the teachers, so that they are aware of the aspects that will be observed during this visit.

To help with the negative perspectives that the observed teachers have regarding the use of classroom observation and feedback, some aspects need to be considered. The role of the observer and the purpose of the observation should be acknowledged and negotiated so that the teacher is prepared. Copland (2010) proposes that "roles should be separated in feedback with the trainer retaining that of the evaluator and a new position of 'facilitator' being introduced" (p. 468). Teachers would be more willing to receiving feedback when these roles are presented. To reduce stress, teachers should be informed about the parameters that will be examined as part of the classroom observation, so they are aware of the different aspects which will be observed or evaluated. Teachers that will be observed should always receive some sort of training before to be prepared and to know how to react to feedback. The observer must have the knowledge and preparation to carry out and deliver efficient feedback that will benefit the practice of the teacher.

In conclusion, the way teachers perceive classroom observation and feedback might be the result of how institutions conduct these techniques. Teachers often experience feedback-giving as "bound by rules, regulations and imposed procedures" (Tuck, 2012, p. 213). Hence, the role of the observer, the type of observation, and the way feedback is delivered have a positive or a negative effect on the perspectives that teachers have for future classroom observations and feedback sessions. The appropriate use of classroom observation and feedback may influence teacher noticing and reflection, this is why I consider it essential to examine these concepts in the following sections.

2.4 Teacher Noticing

For observers to elicit teacher noticing, they should pursue the use of these practices to assess the teachers in their development. One of the possible outcomes with the effective use of classroom observation and feedback is teacher noticing. Van Es and Sherin (2002) define noticing as the "learning to identify what is noteworthy about a particular situation" (p. 573). Teachers are informed about incidents that occurred in the class, their practice, and students' behavior, to mention a few, and they may notice several aspects that need to be adapted or improved. When using classroom observation and feedback, observers might expect that the use of these techniques have some effect on the practice of the teachers, and thus elicit noticing which draws upon teacher development and teacher training. Noticing allows teachers to process what happened in the class to find strategies to prevent any possible issues.

Noticing is considered a beginning stage for teachers to observe the unobservable of what happens inside their classrooms. Moreover, "noticing classroom interactions is tied to the specific context in which one teaches, and it is within this arena that this ability should develop" (Van Es & Sherin, 2002, p. 574). In this case, noticing occurs after careful consideration of the events or incidents that emerged. This can be fomented as an isolated or collaborative process with the help of other teachers, the coordinator, or an observer. Teacher noticing is a process that may result only in the classroom of the observed teacher.

The use of classroom observation and feedback has also shed light on the process to foster teacher noticing. Schäfer and Seidel (2015) draw upon this process by explaining that "noticing is not regarded as an isolated step in the process of a teacher's development of professional vision; rather, it shows a circle of interplay with the second component of professional vision – reasoning about noticed events" (p. 38). Noticing is not a solitary process but the result of analyzing what happened in the classroom with the use of another technique such as reflective journals, video, and peer observations, to mention a few. In addition to this, "noticing is a concept closely associated with reflective practice and adaptive teaching expertise" (González et al., 2019, p. 20). Teacher noticing can be considered as the previous stage to accomplishing reflection which will be discussed in the following section. It is vital to draw upon this process to understand how noticing and reflection are to some extent connected.

The differences of noticing and reflection should be examined where teacher noticing is not only the "awareness of features of second language classroom interaction that may influence student learning" (Jackson & Cho, 2018, p. 4) but also "a way of enhancing reflection and self-improvement […] noticing can illustrate both the strengths and the areas of opportunity novice teachers find through their interactions" (Lengeling et al., 2019, p. 100). Teachers who begin to notice different aspects of their classes or their practice can pay closer attention to change or improve them. Noticing allows teachers to understand and reflect on their practice; moreover, teachers become aware of the areas that need to be improved. It benefits the teacher and consequently his/her students.

To summarize, the effective use of classroom observation and feedback may not only foster the process of teacher development and training but also teacher noticing. If there is a continuum in the application of both techniques, then teachers might also become aware of other aspects of the classroom and their practice, and thus become reflective practitioners. To better understand this process, the following section depicts the use of classroom observation and feedback as a means to develop reflection in the teachers.

2.4.1 Reflective Practice

As it was mentioned in the previous section, noticing can be considered as the stage before reaching reflection or becoming reflective. Schön (2017) defines reflection as "intuitive knowing in the midst of action" (p. viii). He also explains the different processes of reflection as reflection-in-action and reflection-on-action. That is, how teachers respond or react to either positive or negative incidents in the classroom, and the prevention of these events. Teachers that know how to respond to these issues but also prevent them can be considered reflective practitioners.

The use of reflection in, on, and for action in the classroom can function to provide teachers with an opportunity to analyze different events. Richards and Farrell (2012) mention that "reflection is viewed as the process of critical examination of experiences, a process that can lead to a better understanding of one's teaching practices and routines" (p. 7). As a result, reflection is a process that helps teachers to become aware of their practices for understanding them to examine what needs to be improved. Reflection allows teachers to go back and revisit

different incidents that happened in the classroom with the use of different techniques, such as reflective lesson plans and journals that might influence reflection. Being critical means to be objective about one's practice and to know how to address an event in the classroom.

Teacher education encompasses the processes of reflection and becoming a reflective practitioner. According to Calderhead (1989), "reflection is viewed as a process of becoming aware of one's context" (p. 44). It is a process that benefits the teachers' practice as a way to develop and to seek more. Richards (1990) also expresses that "reflection is a key component of teacher development" (p. 6) as previously described. To become a reflective practitioner (Schön, 2017), teacher educators facilitate student teachers with some type of guidance where teachers begin to notice, and then to reflect on different aspects of their classes where they question their techniques, approaches, and/or methodologies. As well as noticing, reflection can be an isolated or collaborative process. It can be fomented through the use of reflective or dialogue journals, reflective lesson plans, observations, and feedback sessions, to mention a few.

Therefore, teacher education is also concerned with providing teachers with techniques to elicit reflection to influence teacher development, teacher training, or other processes. Another area that is part of teacher education, teacher development, and teacher training is reflective practice. Day (2005) mentions that "reflective practice is based upon a particular notion of professionalism" (p. 90). Teachers become aware of their areas of improvement, and hence seek to find activities to develop professionally. Additionally, Uline et al. (2004) discuss that teachers should reflect on the incidents that happened in the classroom to analyze them; moreover, reflecting on one's experiences may promote self-evaluation and change. Reflective practice is an essential aspect of the process of teacher development since teachers notice, reflect, question, and improve their practice.

A reflective teacher is someone who might want to seek more, but also who questions the theory. Murphy (2001) labels reflective teachers as the ones who "are capable of learning from, and further developing, their personal understandings and explanations of life within language classrooms" (p. 500). As mentioned, reflection can be either in, on, or for action; whether the teacher finds a solution to a problem at the moment, he/she looks for some strategies, or he/she is prepared to avoid another situation in the classroom. To foment reflection,

there would ideally be guided instruction so that teachers begin to reflect on specific incidents instead of just revisiting events that happened in the classroom.

Many undergraduate programs, teacher development programs, and teacher training programs require teachers to keep a reflective journal as part of the course, and yet, not all teachers become reflective practitioners since they experience this process of reflection as mandatory. Teachers might also feel exposed, unprepared, or reluctant to reflect. Hobbs (2007) describes that "not every individual is necessarily capable of engaging in critical reflection" (p. 3). Teachers may feel exposed or may just 'reflect' to pass a class instead of looking at the benefits that reflection brings into the classroom. Farrell (2007) also indicates that "other teachers may not want to reflect because they treat teaching as a job and not a profession" (p. 181). Reflecting on the events that occurred during the class takes time, and perhaps not all teachers are willing to spend some time doing this analysis especially if they treat teaching as a job instead of a profession where they can improve and learn from this reflection. Some teachers also have problems being critical and so more instruction or guidance needs to be given so that teachers know how to reflect on their practice. One of the reasons why teachers perceive teaching differently might be due to the years of experience teachers have in the area of education. This research focuses on novice teachers, but more will be explained in the following section.

2.5 Novice Teachers

For this research, I worked with novice teachers, and thus, it is of relevance to explain this stage. In-service teachers go through different stages where they acquire experience as well as techniques, and they also go through processes that fall under the field of teacher education. According to the years of teaching experience, type of school, age, competency, among other factors, the categorizations of teachers are made. Berliner (1988) classifies them as novice, advanced beginner, competent, proficient, and expert. I will discuss the first stage which is the novice stage. Novice teachers are in "a stage for learning the objective facts and features of situations. It is a stage for gaining experience" (Berliner, 1988, p. 9). The initial in-service teaching years tend to be critical for the teachers since they begin to put into practice all the theories, methods, and techniques that are learned, to mention some. Moreover, a novice teacher is someone "who has little practical experience of teaching and who has just begun his or her

teaching career" (Richards & Schmidt, 2010, p. 403). In this stage, teachers go through different phases where they might experience some critical incidents. The first years of teaching experience are for teachers to test, experiment, and question what they learned.

There might be a distinction concerning what a novice and an expert teacher is. One difference between novice and expert teachers is that "the latter is adept at categorizing events in ways that help them apply teaching principles to specific cases" (Jackson & Cho, 2018, p. 7). Thus, while novice teachers barely begin to notice some aspects of their classes, an expert teacher could be more aware of these. Novice teachers might not be able to reflect after a class is taught, but instead, be descriptive about what happened during the class with no further effects. In contrast to a more expert teacher who can reflect on different incidents and act upon those. Teachers can become reflective practitioners depending on the type of instruction and continuing programs they have attended. In terms of years, teachers with less than three years are considered novice according to Berliner (1988). However, more experienced teachers may perceive themselves as experienced after some formal instruction regardless of the number of years teaching. Tsui (2003) points out that the most used criteria to categorize teachers as experts "are years of teaching experience and recommendation by school administrators" (p. 5). For this research, I will consider Berliner's categorizations to classify my participants.

Another aspect to consider is regarding novice teachers who have formal education in contrast to novice teachers who became teachers without any formal education. In Mexico, Lengeling (2010) elucidates how many teachers "entered the profession, largely due to their command of English […] with limited formal teacher education" (p. 30). Novice Mexican EFL teachers who do not have any formal education in the area of English language teaching may begin to learn from this stage. They accidentally enter into the profession or "fall into the job" (Lengeling, 2010). These novice teachers may feel a need to learn or acquire skills and strategies. Richards and Farrell (2012) also emphasize that novice teachers "typically are less familiar with subject matter, teaching strategies, and teaching contexts" (p. 8). In this stage, teachers are looking for information regarding the hows of teaching. Novice teachers may also be offered or look for teacher training courses that will help them with possible needs/problems in their classrooms. The following section describes how lesson plans might be perceived by novice in-service teachers.

2.5.1 How Lesson Plans Are Perceived by Novice Teachers

How teachers perceive and use lesson plans varies depending on the years of experience. Novice teachers in comparison to more experienced teachers may feel more secure when having a lesson plan to follow during the class (Kagan & Tippins, 1992; Richards & Farrell, 2012). That is since the lesson plan provides them with structure and organization as to what to do and how to do it. However, lesson plans do not fully inform teachers of other aspects that should be considered. For instance, lesson plans facilitated by the institution might not contain information about possible problems that would occur, and the students' needs. As a result, "teachers tend to modify the model to be consistent with their own styles and classroom contexts" (Kagan & Tippins, 1992, p. 478). These modifications to the lesson plan are to attend to their students' needs and to make their learning process more significant.

Teachers' perspectives regarding the use of lesson plans might be closely tied to how they are used in their workplace. Many institutions ask teachers to have lesson plans for administrative purposes and other institutions provide teachers with the lesson plans. However, institutions may also request teachers to systematically follow the content of the institutional lesson plan. Other institutions perhaps facilitate teachers with lesson plans but allow them to adapt the content of it.

Novice teachers may feel more confident with the structure and organization given with the lesson plans because they are less familiar with teaching strategies (Richards & Farrell, 2012). Teachers who do not have any formal instruction in the area of English language teaching use both the lesson plan and the book since they include content and information. Tsui (2003) emphasizes the use of lesson plans as she discusses that novice teachers plan each class, but also, they tend to adhere closely to it. The lesson plan gives novice teachers a guide to follow with step-by-step instructions of the activities that need to be accomplished during each class. In this case, novice teachers use and follow lesson plans more often in their initial years of teaching.

Once teachers gain more experience, they may begin to question, adapt, or change the content of the lesson plan. According to Kagan and Tippins (1992), "lesson planning may vary with the grade to be taught" (p. 479) but also other aspects, such as the age of the students, their

context, their cultural background, their level of English, among others. Novice teachers might begin to notice other aspects that should be considered when planning a class, such as possible problems students may encounter and how to solve them. Students' academic background and context should also be addressed in the lesson plan to incorporate different activities that will facilitate the learning process of the students. The following section describes the process of teacher socialization.

2.5.2 Teacher Socialization

Teacher socialization is a process where decisions of the pre-service and in-service novice or more experienced teachers are influenced. Therefore, teacher socialization is "the process whereby the individual becomes a participating member of the society of teachers" (Zeichner & Gore, 1989, p. 1). Novice teachers enter this professional field and become part of this society of teachers. Teacher socialization could also be examined as a process where teachers learn about the practice of other teachers. Teachers may share or ask for advice from other teachers to improve their practices or to look for some strategies concerning discipline problems and/or classroom management, to mention some examples. This is also key to the process of teacher development and training as teachers become part of this society.

At some point, all teachers experience teacher socialization as a process where they share and learn different aspects or situations of their classes. Teachers become active members and benefit from the experiences and practices of other teachers, and perhaps they implement some of these strategies into their teaching practice. Lengeling et al. (2017) explain teacher socialization as a process:

> Where teachers become members of the teaching profession and specifically of the EFL profession [...] when teachers learn and understand values, behaviors, expectations, traditions, regulations, and morals within a society of teachers [...] Thus, beginner teachers' socialization involves learning "how to teach" which refers to the skills and techniques needed in class. (p. 43)

Teacher socialization, as mentioned, provides teachers with informal instruction in terms of the suggestions and experiences they can share with other members of this society. It can also influence them in the process of teacher development and training. Finally, Battersby (1983)

categorizes teacher socialization as "an overarching process whereby the individual engages in role learning which results in the situational adjustment (passive or active) of the individual to the culture of profession" (p. 327). Then, teacher socialization may affect the future decisions of the teacher in terms of his/her development in the profession. The latter is persuaded by this society of teachers as they engage in this learning process, and also as they become more experienced.

2.6 Conclusion

To conclude, this chapter explored different aspects that fall into the field of teacher education. It is necessary to identify what teacher education encompasses to observe how each process integrates the other. Teacher development and teacher training are processes that must be considered as a means to achieve teacher learning. This section analyzed how the general concept which is teacher education involves teacher development and teacher training. Concepts, such as teacher development, professional development, and continuing professional development can be categorized as different yet, the three of them integrate teacher education.

Moreover, classroom observation and feedback were also examined to explain how the effective use of both techniques may influence different aspects of teacher education. For instance, teacher development and training, but also teacher noticing or at a more in-depth level, reflection. Finally, this chapter discussed novice teachers to describe the type of processes participants of this research experienced. The following chapter describes the methodology which was used to conduct this research.

Chapter 3: Methodology

3.1 Introduction

This chapter includes a presentation regarding the paradigm, the methodology, and the techniques used to conduct this research. The outline of this chapter is as follows. First, I will present my research question and the objective of my research. Then, there will be an explanation of the paradigm I followed for this study as well as the methodology. A description of the techniques used for my data collection will be introduced; I will indicate the process I followed for each technique. Then, the context of the language center where data was collected will be given, as well as the academic background and years of teaching experience of my participants. I will include the ethical considerations I used with my participants and the language center. Finally, an explanation of how the data was analyzed, and the coding will be presented.

3.1.2 Research Question and Objective

Teacher development and teacher training are complementary processes, and the use of classroom observation and feedback are techniques used as a means to influence development and training. Therefore, the research question used in this study is as follows:

How do classroom observation and feedback influence teacher development
and teacher training of EFL teachers in a language center in central Mexico?

This project aimed to explore to what extent short-term classroom observations and feedback sessions can influence the process of teacher development and/or teacher training of five Mexican EFL language teachers in a private language center. Moreover, this research sought to examine how the feedback delivered may affect teachers in becoming reflective practitioners, or in noticing other aspects of their teaching practice. The next section includes the paradigm followed in this study.

3.2 Qualitative Paradigm

First, I will define the concept of the qualitative paradigm. Mack (2005) mentions it as a type of research which "can help us to interpret and better understand the complex reality of a

given situation" (p. 2). These realities inform the researcher about different situations to interpret and give voice to the participants. Additionally, Dörnyei (2007) presents this paradigm as "data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (p. 24). In the case of my investigation, it does not need the use of any numerical data; therefore, this research falls under the paradigm of qualitative research. To answer my research question, I considered the perspectives and the context of my participants, and thus the qualitative paradigm best suited the type of study I conducted.

I decided to work with a qualitative paradigm because "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p. 3). For my research, this paradigm was essential to identify the realities of my participants to understand their context, background, teaching practice, and their needs. This paradigm allowed me to work with the perspectives, experiences, and beliefs of my participants, and what I sought to answer in my research question.

My research focuses on five novice Mexican EFL teachers who shared the same context; consequently, the use of this paradigm allowed me to observe and interpret data from my participants in their natural setting. I consider that the use of a qualitative paradigm best addressed the purpose of my research which was to examine the possible influence that classroom observation and feedback have regarding teacher development and training. This research did not only aim to give voice to the participants to understand their perspectives about previous experiences but also to examine the effect of these practices. The following section explains the methodology I chose to conduct this study.

3.3 Case Study

Once I analyzed different methods such as phenomenology, ethnography, and narrative research which could be used in qualitative research, I decided to work with a case study method. My research focuses on a group of people who shared some characteristics and worked in the same context. Therefore, I observed a phenomenon within the context of my participants by using different techniques. On this note, a case study is defined as "a type of design in qualitative

research […] in which the investigator explores a real-life, contemporary bounded system […] over time, through detailed, in-depth data collection involving multiple sources of information" (Creswell, 2007, p. 97). In regard to this idea, I applied this case study for four months as a cross-sectional study to explore the realities of my participants to have detailed data. I analyzed different aspects of their classes such as the use of methodologies and techniques, classroom management, use of materials, interaction, among others.

Case study and phenomenology overlap to some extent since phenomenology consists of "identifying a phenomenon to study, bracketing out one's experiences, and collecting data from several persons who have experienced that phenomenon" (Moustakas, 1994, p. 70). Case study considers different areas to explore in the research since it "can involve the close examination of people, topics, issues, or programs" (Lapan, 2003, p. 218). I consider that a case study method best addressed what I aimed to explore in my research because it includes exploratory, explanatory, and descriptive types of case studies (Yin, 2017). This research fell more into the exploratory case study method. Yin (2017) describes the aim of an exploratory case study as "the goal being to develop pertinent hypotheses and propositions for further inquiry" (p. 40). In the case of my research, I developed some propositions that will be presented in Chapter 5 as part of the implications and suggestions for further research. Moreover, an exploratory case study also seeks to create new ideas to better understand a phenomenon.

For this research, I became an observer and a trainer in the language center to foster the development and improvement of my participants. This allowed me to explore the possible influence that classroom observation and feedback may have on my participants. The following sections of this chapter will explain more in-depth the different techniques used for my data collection, and why I decided to use them. This research aims to answer my question to provide teachers with more information, techniques, and literature for further research projects which can be useful for teachers, educators, administrators, and coordinators. The following section presents the techniques used for my data collection.

3.4 Data Collection Techniques

As it was mentioned in the previous section, the use of an exploratory case study requires different data collection techniques. To conduct this research, I used the following techniques:

1) semi-structured interviews; 2) classroom observations with the use of ethnographic notes; 3) audio-recorded feedback sessions and feedback formats; and 4) a focus group.

I began with a semi-structured interview. Consequently, I conducted a classroom observation where I used ethnographic notes to have written evidence. After each classroom observation, I had an audio-recorded feedback session. I carried out the same process three times in four months; with approximately one observation per month. After conducting the three classroom observations and feedback sessions, I carried out a focus group to give closure to the teacher development program and to question my participants about their future in the profession.

3.4.1 Semi-structured Interview

To begin with, an interview is defined as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (deMarrais, 2003, p. 54). The purpose of this conversation is to gain insight into the realities and perspectives of the participants. For my data collection, I conducted semi-structured interviews where I used the same format for all the participants, but the interviews were done individually (Appendix 1). Dörnyei (2007) mentions that for a semi-structured interview there is "a set of pre-prepared guiding questions and prompts, the format is open-ended" (p. 136) and this allows the researcher to elaborate on other topics that arise during the interview, or to ask further questions. I decided to use this technique to question my participants about possible themes that emerged during this conversation.

I had a format prepared where my participants shared information regarding their majors, certifications, or diplomas they had, years of teaching experience, and areas they wanted me to focus on during the classroom observation. Harrell and Bradley (2009) explain that in the case of a semi-structured interview "a guide is used, with questions and topics that must be covered [...] this kind of interview collects detailed information in a style that is somewhat conversational" (p. 27). Carrying out a semi-structured interview allowed me to collect information about the areas they wanted me to observe to prepare the feedback formats I would use for each participant. It also opened up space for a conversation to dialogue about their

concerns, to become familiar with my participants, but it also informed the participants about my research and its purpose.

3.4.2 Classroom Observations with the Use of Ethnographic Notes

Classroom observations provide researchers with an insight into the context of the teachers. Regarding the use of observation in research, this implies "social participation to document or record the course of ongoing events" (Preissle & Grant, 2003, p. 163). Besides, observation "provides direct information rather than self-report accounts, and thus it is one of the three basic data sources for empirical research" (Dörnyei, 2007, p. 178). Thus, observation allows the researcher to see and document information or actions about different events happening while conducting it. In the area of education, the use of classroom observation as a technique allows the researcher to explore the dynamics in the classroom between the teacher and the students, the use of materials, and more aspects that can be observed.

To document these observations, the observer should also include another technique to have evidence to support what was observed. Therefore, I decided to use ethnographic notes to provide evidence from these classroom observations (Appendix 2). Ethnography comes "across many academic disciplines, including anthropology, sociology and education" (Reeves et al., 2013, p. 1366). The use of ethnographic notes facilitates researchers with detailed data and a recollection of experiences. Holly (1989) explores the concept of ethnographic notes as "grounded in the writer's observations, experience, and study of a person, or people, in a specific social and cultural environment" (p. 68). During the semi-structured interview, each participant asked me to observe a specific area where they needed some improvement, but I tried to observe everything that happened during the class in case other areas needed to be attended. For this study, I observed the teaching practice of my participants and used ethnographic notes to have information about the timing of the activities, the events that occurred during that class, and how I processed the information. The use of ethnographic notes "opens up what can be seen and analysed in a classroom" (Lengeling, 2013, p. 65). Therefore, I could have more data to analyze and to triangulate with the other techniques.

The use of this technique provided me evidence to prepare the questions I would use for the feedback session I had after each classroom observation. Lengeling (2013) explains that the

use of observations is beneficial to "understand the complex nature of the classroom, to cope with how to record observations, and to give formative feedback to the observed teachers" (p. 65). The use of ethnographic notes during the classroom observation also allowed me to later process what happened during the class visit.

3.4.3 Feedback and a Feedback Format

As it was mentioned in the previous section, I had a feedback session after conducting the classroom observation. Feedback can be considered a "social practice situated in teachers' disciplinary and institutional contexts" (Tuck, 2012, p. 210). To have my feedback session, I used two different techniques to collect the data: audio-recorded feedback conversations (Appendix 3) and a feedback format (Appendix 4). Once I had the observation, I had time to complete the feedback format with different comments and questions to discuss during the feedback session. The length of the class was half an hour; I observed the teacher, completed the feedback format, and had the feedback session after the teacher finished the class.

The purpose of this feedback session was for my participants to reflect on their practice rather than having me telling them what they did correctly or the things they should improve. The feedback was delivered to teachers and the session was audio-recorded to have evidence of it. I also facilitated my participants with a scanned version of the feedback format. Bell (2001) explains that "feedback is intended both to challenge and support the participant's own analysis and theory building by providing positive feedback and critical questioning of any assumptions" (p. 31). I included questions in the feedback format about aspects I noticed during the classroom observation. Some of these questions were not related to the aspects they asked me to observe but caught my attention while I carried out the observation. For instance, instead of telling my participants the aspects or activities that went wrong, I would elicit some questions, such as 'What would you have done differently?' or 'What other strategies could you implement to avoid x situation?'. By including these types of questions, my participants were more in charge of the feedback rather than myself as the observer and trainer. It also created a space for conversation and even trust.

Regarding the feedback format, I examined different formats for classroom observation, as well as formats for the different areas I was asked to observe. I adapted a format that my

teachers used at a BA program in English language teaching. In terms of the content of the format, I adapted the sections depending on the areas that my participants asked me to observe. The purpose of using questions in the feedback session might influence the practice of my participants, and/or elicit noticing or reflection on other aspects. The feedback format includes the pseudonym of my participant, the date when the participant was observed, the level they taught during that observation, as well as the number of students in the class. I included two different columns in each format: one to write comments and questions on the areas my participants wanted to improve, and another to write some general comments or questions. The second section allowed me to reflect on aspects that arose during the observation to discuss with the observee. As well as to explore other areas that caught my attention to include some recommendations for the teachers.

3.4.4 Focus Group

Once I finished with all the classroom observations and feedback sessions, I conducted a focus group (Appendix 5). Focus groups are often conducted for marketing purposes to receive feedback about products, services, and campaigns, to mention a few. However, I selected this technique to gather more information about the feelings, perspectives, and experiences of my participants. It was another way to create space for dialogue with the participants. Madriz (2000) introduces the use of a focus group as "a collectivistic rather than an individualistic research method that focuses on the multivocality of participants' attitudes, experiences, and beliefs" (p. 836). On this note, the use of a focus group guided me to collect data from my participants about the way they perceived these classroom observations and feedback sessions compared to previous experiences. Additionally, Krueger and Casey (2014) argue that the use of a focus group consists of a prepared series of questions to obtain information regarding perceptions of the participants in a specific area of interest.

Some of the limitations of conducting a focus group are regarding the dynamics of the group, having a few issues discussed, active interaction of some participants while others may not contribute (Hennink, 2014) and, in this case, having the role of the researcher and moderator. The contributions of the participants may have been influenced due to my presence during the focus group. Nonetheless, being the researcher and the moderator of the focus group allowed

me to "observe the interactive processes occurring among participants" (Madriz, 2000, p. 836) such as their engagement and participation in the discussion.

Having conducted a focus group, I identified whether my participants noticed changes or improvements in their practices in the classroom or not. This technique was also used to see if my participants were able to notice or reflect on their teaching practice with the questions used in the feedback sessions. The use of a focus group was beneficial for this research due to the information I was able to collect. The use of focus groups can also be seen as "a way of listening to people and learning from them" (Morgan, 1998, p. 9). This focus group helped me analyze to what extent the use of classroom observation and feedback could have an influence on their teaching practice as well as in their professional development in English language teaching.

3.5 Context and Participants

To carry out this research project, I contacted different institutes to present my project. Nonetheless, I decided to conduct my study in a language center after careful consideration of the time and availability of my participants. The school where I carried out this research is located in the city of León, Guanajuato, but it also has more locations in different cities in Mexico. This language center works with a methodology that is integrative, fluid, and interactive to make the learning of a language easier. The institute offers classes in different schedules during the week and on Saturday. The observed classes were in the afternoon and on Saturday due to the schedule of my participants.

I worked with five Mexican novice EFL teachers; they were considered novice teachers because they had between six months to two years of teaching experience. My participants were non-native speakers of the language, and their bachelor's degree was not related to the area of English language teaching. It is relevant to mention that many teachers in Mexico are not required to hold a BA in the area of ELT, but instead, are required to hold a certificate that demonstrates their proficiency in the language. Many Mexican teachers have informal entry to the EFL job due to several reasons, such as their command of the language, exposure to the language because they have lived-in English-speaking countries, economic needs, to mention a

few (Lengeling, 2010). To protect the identity of my participants, I decided to give them pseudonyms to refer to them.

In the case of this research project, I asked my participants for the areas they wanted me to observe to provide them with more specific feedback. Therefore, the following table includes information regarding the academic background of the participants, the certificate they hold, years of teaching experience, and ages of their students:

Table 3

Information about the participants of the study

Katherine	Karime	Baruc	Coraline	Peter
BA in Spanish	BA in Tourism	BA in Philosophy (currently studying)	BA in Spanish	BA in Journalism
TOEFL ITP	TOEFL ITP	TOEFL ITP	TOEFL ITP	TOEFL ITP
10 months	10 months	2 years	5 months	2 years
NNEST	NNEST	NNEST	NNEST	NNEST
Kids-adults	Kids-adults	Kids-adults	Kids-adults	Kids-adults

Note. Test of English as a foreign language. Institutional testing program (TOEFL ITP).
Non-native English-speaking teacher (NNEST).

Each participant asked me to focus on different areas during the classroom observations. Katherine asked me to focus on her ability to explain and her confidence in the classroom. Karime asked me to help her with the autonomy of her students and the implementation of more activities in the classroom. Baruc wanted to improve his ability to elicit the oral participation of his students. Coraline also wanted me to advise her on techniques to elicit spoken participation from her students. Finally, Peter requested help regarding discipline. The following section includes the ethical considerations to conduct this research.

3.6 Access and Ethics

To conduct this research project, I first had a meeting with the coordinator and the principal of the language center to present the outline and purpose of this research. I had access

to this language center since I have a co-worker who taught in this school. He provided me with the contact information of the coordinator to have a meeting to present my project, its aim, and how I planned to conduct it. The coordinator gave me access to their syllabus, lesson plans, and general information about the school and the teachers. Additionally, the coordinator explained the process to hire teachers. He also mentioned that even when teachers do not have many years of teaching experience, the institute offers them some training and a teacher diploma course. The coordinator informed me about the two types of classroom observations which are video-observations and live-observations with the use of a checklist. These observations are carried out by the principal and the coordinator once a month. However, I did not have access to the checklists, and in this case, these observations are to guarantee that teachers follow the lesson plan and the requirements of the institution.

After I had the meeting with the coordinator, I met my participants. I had an individual conversation with them and explained my project, the purpose of it, and the way they would participate in it. I described their role in the project, and then I conducted a semi-structured interview where each participant gave me their background in terms of their years of teaching experience and their majors (Table 2). Finally, I provided them a consent form (Appendix 5) where they agreed to help me in this research project. The following section explains the process followed to analyze the data.

3.7 Data Analysis

To process the data collected from the ethnographic notes, the feedback sessions, and the focus group, I carried out a thematic analysis based on Maxwell and Miller (2008). I initially intended to use an analytical framework that is defined in the data entry and exploration platform (DEEP) as follows: "analytical frameworks are designed to structure an analyst's thinking, and to help logical thinking in a systematic manner" (n.p). Yet, I decided that a thematic analysis would be more suitable for the type of research that I conducted.

First, I collected the data and then read all my notes and transcripts to have a general idea of the possible categorizations. To create the transcripts, I used a program named Temi that allowed me to revise and edit them; I had access to all features with the free trial version. I transcribed the audios of the feedback sessions and the focus group. I revised all the data again

and proceeded to categorize it into themes by conducting a thematic analysis. Maxwell and Miller (2008) describe that "thematic analysis is also a categorizing strategy, although the units categorized as similar or different are usually larger" (p. 466). This process is mostly used in qualitative case studies where units of information are larger to categorize and process; it also allows the researcher to include most of the information.

According to Maxwell and Miller (200) computer programs are also used for categorizations to segment them by topics; for "sorting and comparison" (p. 473). Thus, I used a program called Dedoose that is a cross-platform website to analyze qualitative research with text, photos, audio, to mention some, to categorize all the data from the audio-recorded feedback sessions and the focus group. I analyzed the themes that emerged from the categorizations of transcripts and triangulated the information between those and the ethnographic notes from the observations.

Maxwell and Miller (2008) argue that the use of "data analysis had become […] a process of moving from categorizing to contextualizing strategies" (p. 472). That is why I had to use a thematic analysis and software to have all my data divided into the different categories which emerged from the techniques. The use of this program and the thematic analysis helped me processing my different pieces of data in a more organized manner. When I had all my data divided into themes, it was easy for me to become knowledgeable of the experiences and perspectives of my participants for the development of this research. The following section explains the coding used to differentiate the data.

3.7.1 Categorizations and Coding

The use of a program and a thematic analysis facilitated the process of categorizing my data into themes. Maxwell and Miller (2008) mention that "in coding, the data segments are labeled and grouped by category; they are then examined and compared, both within and between categories" (p. 465). Having done these categorizations, it was easy to analyze all the data to compare it and to observe the changes or improvements in the practices of my participants during this teacher development program. I divided the data into different emerging themes, as well as the technique that provided me that information. This labeling was helpful for the research to know who the participant was and where the data came from.

To differentiate between all the data collected, I begin with the pseudonym of my participant, followed by a hyphen and a code. For instance, in the case of the data that emerged from the ethnographic notes, it will be presented as 'EN'. The data that arose from the transcripts of the audio-recorded feedback sessions will appear as 'FS' and data from the feedback format will be 'FF'. Finally, the data collected from the transcript of the focus group will be 'FG'. I found the use of hyphens and two letters to be a more practical form for readers to understand the data, and to recognize where the data emerged. In addition to this, the data was also categorized in first, second, or third depending on the classroom observation and/or feedback sessions. The following table contains a sample of how data will be presented in Chapter 4.

Table 4

Coding

Participant	Technique	Observation	Code
Peter	Ethnographic notes	1st observation	*Peter-EN1*
Coraline	Feedback session	2nd observation	*Coraline-FS2*
Baruc	Feedback format	3rd observation	*Baruc-FF3*
Karime	Focus group		*Karime-FG*

Having presented a sample of the coding that will be used to present my data, the following section includes the conclusion for this chapter.

3.8 Conclusion

In this chapter, I described the paradigm and methodology used to conduct this research project. I also presented the different techniques that were used for my data collection and supported it with literature, and the justification of why I decided to implement them. Moreover, I introduced the profiles of my participants; I included the areas they wanted me to approach during the development of this teacher development program. Finally, I provided information about the way I decided to analyze my data and the coding of it. The following chapter presents an analysis of the data.

Chapter 4: Data Analysis

4.1 Introduction

This chapter analyzes the data that emerged from the classroom observations, feedback sessions, and the focus group. The data will be presented as follows: 1) Perspectives regarding observation and feedback; 2) Teacher noticing; and 3) How participants see the profession. Each theme will be presented and processed. In addition to this, some topics will include a comparison between what the participants perceived before the observations and after them, as well as the improvement they had in their teaching practice. This is to provide the readers with information on how the use of classroom observation and feedback influenced their teaching practice and to see if the use of both techniques might have also influenced the process of teacher development and teacher training. For this section, I will examine the perspectives of the participants regarding classroom observation and feedback. I will explore the improvement each participant had from one classroom observation to the other and how the participants see the profession.

4.2 Perspectives Regarding Observation and Feedback

The first theme is concerned with the participants' perspectives regarding classroom observation and feedback. The institution carries out classroom observations for evaluation purposes; the coordinator and the principal are in charge of these observations. A classroom observation format is followed, and teachers must excel during these evaluations to remain in the institution.

> *I always have to write the objectives on the board, because at the end of the day what we sell are objectives. (Katherine-FS1)*

> *They observe us through the cameras, and that is part of our evaluation. (Baruc-FS1)*

During the first classroom observation and feedback session, some participants seemed to perceive classroom observation and feedback as a means to continue working in the institution; they perceived these techniques as part of their evaluation. These observations are conducted in the classroom and through the cameras inside of the classrooms. Martinez et al.

(2016) discuss that "concrete consequences to the evaluation intend to exert maximum influence over teacher practice through detailed indicators and rubrics" (p. 17). These observations must inform the teachers about the different areas that need to be changed or improved (Zaare, 2013). The format used in the institution includes a list of requirements that teachers must follow, as Katherine explained, with the objectives that must be visible to students. The coordinator and principal do not inform the teachers about their areas of improvement, but instead, about the requirements that were not followed during the class-visit. When questioned about the use of these techniques, participants expressed how classroom observation is part of their evaluation instead of a technique that will help them improve their teaching practice.

Moreover, during the focus group, the participants also shared their perspectives concerning their previous experiences in contrast to the observations conducted for this research. Tuck (2012) mentions that "participants often experienced feedback-giving as bound by rules, regulations and imposed procedures, subject to institutional processes of evaluation in a similar way to students' own assessed work" (p. 213). Some of these previous experiences influenced the perspectives the participants had when it came to classroom observation and feedback. The following statements demonstrate how the participants felt during the first classroom observation when questioned in the focus group.

> *I felt very uncomfortable in the first observation because I don't like them. Also, nervous. But as soon as I had the second and the third observation I felt better. (Peter-FG)*

> *The same happened to me [referring to Peter's answer]. I felt very nervous in the first observation but less in the other two observations. I felt very comfortable in the last one. (Coraline-FG)*

In the two data excerpts above, the participants explained why they felt nervous during their first classroom observations. This might be the result of previous experiences they have had about classroom observations and how they were conducted. Also, the observations conducted in the institution are for evaluation purposes whereas the observations carried out for this study aimed to help them as stated at the beginning of the program. Therefore, these excerpts shed light on the relevance of preparing teachers for classroom observations and the receiving

of feedback so that they are aware of the aspects that will be observed. I questioned the participants for their opinions regarding the differences they perceived in terms of the person who is conducting the classroom observation, and how the feedback is delivered.

> *I perceived the difference in that this was an external observation. It was not my boss observing me but a researcher. I found these observations very helpful as well as the feedback. The kindness and respect during all the process were good, and I didn't feel uncomfortable during the classes, so I consider that everything felt very natural. (Baruc-FG)*

Baruc explained how he found the observations and the feedback to be helpful, and how he found them to be more natural. He commented that a researcher was the one conducting the observation, and Chapter 2 discussed the importance of the role of the observer. Again, my role as an outsider and researcher was discussed at the beginning of the program and teachers were aware of the purpose of this research. It should be noted that teachers were also informed of their role in this research which might also have affected the perspective of Baruc. Karime added the following:

> *I felt less nervous than in my first regular observations with the coordinator. Even my students at that moment felt less pressured. (Karime-FG)*

Both participants began to perceive classroom observation and feedback in a more natural way when it is given by an observer who is external from the institution rather than when the coordinator conducts the observation and feedback. This could be an effect of the observer's paradox (Dale & Vinson, 2013) or because I was an outsider as previously mentioned. Baruc and Karime felt less nervous and that might be due to the way each classroom observation and feedback session were conducted. In contrast to the previous excerpts where Peter and Coraline expressed how they felt nervous during the first classroom observation. The purpose of the observation and the person who conducts it may have different effects on the teacher who is being observed. Teacher development and teacher training can then be influenced by the correct use and implementation of these techniques. Teachers may question their practice and see the use of classroom observation as a mirror, and hence begin to explore or look for other strategies to develop.

Moreover, the participants were asked to provide some information regarding the differences they perceived in terms of the person who conducts the classroom observation and delivers the feedback.

> *In essence, they're the same [classroom observations]. There were some minor differences like the time; the ones in this school tend to be shorter. Regarding the students, they feel more nervous when the coordinator or the principal comes to observe than when you were in the classroom. (Peter-FG)*

One main difference between the observations that I conducted and the ones that teachers have in the institute is regarding time. Peter mentioned that the observations are shorter, and perhaps these observations do not provide teachers with enough information about their practice, or areas of opportunity. As mentioned, teachers have to fulfill a list of requirements during each observation, and little is discussed about their practice. This perceived difference was also because I was an outsider for the institution and the observations had a research purpose; therefore, the way I conducted classroom observation and feedback was not the same. He indicated how the observations conducted by the institute also influence the students' emotions. A minimal change in the classroom affects the dynamic of the group. Peter's excerpt about his students may only be his perception; however, there is no data to confirm what he said. Another participant, Karime, commented on the differences of these observations:

> *The difference is that they [the previous observations] did not include any admonition. On the contrary, there was positive feedback. (Karime-FG)*

This excerpt sheds light on the way classroom observations conducted by the institute are perceived negatively. The purpose of these classroom observations is to evaluate teachers. This language center seems to mostly conduct classroom observations to guarantee that teachers follow the requirements of the institute, and thus assign them groups. Teachers who do not excel on these observations receive a warning and if the problem persists, the teacher will have fewer groups. Finally, Coraline noted that the main difference was regarding the feedback session:

For me, the most notorious difference that I observed was the feedback you gave
me at the end of the observation and the questions you asked me. (Coraline-FG)

These feedback sessions included some questions to elicit noticing in the participants. I questioned them about different aspects of their class or included more general questions, besides what they asked me to observe. The purpose of these questions was for the teacher to reflect on the events that occurred during the observation so that they became aware of other aspects of their practice that needed to be addressed or improved. The following is an example of the general comments that I included in the feedback format:

The class, in general, was very active and you managed to have all your students
participating. What would you have done differently? How else could you improve
your class? (Coraline-FF1)

It is of significance to remark on this technique since it creates a dialogue with the teachers. This conversation allows teachers to discuss what happened in their classes, to consult the observer or their colleagues for further instruction or recommendations, and perhaps to reflect on aspects that can be improved for future classroom observations. This dialogue also influences teachers in the process of teacher development and training as it provides them with insights into their teaching where they become more aware of aspects that may have been unknown to them, and the teacher can ask for different techniques or methodologies to apply in their classes.

To sum up, one of the most evident differences perceived by the participants is in terms of how feedback is given to them. Participants seemed to feel more nervous when the classroom observation is carried by the coordinator, and hence to perceive feedback negatively. In comparison to the classroom observations and feedback carried out for this research, the participants seemed to have a better response in contrast to the ones conducted in the language center. When the participants have classroom observations as part of the requirements of the language center, they tend to feel more nervous since these observations are considered for their evaluations and permanence in the language center. Those classroom observations also include warnings, and the participants seemed to feel more stressed. The differences between the observations conducted by the coordinator in contrast to the ones conducted for this research

resulted in a positive outcome. The following section explains how the participants perceived the use of classroom observation.

4.2.1 Observation

Classroom observation is a fundamental aspect of the process of teacher development and teacher training since it serves as the initial stage to know what happens inside the classroom. The importance of this technique helped in a way that the participants became more aware of different areas of their teaching practice. Moreover, it gave me a glimpse of the realities of the teachers, as well as the challenges they may face in their classrooms. I questioned the participants about the use of this technique and one of the answers was as follows:

> *The most important thing for me was that being observed in front of three different groups: kids, teens, and adults. I realized that the lesson plan of the class should be adapted according to the public of the class. Also, not only the content but the dynamics should be different, so the students assimilate them. (Baruc-FG)*

In the above, Baruc explained the importance of adapting the content of the lesson plan since the participant was observed twice with a group of teenagers and once with a group of adults. This participant encountered some difficulties regarding the content and the age of his students. The lesson plans of the institution are mainly designed for adults, and therefore the topics cover different situations that can only apply to adults. The language center standardized the planner, and it seems to limit the teacher and their delivery of the class.

> *The teacher points at two pictures [soap opera and TV news] to know if students watch them; students are kids. (Baruc-EN2)*

After each classroom observation, I questioned the participant about the content of the lesson plan and the ages of his students. As a result, the participant seemed to have become more aware of how the content of the institutional lesson plan did not coincide with the ages of the students.

> *This is an adult course. The questions are for adults, all the content, so it makes things different and difficult. (Baruc-FS2)*

The English course offered in this institution focuses on adults, and hence children and teenagers had difficulties when it came to participating in the classes since they were not familiar with most of the content provided in the textbook and the lesson plan. In contrast to Baruc, the following depicts a difference in the way observation was perceived. He became more aware of the needs of his groups, and Peter and Coraline seemed to have put more effort into the delivery of their lessons.

> *The observation helped me before the class, with the lesson plan. Knowing you were coming made me put more effort than usual. Now I try to put in the same effort whether I am observed or not. (Peter-FG)*

> *The observation helped me giving the best class I could. Also, I tried not to lose track of the class, even when certain things didn't turn out as I expected. I think that the combination of both pushed me to pay closer attention to the aspects I could improve and to make something about it to give a class better than the previous one. (Coraline-FG)*

Peter and Coraline explained in the above excerpts how the observations helped them to deliver a better class. Regardless of the classroom observation, they also tried to deliver the same type of class. Coraline also became aware of the aspects of her class that needed to be addressed so that she could improve them for the following sessions. These excerpts shed light on how classroom observation and the awareness of these visits affect the delivery of the classes.

In these cases, classroom observation seemed to influence the way the teachers taught their classes. The participants were aware of the days and dates of the observation, and thus they might have changed the way their classes were delivered. The institution asks the teachers to follow an institutional lesson plan; therefore, I believe that the changes in their classes were minimal but still meaningful. The behavior of the participants as well as the overall delivery of their classes was similar from one classroom observation to the other, in contrast to their practices where the participants showed some improvement. The following section is concerned with the use of feedback from the observations and how it is seen and perceived by the participants before and after the research was conducted in the institution.

4.2.2 Feedback

The following excerpts reveal how participants felt during the feedback sessions in comparison to the feedback they received in the institution as part of their evaluation. As it was mentioned before, the participants have classroom observations as part of the requirements of the institution where they have to fulfill certain parameters to remain in the institution. The objective of these observations was to analyze to what extent the use of both classroom observation and feedback may influence teacher development and training of the participants. Contrary to the observations and feedback sessions conducted in the institution where little was discussed about the practice of the participants or the delivery of their classes.

> *Your feedback sessions were very positive because you made me see what I could change or improve in my classes. (Karime-FG)*

Karime perceived the use of this technique positively. I tried to contribute to the practice of the participants by highlighting other areas of opportunity in a question form. These questions made the participants reflect on the aspects that went well, bad, or needed to be improved in their classes. Baruc also seemed to perceive it similarly to Karime, he explains:

> *I consider that they were useful to ask myself how I can improve my class and not only to fulfill the standards required by the institution. (Baruc-FG)*

It is of relevance to draw upon the phrase 'ask myself' as some evidence of how the use of feedback elicited noticing. He questioned his practice and seemed to have understood the importance of delivering an effective class not only for institutional requirements, but to benefit the students. Finally, Coraline mentioned the following:

> *I felt comfortable and you were always kind. Your comments helped me identify which aspects of my class I can improve, as well as seeing my class from the perspective of an outsider. (Coraline-FG)*

All the participants seemed to perceive the use of feedback positively. They explained how the feedback sessions benefited them, and how they improved their classes. The feedback sessions seemed to have provided them a different perspective on the different aspects they can

improve in their classes. The participants expressed they felt comfortable with these feedback sessions. Different questions and comments were used to elicit the participants' awareness of other aspects of their classes (Appendix 4). The majority of the comments used in the feedback session were positive and the excerpts show how that changed their perspectives regarding feedback.

This data demonstrates how the use of feedback influenced the participants in the improvement of their practice in the classroom; each participant's improvement will be later presented. The way the observer conducts the feedback session is crucial so that participants become aware of the different aspects of their classes. "A principal's positive or negative attitude toward teacher evaluation can have an impact on the effects of teacher evaluation system" (Peterson & Peterson as cited in Delvaux et al., 2013, p. 2). The effectiveness of the feedback concerning the impact on the participant might also be accomplished if the observer knows how to provide feedback. The following excerpt illustrates how the use of feedback may have elicited an initial stage of reflection.

> *It's a good practice to go over the class and notice the aspects which can be improved. Sometimes, we only receive comments from the feedback. But with you it was different because somehow, we reflected on what we did well or bad with your questions. And that is better so, we as teachers notice what we did well, bad or what we could improve on. (Peter-FG)*

Peter describes how the use of feedback helped him to reflect on the way he delivered his classes. This noticing resulted in an improvement in his classes and how he taught them. Peter was able to notice the areas he could change, and thus he began to improve his practice in the classroom. Peter also explained how he perceived the use of questions to be more meaningful. These questions were included so that teachers revisited the events that happened in the class, and thus become aware of what they did good, bad, or the areas they could improve.

The way I conducted the feedback session was mainly with the use of questions to elicit feedback from the participant rather than the observer providing the feedback. The use of questions in the feedback session makes it more meaningful since the feedback comes from the teacher. The use of these questions seemed to have influenced a certain degree of reflection in

at least two of the participants, and hence the continuity of this practice may have given a more meaningful outcome in the participants' practice as well as in their process of teacher development and teacher training. The following section discusses how the use of feedback fostered noticing in the participants, and how it reflected in the improvement each participant had during the different classes where they were observed.

4.3 Teacher Noticing

The way teachers experience and process information in the classroom may depend on the stage where they are; Berliner (1988) considers five stages: novice, advanced beginner, competent, proficient, and expert. Yet, it is necessary to remember that the participants of this study are novice teachers due to their years of teaching experience. In this case, Schäfer and Seidel (2015) mention that noticing is a "teacher's ability to attend intentionally to classroom events that are important to the processes of teaching and learning" (p. 37). Thus, noticing can be considered the initial or previous stage of teacher development (Lengeling et al., 2019; Van Es & Sherin, 2002).

The previous section explained how the use of questions during the feedback session elicited some noticing in the participants, more specifically in Baruc and Peter. This section seeks to explore some aspects that participants noticed after the classroom observations. The following conversation explores how the use of classroom observation helped the participant become more aware of different areas in his teaching.

Researcher: Did you find them [the observations] useful?

Baruc: Well yeah, I think it is. I noticed my movements and noticed my techniques. I've noticed that I have improved this ability of making them [students] speak, because, yes, I noticed at the beginning it was very difficult for me. (Baruc-FS3)

In this excerpt, Baruc mentions how the use of classroom observation helped him notice aspects of his class which he did not notice before, such as the use of techniques, and how he elicited participation from his students. Even though he always had small groups (1-2 students), he showed an improvement regarding students' talking time. His awareness of these aspects may result in the previous stage of becoming a reflective teacher, or a teacher who begins to

question different aspects of a class, such as the methodology, activities, and techniques, to mention a few. Baruc now notices his areas of improvement and what he does well, and hence his practice in the classroom improved. In contrast to him, Katherine noticed the attention she gave her students:

> *A lot of things that I didn't notice before. I tend to focus on one person and now I try to see everyone. (Katherine-FS3)*

> *The teacher focuses on one student, one girl is on the phone, the other two students start talking. (Katherine-EN1).*

Katherine used to focus on one student at a time when the students asked for clarification or for help to do the exercises of the book, and thus the rest of her students stopped being on task to do other activities. Most times, Katherine approached only one student instead of focusing on the rest of the group as exemplified in the ethnographic note. I included some comments in the feedback format to make her aware of this situation. During the second feedback session, I questioned her on the different aspects she noticed through this process and this was the most notorious for her. The following is an excerpt from the ethnographic notes of her last classroom observation where there is evidence of her improvement in this issue.

> *The teacher approaches one team to help them and then the next pair. The teacher monitors their progress. Students are on task, and the teacher walks around. (Katherine-EN3)*

By the third classroom observation, Katherine improved in this area. This participant became aware of this area of improvement and the way her class was delivered improved since she tried to pay attention to all her students. These comments helped her become aware of how she tended to focus on one student instead of the whole group; this was an aspect she did not notice before. Her last classroom observation provided me with evidence to support this improvement, and her attention was now on all her students.

Finally, Coraline explained how the use of classroom observation and feedback helped her noticing different areas she did not see before as I elicited them with the different questions

included in the feedback formant; however, she did not mention which were the aspects she began to notice.

> *I definitely try to incorporate some things that you told me…now I pay attention to the things that you told me that I didn't do before. (Coraline-FS3)*

Even when there is no data to support what Coraline claims, the participant also showed an improvement in her teaching practice based on each classroom observation and the ethnographic notes as will be discussed. The following excerpts from the second and third feedback sessions support this claim and her improvement.

> *What can you do to make them [kids] interested and on task? What activities that you use with adults can you use here to keep them on task? (Coraline-FS2)*

> *I think, in this last observation you used more techniques to promote participation and they also helped students…your class was very active, and you had all your students talking by using different activities (Coraline-FS3)*

Hence, the use of classroom observation and feedback had an influence on the participants and the way they delivered their classes. Classroom observation and feedback helped the participants become more aware of the aspects they did not notice before. Participants mentioned during the semi-structured interview the aspects they wanted to improve, and during this teacher development program, participants began to notice other aspects that might as well be improved. One topic that also emerged from this was the use of the planner. The following section presents the restrictions of the institutional lesson plan.

4.3.1 Institutional Restrictions: "I Have to Follow the Planner"

This language center requires all teachers to follow an institutional lesson plan which participants refer to as the planner, as mentioned in the previous section. Students can take classes either in the week-day schedule or the Saturday schedule, as well as other institutions they have in Mexico. As a result, all the lesson plans are standardized. After observing all the participants, I wanted to know to what extent the participants are limited due to this institutional lesson plan.

The following are excerpts from the different feedback sessions where the participants explained how the activities of their classes are part of the planner.

> *I would like to do other activities or dynamics, but I have to follow the institutional planner, or I will get a very bad score in my evaluation and they will fire me. (Katherine-FS1)*

> *The activities are not linked, and it is frustrating, but I have to follow the planner. (Baruc-FS1)*

The above illustrated how the participants had to follow the planner. In this case, the requirements of the language center seemed to limit the teaching practice of the participants. The planner is standardized, and it included clear objectives that must be present in each class. The content of the planner did not have a continuum between activities and did not suit the ages and contexts of all the students, Coraline explained:

> *But it's when the planner requires it. At this time, it didn't so, they put [the students] facing each other and they change one step to the right, one step to the left. And they ask and answer the questions of the book but this time the planner didn't [include this activity] … I can leave but I'm not allowed to do that. I believe I have to follow the planner, okay but I'm not sure about that. (Coraline-FS1)*

During this classroom observation, Coraline was asked whether she could change her activities or if she could take students to other classrooms to interact with different people. She explained that she followed the planner and that is due to the following: first, she is a novice teacher, and she might feel more comfortable following the planner. Second, the institution asks all teachers to follow it. Each classroom has a camera where the coordinator, the principal, and people in quality can observe the classes to make sure that teachers follow the requirements of the institution. The previous excerpt reveals how the planner limits the teachers' practice. Coraline expressed how she was not sure about the elements that she could change or adapt in the planner, or to what extent she was allowed to do that. Contrary to her, Baruc still followed the planner but he has reached a stage where he considered the importance of adapting the content of the planner.

Because I tend to adapt to the planner. And I just follow the planner sometimes…But I mean, I need to follow the planner. But the problem is that they are children. And sometimes, it is difficult for them to do all these questions for adults. Yes, these things I think, so I would say that giving them more activities probably planned by me, adapted from the plan. (Baruc-FS2)

Baruc mostly taught children or teenagers. He has seen the importance of using students' background and context for them to understand the topics to be covered, especially for the textbook's readings and listenings. The previous statement explained how he followed the planner; however, he has become aware of the importance of adapting the content as it was mentioned in previous sections. At first, he commented on how the use of classroom observation was for evaluation purposes. Then, he began to notice the importance of adapting the content of the classes which is linked to where he explained how the use of feedback helped him improve his practice. Finally, there was an improvement regarding the implementation and adaptation of the activities and the content of the planner according to the ages of the students.

In contrast to the previous excerpts, Peter seemed to feel more comfortable when it came to following the planner. Peter is a participant with more years of teaching experience (two years), but he is still considered a novice teacher according to Berliner (1988). He has not become aware of the changes he can make in the planner to adapt it to the ages and/or contexts of the students.

To be honest, I thought about it, we shouldn't do that [changing the activities of the planner] but since they're like in the last course that's something that they could do…maybe not as an ideal situation because we have an institutional lesson planner and we have to follow it, but yeah it would be a good idea. (Peter-FS3)

During this lesson, I asked Peter about different techniques he could implement to explain the topic he just taught. In this case, his students were at an advanced level, and thus the topic seen during that lesson was a review. Peter seemed to have taken my suggestions given in the feedback session positively. However, he did not consider this suggestion to improve his classes or to make the content more useful/significant for the students. This reluctance to change can be due to his lack of teaching experience; he is a novice teacher, and he has only taught in

this institution. That is why it is of importance to implement this type of teacher development programs so that teachers begin to question their practice, the use of materials, methodologies, among other elements.

Karime, on the other hand, tried to adapt her lesson plan to some extent. The changes in her planner were minimal but of significance to the ages of her students. When I conducted the classroom observation, I observed how the content of the class was more relatable to the background of her students.

> *The teacher shows them pictures and gives them examples like Guanajuato for 'narrow', Sia for 'chandelier', etc. T also uses examples from ss. (Karime-EN2)*

The examples included in the institutional lesson plan were more general or standardized, Karime adapted some of these activities by including examples of objects/places/people that were more meaningful to the background, context, and knowledge of the students. I also questioned her about the activities she included in different classes in the last feedback session where she mentioned the following:

> *[The activity] is not in the planner but is to underline the adjectives. If we are learning adjectives, we also underline them, it's not part of the planner so underline them or sometimes I put them to draw something if the lesson plan says…And sometimes I like to put these kinds of activities that are not in the planner. (Karime-FS3)*

Karime included content related to her BA in Tourism, and thus her knowledge of the area made her lesson more meaningful to students. She also tried to include other types of activities but tended to follow the lesson plan most of the time as required by the institution. This demonstrates how the participant understands the importance of including information that is more relevant to the students to make the lesson more meaningful.

Finally, Katherine explained in her last feedback session how she wanted to change some aspects of the institution as part of her new position. The day Katherine had her last classroom observation, she was promoted as the new coordinator of the school. I wanted to know what her

plans were and to what extent she could make changes in the school with her new position, more specifically the lesson plan.

> *I want to improve a lot of things and the lesson plan…for the students to have more activities…They don't give them a lot of options and I would like to give them options, so they don't look at school like 'Oh, I have to go' but that they want to go for real, they want to learn. (Katherine-FS3)*

Katherine seemed to have the intention of changing the planner as she is aware of its limitations, but the institution does not allow it. The idea of the institution is to have a standardized program that does not change among the schools they have in Mexico so that students can attend classes in any city or another schedule.

The focus of this section was on the improvement of the participants in different areas which they asked to be observed, as well as some other areas I noticed that they could also improve or change. This section also included the use of the planner and how it is seen. The participants' view regarding the planner is as a format they have to follow to remain in the language center. However, some participants began to adapt the content of it depending on their groups and their needs. The following section explores the improvement of each participant during this research.

4.3.2 Teachers and Observer's Perceived Improvement

This section includes the perceived improvement that each participant had during this teacher development program. This is to provide readers with the effects that classroom observation and feedback may have. All participants asked me to observe a specific area, but the general comment section of the feedback format (Appendix 4) also included questions or comments regarding other areas that I considered needed to be addressed during the classroom observation. These questions were intended to elicit noticing of areas that were probably unknown for the participant, and thus for the participant to improve them.

4.3.2.1 Baruc

In the first two classroom observations with Baruc, he had between 1-2 students who were also teenagers. Even though this participant had a small group, he found a way to promote participation to have the students engaged and talking in class. The content of the lesson plan was for adults and his students were most of the time teenagers. As a result, I tried to elicit some awareness from the participant to adapt the content of the textbook and planner according to the ages of the students. The following is an excerpt that reflects on his improvement regarding the content of the class.

> *They continue with the quiz and the teacher keeps pausing the listening after each question…teacher includes the context and background of the student in each question. (Baruc-EN2)*

During this class Baruc had one student; the objective of the class was to use different adjectives as marked in the lesson plan. The listening included some questions that used adjectives, but the questions were more about situations that adults might encounter daily. Thus, the teacher included questions that were more suitable for the age and the context of the student. In this case, he has previously taught this student, that is why he was aware of his context and background. Teachers are asked to follow the institutional lesson plan, but he tried to adapt the content to make it more meaningful.

Even when the participant always had small groups, he also showed an improvement regarding the elicitation of participation. The following are some excerpts from the ethnographic notes to support this claim.

> *The teacher asks the student to stand up and play 'rock, paper, scissors' but with their bodies. When they lose, they have to describe themselves using adjectives…teacher seems to be really excited, maybe to make his student participate. (Baruc-EN2)*

> *The teacher takes some thread and throws it to the student; each time they throw it they have to say something about themselves in the order of the alphabet. (Baruc-EN3)*

From the first classroom observation where I tried to elicit different strategies to make students participate, the second and third observations shed light on how the participant included more strategies and techniques to promote participation regardless of the size and/or the ages of his students. Baruc seemed to have implemented the suggested strategies. He also became aware of the adaptations he needed to do in the institutional lesson plan to address the necessities of his groups regarding the number of students, their ages, and their context. Baruc's improvement shed light on how the effective use of classroom observation and feedback had a positive outcome, also how the teacher became aware of the areas that he/she needed to examine to improve them.

4.3.2.2 Karime

In the first classroom observation, Karime had a group with a variety of ages between 18 to 56 years old, and her students had some difficulties concerning the understanding of instructions. At the end of the first feedback session, I asked the teacher for some other strategies she could implement to improve the delivery of instructions. She also asked for some techniques and as a result, the following classroom observation showed an improvement in this situation.

> *Improvement in the way instructions is given. The teacher monitors and uses more examples…I did see an improvement between the previous class and this one. I think that the fact you used your knowledge of the BA made this class more meaningful. (Karime-FF2)*

Karime as well as Baruc began to adapt the content of the lesson plan according to the ages of her students. This participant considered the techniques that were facilitated during the conversation we had in the feedback session. As a result, she enriched her class with her knowledge of the BA. She also included more examples and the class then became more meaningful to her students.

> *The teacher asks students which of the restaurants [from the reading] they would like to visit…The teacher asks students to describe their favorite restaurant. (Karime-EN3)*

This class included a reading of different restaurants in the United States, but her students did not know any of those restaurants. Therefore, she adapted the content of the lesson and asked students for information that was familiar to them. In this case, Karime found a solution to a problem she had. The planner does not include a section for possible problems and solutions, but she managed this situation by contextualizing the content of the lesson. The teacher tried to make her class more significant for the context of the students who were teenagers between 12 to 14 years old. The following depicts how the implementation of different techniques has also helped her.

> *I have applied each technique that you recommended every time that I have the chance and it has helped me seeing the things I forgot in previous classes to avoid them in the following classes. (Karime-FG)*

The above excerpt shows how Karime took into consideration the recommendations given in the feedback and uses different techniques in her classes. This participant showed an improvement in each classroom observation, not only in the areas she requested to be observed but in other areas, such as strategies to correct students, and adapting the content of the lesson plan which I considered that needed some improvement.

4.3.2.3 Peter

In contrast to all the participants, Peter found more difficulties regarding the areas he wanted me to observe. During the semi-structured interview, he was not certain about the area(s) that he wanted to improve but finally considered that discipline might be his area of opportunity. After the first classroom observation, I noticed how he struggled with tardiness in the classroom. Therefore, I included some comments to elicit this situation and to find some strategies with the teacher to avoid this problem. In the second observation I wrote the following:

> *The audio stops and the teacher asks the students who arrived late for the answers and tells them that he told them to be on time, that they need to be punctual. (Peter-EN2)*

It should be addressed the fact that the groups were different in each of the classroom observations. Regardless of the group, his students always arrived late to his classes after lunch.

During our first feedback session, I made this observation, and we discussed some strategies to avoid tardiness from his different groups. From the first to the second observation there was an improvement regarding this situation. This resulted in the manner that Peter approached the participants once they were late.

> *I see there is an improvement regarding tardiness and that students are more aware of the consequences. (Peter-FF2)*

In the last observation, we had a conversation where he explained how he approached each group and how the number of students arriving late to class decreased. Along with that, Peter delivered a good class. I observed him teaching the advanced levels and the dynamic with the group was different compared to the rest of the participants who mostly taught beginner levels. His students were more participative and on task, and there was more student-talking time. It should be noted that he is a participant with more teaching experience; he has been teaching for two years.

The content of the program for the advanced levels focused more on writing, and due to Peter's BA degree, his knowledge of the area was more evident when giving the class. The students had to write different types of texts, such as summaries, paragraphs, short essays, to mention a few. The participant corrected the writing of his students and provided them with feedback to improve it. He also questioned his students on different things they could do to improve their writing, and thus to elicit self-correction.

4.3.2.4 Coraline

Coraline always taught classes where she included a variety of activities and techniques to foster participation and to engage her students. She also elicited the use of self and peer correction in all her classes. During this process, Coraline mentioned she wanted to include more strategies to make her classes more active, and she did so.

> *I think in this last observation you used more techniques to promote participation…Your class was very active, and you had all your students talking and participating by using different activities. (Coraline-FF3)*

To support the previous excerpt, the following data is from the ethnographic notes where I included all the activities, strategies, and techniques which Coraline implemented during her last classroom observation.

> *To tell the answers, students say the days of the week. The one who has Sunday says the answer…Teacher asks students to stand up and to make a circle…they will play hangman to guess the question…Teacher asks students to stand up and make two lines facing each other to ask and answer questions of the book. (Coraline-EN3)*

During the second observation, Coraline had two different groups of children between five to eight years old in the classroom. Both groups were at different levels, and she managed to keep them all on task. However, this participant seemed to have difficulties with the control of both groups and at the end of the classroom observation, I suggested some strategies to have both groups on task. I included some comments to elicit the use and implementation of other classroom management techniques for this type of class. At the end of the teacher development program, she explained:

> *I think the area of improvement that I identified was when I worked with a group of different ages, and I think the solution can be found in the planning of the activities which foster group-work. Another is to keep the attention of the students during the whole session since we work many hours and I think this can be done by presenting them dynamics that can be appealing to them. (Coraline-FG)*

This excerpt can also be considered as a previous stage to accomplish noticing because the teacher identified, connected, and used what she knew about the classroom (Van Es & Sherin, 2002). Coraline became more aware of different areas she could improve, instead of focusing merely on the use of techniques to promote participation. She was aware of the number of hours spent in the Saturday schedule and thus considered it important to adjust the institutional lesson plan. She also drew upon the importance of incorporating activities that allow the use of collaborative learning, and also, activities that are relatable to the students' background, context, and interests.

4.3.2.5 Katherine

In the case of Katherine, her improvement was more regarding the awareness she had in observing all her students. She asked for some strategies to make her Saturday lessons less tiring for her students. I always observed this participant in the week-day schedule, and the Saturday class lasted seven hours. Katherine wanted to implement something to help her students, and thus the following excerpts explain how she implemented the strategy I recommended in one feedback session.

> *I'm trying to implement the tip that you gave me: writing the exercises we're going to do. I implemented it on Saturdays and it's seven hours, and it has worked amazingly, and the students feel like 'Oh, we're almost over'. (Katherine-FS2)*

This demonstrates how the correct implementation of feedback sessions help teachers engage in a dialogue with the observer where a variety of situations can be discussed. At the end of each feedback session, Katherine always wanted to have more ideas to incorporate into her teaching practice. The following depicts that:

> *I would like to ask you for more advice on what else can I do or stuff like that to improve myself. (Katherine-FS2)*

The previous excerpt sheds light on how Katherine wanted to have more information to improve her classes. Katherine was opened to receiving comments and suggestions, and she took them positively. The fact that Katherine is a novice teacher also explains her willingness to seek more as Berliner (1988) described. She is in the stage where she wants to know all the answers and that is also part of the process of teacher development and training.

In her last class, Katherine demonstrated how she implemented different strategies to improve her teaching practice, as well as how she managed to give room to all her students instead of focusing on just one. In the last classroom observation, she was promoted as the new coordinator. Katherine asked for some strategies to continue working on the improvement of her teachers as well as some strategies or techniques she could use when giving feedback. In this case, peer observation and video-observation were suggested to provide teachers with other sources to influence teacher development and teacher training. The following section analyzes

the perceptions of the participants in terms of how they view the profession and their future in it.

4.4 How Participants See the Profession

As was mentioned in Chapter 3, all the participants are novice EFL teachers according to the categorizations provided by Berliner (1988). During the focus group, I wanted to know how they saw themselves in the future regarding the area of English language teaching. In this case, all the participants have BA degrees in different areas that are not related to education, pedagogy, or ELT which perhaps influences how they see the profession. Therefore, I wanted to know whether the participants seek to pursue a degree and/or another type of certification in the area of ELT or education. The following depicts their future in the area:

> *Teaching is not my BA and I do not have any interest to study a BA or MA related to this. However, I do want to continue as a teacher here or in another language center. (Peter-FG)*

> *I studied Spanish and we had some classes which focus on teaching. But to be honest, it is not my intention to professionally develop in this area. (Coraline-FG)*

These excerpts present how both Peter and Caroline do not seem to be interested in studying anything related to English language teaching. Some possible reasons for these ideas are that the participants are still in the stage where they do not feel motivated to pursue a degree to become better practitioners. Therefore, participants might be in a comfort zone where they only see the profession as a job they have to perform. Coraline explicitly mentioned that she did not want to develop in this area, and this is perhaps because she aimed to explore other areas related to her BA, or because she has not found her motivation to develop professionally as an EFL teacher.

In contrast to the previous statements, Baruc wanted to continue as a teacher. His areas of interest were not English language teaching because of his BA. Even when this participant did not want to pursue a degree or a certification in ELT, he expressed his interest in education regarding philosophy.

Me personally, I do want to work in the area of education. I currently study the BA in Philosophy and my intention is to work as an ethics and philosophy teacher in high schools. (Baruc-FG)

Baruc explained how he wants to continue in the area of education, but not in the area of English language teaching. This is perhaps a job for him while he finishes his BA, and at this time, he acquires some experience as a teacher.

The participants demonstrated little interest in pursuing a degree in the area of English language teaching or education, and thus I asked them if they would like to do a different type of certification, such as the TKT or the In-service Certificate in English Language Teaching (ICELT) that used to be offered in the University of Guanajuato. Their answers were as follows:

It can be, but to be honest I only know a little bit of the TKT. I would have to see which one interests me the most and probably later because right now I have plenty of things to do, and I don't consider it a priority at this moment. (Peter-FG)

So far, I will only take advantage of the training courses that the school offers…I think that I still have some post-thesis trauma to think of studying something else or something that requires more time. (Coraline-FG)

I really like teaching English, and I would like to take a certification in something related to teaching, but I don't know my options. (Baruc-FG)

Their answers demonstrated how their perceptions regarding the profession can be the result of a lack of motivation as well as other internal and external factors that will be mentioned in Chapter 5. The institution offered the teachers different courses and workshops which facilitate the use of different techniques to teachers and hence fosters the process of teacher training. However, participants mentioned that some of these courses lack information and did not provide them with the content they claimed to include in their courses and/or workshops.

How participants see their future in teaching might be the result of the stage where they are as well as other factors, such as money, lack of time, lack of information, to mention a few. All the participants are considered novice teachers (Berliner, 1988; Tsui, 2003), and hence they

might still look for something to trigger their motivation to pursue a degree in the area. In addition to this, the short length of this teacher development program resulted in some noticing from the teachers. Having a program for a longer length of time as suggested by Ferguson and Donno (2003) may have influenced other aspects in the process of teacher development and training in the participants such as becoming reflective practitioners.

4.5 Conclusion

Teacher development and teacher training are concepts that are normally seen together. Classroom observation and feedback are also techniques used together as a means to influence or elicit the process of teacher development and training. This chapter sheds light on how participants perceive the use of classroom observation and feedback as well as how these techniques elicited some noticing from them. In addition to this, some negative aspects were considered to explain how participants see the profession. This chapter explored the development and the improvement each participant had regarding their teaching practice. After each classroom observation and feedback session was conducted, the participants changed some aspects of their practice in the classroom. Moreover, the comments, questions, and suggestions included in the feedback format also had some effects on the delivery of the classes of the teachers since some of these comments were considered in further sessions. Finally, this chapter analyzed the data collected from all the participants during the different classroom observations, feedback sessions, and the focus group. The following section discusses some concluding thoughts as well as some recommendations for further research.

Chapter 5: Conclusion

5.1 Introduction

The purpose of this chapter is to present the main findings of the research. The first section includes the research question followed by a summary of the findings. Then, the implications and limitations of the research are explored, and thus further research will be suggested. Finally, a conclusion of the chapter will be provided.

5.2 Research Question and Summary of Findings

This project aimed to foster teacher development and teacher training in five novice non-native EFL teachers with the use of classroom observation and feedback. Therefore, the research question formulated was as follows:

*How do classroom observation and feedback influence teacher development
and teacher training of EFL teachers in a language center in central Mexico?*

Consequently, the findings of this research were about the areas of teacher development or teacher training; improvement in the teachers' practice; and teacher noticing.

5.2.1 Teacher Development or Teacher Training

This teacher development program aimed to elicit teacher development and teacher training in the participants. Due to the length of the program, teacher training was more present, but also teacher development at a smaller scale was elicited as it raised awareness, noticing, and the learning evolved within the context of the participants (Head & Taylor, 1999; Richards, 2015). This might be due to the following reasons: all participants were novice Mexican EFL teachers who hold BA degrees in different areas and had approximately five months to two years of teaching experience. The data revealed that they perceived English language teaching as a job rather than as a profession at this time in their professional lives. These novice teachers explained how they saw themselves in the future within the profession, and how most of them did not seem to be interested in pursuing a degree program in the area of English language teaching, but this may change over time.

This teacher development program was conducted for four months in the language center. Teachers seemed to have changed their perspectives about the use of classroom observation and feedback. The use of these techniques helped teachers make sense of what they understood as effective teaching and the way they saw their teaching practice. Therefore, this teacher development program influenced the process of teacher development and teacher training since participants began to notice and to question their practice. The process of teacher development and teacher training was the result of different factors, such as the length of the course or program, how feedback was delivered, and the person that carried out the program to mention a few. It is essential to consider that the participants were novice teachers, and that teacher development and teacher training are complex processes that change over time. The following section presents the teachers' perceived improvement, and how the data collected supports this.

5.2.2 Improvement in the Teachers' Practice

The use of classroom observation and feedback also seemed to influence the teachers' practice. Participants explained how they felt there was an improvement, but also the data collected from the ethnographic notes used in classroom observations, and the feedback format showed evidence of this improvement from one classroom observation to another. In this case, the appropriate implementation of classroom observation and feedback served as a way for teachers to change some aspects of their classes, such as classroom management, use of techniques, and lesson planning, to name a few. These were aspects that could have not been changed without the guidance that was provided in this teacher development program.

Novice teachers often seemed to look for tools and techniques to change their practice. Data from the ethnographic notes showed how some of the techniques I provided as part of the teacher development program, such as making the lesson plan visible to the students, use of paralinguistic features, and classroom management, seemed to be implemented in their classes. Teachers were aware of my academic preparation and perhaps they may have felt more confident about their practice when an external observer with knowledge and preparation presented a variety of techniques to apply in their classes. Therefore, the role of the observer and the way classroom observation and feedback sessions were conducted was fundamental to provide teachers with a nonjudgmental stance of their classes, and for teachers to be more open

to receiving feedback or to ask for different techniques. The next section describes how teachers began to notice their practice which was also a result of the use of these techniques.

5.2.3 Teacher Noticing

Chapter 2 explained how teacher noticing is considered a preliminary stage for teachers to achieve reflection (Schäfer & Seidel, 2015; Van Es & Sherin, 2002), and thus the use of classroom observation and feedback for an extended period may trigger this process. In the case of this study, the accomplishment of teacher noticing proved that the use of classroom observation and feedback as part of a teacher development program did not only influence the process of teacher training but also teacher development. Head and Taylor (1999) and Richards (2015) summarized that teacher development is a basis for reflective review, it creates awareness towards the development of insights, and the learning takes place and evolves in the context of the participants as demonstrated in Chapter 4.

The use of classroom observation and feedback helped teachers notice different aspects of their classes. Teachers became aware of the intricacies of their practice. They noticed their classroom management skills, their use of paralinguistic features in terms of how they moved, their voice projection, and eye contact since some participants tended to focus on one side of the group, to name a few. Most importantly, teachers began to notice issues with the institutional lesson plan and that triggered the need for them to question it. Teachers were aware that the use of the planner was mandatory in the language center; however, the lesson plan did not provide students with content that was appropriate according to their ages, academic and cultural background, or needs. As a result, teachers began to make some adaptations to the content of the activities or exercises to fulfill the needs of their students or simply to have content that is of interest to their students. This process also sheds light on how teachers seemed to be more engaged in their teaching. The next section will describe the implications of this research to the area of applied linguistics in English language teaching.

5.3 Implications

The present study contributes to the area of teacher education and more specifically to the areas of teacher development and teacher training with a focus on novice teachers. This research provides educators, teachers, administrators, and coordinators with information on how

to implement a teacher development program within an institution and advise them on how to handle observation. Many public or private language institutions provide teachers with different courses, conferences, workshops, or seminars about education or ELT to contribute to the professional development of their teachers. However, some institutions only facilitate teachers with theory during these courses and do not monitor how teachers apply that theory learned in their classes when conducting classroom observations.

Therefore, teachers, educators, and coordinators should also consider the importance of monitoring and having a continuous dialogue with teachers to assess their practice. It is necessary to consider that the appropriate use of classroom observation and feedback as well as the role of the observer influence the process of teacher development, and/or teacher training. Teachers may be more open to receiving and applying the feedback when the role of the observer and the process to conduct classroom observation and feedback are explained.

Closer attention needs to be paid regarding the practices of novice teachers to provide them with theory, but also to observe how they apply these theories in their classes, and thus to bridge the gap between the theory and practice. This research sheds light on the importance of having continuous dialogues with teachers to guide them in the areas where they need some improvement by using classroom observation and feedback. These areas might be regarding classroom management techniques, ELT methodologies, misbehavior, use of materials, to mention a few. Another implication regarding novice teachers refers to their teacher identity. These teachers are in their initial stage and their areas of expertise are in different areas. Perhaps, they do not perceive themselves as teachers because of this limited teaching experience, or feeling of uncertainty, yet this may change. The next section includes the limitations encountered while conducting this teacher development program.

5.4 Limitations

The limitations of this research were regarding time, the number of participants, and the use of a journal as a data collection technique. Concerning time, I carried out three classroom observations and feedback sessions in four months; therefore, I had limited time to conduct this teacher development program. Yet, it is important to remember that the participants of this study

were novice EFL teachers whose BAs were in different areas, and perhaps applying this program for an extended period may or may not have any other effect on teachers.

Another limitation was the number of participants. I selected this institution after careful consideration and began this teacher development program with three teachers; these teachers were the ones available in the weekly schedule. Therefore, I had to carry out the classroom observations and feedback sessions during the weekend to have at least two more participants for my study and to have enough data to analyze. This limitation also affected time since I had to make changes in the schedule of the teachers to observe all of them within the same day, moreover, I was in the MA during the weekend.

Finally, I want to address the use of journals as a technique for data collection. Not all of the teachers wrote the journals, and this may be because they do not feel comfortable with the reflection. The purpose of using a journal was for teachers to reflect on the aspects that went well or not in their classes after having the classroom observation and feedback session. Reflective practice through journals should be slowly introduced and not mandatory (Hobbs, 2007). In the future, I would provide more guidance for reflective journal writing to help them understand. This limitation affected my research in terms of the methodological design. Thus, I decided not to use journals as one of the techniques to collect data. Having explained my limitations, the following section includes some recommendations for further research.

5.5 Further Research

There are several areas to explore for further research projects. First, studies might be carried out with more experienced EFL teachers using the same techniques to analyze how they influence the process of teacher development and teacher training. Moreover, more experienced teachers may perceive the use of classroom observation and feedback from a different stance depending on the experiences they have had in relation to the purpose of the observation, how these sessions are conducted, and if these have been positive or negative (Richards, 1990). This could be an area of future research to look at how more experienced teachers view this type of program. The academic background of the teacher could also be considered to compare the use of classroom observation and feedback between teachers who do not have a degree in English language teaching and the ones who do. Similar teacher development programs could be

replicated with more participants to compare the results between novice and more experienced teachers.

Another consideration is regarding longer teacher development programs where the use of reflective journals can be included as a technique for data collection. Teachers, teacher educators, and coordinators may want to implement teacher development programs through the school year or over six to eight months. In this case, the person in charge of conducting a teacher development program could provide teachers with a variety of tools, information, approaches, techniques, and methodologies, and thus teachers may be influenced in the process of teacher development. Therefore, it is suggested to carry out a longer teacher development program (Ferguson & Donno, 2003; Lengeling, 2010) to provide teachers the time and space for reflection.

Finally, further research could also be conducted to elicit peer observation with novice teachers. The use of classroom observation and feedback may also be applicable among teachers within an institution to elicit peer observation, and hence teachers might be also influenced in the process of teacher development and/or teacher training. However, prior instruction should be provided to teachers as to how to conduct a classroom observation and a feedback session so that the use of these practices among teachers results in a positive outcome.

5.6 Conclusion

To sum up, this research project aimed to explore how teacher development and teacher training could be influenced through the use of classroom observation and feedback in a teacher development program for EFL teachers in a private language institution. Participants of this study seemed to have mostly elicited the process of teacher training due to the length of the program, the academic background, and years of teaching experience of the participants. However, teacher development was also present since participants noticed and questioned their practice. There was also an improvement in the teachers' practice concerning the use of different techniques, classroom management, and the use of lesson plans, to mention a few. This demonstrates how the use of classroom observation and feedback influences the process of teacher development and teacher training.

Moreover, the data shed light on the importance of the role of the person who observes and gives feedback. A nonjudgmental stance is needed to conduct a classroom observation and a feedback session to elicit reflection, and for the teacher to become aware of their practices in the classroom. To conclude, this research is of interest to English teachers, coordinators, administrators, and teachers who work in the area of teacher development and teacher training.

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Appendix 1: Format Used for the Semi-structured Interviews

Datos Generales de los Participantes

Nombre

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Años laborando como docente y edades de los grupos con los que actualmente trabaja

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Estudios/Diplomas/Certificaciones

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Área(s) que le gustaría mejorar dentro del salón de clase

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Observation

TIME	DESCRIPTION
Katherine	T prepares the class w/ the heading & the objectives of it.
Level 10 (A2)	"Talk about different ways to cook food"
ss → 4	"talk about food using too much/many/enough"
09/04/19	
7:35	T starts the class, she explains the objectives & asks ss to open the book.
	T asks a ss to read the instruction, then proceeds to the activity (reads & ss repeat)
7:37	T points at the images and asks ss what they like from the photos.
	T asks each ss individually & gets closer, she asks further questions.
7:39	T asks ss to read the 2nd instruction & another ss to read the note.
	T asks ss to make a team (3ss)
7:40	T gets close to ss when she's explaining then she leaves them alone but comes back to check on their progress.
7:42	Another ss arrives & T tells him to join the team with mimicry
7:44	T interacts w/ ss while they answer the activity & keeps close to ss. T asks me for 1 word
7:45	T seems to be quite nervous bc she doesn't leave her books on the desk, she has them really close to her body & keeps checking them. T is only in one spot of the classroom ss ⊤ ss ss ss

Appendix 3: Excerpt from an Audio-recorded Feedback Session

Peter's 1st Feedback Session

V: So, how did you feel?

P: Good

V: Good? Haha, okay, well I don't really see you struggling with discipline, but hmm, what can you do to avoid tardiness in the classroom? Cause some students arrived quite late after the break

P: Well, that's an issue that we've been struggling with since they changed the schedule. Before they used to have 30 minutes and they need to order and there are a lot of students, even if they want to arrive on time, it's difficult sometimes. Amm what can I do? Maybe, leave them, let them go five minutes before, maybe they'll come back on time

V: Ok, are students allowed to use their cell phones when they finish an activity?

P: Hmm, nope

V: Ok, so what can you do to avoid this situation?

P: I know we're not supposed to allow them. They're working properly and they're here for seven hours so it's a lot of time, all of them, in this case in this group all of them work, they have kids so maybe it's an emergency, but if I see them on Facebook or Instagram, I do tell them, but if I see it's WhatsApp, a text message or a phone call I let them use it

V: Ok, perfect. What strategies can you use to promote more use of English in the classroom?

P: Maybe punishments, haha just kidding

V: Why not? Haha

P: It could be a joke, right? But this usually doesn't happen, it was weird that it happened a couple of times, more today because they're more hours

V: Because they're more advanced, correct?

P: Correct, this is an advanced group so yeah

V: Ok, so well in general everything was good, they all have a good level of English, so hmm and also you have, you seem to have built a rapport with students, so they look comfortable with your presence in the classroom. Is there anything you would've done differently?

P: Hmm probably, I think my energy was good but every time that you return after the breaks, students don't like the class energy, so maybe before getting right into the class and activity to cheer them up a little bit

V: Ok, perfect. Is there anything else you would like me to focus on for the next observation?

P: I'm not sure, I'll need to think about it

Appendix 4: Sample of Feedback Format for Classroom Observations

Universidad de Guanajuato
MA Applied Linguistics in Teaching English
CLASSROOM OBSERVATION GUIDE

Teacher's name:	School's name: Harmon Hall
Karime	Number of sts in class: 3 Level 4 (A1)
Date: 10/04/19 Time: 5:45-6:45	

Teacher fostering autonomy	**SUGGESTIONS/COMMENTS**
More STT (80-20); T gives sts time to read and discuss the instructions; T monitors; T provides sts with sources of information; T fosters sts correction and self-correction; sts' last resource is the teacher	How did you learn English? - How can you promote self-correction/ss-ss correction rather than you correcting them? - What extra material would you recommend to your ss when they struggle with a topic? I know it can be hard to work with people much older than you, but you can do it and they will succeed!
Material/Activities	**SUGGESTIONS/COMMENTS**
Clear objectives; variety of materials (realia, pictures, handouts, etc); staging of activities; use of different activities: debate, presentation, games, etc.	- How would you modify the activities to suit your ss age & to make them talk more? - Are you able to take ss out to practice w/others? - How do you cope with your ss age & the topics/material/activities of the class?
GENERAL COMMENTS	
- is there anything that you like/didn't like about the class? - What would you do different? I enjoyed your class, you looked confident & you are always helping your students & looking for more examples. I admire your patience with the students, so challenging!	

OBSERVER'S NAME AND SIGNATURE: Valeria Márquez Arellano

Note: Adapted from the feedback format used in the BA in ELT at the University of Guanajuato.

Appendix 5: Excerpt from the Focus Group Interview

V: Hello hello! bueno antes que nada espero estén muy bien

V: Primero me gustaría saber ¿cómo se sintieron durante las observaciones?

P: Muy incómodo en la primera observación porque no me gustan. Además de nervioso. Pero conforme llegamos a la segunda y tercera fueron mejores.

C: A mí me pasó igual. Muy nerviosa en la primera y menos en las demás. Ya en la última me sentí muy cómoda

B: Yo percibí la diferencia en que era una observación externa, en la que no era un jefe quien me estaba observando, sino una investigadora

KM: Yo me sentí menos nerviosa que en mis primeras observaciones regulares de coordinación. Incluso mis alumnas de ese momento se sentían menos presionadas

V: Y ¿qué tan diferentes fueron estás observaciones a comparación de otras que han tenido ya sea en Harmon Hall o en alguna otra escuela?

P: En esencia son lo mismo. Pequeñas diferencias como la duración. Las de Harmon Hall suelen ser más cortas. Y por el lado de los alumnos, se ponen más nerviosos cuando entra el coordinador o la coordinadora que cuando estabas tú en el salón.

KM: La diferencia es que sabía que no incluían alguna amonestación, al contrario, habría una retroalimentación positiva

C: La mayor diferencia que yo observé fue la retroalimentación que me disté al finalizar la observación y las preguntas que me realizaste.

V: Justo iba a eso, ¿cómo se sintieron o percibieron las sesiones de feedback?

P: Muy bien. A veces solamente recibimos comentarios de la retroalimentación. Pero contigo fue distinto porque de alguna manera nosotros hacemos la reflexión de lo que hicimos bien y mal con tus preguntas. Y eso es mejor para que uno mismo como maestro sepa identificar qué hizo bien, qué hizo mal y qué se puede mejorar.

KM: Las sesiones de feedback contigo son muy positivas pues me hacías ver que podía cambiar o mejorar de mis clases

B: Considero que fueron útiles para preguntarme a mí mismo cómo mejorar la clase, no sólo para seguir los estándares requeridos por la institución

C: Yo me sentí muy cómoda, siempre fuiste muy amable. Tus comentarios me ayudaron a identificar qué aspectos de mis clases puedo mejorar. Así como también a ver mi clase desde una perspectiva externa.

Appendix 6: Consent Form

Estimado(a) Profesor(a):

Por medio de la presente quiero pedirle su autorización para poder realizar observaciones de clase y sesiones de retroalimentación con usted, las cuales utilizaré única y específicamente para mi trabajo de titulación dentro de la Maestría en Lingüística Aplicada a la Enseñanza del Inglés de la Universidad de Guanajuato.

Si decide participar, las observaciones y sesiones de retroalimentación serán usadas con fines educativos y resguardadas por mí.

Usted tiene el derecho de decidir si desea o no ayudarme con este trabajo. En caso de tener dudas puede llamarme al teléfono 4772684594 o enviarme un correo a la siguiente dirección: valo.mrqz@gmail.com. Si desea saber más acerca del proceso de consentimiento o de sus derechos como participante, no dude en contactarme.

Si decide participar en la realización de este trabajo, por favor firme a continuación.

Le agradezco de antemano su apoyo y atención al presente.

Atentamente.

Lic. Valeria Márquez Arellano

CONSENTIMIENTO PARA PARTICIPAR EN ESTE ESTUDIO

( ) SÍ, he leído y comprendido esta forma de consentimiento. La Lic. Valeria Márquez Arellano ha respondido a todas mis dudas. Deseo participar. Doy mi permiso para las observaciones y sesiones de retroalimentación.

( ) NO deseo participar.

_____

Nombre y firma del participante

Correo electrónico _____

Fecha, lugar y hora

_____