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Exploring Professional Identity Development of Foreign Language Student-Teachers in PROMETE as a Community of Practice

By

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Abstract

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This longitudinal case study sought to identify the professional identity development of foreign language student-teachers embedded within the practicum component of an initial teacher education programme known as PROMETE (Programme for the Betterment *de Enseñanza de Inglés*) a presumed Community of Practice (CoP) in a central-western state in Mexico. It uses the reflective practice carried out by these student-teachers during their practicum as a research tool.

Informed by research trends in teacher education, this investigation analyses the professional identity development of student-teachers embedded within a unique community of practice, as defined by Wenger (1998, 2010), where they were carrying out their practice at the primary school level. Moreover, the study sought to link this professional identity development to the practice, meaning making, and community as defined by communities of practice.

This research is an interpretive longitudinal case study, which utilized the previously written reflective tools produced by a group of student-teachers embedded within PROMETE as CoP, in which the researcher was their tutor at the time of their practicum. These reflections were produced for the purpose of their teaching practice class and not as a research tool. They were subsequently requested by the researcher at the end of the practicum for analysis of their professional identity development (see 5.6 ethical considerations). The data analysis was done through coding as an independent analytical strategy using N-vivo 11.

Qualitative data analysis revealed the way professional identity of student-teachers develops during their involvement within PROMETE as a Community of Practice. This professional identity development was analysed through the practice, meaning making, and community components

as defined by Wenger in Communities of Practice. It was noticed that this professional identity moved from being merely BA students, before their practicum started, to becoming student-teachers at the beginning of their practicum where they perceived their role within PROMETE through a very practical view. This original view of their identity is also influenced by their own humanity in terms of the feelings and emotions their incipient practice arouses in them.

As time went on, this professional identity development showed not to be linear, nor the same for all participants. Student-teachers within PROMETE became active participants within the community showing an identity which was practical in nature. At this time, they started attempting different practical initiatives to find solutions to their classroom problems. A number of tensions related to their professional identity development were also identified, being the most notable the one created by acting as teachers and not as students. This tension was created when they started to become worried about their young learners within PROMETE and not only about being able to pass the teaching practice class. This tension naturally led to the one which caused them to care for their students, but they also needed to be tough to deal with the difficulties they encountered while teaching. This stemmed from the fact that they were facing many discipline issues in their classroom.

There were two more tensions clearly identified; the first one relates to their original vision about teaching English to young learners and the reality they were experiencing. The second one relates to their lack of ability to maintain an emotional distance between themselves, the young learners, and the different issues within the classroom the former encountered. It is important to note that at the end of their involvement within PROMETE CoP, some of these tensions were resolved. That is, at the end of the second cycle of PROMETE, they viewed themselves as teachers and not as student-teachers; and certainly not as mere BA students. They were able to find a balance between wanting to care for their young learners and their need to have an effective classroom management. As a result of having a better understanding of their students; they were able to set limits and resolve some of the discipline issues in their classroom, they were able to show concern for the learning of their students, and they became aware that some students lack the necessary motivation to learn English.

In relation to PROMETE as a Community of Practice, information about the role played by the different actors within the community was found: their teaching partner, the tutors within teaching practice, the young learners in their classes, the main teachers of their students within the primary school, and other teachers within FLEX. The different trajectories within PROMETE CoP were identified and how they transitioned from one onto the other.

All the previous led me to have a better understanding of the professional identity development of the student-teachers in the PROMETE community. Hence, the way that the PROMETE framework was aided by the different elements proposed by Wenger's (1998) model of communities of practice in the construction of the student-teachers professional identity. Furthermore, the results of this study will not only inform other researchers working in identity development of pre-service teachers, but it will also provide evidence to other teacher educators to justify the fostering of communities of practice as a learning framework for their practicum.

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Research Thesis: Declaration of Authorship

Print name: María Magdalena Cass Zubiría

Title of thesis: Exploring Professional Identity Development of Foreign Language Student-teachers in PROMETE as a Community of Practice

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

Signature: Maria Cass Zubiria.............Date: 27 of January 2021

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Definitions and Abbreviations

BA	Bachelor's Degree
BEd	Bachelor of Education
CoP	Communities of Practice
ELT	English Language Teaching
ESOL	English to Speakers of Other Languages
FLEX	Facultad de Lenguas Extranjeras (School of Foreign Languages)
FI	Final Interview
FR	Reflective Final Rendition
IL	Reflective Initial Letter of Expectations
MRQ	Main Research Question
MT	Reflective Mid-Term Letter
PIN	Programa de Idiomas para Niños (Children Language Programme)
PROMETE	Programa de Mejoramiento de *English Teaching* (Programme for the betterment of English teaching)
Rf	Reference
RW	Reflective Writings
SEP	Ministry of Education (in this case in reference to the one belonging to the State of Colima, México)
SLTE	Second Language Teacher Education
SRQ	Subsidiary Research Question
TCL	Trinity College London
TESOL	Teachers of English to Speakers of Other Languages
TL	Teaching Log
UCOL	University of Colima

Chapter 1   Introduction

1.0   Introduction

The research sets out to explore the professional identity development of student-teachers enrolled in a four-year pre-service programme during the fifth and sixth semesters when they engage in their first 'real' teaching experience through PROMETE (see 1.2 and chapter 4). It analyses their reflective practice using three of the components of Wenger's (1998) Social Learning Theory and Communities of Practice (see 3.1).

First, a general background to the study will be introduced by presenting a brief account of the way the study was constructed. This is followed by the context expounded as four aspects that are part of PROMETE. This context segment begins with a brief description English language teaching in Mexico and the socio-economic description of Colima. The second aspect of this context relates to FLEX and PROMETE from the Institutional perspective, then it describes the context including the socio-economic aspects that characterise the schools where PROMETE takes place. The third aspect includes an account baded on the people involved on the programme and what their involvement in it is. This part of the chapter is followed by a review of the theoretical background related to professional identity development. The fourth part of the chapter describes the research rationale. The fifth part outlines the aims and research questions that drive this study. Finally, this chapter ends with a description of this Thesis layout.

1.1   Background to the study

The study addresses the trends in teacher education to determine the respective roles of professional development, reflective practice, and the teaching practicum focusing on teaching young learners in the identity formation and development of student teachers within a community of practice. It has a particular interest in addressing the ways in which their involvement within the community of practice during the teaching practicum affects professional identity development by means of their reflective practice. With a better understanding of the process, teacher education programmes can make the necessary adjustments to help future teachers be better prepared for their future careers since in many cases, their career will start on completion of their studies.

The development of professional identity in teachers has been the focus of much educational research (see Beauchamp & Thomas, 2009; Schepens, Aelterman & Vlerick, 2009) as it is thought

that many of the challenges currently faced by teacher education programmes and educational institutions can be overcome if the process is better understood (Lamote & Engels, 2010).

Although, reflective practice has been widely used in teacher education to help student teachers improve their teaching practice (see 2.4 for trends in teacher education and 2.4.2 for reflective practice) little has been written about its use in the analysis of the professional identity development of these future teachers of young learners or how this identity develops particularly during their practicum within a community of practice (see 2.4.3 for an overview of the current research on the practicum and chapters 3 and 4 for the definition communities of practice). Hence, this longitudinal case study research is concerned with finding out how the different characteristics of the professional identity of foreign language student-teachers (with no prior teaching experience) develops during their practicum within a community of practice by means of their reflective practice. The study also seeks to find out how the practice within the community of practice student-teachers in their professional identity development, i.e. the ways that the practice trigger or affect identity development of student-teachers. The central phenomenon being studied is the professional identity development of student-teachers within a community of practice by means of reflective practice within a BA programme for language teachers, using as a context a state university in Central Mexico.

1.2   Context of the study

The context of this study will be presented as four aspects of the same object. The first aspect of the context deals with a semblance of English language teaching in Mexico and the general socio-economic description of the state where the study takes place. The second aspect describes FLEX and how PROMETE is the representation of the practicum embed in fifth and sixth semesters of the BA in Language teaching. The third aspect briefly describes the schools and the socio-economic context where PROMETE takes places. Finally, the fourth aspect deals with how the people involved in this practicum evolve as a result of the process and operations of this institutional program. As Charmaz (2000) mentions the description of the context is important because increasingly this context, where a case study research takes place, helps understand research questions better, allowing for an in-depth analysis relying on concerns of particular respondents. In other words, by understanding the context we can better understand the implications for learning and practice that the study has.

1.2.1   Language teaching in Mexico and the socio-economic description of Colima

Many educational authorities around the world are concerned about the professionalisation of their teachers (see Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004); and this has been no less true in Mexico where language teaching, especially English Language Teaching (ELT) has been a major concern for the last three decades (Lengeling, 2010). In the late 1980's Mexican and British authorities worked together to try to professionalise English language teaching by offering different BA and BPhil programmes run by British Universities throughout Mexico. As a result of this attempt at professionalization of the sector, language teaching education is now provided by most of the major public universities in the country. Most of the programmes offer teaching practice or a practicum supported by some form of reflective practice. These two commonalities are true for many of the language teacher education programmes worldwide (as can be seen in 2.3 where the trends in teacher education are discussed).

This case study research project takes place within the School of Foreign Languages (FLEX from now on) at a State University located in the state of Colima, a small state off the Pacific Coast in Central Mexico. The state of Colima, according to INEGI (the National Institute of Statistics and Geography) (2015), is a small state which has a population of about 711,235 people which represents about 0.6% of the total population of Mexico. About 89% of the population of Colima live within the state's cities and 11% in the countryside. From this population 4.7% have not gone to school, this means that 4 people out of 100 who are over 15 years old do not know how to read and write. 51.5% have finished basic education, which in Mexico consists of primary and secondary school. 21.7% have finished high school. 22% have finished higher education. Finally, 0.1% have no specified educational level.

As a result of this educational background, the economy of the state is divided in three main areas. 5.4% of the population work on primary activities which include agriculture, mineral extracting, and fishing. 24.5% of the population work on secondary activities which include the mining industry, manufacturing, construction, generation of electricity, as well as gas and water supply. Finally, 70.1 % of the population work on tertiary activities which include commerce, transportation, education, tourism, storage and delivery services, real estate, and professional services. It is important to note that 64% of the population are at the working age; from this percentage 95.6 % are employed and the other 4.4% are unemployed.

Bearing in mind that according to CONEVAL (2018) (National Council for the Evaluation of Social Development Policies) in Mexico poverty is measured in relation to two main indicators: the first one is income per capita. The second one refers to social deprivations which relate to: educational

level, access to health services, access to social security, housing quality and size, access to public services, nutrition, social cohesion, and access to paved roads. Hence, there are five categories in which the population is placed in relation to their poverty level. Thus, according to CONCANACO SERVYTUR (2018) (the Confederation of National Commerce, Services, and Tourism Chambers) and CONEVAL (2018) in Colima only 3.4% of the population lives in *extreme poverty*, defined as the population placed below the poverty line who has more than three social deprivations and they have little or no income for survival. 30.9% lives in *poverty*, determined as the population placed below the poverty line who has at least one social deprivation. 33.2% represents *vulnerable population because of social deprivation*, identified as the population who has one or more social deprivations but who are placed at or above the poverty line. 6.4% represents *vulnerable population due to income*, established as the population who has no social deprivations but whose income is below the poverty line. Finally, 26.1% is the population considered *not poor and not vulnerable*, demarked as the population whose income is equal or above the poverty line and who has no social deprivations Despite these numbers where 73.9% of the state's population is vulnerable, 43.7% of the population has a high school diploma or higher education degree.

It is against this background of high social deprivation and where over half of the population only achieve a basic educational level that this research takes place. The following aspect of the context is about describing the FLEX (School of Foreign Languages) and PROMETE.

1.2.2   FLEX and PROMETE

FLEX is located in the main urban settlement of the state with 359,392 people. FLEX offers a BA in Language Teaching. The qualification is for students who are intending to teach English, French, and Spanish as a foreign language. The four-year programme is eight semesters long and has an average intake of 230 students enrolled at any one time.

The BA programme includes a strong teaching practice component. This begins in the fourth semester when students are required to attend a foreign language class within the language centre, first as an observer within the class when they first just observe a more experienced teacher and then gradually become a teacher assistant of the same becoming apprentices. At this point they have the opportunity to at least deliver part of a lesson or a whole lesson depending on the main teacher. This teaching practice experience is coupled with the teaching methods course where they are also required to carry out microteaching as well as peer teaching as part of the course. At this point, students carry out three types of practicums; the apprenticeship,

microteaching, peer teaching, and a real class A (See 2.4.3 for more information about each type and 4.1 for the the type of practicum PROMETE promotes). During their fifth and sixth semesters they have two consecutive teaching practice classes where they are required to deliver 60 hours of class within a school belonging to the PROMETE programme (Programa para Mejoramiento de Teaching English / Programme for the Betterment of English Teaching). This programme was conceived to be the definition of the practicum carried out by the student-teachers of the BA in Language Teaching (See Chapter 4 for more information about this programme). Finally, students are required to complete 400 hours of professional practice where they can be involved in a teaching practice programme or as an assistant in the administration of any language teaching programme.

As has been mentioned above, this study is concerned with the student-teachers enrolled in PROMETE and how this practicum affects their professional identity development. It is important to mention that PROMETE, although it is a *real* practicum (see 2.4.3) like many others around the world, was from the very beginning conceived by the group of teacher trainers designing the programme as something which should be memorable and distinctive and not just as the period of time spent in school as their practicum. The name PROMETE is a mixture of English and Spanish aiming to create a memorable word. PRO stands for *programa* (programme in Spanish), ME stands for *mejoramiento* (the Spanish word for betterment), T stands for *teaching* (the English word), and E stands for *English* (the word also used in English). Therefore, PROMETE means Programme for the Betterment of English Teaching. This choice of word came about with the idea that the word *PROMETE* in Spanish also means promises (as a verb). It was intended that PROMETE would mean a promise to the BA students of the betterment/improvement of their English teaching skills, the promise to the school authorities, where PROMETE takes place, of quality and continuity in English teaching for their students, and most importantly the promise to the children and their parents of quality English language classes (see chapter 4.2 and 4.3 for a more in-depth description of how the programme was conceived and how it is implemented).

The following aspect of the context discussed refers to PROMETE and the schools it is embedded in and their socio-economic context.

1.2.3   PROMETE: The schools and socio-economic context

There are three public primary schools involved in the PROMETE programme as well as the Day Care Centre for the children of only the women employed by the University. On the one hand, the three primary schools are located in different marginal neighbourhoods of the city of Colima. The

three school buildings house two different schools each, one in the morning shift (8 AM to 12:30 PM) and one in the afternoon (2 PM to 6:30 PM). PROMETE is involved only with the primary schools operated during the afternoon shift. The reason is because the morning shift schools already have English teachers placed by the Ministry of Education of the State of Colima (SEP), whereas the afternoon ones do not. Therefore, first, there was a need for English teachers for those schools and, secondly, FLEX faced the need to include a "real" practicum component to its BA programme as was stated by novice teachers and, employers and potential employers (see 4.2 for further explanation of this need). Thus, FLEX faced with these two facts agreed with the Ministry of Education (SEP) since August 2006 to provide English classes to the children in those schools through the PROMETE programme (see 4.3 for an account of the way PROMETE was set up).

As was previously discussed (see 1.2.1) more than 70% of the population presents some kind of socio-economical challenge within the state, and the University recognizes that the people with a lower socio-economical level are the ones whose children attend afternoon shifts. As a result, PROMETE provides English classes to children within those marginal neighbourhoods, who have many socio-economical related disadvantages, such as, poor nutritional level, single-parent households, children who live with people other than their parents – these people can be grand-parents, relatives, or even neighbours -, little or no access to media or the necessary school supplies, special educational needs, and so on. This reality provides student-teachers with the unique opportunity to develop their professional identity in a challenging school environment over the course of their 60-hour practicum (see 4.2).

On the other hand, the Day Care Centre itself as well as the children (aged 0 to four years) present a better socio-economic situation. That is, this Day Care Centre is funded by the University of Colima and the children who attend this place are the sons or daughters of the University's female employees. Thus, this *school* within PROMETE has different characteristics as the ones from the primary schools. Therefore, this study will focus on the student-teachers involved with the primary schools only.

The following aspect of this context refers to the description of the people who are involved within PROMETE.

1.2.4   People involved in the process of PROMETE

It is important to note that this research project grew out of my experience as a trainer within teaching practice and hence PROMETE, and the knowledge I gained regarding the way the students, enrolled within the BA programme, developed during their practicum. Therefore, this research draws on my dual perspective as both a PROMETE trainer and as a researcher (see 5.3.1).

I have been teaching this *Teaching Practice Class* and consequently running the PROMETE programme for over eight years, and through this time I noticed different patterns emerging. I noticed how at the beginning of the student-teachers enrolment within the programme their main concern was how to 'survive' the teaching practice class and obtain a passing grade. As the hours of their practicum within PROMETE started accumulating I noticed how their view of themselves and their role within the programme started shifting. This shift was first, in reference to themselves as the teachers of a particular group of students. Secondly, to becoming concerned whether particular activities, lessons, or materials impacted on the English learning of the young learners in their classes, almost forgetting to ask about the grades they were obtaining in the teaching practice class as a result of fulfilling their PROMETE duties.

There are a number of stakeholders involved directly and indirectly in PROMETE (see chapter 4 for more details of the curriculum and its relationship with the Communities of Practice [CoP] model). Thus, within this segment I will introduce a more peopled account of their roles within the programme starting with the people with the most straightforward involvement within the programme and moving towards the people with a less direct involvement.

First and foremost, there are the *student-teachers* that are enrolled in either fifth or sixth semesters of the BA in Language Teaching as they are the ones who will participate in PROMETE directly. Usually, they range between 40 to 50 students at any given time distributed within two groups. Their ages usually vary from being 20 to 22 years of age. These students become the *teachers* within PROMETE for a school year by delivering 60 hours of class to young learners. Student-teachers usually work on this programme in pairs (see 4.2). From these people I selected the student-teachers subjects within this study.

The second group of stakeholders are the two teacher trainers who directly teach the teaching practice classes and thus, run PROMETE as a whole (I am one of the two trainers). Our roles are mainly two. The first one relates to the organization of the general administrative aspects of PROMETE. I.e. talking to the primary schools' authorities within the ministry of education about the schools where the practicum will take place, agreeing with the principals of those schools on the practicalities of the programme, organizing and arranging for a network of other teachers

within FLEX to aid with the support, the supervision and observation of the student-teachers, as well as organizing the assignation of the student-teachers to a particular school and grade level within the same (see 4.2.1). The second role relates to acting as intermediaries between PROMETE and what happens within the *Teaching Practice Class*. This role includes: presenting the curriculum to be used within the PROMETE programme to the student-teachers; revising the general teaching plan for the semester as well as the particular lesson plans to be used in each class; revising their discipline plan to be applied during their PROMETE classes; giving personalised feedback; and based on those things carrying out general discussions within the teaching practice class, about their actual practice with the aim of helping student-teachers identify areas of difficulty within their practicum, in order to build "solution" clinics for student-teachers to be able to improve or overcome those areas of opportunity. In short, these two teachers play a variety of roles including being 'a resource person, an adviser, a general moral [sic] booster, an interpreter of feedback [and] an assessor' (Gujjar, 2009, ¶5).

The third stakeholder involved in PROMETE is the principal of FLEX and this person plays an important role as a key element in the validation and support of PROMETE as a programme. The principal is the one who, together with the teaching practice teachers, attends the meetings with the ministry of education authorities as well as the principals of the schools where PROMETE will run. The principal also helps PROMETE obtain the necessary funding for running the clinics and the acquisition of equipment to lend to the student-teachers for their classes (projectors, cd players, posters, photocopies, and so on). Hence, the role this person plays in PROMETE is a crucial and very respectful as he or she supports the decisions made by the two teachers who run the class and the programme.

The fourth group of stakeholders are the teachers who teach the other teaching related subjects within FLEX. These are usually between seven to nine other teachers who are formally and informally involved in PROMETE. There are three main aspects in which they are formally involved: The first one is the creation and revision of the document of the language curriculum the student-teachers will be using within PROMETE; that is the language programme student-teachers will be using at each of the primary school grades. The second aspect in which they are involved is the approval of the teaching practice class programme and the PROMETE guidelines to be implemented each semester. The third one is their involvement in the observation, evaluation, and feedback giving to the student-teachers based on the actual delivery of a particular class within PROMETE becoming their counsellors or mentors (Alvarez Arregui, Iglesias Garcia & Garcia Rodriguez, 2008). Their informal involvement includes their availability for giving suggestions to some students regarding their lesson plans, their teaching materials to be used in classes, as well as practical problems or issues regarding their teaching. These informal tutorials happen at the

request of a student-teacher to any FLEX teacher who they feel may be able to aid them. It is important to mention that these tutorials allow student-teachers to 'build on their pre-service foundational knowledge' (Kervin & Turbill, 2003, p.23).

The fifth group of stakeholders are the three principals of the primary schools where PROMETE takes place. The role that these people play is an administrative one. They are the ones who agree with the teachers of teaching practice and the principal from FLEX on the practicalities of how PROMETE will be run at their school. These practicalities include the definition of the starting and ending date of PROMETE for each of the two semesters of the school year within their school, ensuring the continuity of the programme for two semesters or one school year. The running of a meeting with the future student-teachers regarding the school ethos and the expected conduct from them within the primary school premises. The assigning of teaching schedules to the student-teachers and the overseeing of the attendance and punctuality of the student-teachers to their primary school. The acting as a support for any issue or problem student-teachers may face during their practicum. Finally, the serving as a link between the PROMETE trainers and the primary school environment.

The sixth group of stakeholders are the class teachers who are responsible for each of the PROMETE grades in their school. Their involvement is important as they can voluntarily act as a support for the student-teachers in terms of classroom management and discipline issues; particularly at the beginning of their teaching practice during fifth semester. This voluntary support usually includes two things. The first one is the staying of a few minutes within the class to help student-teachers get the attention of the students, and then moving outside the classroom –but within sight to be able to continue helping them in case of need. The second one is providing student-teachers with classroom management ideas and techniques that work within their assigned group of young learners. Most of the main teachers play these two roles willingly, and they represent a key component of PROMETE within the primary schools. However, the involvement of the class teachers in PROMETE has two other aspects which in my experience are not so helpful for the student-teachers and their development as future teachers: the first one relates to those few main teachers who do not easily relinquish the control of the management and discipline of the class hindering the development of these particular skills in the student-teachers. The second aspect is at the other end of the spectrum and refers to those class teachers who as soon as the student-teachers arrive to their classrooms leave them completely to their own devices without any support.

The seventh group of stakeholders are the young learners within PROMETE. Most of these young learners come from an underprivileged socio-economical background (see 1.2.3). In addition to

the previous, it is important to note that some of these young learners have what is considered special educational needs – a diagnosis provided by a qualified medical authority – and it is not until the student-teachers attend the first meeting with the primary school principal that those needs become known to them. However, these needs are such that they are still able to be included within the regular classrooms. Consequently, they represent a great challenge for the student-teachers. These young learners play two roles: a straightforward overt role as the students who participate in the PROMETE classes delivered by the student-teachers. Then they, inadvertently, play a covert role as the "learning" subjects for the student-teachers within PROMETE as their professional identity as teachers develops. That is, the student-teachers first try to teach them and later on they try to help them learn English. In other words, at the beginning young learners are usually just being "survived" by the student teachers in their attempt to teach them English, without really worrying about whether they are learning. However, towards the middle and end of PROMETE the young learners' English learning becomes the object of the efforts of most of the student-teachers.

There is an eighth group of stakeholders who have an indirect relationship with PROMETE. This group may include different people: the parents or carers of the children involved in PROMETE, the main authorities from the ministry of education, principals from other public schools, as well as academic coordinators from private schools –future potential places of employment as English teachers. Even though all these people recognize PROMETE and can generally refer to it as the English classes in some schools, their involvement is indirect for various reasons. Most of the parents know their children are taking English classes within the school through PROMETE, they do not really get involved in their children's learning; thus, they do not really know how the programme is run. Despite the fact that the ministry of education authorities recognize and support PROMETE as the programme which allows some schools to have English classes without having to bother with their administration or funding; they do not get directly involved in the setting up or running of the programme. The principals from other public schools know about PROMETE and they periodically come to FLEX requesting the programme for their schools. Finally, the academic coordinators recognize the participation of former FLEX students in PROMETE as an initial reference of quality in the candidates. These coordinators usually follow up on this reference by calling onto the FLEX authorities for further reference of the work carried out by these potential candidates while in PROMETE.

It is argued in chapters 3 and 4 that PROMETE operates as a CoP and the key components of the CoP provides the lens for exploring professional identity development of the PROMETE student-teachers. As it is discussed within 3.1 Wenger (1998) in his Social Theory of Learning identified four key components of Communities of Practice as part of the learning process. These

components are meaning, community, practice, and identity. Thus, this study seeks to look at the meaning, community, and practice components to identify the professional identity development of student-teachers within PROMETE.

1.3   **Theoretical background**

This study investigates professional identity development by means of reflective practice in student-teachers during their initial teacher education. A review of educational trends regarding teacher education programmes has been carried out to inform the study. Research interest in the identity development of teachers began with the work carried out by Wenger (1998 see also Wenger, 2010) where he introduced the idea of communities of practice (also referred in this study as CoP) in which teachers would grow and develop. He claims that identity and practice are key elements in the formation of communities of practice. These communities of practice are created within the work environment, and in the case of in-service teacher education within the training institutions. Following Wenger, a number of other researchers, both within the general education and the English language teacher education area, have touched upon the concept of identity development. The focus has been on either pre-service teachers, student-teachers, or novice teachers (see 2.1). These studies vary within their length and type of study.

In general teacher education, for instance, the researcher has identified six different studies pertaining to pre-service teachers or student-teachers (See 2.1.1 as well as appendix A for an overview of the studies). There are two studies that mention the importance of professional identity development at a pre-service level (Beauchamp and Thomas, 2009 and Lamote and Engels, 2010). Two further studies try to identify identity development and formation of student teachers while still enrolled in a teacher education programme (Anspal, Eisenschmidt, & Löfström, 2012; and Atkinson, 2004). A fifth study attempts to identify whether life histories influence student-teachers idealised identities (Furlong, 2013). Finally, a sixth study aims to identify student-teachers' identity based on their practical theories (Stenberg, Karlsson, Pitkaniemi, & Maatanen, 2014).

Four further studies have been identified which look at general teacher education, but they are based on novice teachers, or teachers who have just graduated and have entered the teaching profession (See 2.1.2 as well as appendix B an overview of the studies). The first and second of these studies deal with professional identity tensions as experienced by novice teachers (Pillen, Beijaard, and den Brok, 2013 a & b). The third study mentions that teacher attrition is related to two aspects: teacher identity making and teacher identity shifting (Shaefer, 2013). The fourth study deals with beginner teachers' identity formation based on the tensions derived from two

points of view: being born a teacher and becoming a teacher (Schepens, Aelterman, and Vlerick, 2009).

Within the field of English language teaching specifically, five further studies were located (see 2.1.3 as well as appendix C for an overview of the studies). All five of them refer to novice teachers or recently graduated teachers. The first one refers to how international speakers of English can assert their identity as legitimate teachers of English (Golombeck & Jordan, 2005). The second study assumes that there are two identities: a student identity and a teacher identity and that the transition between the two relates to their learning-in-practice (Kanno and Stuart, 2011). The third study seeks to understand the transformation that novice teachers undergo during their novice years (Xu, 2012). The fourth study seeks to understand the impact that a short Second Language Teacher Education course has on how well-prepared novice teachers are to work as a TESOL (Teachers of English to Speakers of Other Languages) teacher (Kiely and Askham, 2012). The fifth, and last study explores how ELT (English Language Teaching) pre-service teachers construct their identities as teachers (Trent, 2011).

1.4   **Research rationale**

Despite the abundance of research literature related to the formation of professional teacher identity, there seem to be no studies looking at the related areas of professional development, and teaching practicum, particularly focusing on teaching young learners in which the reflective practice carried out by student-teachers is the data source. Furthermore, PROMETE has become the synonym or reification of not only practicum, but also quality English classes for the different stakeholders. Thus, the current study seeks to address this research gap by looking at these variables with the focus of teaching young learners in challenging circumstances through the lens of Wenger's (1998) Social Theory of Learning and Communities of Practice (see 3.1) to identify the professional identity development of student-teachers (See 2.4 including 2.4.1, 2.4.2, and 2.4.3 for a more in-depth analysis of the studies mentioned here). The reason being that PROMETE appears to comply with many of the characteristics of a community of practice.

The programme for student-teachers (PROMETE) which is the focus of this study includes aspects of the trends in teacher education identified here. For instance, it includes a *real* practicum combined with reflective practice to help student teachers overcome difficulties derived from their teaching practice. This practicum also has as an aim the professional development of future teachers. However, PROMETE also faces many tensions since there is no clear understanding of emerging professional identity and therefore no overt provisions to help student-teachers overcome these tensions. It is for this reason that this research will offer a qualitative longitudinal

case-study to better understand the professional identity development of student-teachers by means of using their reflective instruments and analysing them by using three of the components of Wenger's (1998) Social Theory of Learning and Communities of Practice (see 1.5 and 3.1 for the application and definition of these components).

This section has outlined the niche where this research project fits. The study then seeks to answer the research questions which are outlined in the following section.

1.5   **Aim and research questions**

The study has the following aim: to identify the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE). To achieve the previous their reflective practice will be employed as a medium of research. This reflective practice will be analysed by using as a lens three key components (meaning, community, and practice) from Wenger's Social Theory of Learning. The purpose of this process is to explore their professional identity development.

In order to be able to achieve such aim two main research questions and three subsidiary questions are proposed.

MRQ1   What are the characteristics of student-teachers' professional identity at different stages of their teaching practicum within the PROMETE community of practice?

MRQ2   What tensions are identified and how are they dealt within the development of the professional identity of student-teachers during the different stages of PROMETE?

   SRQ1 How does the meaning component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

   SRQ2 How does the community component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

   SRQ3 How does the practice component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

The first main research question (MRQ1) (see 5.1) helps us identify the characteristics of identity that are present during the different stages of PROMETE as the teaching practicum. The second

main research question (MRQ2) (see 5.1) helps us identify tensions experienced by the student-teachers which affect the development of their professional identity development during the different stages of their practicum, and the way this tensions are dealt with. Hence, the answering of these two questions will help me define the way professional identity develops within PROMETE. It is important to note that the stages of PROMETE which are referred to correspond to: the beginning, the middle, and the end of the practicum, which represents sixty hours of class time (see 4.3 for the characteristics of each of these stages).

The answer to these two main research questions (MRQ1 and MRQ2) will be inferred through the answer to three subsidiary questions (see 5.1). These questions relate to three of the key components proposed by Wenger (1998) in his Social Theory of Learning as they happen within PROMETE in its different stages. First, meaning through the first subsidiary question (SRQ1) (see 3.1.1 and 5.1); second, community through the second subsidiary question (SRQ2) (see 3.1.2 and 5.1); and third practice through the third subsidiary research question (SRQ3) (see 3.1.3 and 5.1),

It is by the answering of these three subsidiary questions, which have at their core the way the three key aspects impact the professional identity development of student-teachers, that the researcher will be able to infer the answer the two main research questions proposed. The first being the characteristics of the professional identity development of student teachers during the different stages of PROMETE. The second being the tensions which are identified during the different stages and whether they were resolved or not. Thus, the answering of these questions will lead as to achieve the main aim of this study.

The following segment gives an overview of this research study and its layout.

1.6   **Thesis layout**

The thesis is comprised of eight chapters. The first chapter introduces the background of the study; the research context; the people involved in PROMETE; the theoretical background of the study which helped us identify the research gap; the research rationale; the main aim of the study and the research questions that guide it; finishing with the layout of the whole document.

The second chapter presents a comprehensive review of the theoretical research related to the topic at hand and which serve to justify this study. It also introduces the themes behind initial teacher education which will help establish professional identity development as well as reflective practice. This chapter thus, includes a discussion about the trends in education derived from the identification of the different challenges that teacher education encounter around the world. The trends are seen as the strategies that these teacher education programmes undertake to try to

overcome those challenges. Then this chapter goes on to discuss in more depth three main trends: professional development of pre-service teachers, reflective practice, and the practicum or teaching practice. These three topics are key elements of this study. The chapter finishes with an overview of the chapter.

The third chapter looks at the research behind communities of practice and identity. The chapter begins with a discussion of communities of practice and the learning process including aspects such as meaning, community, identity, practice, including the acknowledging of the critiques done to Wenger's Social Theory of Learning (1998). The chapter then presents professional identity of teachers as a concept. It moves to a discussion of the three views related to identity development posed by different authors. After that, the statement of six principles behind the identity development observed within a teacher education programme are presented. It continues with twelve tensions within professional identity development, identified and inferred from the literature, which teacher education programmes try to overcome. The chapter finishes with an overview of the same.

The fourth chapter focuses on the definition of PROMETE as a programme. This chapter includes definition of the type of practice PROMETE responds to. It also includes a description of the background of PROMETE. It is followed by the definition of the way PROMETE is run, including its two phases. Then, it pinpoints the features of PROMETE as a community of practice. The chapter finishes with an overview of the chapter.

The fifth chapter defines the research design and methodology employed in this study. The chapter begins with a reminder of the research questions focus. This is followed by the definition of the research paradigm, including the research approach and the research strategy. Then the research design is presented. This design includes the role of the researcher and the timeline; followed by the definition of the research instruments; after that, the type and the amount of data is presented; this is followed by the link between the research instruments, research strategy, and research questions; this segment is finished with the selection of the participants for the study. The following segment presents the research analysis strategy. This strategy includes aspects such as: coding analysis and N-vivo as analytical research tool; the general coding procedures; the main codes and the specific codes used to analyse data; using meaning, community, and practice themes as a lens; finishing with the intricacies of the coding data analysis process: variables, repeated and orphaned codes. The following segment presents the credibility of the case study, followed by the ethical considerations taken into account in this study. The chapter ends with an overview of the same.

The sixth chapter presents the five individual cases as the stories of student-teachers. This chapter includes the five learning stories: the first one being the learning story of *Mo*; this is followed by the learning story of *Is*; the learning story of *Ed is presented next*; then the learning story of *Fl is presented*; followed by the learning story of *No.* Each one of the stories seeks to highlight the themes used as lens to be able to identify professional identity development is it happened for each individual subject. This chapter ends with a summary in which a cross case analysis is presented.

The seventh chapter presents the conclusions of this study. These conclusions include the contributins of the research findings, followed by the limitations of the same, then suggestions for further research are discussed, ending the chapter with a reflection about my personal learning. The chapter ends with an overview of the whole research project presented as a summary of the steps taken in this thesis.

Chapter 2   Teacher Education and its Relationship to Professional Identity Development

2.0   Introduction

This chapter is a review of literature related to teacher education to inform this study about the development of the professional identity of student-teachers of languages. That is, the theoretical underpinnings that will help identify where and how in the teacher education scheme identity development fits in.

First the chapter includes an account of the existing research in the area of professional identity development to help identify the niche where this research fits in. This description is divided into three aspects: the studies based on general teacher education at a pre-service stage. The second aspect refers to general teacher education but at a novice stage. And the last aspect refers to the language teacher education scene. This chapter also consists of all the pertinent theoretical information directly related to teacher education, which later will serve as both the context and the medium through which identity development will be studied. The chapter is referred to as teacher education and its relationship to professional identity development. It is important to define these trends because the focus of this study relates to student-teachers who are enrolled within an initial teacher education programme. Therefore, the identification of those trends will help not only to corroborate whether the context, where this case study is placed, is comparable to the ones established as a referendum in teacher education; but also, to situate this research establishing the relationship between these types of programmes and professional identity development in student-teachers. Hence, the results become pertinent for a wider audience.

In order to establish common trends in initial language teacher education a number of studies were reviewed and analysed. Literature derived from both, general teacher education and English language teacher education, has been analysed. As a result, the trends described are within a wide spectrum, becoming necessary to find common features among the different authors. These common features found correspond to the challenges faced by teacher education programmes nowadays. Once these challenges are identified, then the trends in teacher education are stated as a response or proposal for a solution of those challenges posed by the different authors. Therefore, this chapter begins with a discussion of the challenges encountered moving on to defining the trends in teacher education.

It is also important to note that these trends relate to the way teacher education programmes deal with those challenges. Thus, by comparing those identified challenges and their proposed solutions a platform in which student-teachers' professional identity development can be placed.

Three of the recent trends are discussed further as they are of direct relevance to this project as they represent the common trends or aspects in teacher education where professional identity development is most likely to take place. These commonalities are the idea that student-teachers, even within an initial teacher education programme, are able to develop professionally as students. The second one is the use of reflective practice as part of their teacher education programme to help student-teachers link theory to practice. Finally, the third one is a practicum experience where student-teachers can do both: develop as professionals and carry out reflective practice. Furthermore, these three common trends in education are key elements in both addressing the challenges identified, as well as both the tools and the medium through which professional identity is developed.

2.1   Existing research related to professional identity development

This segment is divided into three parts; the first part will deal with any relevant educational research found related to pre-service teacher education where reflective practice is used as a development tool within teaching practice or practicum and where teacher identity development is mentioned within any general teacher education scheme. The second part will also address the same type of research mentioned on the first section but based on studies carried out during their first teaching position or what is also known as novice teachers. The third part will refer to the research carried out in relation to English language teacher education. Finally, a table (1) is presented comparing the different studies discussed with reference to the variables included within this study to establish the niche where the study fits into. This analysis will serve as the background for the present study.

2.1.1   Pre-service general teacher education research carried out around the world.

There are many research projects that meet the research criteria mentioned previously, this segment will be limited to the ones pertaining teaching practice or practicum at a pre-service level only. This analysis of the previous research done on these topics will be based mainly on articles published within general teacher education indexed journals. Six different articles are summarized

next. An overview of these studies is presented within appendix A. An analysis of the information is provided within table 1.

Of the six articles, three of them state their context to be at an initial teacher education level. They mention a bachelor's degree (Lamote & Engels, 2010). Four of them refer to teacher education programmes of varying lengths as part of postgraduate programmes (Atkinson, 2004; Furlong, 2013; Anspal, Eisenschmidt, & Löfström, 2012; and Stenberg, Karlsson, Pitkaniemi, & Maatanen, 2014). The other one does not mention a specific context as it presents an account of the current literature on the field under study; however, they mention the importance of analysing identity of pre-service or new practitioner teachers (Beauchamp & Thomas, 2009). From these six articles three of the postgraduate programmes mention having the focus of their degree being primary teacher education (Anspal, et al 2012; Stenberg et al, 2014; and Furlong, 2013). One of the postgraduate programmes (Atkinson, 2004) and the bachelor one (Lamote & Engels, 2010) being the focus of secondary school education. Despite these being the focus of the studies different school levels there is no real reference on them about that factor being of any importance in identity development. See appendix A.

Four of the studies are qualitative in nature. Three of them are stated as such (Anspal et al, 2012; Atkinson, 2004; and Furlong, 2013). The other study is an empirical study (Stenberg et al 2014). Lamote & Engels (2010) study is a quantitative empirical research.

All the six studies refer to professional identity development or formation at a pre-service level. Except for the article by Beauchamp & Thomas, (2009), all the articles refer to the practicum or teaching practice stage to help student-teachers develop their professional identity. Out of the six articles the one presented by Atkinson (2004) also mention that the use of reflective-practice by student-teachers to help them become effective practitioners can also help them develop their practice identity.

These six studies present a number of limitations, either stated or inferred by the researcher. Four of the studies relate their limitations to the length of the study, as being too short (Furlong, 2013; Atkinson, 2004; Lamote & Engels, 2010; and Anspal et al, 2012) From these four studies the one conducted by Anspal et al, (2012) also mentions their choice of data collection as a limitation because they decided to make the data collection anonymous and voluntary they had no way of identifying the source of their data in order to be able to triangulate the same. Another study that mentions their choice of data collection as a limitation is the one presented by Stenberg, et al, (2014) as they limited their data collection to a single statement provided by the participants in relation to their perceived practical theories.

2.1.2   In-service general teacher education carried out around the world

There are four studies that refer to novice teachers or teachers who are entering the teaching profession for the first time after finishing a teacher education programme (see appendix B and Table 1). The four studies refer to the tensions experimented by these novice teachers as they begin their teaching career. Two of the articles written by Pillen, Beijaard, & den Brok, 2013a and 2013b) identify the tensions experimented by beginning teachers in their professional identity development. The first of their studies is a qualitative study which focusses on the identification of the tensions experimented by novice teachers. Whereas the second study is a quantitative study conducted to try to identify the strategies that novice teachers employ to cope with the tensions encountered. Both studies refer to the same tensions. The study conducted by Schaefer (2013) is a qualitative study which focuses on novice teachers' attrition during their first 'real' world job. The last study (Schepens, Aelterman & Vlerick, 2009) is an empirical study in which the tension under study is the one presented by the conundrum of being born a teacher versus becoming one. Only the study conducted by Schepens et al (2009) refers to teacher education institutions targeting all levels. Therefore, neither one of these studies makes any particular reference to the age or school level of the students as being of any relevance to the development of professional identity.

All four studies recognize their limitations in relation to the data collection methods employed. On the qualitative study by Pillen et al, (2013a) they mention the need for a deeper study and larger samples to be able to better identify the tensions experimented by novice teachers. On the quantitative study conducted by the same authors (2013b) they mention that their choice of instrument and the length of the study did not provide in-depth information. The study by Schaefer (2013) is only based on the experience of a single novice teacher. Whereas the study by Schepens et al (2009) mention that their data was collected retrospectively suggesting the need for a study that deals with the professional identity development during the beginning, middle and end of their teacher education programme.

2.1.3   English-language teacher education programmes

There are five studies identified that deal with professional teacher identity development at a novice stage, I.e., either just beginning teaching or not yet (see appendix C and Table 1). Three of the studies are case studies (Golombeck & Jordan, 2005; Kanno & Stuart, 2011; and Xu, 2012). One is an impact study (Kiely & Askham, 2012) and the other one is referred to as a qualitative study (Trent, 2011). Three of the studies are based on subjects who recently graduated from a postgraduate degree (Kanno & Stuart, 2011; Kiely & Askham, 2012: and Golombeck & Jordan,

2005). One is of pre-service teachers who graduated from a bachelor's programme (Trent, 2011); and one is about novice teachers during their first years of teaching career (Xu, 2012).

The study conducted by Golombeck and Jordan (2005) limits the definition of identity to the notion of having a native-like pronunciation of English or not leaving other aspects of professional identity development aside. Whereas the longitudinal case study conducted by Xu (2012) suggests that it is necessary for novice teachers to have perseverance and agency to have a positive professional identity evolution as teachers. Kanno and Stuart (2011) relate professional identity development to *becoming teachers.* Trent (2011) mentions that a contradiction exists between the flexible natures of identity construction presented in the literature and the rigid views novice teachers perceive from other teachers. Finally, Kiely and Askham (2012) suggest that identity is the range of dimensions that distinguish a teacher as a professional: 'it involves an understanding of *doing* teacher, rather than just *being* teacher' (p. 502) they see it as an account of learning in agreement with Wenger (1998). On these five studies we can see that Xu (2012) mentions that novice teachers were teaching students from K-12 schools. Kanno & Stuart (2011) mention novice teachers teaching ESL adult students. And the other three studies do not mention any target group of students in particular. We can infer that in neither of the studies the age or group level as being of any relevance to the professional identity development of novice teachers.

The following table (1) depicts all the key aspects that have been discussed previously (see 1.1 and 2.1.1, 2.1.2, and 2.1.3), it also includes a glimpse of what this study proposes to do.

	General Information	Context	Qualitative	Longitudinal	Practicum	Reflective Practice
Pre-service general teacher education	**Understanding teacher identity: an overview of issues in the literature and implications for teacher education** Beauchamp & Thomas, 2009	Identity of pre-service and new practitioners. There is no particular mention to any grade or school level	✗	✗	✓	✓
	The development of student-teachers' professional identity Lamote & Engels, 2010	Secondary Teacher Education Bachelor's degree. Although aimed at secondary school education the age of students is not relevant.	✗	✗	✓	✗
	Finding myself as a teacher: exploring the shaping of teacher identities through student-teachers' narratives Anspal, Eisenschmidt, & Löfström, 2012	Initial teacher education course at a primary school teacher education programme (Master's Degree)	✓	✗	✓	✗
	Theorising how student-teachers form their identities in initial teacher education Atkinson, 2004	Initial Teacher Education Postgraduate Course. Practicum based at a Secondary School level	✓	✗	✓	✓
	The teacher I wish to be: exploring the influence of life histories on student teacher idealised identities Furlong, 2013	Postgraduate Diploma in Primary Teacher Education not stated as a CoP	✓	✗	✓	✗

Category	Study	Target group	C1	C2	C3	C4
	Beginning student-teachers' teacher identities based on their practical theories. Stenberg, Karlsson, Pitkaniemi, & Maatanen, 2014.	Research Based Master's Degree Programme to become Primary School Teachers	✓	✗	✓	✗
In-Service General Teacher Education	**Professional identity tensions of beginning teachers** Pillen, Beijaard, & den Brok, 2013	12 final-year student-teachers and 12 beginning teachers in their first year in practice where the age group of students is not relevant	✓	✗	✓	✗
	Tensions in beginning teachers´ professional identity Pillen, Beijaard, & den Brok, 2013b	First year in practice teachers graduated the previous year. The age group of students not relevant	✗	✗	✓	✗
	Beginning teacher attrition: a question of identity making and identity shifting Schaefer, 2013	Beginning teaching during their first 'real' world job. The age group of students is not relevant.	✓	✗	✗	✗
	Student-teachers' professional identity formation: between being born a teacher and becoming one. Schepens, Aelterman & Vlerick, 2009	Recently graduated teachers from teacher Education Institutions targeting K-university level teachers where the level of teaching becomes irrelevant in the study	✓	✗	✗	✗
English Language Teacher Education	**Becoming "black lambs" not "parrots". A poststructuralist orientation to intelligibility and identity.** Golombeck & Jordan, 2005.	Student-teachers in Taiwan enrolled in a MATESOL programme. It does not establish any particular target group	✓	✗	✗	✗
	Learning to become a second language teacher. Identities-in-practice Kanno & Stuart, 2011	Recently graduated teachers from a Master's degree in their novice year of teaching ESL adult students	✓	✓	✗	✗
	Furnished imagination: The impact of preservice teacher training on early career work in TESOL Kiely & Askham, 2012	Students of a short course (4-5 weeks), students are recent graduates or have university entry-level qualifications. the Trinity College London	✓	✗	✓	✓
	'Four years on, I'm ready to teach': teacher education and the construction of teacher identities Trent, 2011	Pre-service ELT teachers graduated from a B.Ed. programme in ELT not yet teaching	✓	✗	✗	✗
	Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China Xu, 2012	ESOL novice teachers in China (during their first years of teaching career) target group of students K-12 schools	✓	✓	✓	✓
	This study	BA Foreign Languages student teachers in Mexico (at a pre-service level) Practicum focusing on 1-6 grades. Based on PROMETE as a CoP	✓	✓	✓	✓

Table 1: An analysis of current professional identity development with reference to the variables proposed by this study.

This analysis helps bring to light the key elements that will serve as the basis for the justification of the study.

2.1.4   Justification of this study

Based on the analysis of the studies mentioned before (see table 1) and the reasons for conducting this study it can be said that a research gap exists in both the general teacher education and the English teacher education scenes in relation to the combination of variables proposed by the present study. The study proposes a longitudinal case study which includes the following variables: *professional identity development* carried out at an *initial teacher education stage*, during a *practicum* which has been identified as a community rather than just a practicum (PROMETE) focusing on the teaching of young learners in underprivileged circumstances supported by their *reflective practice*. One study looks like the one proposed within this study, however, the difference strives on the time frame where the study was conducted. The study by Xu (2012) includes four of the vvariables proposed in this study: it is a qualitative, longitudinal study which has emphasis on the practicum and the use of reflective practice. However, there are two main differences between this study (Xu, 2012) and the one conducted here: first, the focus of the research is novice teachers during their first three years of career, whereas in this study the focus is on student-teachers who are still enrolled in their teacher education BA and carrying out their practicum. The second one is that even though the study by Xu (2012) mentions teaching at K-12 schools, there is no particular emphasis on the age and circumstances of students as being of any relevance; whereas the present study links its results to the professional identity development because of a practicum carried out as part of the PROMETE Community of Practice (see chapter 4). Therefore, as it is evident no study was found which included all the variables proposed in this study.

Once the niche for the present study has been identified it is necessary to define the challenges faced by teacher education programmes to be able to identify the trends in teacher education.

2.2   Challenges faced by teacher education programmes

For the purpose of this research, general teacher education and second language teacher education research has been analysed. This is because teacher education in general is applicable to teacher educators in any field of teaching, becoming 'possible and useful to examine second language teaching and learning' (Tedick & Walker, 1994, p. 301) as well. There are many areas in

which the focus of different authors converges; however, it has been difficult to identify one particular trend in teacher education. For this reason, this analysis of trends in education has focused on the identification of the common challenges and has described them in three categories. These headings were allocated by the author to try to make sense of these challenges: context; subject matter and pedagogical content knowledge; and professional behaviours. Once the challenges have been identified the trends in education are discussed. These trends correspond to the different initiatives used within initial teacher education programmes to help overcome those challenges.

Teacher education during the last two decades or so has faced many challenges and much criticism based on the grounds that these programmes fail to provide relevant knowledge to enable student-teachers 'to cope with the complex demands of the school setting and, more importantly, to become part of the social change process' (Fullan 1993 in Schocker-von Ditfurth, & Legutke, 2002, p. 163). Through the analysis of the literature twelve major challenges have been identified. As Johnson (2006) states, it is important for teacher education programmes to address these challenges if we want teacher education to produce professionals that are able to become 'transformative intellectuals who can navigate their professional worlds in ways that enable them to create educationally sound, contextually appropriate, and socially equitable learning opportunities for the students they teach' (Johnson, 2006, p. 235).

The following table (2) presents the challenges that have been identified in the literature in the area of teacher education. It is important to note that not all challenges are described by all the authors, however, all of them are mentioned by more than one author. These challenges have been organised according to the type of factors they respond to contextual factors [2.1.1], subject matter and pedagogical content knowledge [2.1.2], and professional behaviours [2.1.3].

Factors	Challenges
Context	(1) Teacher education should respond to a globalised world.
	(2) Teacher education should provide a way to lower the levels of teacher attrition.
	(3) Teacher education programmes should have a balance between theory and practice.
Subject matter and pedagogical content knowledge	(4) Teacher education programmes should prepare student-teachers in subject matter knowledge as well as pedagogical knowledge.
	(5) Teacher education programmes should promote the application of teaching methods as a choice.
	(6) Teacher education programmes should prepare student-teachers for an effective classroom management.
	(7) Teacher education programmes should instil in student-teachers the ability to plan, long-term and short-term.
	(8) Teacher education programmes should prepare students for assessing meaningfully.
Profession	(9) Teacher education programmes should prepare student-teachers for diversity.

	(10) Teacher education programmes should promote the use of critical reflection as the basis for classroom research. (11) Teacher education programmes should prepare student-teachers for building meaningful relationships in the classroom. (12) Teacher education programmes should prepare student-teachers for using collaborative learning.

Table 2: Challenges faced by teacher education programmes.

Each of the challenges will be discussed next, referring to the authors who mentioned them. The challenges are also organised according to the factors they correspond to. The first factor described will be the context [2.1.1], which will describe three challenges. The second factor described will be subject matter and pedagogical content knowledge [2.1.2], which includes five challenges. The third factor described will be professional behaviours [2.1.3], which refers to four different challenges (See table 2).

2.2.1   Challenges related to the context factor

There are three different challenges related to the context: (1) teacher education should respond to a globalised world; (2) teacher education should provide a way to lower the levels of teacher attrition; and (3) teacher education programmes should have a balance between theory and practice (see table 2). All these three challenges will be discussed further.

(1) **Teacher education should respond to a globalised world**

It is seen as not easy to respond to a global world, because this globalisation means that education must create teachers that are capable of both thinking and acting locally and globally as the means for a 'global experience where people work together for the betterment of themselves, each other, the local community and the planet as a whole' (Townsend, 2011, p. 125). That is, teacher education programmes should be the 'result of global forces, mediated by local culture and directed… at the institutions where teachers learn and work' (Tatto, 2006, p. 231). Thus, it can be agreed that the global aspect of any teacher education programme that aims to meet this challenge, is that this programme should be compatible in terms of length of the programmes and common standards so that teacher qualifications become portable and recognisable throughout the world (Bates, 2008). However, the challenge lies in accomplishing this globalisation ideal bearing in mind that according to Freeman 'context is everything' (2002, p. 11). This statement becomes key when we recognize the fact that teachers develop in socio-political, socioeconomic, and sociohistorical contexts that are shaped by local and global events (Johnson, 2006); and that these contexts differ from region to region of the world.

(2) Teacher education should provide a way to lower the levels of teacher attrition

The second challenge teacher education is facing as a result of contextual factors is teacher attrition. The reasons for this particular challenge are varied: first, the 'cultural shock' or new teacher's shock when these teachers realise that what they have learnt in their teacher preparation programmes does not really match the realities of the classroom. This particular reason is related mostly to a poor classroom management and discipline (this reason also relates to challenge number 6); this, in combination with the fact that most novice teachers have little or no contact with their teacher educators to help them face those realities, is an important cause of teachers' attrition (Hagger, Mutton, & Burn, 2011; Farrell, 2012; Caspersen & Raaen, 2014). Second, new teachers come to understand that the teaching approaches learnt in the teacher education programme are not necessarily the ones *preferred* by their employers (Farrell, 2012); therefore, the way they are teaching is not *the correct one*. In other words, a lot of novice teachers have little or no control over the materials, methods, pace, and evaluation, making them feel inadequate for the teaching position (Shin, 2012). Third, the low income and the lack of job security due to the socio-political conditions of the different countries and the unions that regulate the teaching profession (Menter, Hulme, Elliott, & Lewin, 2010) make teaching an insecure profession. Fourth, the 'status of the profession is one of the most important factors in their decision to become a teacher' (Barber and Mourshed, 2007 In Malm, 2009, p. 78) because the higher the teaching level, the higher the status is. An opposed to the *low* social status tag attached to that of becoming a teacher particularly in lower educational levels (Denzler & Wolter, 2009) makes it very hard to keep teachers in their teaching positions in lower levels. Finally, the student-teachers' beliefs in their efficacy have a great influence in their resilience; that is to say, if they believe in themselves as teachers who are able to plan and deliver lessons, help their learners, as well as cope with the demands of the institution they work for, the better the chances are for them to continue being teachers (Ortaçtepe & Akyel, 2015; Ure, 2010).

(3) Teacher education programmes should have a balance between theory and practice

The third challenge related to contextual factors is about the lack of connection between the theoretical framework studied within the teacher preparation programmes and the actual classroom practice (Menter et al, 2010; Ure, 2010). This challenge relates to the previous challenges described; it relates to the latter in the sense that new teachers do not 'believe' they are well prepared teachers as they are unable to deal with practical aspects of teaching. It relates to the former in the sense that the particular teaching contexts are being obviated in

lieu to a 'global' teacher's preparation, therefore, they do not know how to address particular issues pertaining to a particular region or set of students.

In order to find a balance between the theoretical and the practical elements of teacher education it is necessary to include a well devised practicum 'to foster learning about and from practice in practice' (Darling-Hammond, 2010, p. 42). The previous in concordance with Richards (in Farrell, 2012) idea that novice teachers find it hard to apply theoretical knowledge into practice automatically but rather they need the opportunity to apply it into a particular context. That is, teacher education programmes need to provide spaces for student-teachers to try out independent teaching experiences so that they are better prepared to respond to any teaching situation they may face (Ure, 2010).

To further explain the previous, it is necessary to help student teachers realise that 'knowledge that informs activity is not just abstracted from theory, codified in textbooks, and constructed through principled ways of examining phenomena' (Johnson, 2006, p. 240) but rather it is used to make sense of their teaching practice. In other words, the 'engagement in the actual activities of teaching is absolutely critical for the development of teaching expertise' (Johnson, 2015, p. 518). The practicum should enable student-teachers to use and apply practices that are well founded in theory and pedagogy (Johnson, 2015) in their teaching contexts. In other words, it is the place of teacher education programmes to help student-teachers deal effectively in their classrooms by preparing them to use knowledge and the practical skills they require (Carter, 2015). Once a balance of these two aspects of teaching is found, student-teachers are able to create links between research and their practical applications in the classroom (Carter, 2015).

2.2.2   Challenges related to the subject matter and pedagogical content knowledge factor

There are five different challenges related to subject matter and pedagogical content knowledge: (4) Teacher education programmes should prepare student-teachers in subject matter knowledge as well as pedagogical knowledge; (5) teacher education programmes should promote the application of teaching methods as a choice; (6) teacher education programmes should prepare student-teachers for an effective classroom management; (7) teacher education programmes should instil in student-teachers the ability to plan, long-term and short-term; and (8) teacher education programmes should prepare students for assessing meaningfully. All these five challenges will be discussed further (see table 2).

(4) Teacher education programmes should prepare student-teachers in subject matter knowledge as well as pedagogical knowledge

This fourth challenge relates to subject matter and pedagogical knowledge; many of the teacher education programmes omit subject matter knowledge (the *what* they will be teaching) in favour for pedagogical knowledge (the *how* they will be teaching). I.e. teacher education programmes focus mostly in 'learning how to teach rather than in what to teach' (Tatto, Schmelkes, Guevara, & Tapia, 2006, p. 269). Teacher education programmes need to find a balance among the two types of knowledge, to achieve that, they must emphasize not only pedagogical knowledge but also a deep knowledge of the subject they will be teaching because if this 'knowledge falls below a certain level it is a significant impediment to students' learning' (Coe, Aloisi, Higgins, & Major, 2014, p. 2). Therefore, knowing how to teach that subject is quite important, but it is not sufficient; future teachers need to have a very strong knowledge and understanding of their subject matter, that is, they must be proficient in the subject they will be teaching. This does not imply that the activity of teaching is not necessary in a teacher education programme, just the opposite, it is quite important, but it needs to be coupled with a strong subject matter knowledge. Putting it differently, student-teachers need both types of knowledge to make sure that the subject matter content becomes accessible to all learners (Johnson, 2015; Malm, 2009). Teachers then, require a combination of both subject knowledge, subject pedagogy, and classroom management so that there is a lasting effect in the classroom they will teach (Tatto, 2006).

(5) Teacher education programmes should promote the application of teaching methods as a choice based on context

The fifth challenge related to pedagogical content knowledge deals with the teaching of methods as a *choice* of 'techniques which realize a set of principles or goals' (Bell, 2007, p. 141) that teachers have to find practical classroom solutions. The challenge lies in the teaching of methods in such a way that future teachers are able to use different methods as a set of options in response to the teaching context where they will teach. In other words, the teaching of methods within a teacher education programme need to be taught for future teachers to understand its limitations and be able to create the basis for their *own* teaching (Bell, 2007). In contrast, if teacher education programmes apply the post-method view of a method or absence of, where Kumaravadivelu defines method in a derogative way as 'a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers' (1994, p. 29) on the grounds that methods are restricting and that they 'exclude student, context, content and teacher' (Tedick & Walker, 1994), then student-teachers have no theoretical foundation on which to base their teaching practice.

(6) Teacher education programmes should prepare student-teachers for an effective classroom management

The sixth challenge related to pedagogical content knowledge deals with classroom management and / or the lack of classroom management techniques student-teachers have. Coe et al (2014) say that it is necessary to include within any teacher preparation programme the ability to make effective use of time, to use teaching resources and space well, to manage students' behaviour so that effective learning can take place. This challenge is also part of the second and third challenges mentioned within the contextual factors; on the second one as a reason for teachers' attrition, on the third as a practical application of theory. In agreement with the importance of developing classroom management skills in student teachers, different teacher methodology writers state that classroom management differs from teaching methodology in the sense that these management skills correspond to the practicalities of the classroom and are reflected in the way a teacher feels about his or her value as a teacher (Scrivener, 2012; Wright, 2005).

(7) Teacher education programmes should instil in student-teachers the ability to plan, long-term and short-term

The seventh challenge related to pedagogical content knowledge is the ability to build realistic long- and short-term plans for a class (Ure, 2010); since it is necessary to help student-teachers visualise their class in the long-term as well as plan their classes to achieve student learning (Menter et al, 2010). That is, the ability to plan should help student-teachers realise where their students are and where are they going at the end of a lesson or series of lessons in terms of knowledge development.

(8) Teacher education programmes should prepare students for assessing meaningfully

The eighth challenge related to pedagogical content knowledge deals with the way a teacher education programme promotes meaningful assessment and feedback to ensure that student-teachers are able to assess by themselves the level of success their students have with the curriculum and their positive relationship towards learning so that they become life-long learners (Townsend, 2011). Assessment, then, should be used as a tool to inform their teaching practice (Ure, 2010). The latter to help them make decisions regarding their following lessons bearing in mind their students' learning.

2.2.3   Challenges related to the professional behaviours factor

There are four different challenges related to this area: (9) Teacher education programmes should prepare student-teachers for diversity; (10) teacher education programmes should promote the use of critical reflection as the basis for classroom research; (11) teacher education programmes should prepare student-teachers for building meaningful relationships in the classroom; and (12) teacher education programmes should prepare student-teachers for using collaborative learning. All these four challenges will be discussed further (see table 2).

(9) Teacher education programmes should prepare student-teachers for diversity

The ninth challenge related to professional behaviours deals with teacher education programmes preparing student-teachers for diversity. This diversity includes the inclusion of students with special educational needs in their classrooms, the inclusion of students with different abilities, as well as students from minority ethnic backgrounds (Menter et al, 2010). The challenge is that as newly qualified teachers they do not have the necessary preparation for dealing with the needs of diverse students (Hagger et al, 2011, Ure, 2010).

(10) Teacher education programmes should promote the use of critical reflection as the basis for classroom research

The tenth challenge related to professional behaviours is the use of critical reflection as a basis for classroom research during the student-teachers' practicum (Bates, 2008). This reflective practice should be fostered despite the fact that some scholars express doubts about a teacher education programme's ability to promote it (Chick, 2015). This notion goes hand-in-hand with Wallace's (1991) 'reflective model' where received knowledge is complemented with experiential knowledge and vice-versa; that is, a reflective practice is a tool to help student-teachers integrate theory and practice (challenge 3). It is then, through 'deliberate reflection on and critical enquiry into their own experiences and practices' (Johnson, 2000, p. 4) that the experience of teaching becomes understandable (Freeman, 2002). Reflective practice goes a long way in assisting student-teachers in the identification of the different contextual factors that affect learning and teaching (Chick, 2015 and Farrell, 2012) and in this sense it aids them to overcome the first challenge stated here *thinking globally and acting locally*.

Reflective practice skills embedded in teacher education, thus become the beginning of novice-teacher development (Farrell, 2012 and Freeman, 2002). This novice-teacher development is accomplished once reflective teaching becomes part of a research orientation towards their own teaching to undertake 'a systematic inquiry in their own classrooms,

develop their practice and share their insights with other professionals' (Menter et al, 2010, p. 23).

It is seen as important that teacher education programmes support student-teachers to become reflective teachers and, in this way, nurture and reinforce the idea that teachers are researchers of their own practice so that professional development does not stop at initial teacher education (Carter, 2015; Velez-Rendon, 2002). Based on the previous points, it can be said that the challenge lies in the building of a lifelong reflective practice which in turn will serve as the basis for their career development; thus, making it necessary to build guidelines for reflective practice so that it is not only lay thinking (Ure, 2010).

Once a reflective practice that engages student-teachers in the development of their personal teaching theories, aids them in the classroom decision-making process and helps them develop critical thinking skills it becomes what is called critical reflection. This critical reflection should be shaped by different factors; theory, practice, schemata, and human interactions that lead to self-awareness and change (Velez-Rendon, 2002).

(11) Teacher education programmes should prepare student-teachers for building meaningful relationships in the classroom

The eleventh challenge related to professional behaviours is the ability to create meaningful relationships in the classrooms based on informed decisions about students' learning needs (Coady, Harper & De Jong, 2015). This leads to the idea of creating a classroom environment that challenges its members to become better, linking this betterment to effort and resilience rather than mere ability (Coe et al, 2014). This can also be described as attitude, becoming 'a bridge that influences the effective functioning of the individual teacher in particular circumstances' (Freeman, 1989, p. 32).

(12) Teacher education programmes should prepare student-teachers for using collaborative learning

The twelfth challenge related to professional behaviours is the idea of using collaborative learning as a means of learning and development. This challenge can be overcome by preparing student-teachers to work with colleagues as part of a team, to work with other professionals involved in the school environment (medical personnel, social workers, and so on), to deal with parents and guardians, to manage the work of others to achieve learning objectives, and to take responsibility for the safety and welfare of their students (Menter et al, 2010).

Vygotsky stated that all learning occurs in collaboration with other people. In short, 'through others, we become ourselves' (1930-1931/1997, p. 105 in Johnson, 2015, p. 517); however, because collaboration is part of human nature whatever is done or learnt through collaboration becomes both mutually accepted but at the same time unique to each individual. In a nutshell, the words from Nieto define why collaborative learning should be employed in any teacher education programme 'Teachers and future teachers who learn to work collaboratively and in a spirit of solidarity in their teacher education programs will be better prepared to help change schools to become more equitable and caring places for students of all backgrounds' (2000, p. 186). Collaboration also provides insights into the way teachers engage cognitively in teaching and learning to be able to respond to the learning of students (Ure, 2010). These collaborations within a teaching practicum are also defined by Wenger (2010) as a Community of Practice.

Given the challenges discussed above, it is now possible to identify the recent trends in teacher education programmes which address these.

2.3   Response to teacher education challenges in the form of trends in teacher education

It can be said that the trends in teacher education today are those which *try* to incorporate solutions to the above-mentioned challenges. Bearing in mind that 'in essence, teacher education is designed to enable teachers to overcome their everyday notions of what it means to be a teacher, how to teach, and how to support student learning' (Johnson, 2015, p. 517).

Figure 1 is a graphical representation of the trends in teacher education identified in the research literature. This figure shows a comparison of the trends in relation to each other. It is important to note that three of the trends are based on the *content* of the teacher education programme and are represented horizontally (Coe et al, 2014; Freeman, 1989 and Freeman & Johnson, 1998; Hagger et al, 2011) whereas the last four trends represent a more general view of teacher education are represented vertically (Menter et a, 2010). This gives a visual perspective of their differences. There are certain aspects of teacher education trends which are common to many of the trends, and they are included in a middle column between them. These common aspects are reflective practice and practicum as well as a mentoring programme. As can be seen in the bottom line of Figure 1, it could be argued that all these trends, except for the one named *the effective teacher,* lead to the development of professional identity.

A View of the Trends in Teacher Education

	Coe et al (2014)		Freeman (1989) Freeman & Johnson (1998)			Hagger et al (2011)		Menter et al (2010)			
Subject Matter and Pedagogical Content Knowledge Challenges	Pedagogical and subject matter knowledge Quality of instruction Classroom management	Reflective Practice and Practicum (context)	Knowledge base of teaching	Mentoring Programme (context)	Reflective Practice and Practicum (context)	Realities of teaching	The effective teacher		Reflective Practice and Practicum		
Professional Behaviours Challenges	Classroom climate Teacher beliefs		Attitude as a combination of internal and external factors (personal values and beliefs)			Attitude (towards diversity) Emotions		The reflective teacher (active decision makers)	The enquiring teacher (reflective teacher + researcher)	The transformative teacher (RT, R + social change)	
	Professional behaviours		Awareness			Awareness of reality of teaching (part of the context as well)					

Professional Identity Development

Figure 1: A view of the trends in teacher education highlighting the place of professional identity development.

This figure represents visually how the different views of teacher education cope with the challenges faced by student-teachers and how ultimately professional identity is developed within student-teachers.

The first column of figure 1 represents the view presented by Coe et al (2014) based on research into what makes great teaching. They mention in this report that *great teaching* requires pedagogical and subject matter knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviours. Within this trend it is clear how it aims to overcome the challenges presented previously: the subject matter and pedagogical content knowledge challenges [2.1.2] can be addressed by what they call pedagogical and subject matter knowledge, quality of instruction and classroom management. The professional behaviours [2.1.3] challenges can be addressed through what they refer to as classroom climate, teacher beliefs, and professional behaviours (as well). The context [2.1.1] challenges can be addressed by the inclusion of both reflective practice and practicum within the teacher education

programme in such a way that it helps student-teachers cope with the realities of teaching in a more manageable way (Hagger et al, 2011).

The second column of figure 1 represents the trend posed by Freeman (1989) and Freeman & Johnson (1998). It is worth mentioning that they present their view of teacher education based on *second language teacher education*; despite this, there is not much difference in the trend they describe from the ones described by general teacher education. In this trend they mention only three main components of teacher education programmes: a knowledge base of teaching, attitudes including personal values and beliefs, and awareness. The first one is very straightforward and addresses the challenges under the category of subject matter and pedagogical content knowledge [2.1.2]; as they define the knowledge base of teaching as comprised with what a teacher must know; subject matter, students and institutional contexts, and learning styles, to name a few; as well as what they should be able to do; manage classroom interactions and discipline, present material, plan lessons, and so on (Freeman, 1989; Freeman & Johnson, 1998). The second one is a bit more difficult to match to particular challenges as they define attitude as the position one takes in front of oneself, the teaching situation, and the learners. It is the combination of internal and external factors; the internal are emotions, reactions and feelings whereas the external are behaviours, actions, and perceptions (Freeman, 1989; Freeman & Johnson, 1998). Despite this it can be inferred that this component addresses some of the professional behaviours [2.1.3] challenges described earlier; the building of meaningful relationships in the classroom and the usage of collaborative learning. The third component is referred to as awareness. This awareness is defined as 'the capacity to recognize and monitor the attention one is giving or has given to something' (Freeman, 1989 p. 33). It is important to recognize that according to Freeman (1989) this awareness is the umbrella under which knowledge, skills, and attitude are covered by, in other words it is the reason why teachers are able to grow and change. We are reminded that student-teachers 'are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in the classroom' (Freeman and Johnson, 1998, p. 401). As it can be seen, this awareness addresses the context [2.1.1] challenges and it is built and aided by both a reflective practice and a practicum as well as a mentoring component designed for student-teachers to get the support they need from most experienced ones (Freeman, 2002).

The third column of figure 1 represents the trend described by Hagger et al (2011). In this trend, the three different components are the realities of teaching, attitude towards diversity and emotions, and the awareness of realities of teaching. Again, the challenges described under

subject matter and pedagogical content knowledge [2.1.2] are addressed in what they call the realities of teaching. Some of the challenges described under professional behaviours [2.1.3] are addressed in what they called attitude towards diversity and emotion particularly in the preparation of student-teachers for understanding their attitudes and assumptions about working with diverse students (Hagger et al, 2011; Hutchinson, 2013). The second component of attitude refers to emotions and if these emotions towards teaching are positive, then it helps teacher education programmes lower the levels of attrition. The third component refers to awareness of the reality of teaching. The component deals with some of the context [2.1.1] challenges such teacher attrition and the response to a globalised world; however, it also refers to some professional behaviours such as inclusion, the building of meaningful relationships and collaborative learning. This third trend also contemplates a reflective practice, and a practicum as means for overcoming the challenges mentioned.

The fourth column of figure 1 is made up four different sub-columns as the authors of this literature review on teacher education in the 21st century (Menter et al, 2010) describe four current views about teacher education. They describe the trends of education not as *content* but rather as a global *view* or *approach.* They mention four that are currently in use: the *effective teacher,* the *reflective teacher,* the *enquiring teacher,* and the *transformative teacher*. The *effective teacher* education programme is focused on teaching skills to achieve standards; as can be seen from this description, this type of programme only addresses the challenges described within the subject matter and pedagogical content knowledge [2.1.2]. There is no usage of reflective practice or a practicum component within it. The *reflective teacher* education programme seeks student-teachers who are active decision makers (Menter et al, 2010). It addresses most of the challenges aside from the one defined as the use of critical reflection as the basis for classroom research. This view of teacher education considers both reflective practice and a practicum. The *enquiring teacher* education programme has its basis in the reflective teacher view with the added component of the student-teacher as a researcher where the practicum is seen as the place for carrying a systematic inquiry into their classrooms, developing their practice, and sharing insights with others (Menter et al, 2010). This view is perceived to address all the challenges described previously. The *transformative teacher* education programme takes aspects of the previous two, however, it goes beyond transmitting knowledge and tries to prepare pupils for the existing world. It views student-teacher as contributors to social change when they prepare pupils who are able to contribute to change in society (Menter et al, 2010). It includes both a reflective practice and a practicum as tools to achieve transformation.

Other authors describe trends in education but vary little from those the ones already presented. For instance, Malm (2009) mentions the dimensions of what teacher education programmes need

to accentuate: the development of creative and reflective thought capacities in teachers, the enhancement of critical thinking, a heightened philosophical and pedagogical awareness, a balance between both the cognitive and emotional aspects of teaching, the training of teachers' capacities for empathy and collaboration, and the development of an understanding of the implications of teaching 'as a moral and ethical profession' (Malm, 2009, p.88).

Also, Ure (2010) defines the trends of education as priorities making reference to Darling-Hammond and Bransford (2005) and Kosnik and Beck (2009). These priorities are 'knowledge of learning, student development, assessment, classroom management, knowledge of inclusive education, development of professional identity, and a vision or philosophy of teaching' (Ure, 2010, p. 462-463). It is important to note that this same author states that 'in addition to knowledge about teaching and learning, teacher candidates are likely to benefit from a programme that assists them to develop a vision for teaching and a sense of the value of the work of a teacher'. (Ure, 2010, p. 465).

Bearing in mind that a teacher education programme that includes clinical and practicum experiences as well as reflective tasks (Johnson, 2015) 'has the potential to improve the integration between the academic and school-based teaching experiences and thereby to increase teacher candidates' capacity to think and to act like a teacher' (Ure, 2010, p.473). In other words, using reflective practice within teacher education programmes requires the availability of meaningful teaching experiences that have the potential to help student-teachers integrate theory and practice, to have a closer look at what teaching is all about, and to develop essential teaching and management skills (Velez-Rendon, 2002).

Teacher education, as defined in the overview of trends here, refers to teacher development of student-teachers rather than to mere teacher training since they are about to begin their practicum and are expected to use some form of reflective practice as a means to their growth. Thus, it can be said that recent trends in education, including second language education, consider learning to teach as teacher development rather than training and that a practicum component complemented with a critical reflective practice will help to achieve this development. These three aspects will be discussed further as they are the ones that seek to answer the challenges posed by teacher education programmes and would seem to help student-teachers develop their professional identity.

2.4   Trends in teacher education that promote and inform professional teacher identity in student-teachers

The first common trend here relates to professional student-teacher development and relates to the idea that student-teachers are carrying out professional development as part of their teacher education programme and that they are not merely being trained to become teachers.

It is my understanding that although, the terms professional development and professional *identity* development go together, the difference lies in the fact that professional development refers to the way in which teacher education happens. Whereas professional identity development refers to the way the student-teacher develops as a whole – a person, a teacher, and as a professional. In other words, professional development is an aspect of professional identity.

The second common trend relates to reflective practice; this topic starts with a definition of the term, and then is explored from the perspective of the type of reflection, where reflection-in-action, reflection-on-action, and reflection-for-action are discussed. This topic has relevance to this study as reflective practice is not only the way in which professional identity development becomes known to the student-teachers but also it is the proposed medium through which this professional identity development will be analysed.

Finally, the third trend defined in this segment is the teaching practice or practicum. Within this trend the definition of the concept is presented, a number of advantages for including teaching practice within a teacher education programme are presented. This is followed by the different types of teaching practices or practicums that are defined by the literature related to teacher education. The topic of teaching practice or practicum is particularly relevant to this research as it is the object of study.

It is important to mention that these three common trends are the foundation on which this study of professional student-teacher identity development rest as the tools and means for it. Bearing in mind what O´Connell-Rust says when he describes the purpose of initial teacher education programmes:

> …if we, as teacher educators, agree that new teachers are our last, best hope for changing schools, then our course of action becomes quite clear. We must address the critical issues of beliefs, change, and leadership in our pre-service programmes. We must find ways of using student teaching and other field experiences to help our

students develop deeper understandings of themselves as well as of the contexts of

teaching. (O'Connell Rust 1994, 216. In Malm, 2009, p. 77).

In line with O'Connell-Rust, this research starts with the notion that through exploring the

professional identity of student-teachers embedded in a unique teaching practice scheme where

reflective practice is encouraged, we may discover that student-teachers become aware of their

own identity as teachers within their context of practice. And thus, teachers who are able to cope

with the demands of a changing world will be entering the profession in the near future.

2.4.1   Professional student-teacher development

Bearing in mind that initial teacher education in many instances is organised by a university and it

includes the learning of teaching methodology including a period of observation and practice at a

school (Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004); and if that practice period is complemented

with a reflective practice then we can say that student-teachers are embedded in a teacher

development programme even if it is the beginning of their formation as teachers. In other words,

it is necessary to 'redraw the boundaries of professional development' (Johnson, 2006, p. 235)

allowing the concept to take part of initial teacher education as well, not only as exclusive of in-

service teacher education.

It is important to mention that the idea of teacher education comprises more than just the

acquisition of a set of skills or competences. Teacher education places a lot of emphasis on values

and attitudes as well as in the conundrum of the balance between theory and practice. It includes

both pre-service and in-service teacher education (Kelly et al, 2004). Freeman (1989) considers

teacher education as an umbrella under which teacher training and teacher development take

part. In this sense teacher training is related to improving just specific aspects of the teacher's

teaching or on some specific outcomes; the term is usually paired with the initial steps of

teachers' formation (Freeman, 1989; Richards & Farrell, 2005). Whereas teacher development is a

strategy that seeks 'to generate change through increasing or shifting awareness' (Freeman, 1989,

p. 40) and 'It serves a long-term goal and seeks to facilitate growth of teachers' understanding of

teaching and of themselves as teachers' (Richards & Farrell, 2005, p. 4). The term is usually paired

with in-service teachers.

Table 3 presents Freeman's comparison of both approaches; teacher training and teacher

development (1989, p. 42). In table 3, we can see the different characteristics that teacher

training and teacher development have beginning with the type of process they each refer to,

continuing with the characteristics of aspects of teaching, the statement of their constituent base,

their focus, the criteria for assessing change, and the closure each strategy has.

Educating Strategies		
	Teacher training Process of direct intervention	**Teacher development** Process of influence
Characteristics of aspects of teaching focused on	Generally accessible; can be mastered through specific courses of action	Idiosyncratic and individual; mature through constant attention, critique, and involvement of the teacher in his or her teaching
Constituent base	Knowledge and skills	Attitude and awareness
Focus	Initiated by collaborator; work carried out by teacher	Raised by collaborator, but work initiated by teacher
Criteria for assessing change	External; accessible to the collaborator	Internal; personal to the teacher
Closure	Can be within a fixed time period, once criteria are satisfied	Is open-ended; work continues until teacher decides to stop

Table 3: Comparing two educating strategies (Freeman, 1989, p. 42)

Based on what Freeman has defined as teacher development, the trends in teacher education respond to the teacher development educating strategy; because as Hargreaves (1994, p. 430) states 'teachers have long-life professional needs and they need to be met with continuity and progression' beginning at the time when they are still student-teachers. The previous is confirmed by what Furlong et al suggest when they state that 'student teachers develop classroom competence, personal competence and wider professional competence in initial teacher education' (in Tang, Wong, & Cheng, 2015, p.130). Although, continuous professional development cannot be guaranteed during initial teacher education, it is undisputable the role that teacher education plays in the convergence of theory and practice to nurture the development of teaching expertise (Johnson, 2015). That is why teacher education must 'promote teaching as a life-long journey of transformation' (Nieto, 2000, p. 184), by promoting not only teaching knowledge, but also autonomy and responsibility through their practicum experiences with the aid of reflective practice for student-teachers to develop appropriate professional values (Barton & Miles, 2000).

To sum up, it can be said that the trends in teacher education require student-teachers to be part of the beginning of a professional development continuum in which they must apply teaching knowledge with autonomy and responsibility in their teaching practicum, using as a tool reflective practice to be able to grow and change. This in turn will lead to their professional identity development.

The following aspect under discussion is the one referring to reflective practice as it is the 'tool' through which student-teachers will be able to develop themselves as teachers. That is, reflective

practice helps student-teachers to begin making sense of the relationship between theory and practice. Also, this reflective practice will serve as an aid with the observation of their professional identity development.

2.4.2   Reflective practice

Reflective practice plays a very important role in this study as it will serve as the means and the tool through which student-teachers become aware of the development of their professional identity. Also, it will be one of the means through which this study aims to find out about the professional identity development of student teachers. The literature included in this section will help build the model through which professional identity development will be studied by means of the reflective practice. Therefore, this section addresses the different models that define the type of reflection that is carried out by the student-teachers within PROMETE.

Effective professional development – even at the incipient state of being student-teachers – requires a number of higher-order thinking and analytical skills developed through reflective skills. Or simply put: 'practice doesn't make perfect. Reflective practice makes perfect' (Goodwin & Sommervold, 2012: 72). Because the ultimate goal of teaching practice is to encourage a form of professionals who are critical and creative thinkers as well as decision makers it is necessary to help develop teachers who reflect about their practice to allow them to discover whether the things they are teaching are what their learners are learning (Richards and Lockhart, 1994). Reflection is then considered as a 'process of turning experience into learning' (Boud, 2001, p. 10). It is the way we take raw information about any teaching event, and we complement it with thoughts and emotions to make sense of it (Boud, 2001). Reflective teaching in professional development has 'been associated with notions of growth through critical enquiry, analysis, and self-directed evaluation' (Calderhead, 1989 p. 43); thus, reflection becomes necessary to help connect both knowledge and action at every stage of the teaching process (Wallace, 1991; Calderhead, 1991; Collier, 2010; Hartford & MacRuairc, 2008; Russell, 2005). As a result, by having the ultimate goal of becoming a successful teacher, makes it necessary to reflect every step of the way, just as Weinstein (1995) states:

> ...reflection is something we should be doing at each stage of the learning cycle, and not simply after undertaking an 'action', we need to reflect even on our reflections... and to reflect as we try to understand and make sense of theories, and again as we take our next steps. (p.52)

Although, Crandall (2000) says refers to reflection in relation to more experienced teachers, her take on the subject is applicable to student-teachers in the context of PROMETE (see 4.1) because

she refers to reflection on practice to help teachers (in this case student-teachers) understand the language teaching and learning process as their teaching philosophy is put to the test. In other words, this understanding is based on a philosophy of inquiry and action to aid student-teachers in their incipient professional development by helping them restructure their 'frames of reference' (Korthagen, 1992, p.266). There is no professional development without reflective practice because practice and reflection are part of the same process (Edwards & Thomas, 2010; Liou, 2001; Osterman & Kottkamp, 2004; Higgins, 2011); where helps student-teachers find direction in their practicum and become aware of themselves as future teachers (Farrell, 2012 & Lee, 2007). The main benefits of reflective practice in student-teachers are getting a deeper understanding of their incipient teaching style and as a result becoming better teachers; validating their own teaching ideas and practices; challenging traditional ways of teaching in lieu of more effective and pertinent ones; respecting diversity in applying theory to classroom practice; and in general, becoming a more effective teacher (Ferraro, 2000).

Historically, when we talk about reflective practice, we must refer to two influential authors: Dewey (1933) and Schön (1987 and 1991). Dewey defined reflective inquiry as 'active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends' (Dewey in Jay & Johnson, 2002, p. 74; Farrell 2012, p. 9; Pedro, 2005, p. 50; Calderhead, 1989, p. 43). Dewey then stated that reflection should have a problem as a starting point. He defined problem not as an error or as a mistake but rather as a puzzling, curious, inviting or engaging issue that triggers an interaction between theory and practice (Farrell, 2012), and that said, a problem should be the basis for thinking intelligently to find a solution.

In general, it can be said that Dewey (1933) put forward the following tenets for reflective practice (Collier, 2010; Farrell, 2012; Hatton & Smith, 1995; Pedro, 2005; Jay & Johnson, 2002; Marcos, Sanchez, & Tillema, 2011; and Thorsen & DeVore, 2013): (a) It is aimed at problem-solving in the classroom, (b) It is a way to make sense of the teaching process, (c) It is an intentional, systematic, cyclical, and long term process, and (d) it involves different values and attitudes. In general, within PROMETE (see 4.1) these four aspects comprise the reasons for including a reflective practice component.

As a result, the following quote by Dewey (1933) about reflective practice summarizes why a reflective practice component within PROMETE is included.

Reflection emancipates us from merely impulsive and merely routine activity, it enables us to direct our activities with foresight and to plan accordingly to ends-in-view or purposes of that

we are aware, to act in deliberate and intentional fashion, to know what we are about when

we act (in Wlodarsky & Walters, 2010, p. 212).

Many decades later, Schön built on what Dewey thought about reflective practice. Schön said that

the relationship of ideas to action, or the process of reflection, is emphasized through reflective

thought (Collier, 2010). Schön in conjunction with Argyris described what is known as the single

loop learning and the double loop learning (see figure 2) (Farrell, 2012 and Osterman & Kottkamp,

2004). Where the single loop learning corresponds to the tacit level of learning; at this level a

solution is found to address a current symptom to a problem without tackling the root of the

same becoming quite inefficient in solving the problem in the long run. This level just involves

three steps: planning, teaching, and testing. The double loop learning on the other hand seeks to

make a problem explicit when the underlying theories-in-use are analysed so that a long-term

solution can be found. This level is a combination of the three steps of the single loop with the

addition of thinking, practice, and problems. The double loop learning is the basis for reflective

practice. Through reflection within PROMETE, student teachers can become immersed in

professional development (see 4.1).
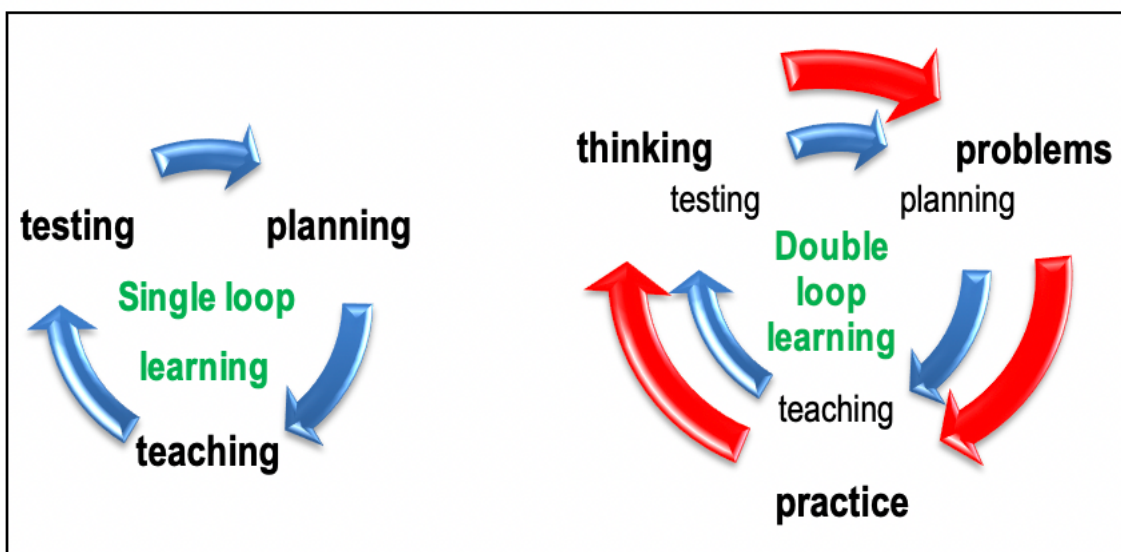
Figure 2: Schön and Argyris Single loop learning and double loop learning (Farrell, 2012 and
        Osterman & Kottkamp, 2004; Woodward, 1991)

When student-teachers effectively engage in this double loop learning they are able to carry out

what Schön refers to two types of reflection: reflection-on-action and reflection-in-action (Schön,

1991 and 1987). Both types of reflection aid student-teachers in their professional identity

development. The two terms are defined next:

Reflection-in-action is when we 'reflect in the midst of action without interrupting it … our

thinking serves to reshape what we are doing while we are doing it' (Schön, 1987, p.26). In other

words, this type of reflection can be also described as 'thinking on our feet' because it involves

looking at our beliefs and being aware of our knowing-in-action; i.e. reflection-in-action is used to cope with any classroom situation; but most importantly it is a personal conversation in which a teacher listens to the 'backtalk' of the situation in order to make an informed decision instantly (Farrell, 2012; Harford & MacRuairc, 2008; Hatton & Smith, 1995; Collier, 2010; Calderhead, 1989).

In order to understand what reflection-in-action means to us figure 3 represents a sequence of moments that lead to this type of reflection and that is an identifiable sequence in PROMETE student-teachers. The sequence starts when a situation develops (1st moment), let us say that a student is unable to complete a vocabulary exercise. The student-teacher reminds the student that he was able to complete a similar exercise the previous class (a routine response by the student-teacher); however, the student then says that he does not remember doing anything in relation to this vocabulary being reinforced, surprising the student-teacher with his response (2nd moment). The student-teacher reacts quickly trying to find out why the student forgets something when he did not have problems before; the student-teacher then will try to help the student remember (3rd moment). The student-teacher then will take some measures depending on the response or reaction from the student (4th moment).
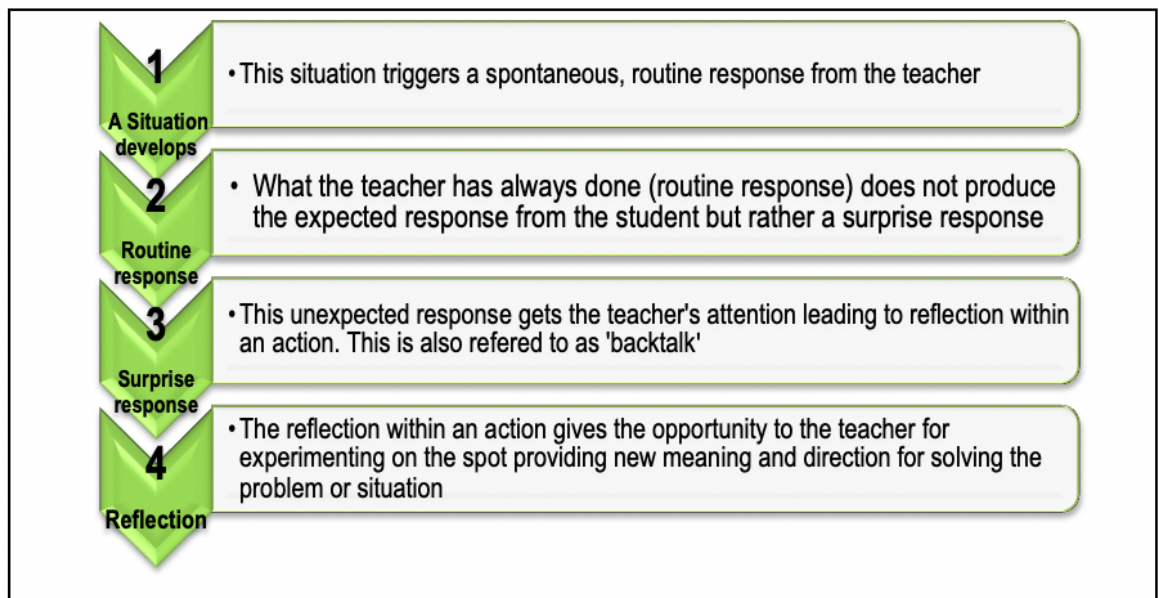
Figure 3: Sequence of moments that lead to reflection-in-action within PROMETE (Farrell, 2012; Hatton & Smith, 1995; Calderhead, 1989)

These moments described previously become reflection-in action when a student-teacher 'is able to reflect on his intuitive knowledge while engaged in the action of teaching' (Farrell, 2012, p. 14).

Reflection-on-action is 'thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected outcome… our reflection has no direct connection to the present action' (Schön, 1987, p.26). This type of reflection is the one described by Dewey

many years before when he described reflective practice as being 'intentional, systematic inquiry that is disciplined and that will ultimately lead to change and professional growth for teachers' (Farrell, 2010, p. 13-14). This type of reflection addresses the importance of looking back at and critiquing our teaching practices so that we are able to improve our future practice (Harford & MacRuairc, 2008; Hatton & Smith, 1995). In other words, 'reflecting on practice may not lead to immediate visible improvement, but rather to longer-term quality in practice and professionalism' (Fish in Walkington, 2005, p. 59).

For student-teachers, reflection-on-action has a direct application; bearing in mind that this type of reflection helps them find links between their *new* practice and that of experienced professionals as well as other student-teachers. It also helps them apply *theoretical* knowledge to their teaching experiences with the help of said professionals (Ferraro, 2000; Calderhead, 1991; Gün, 2011). All the previous can better be shown by the following figure (4):
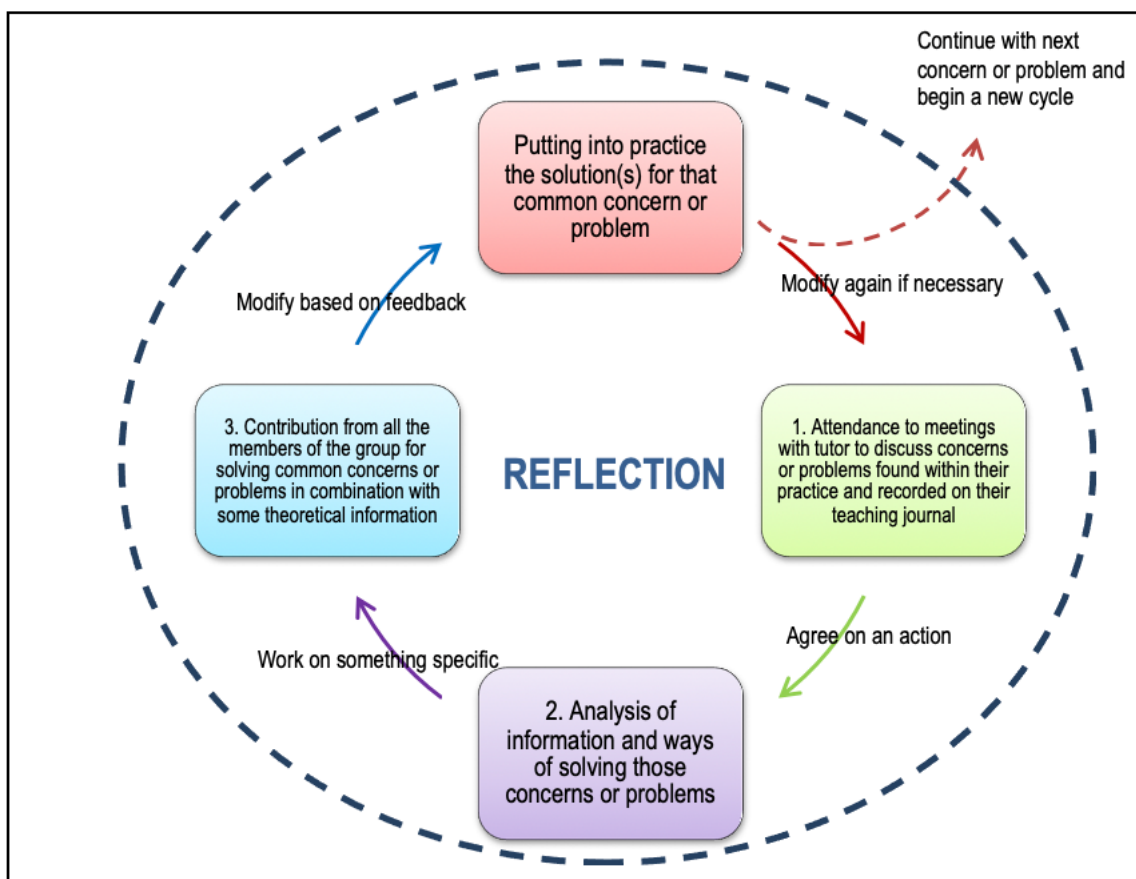
Figure 4: Kolb's (1984) learning cycle combining the reflection-on-action element presented in Weinstein (1995, p.52).

This figure (4) represents the 'learning-reflective cycle' which is applicable to their teaching practice or practicum (as will be discussed within Chapter 4). Within PROMETE as a CoP, this is a cycle that has as a first step the attendance to meetings with their teaching practice tutor where professional conversations take place to share the ideas, thoughts, and opinions by reflecting on their teaching practice (reflection-on-action). As a result of these meetings, an action is agreed.

Based on the action agreed on the first step student-teachers move onto the next one, in which they analyse information, as part of a teaching practice clinic to find ways of solving common concerns, within this step student-teachers agree to work on something specific. This specific work takes us to the third step in which the student-teachers are able to bring sound contributions towards solving those common concerns, in this step they modify those contributions based on common feedback and some theoretical information. Finally, student-teachers try out those contributions; if they do not work, they are a subject of a new loop within the cycle to modify them again. However, if they work, they move to the next concern, and then they begin a new cycle. It is important to point out that at each step of the cycle student teachers must go back to the professional conversations within the meetings to reflect about the teaching practice work. Therefore, by using the 'learning-reflective' cycle shown on the previous figure (4), student-teachers are able to share and reflect with each other everything they do in their teaching practice constituting a key element of this particular PROMETE CoP. It is important to mention that this is not a cyclic cycle, but rather in the form of a spiral allowing everyone involved within the group to grow and develop professionally. Given that, at the end of each cycle, student-teachers would have learned something new about their teaching practice and themselves. Finally, it is important to conclude that '…without a critically reflective stance toward what we do, we tend to accept the blame for problems that are not of our own making' (Brookfield, 1995:1-2).

These two types of reflection described previously, reflection-in-action and reflection-on-action will ultimately lead to what Killion and Todnem (1991) termed as reflection-for-action.

Reflection-for-action it is 'the desired outcomes that guide our future actions' (Quinn, Pultorak, Young, & McCarthy, 2010, p. 27). In other words, it is the reflection that happens before a teaching situation even happens fuelled by our past thoughts and actions. It includes reflecting-in-action and reflecting-on-action to help us guide our future actions (Killion & Todnem, 1991). Thus, reflection considers all time designations, past, present, and future, at the same time (see figure 5); as described within the elements of professional reflection (Wildman et al in Killion & Todnem, 1991).
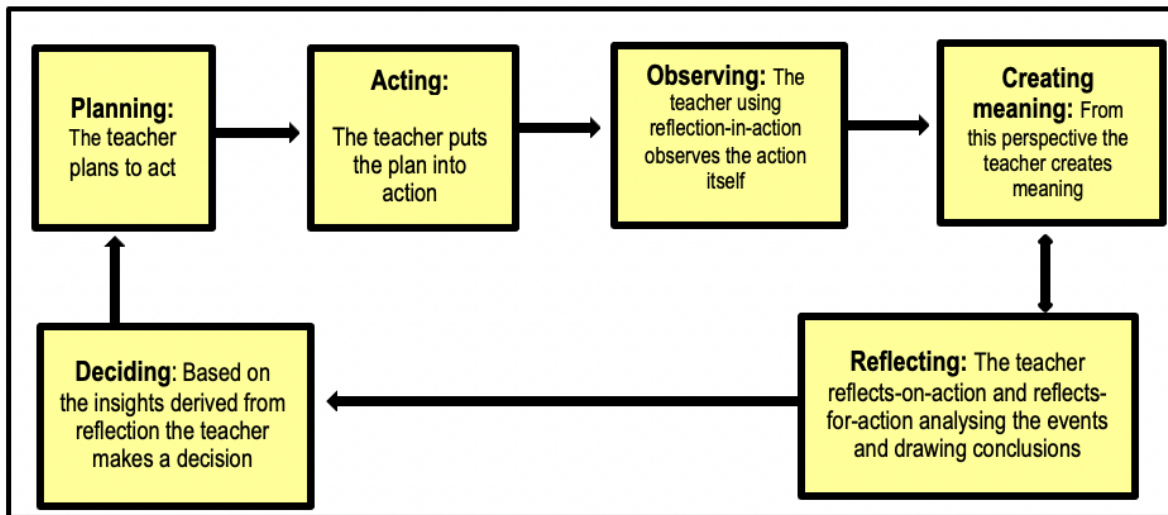
Figure 5: The elements of professional reflection (adapted from Killion & Todnem, 1991)

It is important to note that when student-teachers effectively engage in double loop learning these three types of reflection – in-action, on-action, and for-action – will serve as the basis for looking at professional identity development in student teachers. In other words, they will help us identify whether the different features of reflection trigger professional identity development.

Furthermore, these three types of reflection; reflection-in-action, reflection-on-action, and reflection-for-action happen within PROMETE as part of their CoP and the way the programme is run. Different tools are used to record the three types of reflection which in turn its contents are used by this study as data source. When we analyse the different types of reflection produced by the student-teachers we may have a clearer idea about how professional identity develops within PROMETE as a CoP.

It is important to note that some levels or depths of reflection have been identified and described by different authors and they relate to the type of reflection used. These authors have identified roughly four levels of reflection, they refer to each level using different names, but the descriptors match each other. On figure 6 it can be seen the different levels and the names allocated to them by the different authors. It is important to note that the names used in this project will be the ones in bold within figure 6. These levels are placed within a pyramid because they go from the 'easy' level of reflection or pre-reflection to the higher level of reflection. This pyramid will be in turn linked to the type of reflection representative of it (see table 4).

Levels of Reflection
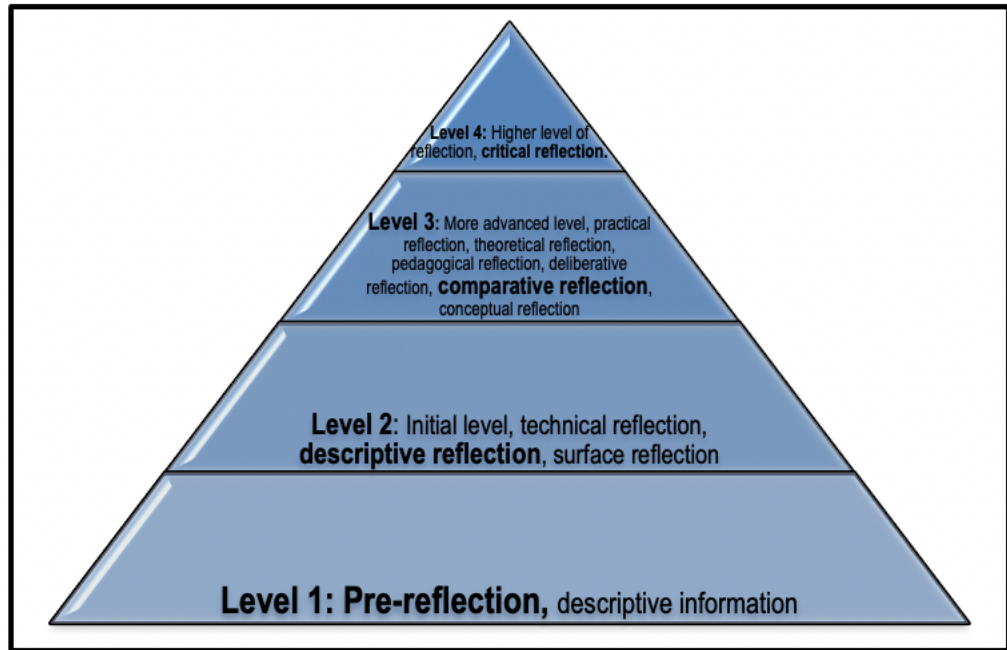
Figure 6: Levels of reflection (Adapted from: Farrell, 2012; Hatton & Smith, 1995, Schön, 1983; Jay & Johnson, 2002; Larrivee, 2008; Thorsen & DeVore, 2013)

For instance, on the first level or what is referred to as pre-reflection the student-teacher reacts automatically to classroom events without any further thought being given to other linked events or circumstances. Because this type of reflection usually happens at the beginning of their involvement in PROMETE, where student-teachers still believe that anything that happens in the classroom is out of their control without taking any real responsibility for their actions. They take a general teaching stand without considering what their students' needs are. In general, their 'beliefs and positions about teaching practices are generalized and not supported with evidence from experience, theory, or research' (Larrivee, 2008, p. 348). That is to say, this level corresponds to a 'layperson's description of events' (Thorsen & DeVore, 2013, p. 94) it is non-reflective showing no attempt to provide reasons or justifications for teaching events (see figure 6 and table 4).

Secondly, when descriptive reflection is mentioned within level two of the pyramid (see figure 6) it is referred to as the incipient level of reflective practice, it is usually linked to decision making in the classroom in search of having the best possible practice. This reflection has theoretical grounds at its basis, but it is interpreted according to the teachers' personal experience (Hatton & Smith, 1995; Jay and Johnson, 2002; Larrivee, 2008). The teacher can set the problem to reflect; however, they perceive this problem as an isolated event to be solved based mostly on their own teaching experiences (Jay & Johnson, 2002; Larrivee, 2008). Thus, their reflection stays at the level of description showing no real connection to theoretical issues; as a result, teachers are more concerned with what works in the classroom without paying attention to the goals of said

classroom Hatton & Smith, 1995; Larrivee, 2008). Important to note that at this level of reflection teachers are somehow aware of their need to accommodate learner differences (Larrivee, 2008). This level of reflection is part of what is referred to as reflection-on- action, as student-teachers are starting to make sense of some of the decisions they make in their practice (see table 4), based on both their previous experiences as students and some theoretical information they may have.

The third level of reflection, also known as comparative reflection, is where teachers are able to weigh, compare, and reframe the classroom situation in light of different views, claims, and viewpoints to be able to explore different solutions (Hatton & Smith, 1995; Jay & Johnson, 2002; Schön, 1983). Teachers reflecting at this level take into account the theory and the rationale for their practice becoming open to 'examination not only of means, but also of goals, the assumptions upon which these are based, and the actual outcomes' (Hatton & Smith, 1995, p. 35). I.e., teachers reflecting at this level show understanding of the theoretical basis of what they believe they do in the classroom and what they actually do in it; all the previous to try to enhance the students' learning experience, all this improves the teachers' views of the teaching and learning experience (Larrivee, 2008). This level of reflection is also referred to as reflection-on-action; however, at this level student-teachers can link their classroom happenings to the theoretical information they already know. However, they can justify these happenings with a certain degree of certainty (see table 4).

Finally, the highest level (4) of reflection is also known as critical reflection. This level of reflection includes elements of the previous two levels of reflection (reflection-on-action) but it takes into account moral, ethical, and socio-political, and cultural contexts (Hatton & Smith, 1995; Jay & Johnson, 2002; Larrivee, 2008). Saying it differently, this level of reflection often requires teachers to make a judgment after considering the problem in light of multiple perspectives, considering all the implications of each perspective, in order to decide whether to take action or continue the in the same process (Jay & Johnson, 2002). By reflecting critically, teachers gain confidence in trying out different options and assessing the effects they have on their own teaching situation so that they are able to achieve their ends, thus triggering positive changes in their practice (Liou, 2001). This is what is known as reflection-in-action or focusing on the situation at hand at the moment of teaching (see table 4).

This level of reflection also refers to the future or what is known as reflection-for action, because it requires student-teachers who are able to use critical thinking, self-direction, and problem-solving skills in combination with personal knowledge and self-awareness to become teachers (Lee, 2007; Korthagen, 2004; Marcos, Sanchez, &Tillema, 2011). This reflection-for-action

empowers student-teachers with the ability to make decisions and adjustments in their consecutive classes.

The previous is possible because critical reflection includes teachers who comply with six different things: the ability to reflect on teaching actions as well as thinking processes that inform their practice (Larrivee, 2008). The ability to focus on both their own practice and the context where this takes place (Larrivee, 2008, p. 343). The ability to carry a deep examination of their personal and professional belief systems to help them become more critical about their teaching (Larrivee, 2008; Lee, 2007; Sowa, 2009). The ability of having a clear understanding of the moral and ethical consequences and implications of their practices on students (Larrivee, 2008). The ability of having self-understanding, – including their beliefs, values, family imprinting, and cultural biases -, as they need to know and understand themselves to understand others (Larrivee, 2008). And the ability of being 'concerned about issues of equity and social justice that arise in an outside the classroom and seek to connect their practice to democratic ideals' (Larrivee, 2008, p. 343).

Considering that reflective practice includes not only types of reflection (reflection-on-action, reflection-in-action, and reflection-for-action), but also different levels of reflection (pre-reflection, descriptive reflection, comparative reflection, and critical reflection) it becomes necessary to try to match the two of them through an overview of reflective practice (see table 4). This overview table (4) is an attempt to present a unified perspective of reflective practice to be able to link it to identity building later on. It includes the types of reflection in correspondence to the levels of reflection, the characteristics presented by both, the focus they have, the types of questions teachers may answer in relation to them, and the possible content of the reflective instrument used.

Types of reflection	Levels of reflection	Characteristics	Focus	Questions answered…	Possible content…
	Pre-reflection	Non-reflective description of events. Provides no justification or reasons for those events.	Description of events	What happened?	Beginning to examine the use of their essential skills or generic competencies with the aid of peers.
Reflection-on-action (focusing on past events)	Descriptive reflection	Includes the previous coupled with some attempt to justify or provide reasons for the events. Recognizes that there are multiple viewpoints or factors.	'Teaching functions, actions or skills, generally considering teaching episodes as isolated events' (Larrivee, 2008, p. 342)	What is happening? Is this working, and for whom? How do I know? How am I feeling? What am I pleased/concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met? (Jay & Johnson, 2002, p. 77)	An analysis of their performance as teachers, being able to provide reasons for actions taken in the classroom

	Comparative reflection	It includes the previous plus listening to the 'backtalk' of the events in order to theorize and create hypothesis for the events. It analyses and integrates different factors to be able to provide a rationale for the classroom events.	'The theory and rationale for current practice' (Larrivee, 2008, p. 342)	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? What does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not? (Jay & Johnson, 2002, p. 77)	Be able to hear their own voice and compare it with others, exploring alternative ways to solve problems in the classroom
Reflection-in-action (focusing on the present) Reflection-for-action (focusing on the future)	Critical reflection	All the previous plus an awareness and understanding of the multiple perspectives, which are influenced by personal, cultural, historical, and socio-political contexts. It analyses the multiple perspectives in order to take immediate or future action.	'The ethical, social and political consequences of their teaching, grappling with the ultimate purposes of schooling' (Larrivee, 2008, p. 342)	What are the implications of the matter when viewed from theses alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimensions of schooling? How does this reflective process inform and renew my perspectives? (Jay & Johnson, 2002, p. 77)	Being able to deal on-the-spot with different classroom problems bearing in mind the effects these decisions have on others. There is evidence of the consideration of contextual factors in those decisions.

Table 4: Overview of reflective practice matching both the type of reflection to the different levels of the same (Hatton & Smith, 1995; Larrivee, 2008; Jay & Johnson, 2002; Schön, 1983; Farrell, 2012)

As can be seen from the educational trends in education it would seem necessary to help student-teachers become reflective practitioners so they can 'become agents of change, capable of understanding not only what is, but also working to create what should be' (Jay & Johnson, 2002, p. 79). Drawing from Dewey (1933), student-teachers within PROMETE (see Chapter 4) need to be able to solve problems in their own classrooms to help them make sense of the teaching and learning process in an intentional and systematic way. This process involves drawing from the three types of reflection by reflecting at different depths, as it was discussed.

One way to help student-teachers achieve this is through a well-established practicum with a strong reflective component within the course of their initial teacher education.

2.4.3   Teaching Practice / Practicum

Teaching practice or practicum is the time period in which professional identity development is most likely to take place as it comprises the starting point of their professional development

(Beauchamp and Thomas, 2009). Thus, this study will use this time period as its frame. It is necessary to identify what teaching practice is meant in this study, including its advantages and the types of teaching practice identified within the research literature. Using this literature will help the study establish a frame of reference for defining PROMETE and later on for studying professional identity development.

Teaching practice is defined as the actual classroom practice student-teachers spend during their teacher development programmes to become teachers (Allen & Wright, 2014; Armutcu & Yaman, 2010; Caires & Almeida, 2005; Daniel, 2015; Öğretmenlik, 2014; Sarıçoban, 2009; Smith & Lev-Ari, 2005; Van Canh, 2014; Yan & He, 2010; Zeyrek, 2001). This is a very straightforward definition of the term, but it embraces everything that is implied by teaching practice including what Gujjar (2009, p2) mentions as being a connotation of this term: '…the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course…' which differ from any theory learnt in the classroom. In other words, 'it is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice' (Gujjar, 2009, p3). In concordance with Guijar many authors define this part of any teacher development programme as the time when student-teachers are able to link the theory learned in their classroom to the actual practice (Allen & Wright, 2014; Wallace, 1991; Ozek, 2009; Sarıçoban, 2009; Smith & Lev-Ari, 2005; Crookes, 2003; Van Canh, 2014; Williams, 2009; Yan & He, 2010).

There are a number of advantages which have been identified which are attached to a successful and well-structured teaching practice or practicum within a teacher education programme. The first one, is the opportunity to 'explore, develop and refine their perceptual knowledge, to uncover what they are actually aware of; to articulate the particulars of their own classroom context…' (Johnson, 1996, p.766). The second one, is by exposing student-teachers to real learners, including the things that influence their learning and their problems, they can develop an effective teacher-student relationship (Gujjar, 2009; and Gower, Phillips, & Walters, 2005). The third one, is that it provides the opportunity to develop 'practical experience in school to overcome the problems of discipline…' (Gujjar, 2009, p5). The fourth one, is that it helps them develop 'common sense [and] personal commitment' (Johnson, 1996, p.766) acknowledging that theory based on educational research can act as a guide, but it is not the solution to all the problems encountered in the classroom. However, the combination of these two types of knowledge helps student-teachers make informed decisions becoming increasingly more independent to make decisions about what and how to teach (Gower et al., 2005 & Williams, 2009). The fifth one, is the opportunity 'to plan and prepare lessons' (Gujjar, 2009, p9) making decisions regarding the appropriate material needed to deliver those lessons. The sixth one, is

that it helps them develop their 'own teaching style' (Gower et al. 2005 p.2) by having the opportunity to use different procedures, techniques, and teaching methods (Guijar, 2009; Williams, 2009). Finally, the seventh one, is that by having their teaching practice constructively criticized they can 'approach the real teaching situation under sympathetic supervision' (Gower et al. 2005, p.1).

Thus, teaching practice helps develop a sense of responsibility in student-teachers (Gower et al. 2005) as it connects them with both, real students, and future employers (Yang, 2014). That is, by giving student-teachers the opportunity to 'test their commitment to a career, gain insight into professional practice as well as evaluate progress and identify areas where further personal and professional development is needed' (Daresh 1990 in Yan & He, 2010, p.58). It provides the basis for professional development and growth in student-teachers (Yan & He, 2010).

All the previous can be best summarized by saying that teaching practice provides student-teachers with the opportunity to 'develop a personal teaching competence' (Yan & He, 2010, p.58) within a safe environment.

Undoubtedly, having a teaching practice or practicum component as part of any teacher education programme poses many advantages; it is important to note that there are different 'ways' of defining this component. The most common ones found are described on the following table 5. The description on the chart includes the name of the type of teaching practice, a brief definition of the same, the process each particular teaching practice follows, the advantages and the disadvantages of the same. All these aspects as perceived by the different authors in reference to teaching practice.

Types of Teaching Practice	Definition	Process	Advantages	Disadvantages
Apprenticeship	A teacher who is responsible for teaching a group of students and has a one or two trainees as 'apprentices' (Smith & Lev-Ari, 2005; Sarıçoban, 2009). Also known as the 'apprenticeship of observation' (Wallace, 1991)	Student-teachers observe the teacher teaching the students and then teach part or all of some of the lessons (Gower, et al. 2005, p.190)	the student-teacher can have a good role model to emulate	If the 'mentor' teacher does not act as such, due to different factors such as lack of time, not having a clear idea about their role, and so on; the student-teacher des not gain what he / she is supposed gain (Allen & Wright, 2014)
Peer-teaching	The student-teacher teaches a whole lesson to his fellow student-teachers	'One trainee takes the role of the teacher and the part of the students is taken by his or her fellow trainees' (Gower, et al. 2005, p.190)	This is a good first step towards building a practicum	If it is not taken to a 'real' classroom learning situation it becomes fake or meaningless for the student-teacher (Öğretmenlik, 2014)

Microteaching	A group of student-teachers teaching a specific point for a short period of time. A way of developing experiential learning in a controlled way (Wallace, 1991)	'Trainees, as whole group or in small group, teach specific points for short periods (e.g. five to ten minutes)' (Gower, et al, 2005, p.189) and the other trainees within the class are the 'students' for that particular lesson	It poses a minimal risk for the student-teacher as the class is delivered to his / her peers	it is not equivalent to what the student-teachers will find in a real context setting (Wallace, 1991)
Model Class A	A group of student-teachers teaching a whole lesson collectively to a group of volunteers	There are 'three to eight trainees per group. Each trainee takes part of a lesson (the students receive a whole lesson)' (Gower, et al. 2005, p.189) and the students are groups of volunteers.	The student-teachers are interacting with real students (Smith & Lev-Ari, 2005)	The length of the practicum and each class intervention is very limited (Smith & Lev-Ari, 2005)
Model Class B	'Individual trainees teach a whole lesson' (Gower, et al. 2005, p.189) and the students are groups of volunteers	An individual trainee teaches a whole lesson but the students are still a group of volunteers	The advantage is the same as the one listed on the *model class A*, but it adds more exposure to a 'real' set of pupils (Van Canh, 2014)	The setting where this practicum takes place is still not quite real, and usually they do not have a chance to try to overcome difficulties inherent to a 'regular' class (Van Canh, 2014)
Real Class A	'Individual trainees or pairs of trainees take part of a whole lesson' (Gower, et al. 2005, p.189) and the students belong to a real class on its usual time	An individual student-teacher or a pair of student-teachers delivers a part of a whole lesson to a group of students belonging to a real class on its usual time. This intervention is usually sporadic or a one-off to that particular class	It exposes student-teachers to a real classroom setting (Crookes, 2003; Van Canh, 2014)	, it does not constitute a long-enough term for student-teachers to be able to deal with the complexities of a classroom, which only become evident as they are within the same environment for a longer period of time (Crookes, 2003; Van Canh, 2014)
Real Class B	'Individuals [or pairs of trainees] teach whole lesson' (Gower, et al. 2005, p.189) or a number of lessons and the students belong to a real class on its usual time	Individual or pairs of student-teachers plan, prepare, and deliver a number of lessons to a singular group of students over a significant period of time	It provides student-teachers with the necessary exposure to a real classroom setting on a protected way, as it stands between the real world work and a classroom setting. This type of practicum provides the opportunity for student-teachers to test their commitment to their future teaching profession, to develop practical content knowledge in relation to professional content knowledge, and to identify areas of opportunity and betterment (Yan & He, 2010).	It can become a hardship for those student-teachers who have no serious commitment towards the teaching profession

Table 5: Different types of teaching practicum

As it can be seen from the previous chart there are seven different general types of teaching practicums carried out by teacher education programmes. These types range from the apprenticeship of observation where student-teachers merely observe a lesson or a number of

lessons and try to obtain 'teaching skills' through this observation; all the way to a *real class B* where student teachers become the 'teachers' to a real group of students for an extended period of time and for a number of lessons.

The type of practicum that is emphasized in this research work is the one defined as *real class* B as it is the practicum that best defines PROMETE (see Chapter 4). It can be said that the rationale behind a continuum of teaching practice is that it delineates '…the diversity of knowledge and skills needed to meet the varied and evolving needs of students; it supports '…the reflective practice and ongoing learning of…' student-teachers; it supports '…an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence'; it encourages '…collaboration between…' student-teachers to ensure a successful teaching practice (Department of Education State of California, Commission on Teacher Credentialing, & New Teacher Center, 2009, p.3). Once this continuum is set it is necessary to establish a successful reflective practice so that all the student-teachers make the most of the teaching practice experience. This type of practicum, also reflects some drawbacks, mainly related to being and feeling inadequately prepared for taking on the responsibility of a class, even if it is done with a peer and with a mentor to help them through this process (Caspersen & Raaen, 2014).

To sum up the previous points it is necessary to include within any teacher education programme the combination of a teaching practicum experience, preferably like the one described as *real class B* reflective practice to 'try to produce teachers who will improve student achievements, yet who are knowledgeable, reflective and actively engaged in professional development activities and who master the more technical aspects of teaching such as classroom management, working with children of diversity and good lesson planning' (Smith & Lev-Ari, 2005, p. 290). All these elements, recent trends in education, reflective practice, teaching practice or practicum, become necessary when researching and learning about student-teachers developing sense of agency and identity (Cheng, Tang, & Cheng, 2014; Öğretmenlik, 2014; Beuchamp & Thomas, 2009).

2.5   **Overview**

This chapter helps us situate professional identity development within the context of teacher education through five main topics. First, by describing the different studies related to professional identity development within general teacher education at both the pre-service stage and the novice stage. Also, it includes a description of the studies found on the topic related to English language teacher education to identify and justify the niche this research project fits in.

Secondly, by describing the challenges student-teachers enrolled within a teacher education programme are likely to face. These challenges were derived from the general teacher education

scene as well as language teacher education ones. The identification of the challenges helped us find common ground to find out about the trends in teacher education.

Thirdly, the ways those teacher education programmes try to address those identified challenges are referred in this document as the trends in education. Both, the challenges, and the ways those are dealt with impact the professional identity development of future teachers.

Fourth, from these trends in teacher education three aspects were discussed further. The first of such topics is the idea that students within a teacher education programme nowadays, are involved in teacher development rather than the mere teacher training. Noting that teacher development is a part of professional teacher identity development. This leads us to the discussion of the second aspect, reflective practice, including its definition, the types of reflection and the levels of reflection achieved by student-teachers within a practicum to establish the means and the tools by which this study will be carried out. The third element of this first part is the teaching practice or the practicum related to a teacher education programme. This segment includes a comprehensive chart which includes the definition of teaching practice/practicum; the process followed by each type of practicum; followed by the advantages and disadvantages derived from any one of the teaching practice/ practicum schemes described. It goes on to discuss the teaching practice scheme termed *Real Class B* as it relates directly to what PROMETE is all about (see chapter 4). In other words. This is the teaching practice or practicum is the frame in which this study is placed.

The previous information constitutes the elements needed within this project to help in the researching of student-teachers' identity development during their teaching practice / practicum experience. The following chapter aims to describe the concept of professional identity development as encountered within the current literature as well as establishing the groundwork to be able to define PROMETE as a community of practice.

Chapter 3   Communities of Practice and Identity

3.0   Introduction

Following from the discussion of the different elements that help us situate professional identity development within the context of teacher education in chapter 2, this chapter relates to the main topics of this study, communities of practice and professional identity formation and or development. It is necessary to define communities of practice and identity development to serve as a starting point for this study.

This chapter starts with the Social Theory of Learning of communities of practice as proposed by Wenger (1998). The reason for defining this is that PROMETE seems to function unintendely as a community of practice (see 4.4), thus, the notion of using Wenger's conceptualization of identity development in particuar This discussion includes learning as *becoming* in relation to communities of practice and identity in particular. From this discussion four components of CoPs are identified: meaning, community, practice, and identity. The meaning component discusses the aspects of participation and reification. The community component discusses the aspects of mutual engagement, joint enterprise, and shared repertoire. The practice component discusses the aspects of explicit and tacit knowledge. Finally, the component of identity discusses the aspects of negotiated experience, membership, learning trajectory, nexus of multimembership, and belonging. The previous is followed by the acknowledgement of different critiques to this theory; and how despite them this conceptualization provides the means to understand how PROMETE can be defined as a CoP constituting a context for learning in student-teachers; as well as how the meaning, community, and practice components act as the lens through which identity development in student-teachers is analysed.

The following aspect deals with the definition of teachers' professional identity. This segment moves on to define the different views about professional identity. These views are placed under three different categories: the first one is defined as *the teacher as an individual*, the second one is defined as *the teacher as a human being modified by other factors*, and the third one is defined as *the teacher as a practical human being*.

The next aspect discussed in this chapter is related to the principles of identity formation – it is important to note that such principles are inferred from the literature consulted in relation to identity formation as no direct reference to such principles was found. As a result of this analysis six principles are identified and defined.

This chapter closes with the tensions experienced by student-teachers during the course of their professional identity development. In this segment twelve tensions are acknowledged and then analysed in the light of the different stages of their practicum. The following topic defines communities of practice in relation to learning.

3.1   Communities of Practice (CoP) and the Learning Process

This section outlines Wenger's Social Theory of Learning to highlight its relevance to the current research in relation to the context of PROMETE as well as the foundation for the analysis of professional identity development in student-teachers.

Wenger et al (2002 p.4) argue that 'communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis'. That is, these people interact with each other to be able to pursue common enterprises, establish interaction patterns, develop personal relationships, discuss ideas and common issues, and by doing so, at the core of all of these they learn (Cox, 2005; Wenger, 1998; and Wenger, McDermott, & Snyder, 2002; Fox, 2000; Storberg-Walker, 2008; Handley, Sturdy, Fincham, & Clark, 2006). Wenger's (1998, p. 5) Social Theory of Learning integrates four key components which are said to be necessary to characterize social participation as a process of learning: meaning, community, practice, and identity. Meaning is seen as learning as experience, community is seen as learning as belonging, practice is seen as learning as doing, and identity is seen as learning as becoming (Wenger, 1998; and Wenger et al, 2002). In turn these four components as well as learning have a number of analytical aspects that constitute the underlying foundation of CoPs (Storberg-Walker, 2008 and Cuddapah & Clayton, 2011). It is then important to define these analytical aspects to be able to understand PROMETE better.

Learning can be identified as having three analytical aspects: the evolving forms of mutual engagement; developing the members of the CoP repertoire, styles, and discourses; and understanding and tuning their enterprise (Wenger, 1998; Cuddapah & Clayton, 2011; and Storberg-Walker, 2008) – in the case of PROMETE, it is argued that this is their practicum (See 4.3). When Wenger (1998 p. 95) refers to the evolving forms of mutual engagement he defines them as 'discovering how to engage, what helps and what hinders; developing mutual relationships; defining identities, establishing who is who, who is good at what, who knows what, who is easy or hard to get along with'. Then Wenger (1998, p. 95) defines learning as developing their repertoire, styles, and discourses by the ability of 'renegotiating the meaning of various elements; producing or adopting tools, artefacts, representations; recording and recalling events;

inventing new terms and redefining or abandoning old ones; telling and retelling stories; creating and breaking routines'. Finally, Wenger (1998, p. 95) discusses how learning relates to understanding and tuning the participants enterprise by 'aligning their engagement with it and learning to become and hold each other accountable to it; struggling to define the enterprise and reconciling conflicting interpretations of what the enterprise is about'.

Hence, learning within a community of practice is about getting students engaged in meaningful practices through the provision of resources that better their participation to open their horizons so they can be within learning trajectories they identify with (Wenger, 1998); as well as through their involvement not only in discussions and reflections but in actions that make a difference in their community (Ibid).

As has previously been mention communities of practice include four different components which have at their core the process of learning. Each one refers to a number of analytical aspects (see 3.0). This part of the chapter also acknowledges the different critiques to CoP theory to better understand the value of this theory to this project.

3.1.1   Meaning: Participation and Reification

Meaning, as it was mentioned in 3.1, is seen as learning as experience (Wenger, 1998); therefore, it relates to the way in which we experience and process the world and our engagement with it (ibid). This engagement is said to be negotiated through the continuous interaction and gradual achievement derived from practice (ibid). Meaning is known as learning through experiences (ibid). Meaning is then negotiated through a process of participation and reification (Roberts, 2006; Wenger, 1998). Both terms are important to be able to understand PROMETE and its role in shaping the professional identity of student-teachers. Reification is defined as '…the process of giving form to our experience by producing objects that congeal this experience into "thingness"' (Wenger, 1998, p. 58). Reification can refer to both: a process and a product. There is a 'wide range of processes that include making, designing, representing, naming, encoding, and describing, as well as perceiving, interpreting, using, reusing, decoding, and recasting' (ibid, p. 59). Hence the products reflect those processes and the practice inherent to them. However, it is important to note that in the negotiation of meaning reification does not necessarily imply concrete material objects (Wenger, 1998, Farnsworth, Kleanthous, & Wenger-Trayner, 2016) but it also implies our engagement with the world. PROMETE is then reified in these two senses: first it is recognized as a product in the sense that the name of the programme is associated – by different people - with English language classes for young learners at certain primary schools (see 1.2.2 and 1.2.3). Secondly it is recognized by students and teachers from FLEX as well as future

employers as the process within the BA where student-teachers become English teachers (see 1.2.4).

Reification represents only one aspect in the negotiation of meaning; the other part is participation (Farnsworth et al, 2016). Participation is defined by Wenger (1998 p. 55) as 'the process of taking part [in a community] and … the relations with others that reflects this process'. Participation then implies both not only the action inherent to participating but also the connections built as a result (ibid). It is important to note that participation is not the same as practice, it is broader (ibid). In other words, participation not necessarily imply collaboration, but it can include 'all kinds of relations, conflictual as well as harmonious, intimate as well as political, competitive as well as cooperative' (Wenger, 1998, p. 56). Participation in a community has the potential of shaping both the experience of its members as well as the community (ibid).

Hence, there is a direct relationship between participation and reification (Storberg-Walker, 2008). According to Wenger:

> [Participation and reification] cannot be considered in isolation: they come as a pair. They form a unity in their duality . . .. To understand one, it is necessary to understand the other. To enable one, it is necessary to enable the other. They come about through each other, but they cannot replace each other. It is through their various combinations that they give rise to a variety of experiences of meaning. (1998, p. 62)

Participation and reification require one another if there is going to be continuity of meaning (Farnsworth et al, 2016). In other words, they both make up for the limitations posed by the other. I.e., Participation repairs 'potential misalignments inherent in reification' (Wenger, 1998, p. 64) and vice versa, thus, it is important not to view them as opposites but rather as complementary to the other (Farnsworth et al, 2016). Hence, 'the reified elements of an organization [its mission statements, memos, action plans, and so on] are generally explicit and exist in a symbiotic relationship with the participatory elements of an organization [people who are engaged with the organization] that are generally tacit' (Koliba & Gajda, 2009, p. 109).

In terms of participation Lave and Wenger (1991) define it as 'legitimate peripheral participation' to refer to newcomers entering for the first time and fully participating within the CoP. These newcomers' participation is characterised by their engagement with each other as well as with more experienced members of the CoP; where these forged relations and the activities of the community help them acquire knowledge and develop practices (Lave & Wenger, 1991; Cuddapah & Clayton, 2011; Daniel, Auhl, & Hastings, 2013; Fox, 2000; Handley et al, 2006; Yakhlef, 2009). In PROMETE, is a component as the new student-teachers come into being in charge of their own

group of young learners by first meeting with the 'old' student-teachers and try to learn everything about the group of students they are about to receive (see chapter 4 for a more in-depth description of this process). These newcomers through dialogue construct their language as a mechanism for their conceptual development and their potential as contributors to the field of the CoP (Daniel et al, 2013; Fox, 2000) to eventually become oldtimers. However, a portion of the newcomers remain peripheral and rarely participate within the CoP; these members remain as just observers of the interactions between core members and active members within the CoP. Some reasons for this phenomenon can include for instance, the feelings of inadequacy regarding their potential contributions or observations, or the lack of time to contribute (Wenger et al, 2002).

In time, newcomers become oldtimers through the social process of fully participating in the ongoing community practice. 'Knowledgeable skill is encompassed in the process of assuming an identity as a practitioner, or becoming a full participant, an oldtimer' (Lave, 1991, p. 68). Then, these newcomers substitute the oldtimers, becoming the oldtimers of the CoP (Lave & Wenger, 1991; Lave, 1991).

According to Wenger this process of going from newcomer to oldtimer 'form trajectories, both within and across communities of practice' (1998, p. 154). These trajectories are of different types: peripheral trajectories, inbound trajectories, insider trajectories, boundary trajectories, and outbound trajectories.

Peripheral trajectories: these are the trajectories that do not have full participation within the CoP (Wenger, 1998; Handley et al, 2006). However, the participation within the community is significant enough that it still helps build identity (ibid). In PROMETE this is potentially the case of all student-teachers at the beginning of the semester and some of the students that just 'do enough' to complete the teaching practice requirements without fully participating in the programme. I.e., they remain as peripheral participants through the whole experience. They are also represented by the teachers that participate in the programme as observers and occasional tutors as well as the main teachers at the primary school groups (see 1.2.2).

Inbound trajectories: these trajectories are represented by the newcomers of the CoP who *want* to become full members of the community (Wenger, 1998). They build their identity as future participants of the CoP even if their participation starts as being peripheral (Ibid). Thus, they conform an active group of people that although, are not yet oldtimers they are on their way of becoming such (Wenger et al, 2002). This is the case of student-teachers that start doing their practice looking forward to becoming 'good' teachers. In PROMETE this trajectory is represented

by those student-teachers who want to fully participate in the programme, and because of this desire they try doing everything to become on 'oldtimer'.

Insider trajectories: these trajectories are represented by full participation and the commitment of evolving within the CoP (Wenger, 1998). These are the people (newcomers) who fully substitute the oldtimers of the CoP and they are at the heart of the community (Wenger et al, 2002). These trajectories are represented by those student-teachers who are consolidating themselves as 'teachers'; it is hard to determine when this happens, but not all of them become insiders. They are also represented by the core members of PROMETE, such as the tutors of the programme and the principals from the primary schools where the programme takes place.

Boundary trajectories: these trajectories find their value in linking communities of practice (Wenger, 1998). Handley et al (2006) refer to these trajectories as being those of the people not directly involved in the community of practice but who still have some influence on the same. These trajectories are immediately represented within the time frame when student-teachers are already 'out' of PROMETE and looking to enter a new CoP in the form of their professional practice (see 2.4.3). They are also represented by people such as most parents of the young learners who learn English through PROMETE, as well as the teachers who are in charge of each grade group in the primary schools (see 2.4.3).

Outbound trajectories: these trajectories lead out of the CoP. The importance of these strives in the way their participation within the community helped them develop new relationships, view their growth as members of the community to ultimately being able to find a different teaching position (Wenger, 1998). The outbound trajectory happens when the oldtimers are substituted by the newcomers, and they are seeking to take part of a new CoP. These trajectories are represented when student-teachers have finished their two semesters of the teaching practice class and are in the process of exiting PROMETE. The next component discussed is community and its analytical aspects.

3.1.2   Community: Mutual Engagement, Joint Enterprise, and Shared Repertoire

Community, as it was mentioned in 3.1, is seen by Wenger (1998) as learning as belonging. Thus, it can be referred to as the group of people grouped together through mutual engagement, by a joint enterprise, and the shared inventory of practices (Cuddapah & Clayton, 2011). This group of people 'interact, learn together, build relationships, and in the process develop a sense of belonging and mutual commitment' (Wenger et al, 2002, p. 34). Although, the concept of community can often be confused with having homogeneity, it in fact, seeks the differences among its members and the roles they play (Ibid). That is, the members of the community have

their own specialties or styles helping them achieve their own reputation or status as a result of participating within the community (Ibid). Related to the previous Wenger (1998) states that there are three things that keep a community together: mutual engagement as resulting from the process of negotiation among its members, the enterprise which is defined by the participants of the community within the process of pursuing it, and the practice resulting from the mutual accountability and the shared repertoire of its members. Wenger et al (2002, p. 32) mention that 'the most successful communities of practice thrive where the goals and needs of an organization intersect with the passions and aspirations of participants.

Wenger (1998) says that mutual engagement of the participants within a community is the source of coherence within the same. That is, people negotiate with each other the meanings of the actions they undertake within the community to contribute to the knowledge and competence of others as well as their own by drawing from each other's strengths (Ibid). 'In this sense, practice does not reside in books or in tools' (Wenger, 1998, p. 73) but in the engagement created by the participants (Wenger et al, 2002). As it was previously mentioned this mutual engagement is achieved by the complementary and diverse nature of its members and not by its homogeneity (Ibid). Thus, this diversity accounts not only for richer learning and increased creativity but it also allows people to create relationships connecting participants in a more interesting way (Wenger, 1998; Wenger et al, 2002). In other words, the members of the community interact with one another by using mutual engagement to establish norms and relationships (Wenger, 1998; Roberts, 2006; Koliba & Gajda, 2009) that allow them to learn meaningfully.

Once mutual engagement is achieved it is necessary to negotiate a joint enterprise (Wenger, 1998; Roberts, 2006). This enterprise and the effects it produces in the lives of the members of the community do not need to be uniform for the community to be able to achieve a collective product (Wenger, 1998). That is because the involvement of the members of the community is shaped by conditions outside their control; regardless of this, it is their response to those conditions that bring about the joint enterprise (Ibid). In other words, the joint enterprise is never fully prescribed by outside mandates or a single member of the community, even when the enterprise arose as a response to an external force, or some members have 'more power' than others, the practice evolves as a communal response (Wenger, 1998; Koliba & Gajda, 2009). Thus, the negotiation of the joint enterprise creates relationships among the members of the community of mutual accountability. I.e. the things that matter and are important and the things that are not and the reasons for being that way; the things to do and not do; the things to pay attention to and to ignore; the things to talk about or leave unsaid; the things to justify or just take for granted; the things to show or not; as well as when actions and / or artefacts are appropriate or when they need improvement or refinement (Wenger, 1998).

It is important to note that on his later work Wenger stopped using the term 'joint enterprise' in its place he started using the term 'domain' to refer to it. In an interview reported in the British Journal of Educational studies (Farnsworth et al, 2016), he stated that people confused the terms 'communities of practice' and a 'team' in which 'the notion of joint enterprise does not really clarify the distinction' (Ibid, p. 143). The term 'domain' is used now to define 'the area in which a community claims to have legitimacy to define competence' (Ibid, p. 143). Wenger goes on to explain that a team is put together to pursue a joint task becoming a task-driven relationship among its members; whereas a community of practice refers to a learning collaboration based on practice (Ibid). However, for the purpose of this research I will continue using the term 'joint enterprise' for what he later defined as domain as it seems more appropriate in relation to education and PROMETE. It is more appropriate as it gives the idea of people working with people to achieve the common goal of learning and becoming. In the case of PROMETE the joint enterprise is apparent in the way student-teachers work and relate to other student-teachers, to other teachers at FLEX, and to former PROMETE student-teachers to name a few (see 4.4).

Wenger (1998) states the joint enterprise creates the need for what he calls a shared repertoire, which is understood as the resources needed for negotiating meaning. These resources can be interpreted as the tools and techniques members of the community use as a medium to negotiate meaning so that learning occurs (Wenger, 1998; Koliba & Gajda, 2009). These resources or elements can be heterogeneous but gain meaning and coherence as they belong to the community in the practice of pursuing an enterprise (Wenger, 1998). This repertoire can include all manner of things including language such as words, gestures, genres, and symbols; routines in the way of doing certain things or carrying out certain actions; tools and artefacts; as well as stories, or concepts that the community has produced or adopted (Wenger, 1998; Roberts, 2006). That is, this repertoire is made of both: the knowledge and the practices of the community (Daniel et al, 2013). The way to develop this repertoire is through critical transformative dialogue which helps build the conceptual language that allows 'communities of practice to build, reassess, and modify their conceptual understandings and practices' (Daniel et al, 2013, p. 160).

In the case of PROMETE the student-teachers are mutually engaged in delivering the English classes to the primary school children, this in turn transforms in a joint enterprise to accomplish the previous, their shared repertoire is developed through discussions and reflective tools building a 'common' language and similar set of tools (see 4.2.2). The following component discussed is practice and its analytical aspects.

3.1.3   Identity: Negotiated Experience, Membership, Learning Trajectory, Nexus of Multimembership, and Belonging

Identity, as it was mentioned, is seen by Wenger as learning as becoming. Wenger then (1998, p. 5) defines identity as 'a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities'. Wenger goes on to explain how *theories of identity* seek to understand the person as shaped by the 'complex relations of mutual constitution between individuals and groups' (Ibid, p. 13). By fashioning or shaping their identity new members of a community become full participants of the same giving structure and meaning to knowledge (Lave, 1991; Avis & Fisher, 2006; Handley et al, 2006).

Wenger mentions five analytical aspects of identity. The first one is the need for a *negotiated experience* in which he says that identity exists 'in the constant work of negotiating the self' (Wenger, 1998, p. 151) as participants within the community, thus, meaning to participation and reification is given (see 3.1.1). He goes on to clarify that identity 'is not an object, but a constant becoming' (ibid, p. 154). In the interview reported in the British Journal of Educational studies (Farnsworth et al, 2016), Wenger stated that the community and the identity components of a community of practice are closely related in the sense that identity formation relates to 'how you negotiate your identity as a participant in a community of practice – how you express your competence in that community, how others recognise you as a member or not' (p. 145).

The second aspect is what Wenger refers to as *membership*, in relation to this he says that 'our membership constitutes our identity, not just through reified markers of membership but more fundamentally through the forms of competence it entails' (1998, p. 152). According to Storberg-Walker (2008) there are three dimensions to the competence of membership; these dimensions are explained by the way engagement affects all parties of the community; by the way we are accountable to the enterprise; and the way a repertoire can be negotiated.

The third aspect is what Wenger refers to as *learning trajectory,* in relation to this he mentions that it is 'not a path that can be foreseen or charted but a continuous motion – one that has a momentum of its own in addition to a field of influences. It has a coherence through time that connects the past, the present, and the future' (1998, p. 154). In this regards he also makes reference to four types of learning trajectories (see 3.1.1).

The fourth aspect is what Wenger refers to as *nexus of multimembership*, in relation to this he mentions that 'we all belong to many communities of practice… some as full members, some in some peripheral ways. Some may be central to our identities while others are more incidental. Whatever their nature, all these various forms of participation contribute in some way to the

production of our identities' (1998, p. 158). Wenger (1998) also mentions that the individual must be able to compartmentalize their participation and behaviour within the different communities of practice to become successful members of each one of them.

The fifth aspect is what Wenger (1998) refers to as *belonging*, in relation to this he mentions that this sense of belonging as part of our identity, although, it is experienced locally is defined globally. That is 'an identity – even in its aspects that are formed in a specific community of practice – is not just local to that community' (ibid, p. 162).

The following aspect to be discussed is the acknowledging of the different critiques related to this Social Theory of Learning and Communities of Practice.

3.1.4   Practice: Explicit Knowledge and Tacit Knowledge

Practice, as it was mentioned in 3.1, is seen by Wenger (1998) as learning as doing. Then, Wenger (1998) defines practice as the ability that a group of people have for developing a shared repertoire of resources to be able to carry out a shared enterprise. Therefore, the term practice 'denotes a sense of socially defined ways of doing things in a specific domain: a set of common approaches and shared standards that create a basis for action, communication, problem solving, performance, and accountability' (Wenger et al, 2002). This shared practice includes the common knowledge that can be expected from each full member of the community to create a common foundation (Ibid). However, not all the members are expected to know, be, and act the same as people usually develop different areas of expertise (Ibid).

This common knowledge of practice refers to explicit and tacit knowledge that people have to help them sustain a mutual engagement (Wenger, 1998; Wenger et al, 2002; Cuddapah & Clayton, 2011). Experiential knowledge then ranges from concrete artefacts 'such as specialized tool or manual, to less tangible displays of competence, such as an ability to interpret a slight change in the sound of a machine as indicating as specific problem' (Wenger et al, 2002, p. 39). Whereas explicit knowledge includes that which comes from tangible sources that people in the community share such as: Web sites, books, articles, tools, documents, and other repositories (Wenger, 1998; Wenger, et al, 2002). Tacit knowledge as Wenger (1998, P. 47) refers to 'tends to fade into the background' as we take it for granted. This knowledge 'includes the implicit relations, tacit conventions, subtle cues, untold rules of thumb, recognizable intuitions, specific perceptions, well-tuned sensitivities, embodied understandings, underlying assumptions, and shared world views' (Ibid, P. 47). The combination of these two types of knowledge is what Wenger (1998) refers to as a clear sign of membership within a community of practice as well as a key element in the success of the enterprises undertaken by it.

In this sense, within PROMETE, practice includes elements of both types of knowledge. For example, explicit knowledge aspects such as the construction of lesson plans as well as the production and the sharing of teaching resources (see 4.2.1 and 4.2.2). As well as tacit knowledge aspects such as the way student-teachers affirm themselves as teachers or decision makers in the classroom context including the identification and solving of practical problems of the classroom (see 4.2.2) (Cuddapah & Clayton, 2011). The following component discussed is identity and its analytical aspects.

3.1.5   Acknowledging the Critiques to Wenger's Social Learning Theory and Communities of Practice

There are a number of criticisms in relation to Wenger's Communities of Practice. For example, Cox critiques the fact that when Wenger uses the term community, he denies most of the common connotations of it except to 'express the strength and the voluntary, informal, authentic nature of the relationships identified' (2005, p. 532). He also stresses diverse forms of sense of belonging, that the boundaries of the community can be vague, that solidarity is based on ambiguous symbols, that the sense of community is an accomplishment which is momentary and limited by the circumstances, and that 'community can be limited rather and all-encompassing of the individual' (Ibid, p. 532); Cox argues that Wenger lures 'the reader into the trap of seeing it simply as a large, helpful and friendly, bounded group' (ibid, p. 532). However, Cox believes that Wenger does not intend to project this view of community.

Storberg-Walker (2008) in agreement with Roberts (2006) suggests that Communities of Practice have developed as 'an umbrella concept without specification (from a functionalist perspective) or internal clarity (interpretive perspective)' (p. 556). Therefore, CoP is an abstract idea developed by Wenger (1998) not as a concept within a theory. In other words, Storberg-Walker (2008, p. 558) mentions that CoPs 'are one way to label collective learning processes' and that communities of practice mean to people whatever they want them to mean (Storberg-Walker, 2008 and Omidvar & Kislow, 2014). In an interview with Wenger in the Journal of Management Inquiry conducted by Omidvar & Kislow (2014) Wenger acknowledges that academics critiqued his work regarding this topic, and to this respect he mentions that he was not worried about the critiques at the time as he was more worried with having an impact on the people adopting his ideas.

Even though, Handley et al (2006) argue that it is possible to participate in many communities of practice at the same time, and that as a result there may be some tensions and conflicts that arise from the negotiation that the individual does within those different communities. It is agreed by Cox (2005) and Handley et al (2006) that it is necessary to reconcile our identity so as it is the

same across all communities of practice to be able to maintain a coherent sense of self. This in contrast to what Wenger (1998) proposes when he mentions that the individual participating in different communities of practice must be able to present different identities and behaviours in response to each community.

Handley et al (2006) also critique the apparent duplication in meaning and the difficulty of conceptually understanding the terms participation and practice as Wenger (1998) uses both terms interchangeably. Handley et al (2006) suggest a way to overcome this confusion is by focus on their meaning. However, they (Handley et al, 2006) agree that practice can be interpreted in many ways: one of them being the idea that 'individuals learn to do something (practice) without fully knowing how it is done' (p. 651). Another interpretation presented by Handley et al (ibid p. 651) is that 'practice as *praxis* denotes meaningful engagement in our social communities' the latter interpretation resembles closely that of participation. Handley et al (ibid) mention that Wenger see participation as both as taking part in a physical action as well as a connection; hence, the confusion and overlapping of both terms. Handley et al (ibid) suggest that by limiting the definition of practice to being an activity the concept of participation becomes valuable as it can 'denote *meaningful* activity where meaning is developed through relationships and shared identities' (p.651).

Fuller, Hodkinson, Hodkinson, & Unwin (2005) and Contu & Willmott (2003) critique Lave and Wenger's work by suggesting that 'the fluidity of the novice/expert relationship is underplayed, as is the importance of formal education encounters in which learners become part of a learning community of practice' (in Avis and Fisher, 2006, p.145). Yakhlef (2009) in support of the latter mentions that Wenger reduces learning and knowing to participating within a community 'displacing cognition from individual to anonymous practices' (p. 39). In response to this critique Wenger, in an interview with Omidvar & Kislow (2014) in the Journal of Management Inquiry, mentions that within his 1998 work he took learning for granted and then he said that 'if people learn together, the result is a community of practice' (p. 269).

In developing a critique of the work carried out by Wenger in relation to communities of practice, it is not my intention to demonstrate in any detail how a less ambivalent term for communities and communities of practice will make the understanding of PROMETE more obvious. However, I must agree with Handley et al (2006) and Cox (2005) on the necessity of having a core identity that transcends the different communities of practice we belong to. Additionally, I am not deeply concerned with the apparent confusion in the use of the terms of participation and practice within Wenger's (1998) because when the term practice in this research project is used, it refers to the practicum required by FLEX (see 1.2.2 and 4.0 and 4.1) and the term participation refers to

a meaningful activity that is developed as a result of their involvement within PROMETE. Also, as PROMETE as a presumed community of practice has a finite time frame there is no real power struggle between student-teachers "oldtimers" and "newcomers". Finally, although, the clinics linked to the teaching practice class (see 4.3) have their base on the practical problems faced by the student-teachers in PROMETE their discussion and possible solutions are based on theoretical frameworks which are used to support this learning in practice.

Despite various criticisms of Wenger's work on Communities of Practice (see e.g. Cox, 2005; Storberg-Walker, 2008; Avis & Fisher, 2006; Handley et al, 2006; Contu & Willmott, 2003; Fuller et al 2005), this research project uses Wenger's Social Learning Theory and Communities of Practice as a useful framework to first situate the PROMETE programme which is at the heart of this study (see 4.0) and secondly as a lens to understand the development professional identity of the student-teachers taking part in the PROMETE programme (see 5.3.5). The study uses three of the components mentioned by Wenger (1998) (see 3.1): meaning, community, and practice in order to use them as an organising principle and as a lens through which to define the fourth component, identity; in this case the *Professional Identity Development of Student-Teachers within PROMETE.*

As professional identity development is at the core of this study, it is necessary to analyse identity from multiple perspectives including that of Wenger. Therefore, the following section analyses the concept of teachers' professional identity.

3.2   **Professional identity of teachers as a concept**

Identity is a term that has been difficult to define as there is no definite consensus of what the term means. Different authors have different takes on what identity is, or what the professional identity of a teacher means. Despite this lack of agreement on the term, professional identity during the last fifteen years or so has been deemed as a key element in teacher education programmes world-wide, including those in language teacher education. The one thing that the authors seem to agree is that identity is not static (see 3.4.1 for further discussion).

Definitions of identity range from the ones in which teachers' identity is defined completely or partially as the "self", its emotions, religious beliefs, values, qualities of a good teacher, and attitudes (Day & Gu. 2010; Hargreaves, 1998; Pillen, Beijaard, & den Brok, 2013a; Schepens, Aelterman & Vlerick, 2009; Menard-Warwick, 2011; Danielewicz, 2001 in Trent, 2011; Clarke, 2009; Day, Kington, Stobart & Sammons, 2006; Schepens et al, 2009; Wenger, 2010; Johnston, 2003; Zembylas, 2003; and Britzman in Kanno & Stuart, 2011). Identity in that sense can be viewed then as the type of person an individual is recognised as being in a given context (Gee,

2000 in O'Connor, 2008, p.118) including 'the perception that teachers have of themselves as teachers' (Verloop 2003; Cattley 2007 in Lamote & Engels, 2010, p.4).

Furthermore, there are some authors that combine the previous elements of a professional identity with the context in which these teachers will develop or work. That is, definitions of identity such as the following: 'professional identity development is the process of integrating personal knowledge, beliefs, attitudes, norms and values on the one hand, and professional demands from teacher education institutes and schools, including broadly accepted values and standards about teaching, on the other' (Beijaard et al., 2004 in Pillen et a, 2013a, p.660). The same idea is explored by Schaefer (2013) when he talks about the definition posed by Clandinin and Conelly in which they say that teacher identity is 'stories to live by' (p. 270) where the teachers' knowledge and context are brought together. 'For them, teacher knowledge is 'personal practical knowledge, knowledge, which is imbued with all the experiences that make up a person's being' and the teacher context is rationalized in terms of 'a professional knowledge landscape [including] relationships among people, places, and things' (Connelly & Clandinin, 1995 in Schaefer, 2013, p. 270). The previous is complemented with the notion that identity is also referred to as the understanding that people have of their relationship to the world in time and space and how this understanding affects the future (Norton, 1997).

On a different note, some authors define identity as being pedagogical in the sense that it refers to the choices that teachers make in methodologies that are used in the classroom. (Menard-Warwick, 2011). Whereas Kiely and Askham go further to explain what identity is by presenting the term 'furnished imagination' as the combination of 'knowledge, procedural awareness and skills, dispositions, and identity which the teachers take from the course as the conceptual toolkit to work in TESOL' (2012, p. 496). They also mention that identity is 'future oriented, drawing on the capacity to imagine a transformed self and to see it as part of the narrative of personal history' (Kiely & Askham, 2012, p. 498). The following section discusses the different views of professional identity.

3.3   Views on professional identity

There are three different views about professional identity. These views can be categorized based on the following: the views in which identity is directly related to the self without considering any other factor. In other words, identity is an internal affair pertaining the teacher as a person. The second category is the one in which professional identity is a combination of the self and some external factor, such as, the working or professional context, the social context, and / or the culture. The third category relates to the ones in which identity is merely an external factor or a

factor not including the person as a self, but this view can include teaching skills and knowledge, institutional ethos, educational policies, and so on.

3.3.1   The teacher as an individual

All of the views placed within this category see professional identity as a purely internal process pertaining only to the teacher and their emotional self. This category is represented first and foremost by Hargreaves (1998) who believes that a teacher's professional identity is directly related to their emotional well-being. He states that 'emotions are at the heart of teaching… [because] …good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy' (Hargreaves, 1998, p. 835). His ideas are supported by Day and Gu who define 'teacher identity as the person within the professional' (2010, p. 33) also within their work they support the suggestion posed by Kelchtermans who says that the professional teacher evolves over time and that it must have the following components: the first is their self-image; the second is their self-esteem; the third one is job motivation; the fourth one is task perception, referring to the way teachers perceive their jobs; and finally their future perspective or the way they expect their job to develop over time. As can be noticed, the afore mentioned components have a direct relation to the person and the way that professional identity is shaped by each person's values, beliefs, feelings, emotions, and attitudes. Furthermore, the previous point is supported by Shapiro (2010) who says that 'emotional identity is fundamental to our understanding of professional identity' (p. 616).

Another dimension in which some authors view identity, but still within this category, is that 'identity relates to desire – the desire for recognition, the desire for affiliation, and the desire for security and safety' (Norton, 1997, p. 410). Johnston (2003) goes further while illustrating his view of identity by stating that identity is related to the self, including the moral rights and responsibilities within a teacher-student relation, their professionalism, and the place of religious beliefs in relation to 'the teacher's sense of spiritual identity' (p. 100).

3.3.2   The teacher as a human being modified by other factors

All the views placed within this category still view professional identity as being an internal process but this process is influenced by other factors. This category is represented by views such as the three discussed by Zembylas (2003); first, the author says that identity can be developmental based on an Ericksonian or neo-Ericksonian theory and research where a 'person is a combination of the "self-made" and "environmentally responsive"' (Zembylas, (2003, p. 219).

Second, the author says that identity can have a socio-cultural approach based on Vygotsky; where the identity is the combination of the individual and all the cultural tools around said individual. In the third one, the author mentions poststructuralist view of identity based on the work of Foucault, Butler, and Bhaba; where this view is explained as self-consciousness aroused by 'discourses, experiences, and emotions' combined with cultural and political contexts. Wenger (1998 and 2010) makes a clear link between what the personal self and the professional side of being a teacher, through his social learning theory. He places identity close to the practice of being a teacher. In his words professional identity is 'viewed as a journey through landscapes of practices' (1998, p. 13). He says that identity has five characteristics: the first one is that identity reflects the self; the second one is that identity is built on community membership (Wenger, 1998; and Tsui, 2007); the third one is that it is a trajectory of learning incorporating 'the past and the future into the experience of the present' (Wenger, 2010, p. 5). The fourth one is that identity is 'a nexus of multimembership' (Wenger, 2010, p. 6) where many forms of identification exist at once in one person. Tsui (2007) refers to this characteristic as having a multifaceted nature. The fifth one mentions that identity is multi-scale addressing the idea of the inclusion of a local as well as a global context in its formation. A sixth characteristic can be drawn from Tsui (2007), this is 'the relationship between agency and structure in identity formation' (p. 658) particularly in relation to the different choices that teachers make within their practice.

In the same category, on the one hand, there are some authors that view identity as being influenced equally by both their self and other factors; including knowledge and context. Therefore, it has to be mentioned that 'from a teacher's vantage point, knowledge is entwined with identity, stories to live by' (Clandinin et al, 2009 in Schaefer, 2013, p. 270), the authors mention that identity is the existing 'connection between a teacher's personal practical knowledge and the landscape, past and present where teachers live and work' (Clandinin et al, 2009 in Schaefer, 2013, p. 270). On the same note Lipka and Brinthaupt (1999 in Pillen et al, 2013b) mention that professional identity implies 'finding a balance between the personal and the professional side of becoming a teacher' (p. 241).

Clarke goes further by elaborating that professional identity should be viewed based on Foucault's four ethico-political axes. The first one is known as the *substance of the teacher,* and it refers to the person and how it builds its identity. The second one is known as the *authority sources,* and it refers to the way a teacher develops attitudes, beliefs, and behaviours including the authority figures these teachers recognizes. The third one is known as the *self-practices,* and they refer to techniques, skills, and practices that take part of the teaching self. Finally, the fourth one, it is known as the *telos* and it refers to 'the ultimate endpoint, goal or purpose as a teacher' (2009, pp. 190-191).

Although some authors still view identity as the combination of the self, knowledge, and other factors. They see it as a process, this is the case of Day et al (1996) who view identity first as the understanding teachers have of themselves, their emotional and cognitive parts, so they can make sense of their working context and their agency – defined as the 'ability to pursue the goals that one values (Day et al, 2006, p. 602). There are some authors like Vazquez who view identity as 'both contingent and relational [i.e.] who we are as humans varies according to who we are talking to, where, and for what purpose' (2011, p. 539).

3.3.3   The teacher as a practical human being

All the views placed within this category relate professional identity with knowledge – content, pedagogical, didactical – including the practical aspects of teaching. This category is reflected when Beijaard et al (2000) define teachers as being 'subject matter experts, pedagogical experts and didactical experts' (p. 751). Beuchamp & Thomas, (2009) say that identity can be used as a frame to examine different aspects of teaching, acting as a platform for constantly re-inventing themselves as such. The previous in turn, becomes an organizing element that helps teachers make sense of their professional lives.

It is important to note what Kanno & Stuart say in relation to novice teachers' identity; when they point out that 'becoming a teacher is very much a process of learning, through their engagement in teaching practices, what aspects of teaching matters to them, and striving to become more skilled in those areas' (2011, p. 246). Morgan (2004 in Menard-Warwick, 2011) say that 'identity *is* pedagogy, since teachers' choices in methodologies highlights particular identity options for students' (p. 175).

Kiely and Askham view identity as 'imagining a future self, making sense of new knowledge and practices' (2012, p. 514). They coined a term called *furnished imagination* as being part of a teacher's identity. This 'furnished imagination is what novice teachers in TESOL take to work. It is a toolkit and bag of tricks, the passport which affords entry with confidence, and the badge which allows social recognition and acceptance' (Kiely & Askham, 2012, p. 514). Nias (1989 in Schepens et al 2009) before them mentioned how 'teachers' professional identity is important in the sense that it is believed to strongly determine how teachers teach, how they develop professionally and how they approach educational changes' (p. 363).

It is important to mention that despite the fact that these last views of identity do not make a direct mention of the role of the self at its core, it can be implied that this part of a teacher cannot be excluded from its identity, because teaching is definitely human in nature.

For the purpose of this project identity then must be viewed through three different lenses: the person as a human being, the context where this human being develops professionally and works, and finally but just as important all the knowledge and skills teachers have in order to have a fully developed professional identity. As we can see from the previous sub-chapters, the literature about teachers' professional identity includes definitions ranging from a wide spectrum representing different views of the same. Thus, for the purpose of this study the definition of identity proposed by Lave and Wenger as a sociocultural theory of learning (1991) is used. This theory aims to explain the way the context can influence social ventures to generate practice, meaning, and identity. Wenger (2010) stated that learning is the production of identity. He also mentions that by carrying out social interactions in practice we become who we are. Wenger proposes that professional identity is part of the four interdependent aspects of Communities of Practice: community, practice, meaning, and identity (see 3.1). The following section will look at the principles of identity formation.

3.4　　The principles of identity formation

When identity formation is discussed related to communities of practice there are six principles that influence it and must be considered when talking about it. These principles include: (1) identity is constantly shifting; (2) identity is influenced by the self as members of a social community; (3) identity is influenced by the context; (4) identity is a social endeavour; (5) identity development uses reflective practice as a tool for awareness; and (6) identity is shaped by the practice of teaching. These principles were inferred from all the literature consulted and are defined next.

3.4.1　　Identity is constantly shifting

The first principle of professional identity, that the authors consulted have in common, is the idea that it is not static but rather is in constant flux and movement. This is stressed through the trajectories presented by Wenger (1998) as identity construction through the membership and participation of communities of practice (see 3.1). In concordance with this principle different authors use a wide variety of terms to indicate this idea such as; *on-going changing process* (Kiely & Askham, 2012; Menard-Warwick, 2011; Tsui, 2007; Beijaard, Verloop, & Vermunt, 2000; Beuchamp & Thomas, 2009; Clarke, 2009; Day, Elliot & Kington, 2005; Hargreaves, 1998; Pillen, Beijaard, & den Brok, 2013b; Schepens, Aelterman & Vlerick, 2009; O'Connor, 2008; Sachs, 2001; Shapiro, 2010; Wenger, 1998; Duff & Uchida, 1997; Golombeck & Jordan, 2005; Johnston, 1997; Kanno & Stuart, 2011; and Xu, 2012), *as development* (Day, Kington, Stobart & Sammons, 2006;

Lamote & Engels, 2010; Zembylas, 2003; and Xu, 2012), *as a construction* (Clarke, 2009; Duff & Uchida, 1997; and Trent, 2011), *as being dynamic* (Pillen et al, 2013b; Norton, 1997; and Trent, 2011), *as evolving* (Day & Gu. 2010; Johnston, 1997), *as being relational* (Vazquez. 2011; Tsui, 2007; and Johnston, 2003), *as being negotiated* (Schaefer, 2013; and Duff & Uchida, 1997), as *being constitutive* (Kanno & Stuart, 2011), *as being adaptable* (Menard-Warwick, 2011), *as being shaped through learning and experiences* (Wenger, 2010; Varghese, Morgan, Johnston & Johnson, 2005; and Schaefer, 2013), *as being active* (Pillen et al, 2013b), *as shifting* (Schaefer, 2013; Varghese et al, 2005), *as contingent* (Vazquez. 2011), *as transforming* (Xu, 2012; and Duff & Uchida, 1997); and *as being negotiated through language and other forms of social interaction* (Johnston, 2003).

3.4.2   Identity is influenced by the self as members of a social community

The second principle relates to the consideration of the teacher as a person with values, emotions, attitudes, and beliefs, that is, it consists in 'the number of interrelated ways one is recognized as a certain kind of person' (Luehmann, 2007, p. 827). These aspects include a strong sense of commitment, motivation, self-efficacy, and job satisfaction when participating within a community (Day, et al, 2005; Clarke, 2009, Hargreaves, 1998; O'Connor, 2008; Sachs, 2001; Wenger, 1998; Wenger, 2010; Zembylas, 2003; Johnston, 2003). It is important for student-teachers within PROMETE to develop and validate an image of themselves as teachers, as this in turn will help them create a positive image of themselves supporting their identity development (Anspal, Eisenschmidt & Löfström, 2012) within a community. It is through this development that the teacher 'can develop greater flexibility, stronger solidarity, and heightened sensitivity toward their colleagues and students (Shapiro, 2010, p. 620). Therefore, a teacher with as strong self-identity is able to make moral judgements, by pondering different positions towards a particular situation, and thus, taking a final decision helps them develop their identity (Coldron & Smith, 1999).

It is important to note that the professional self just like the personal one evolves over time, and it consists of five different interrelated aspects (see figure 7) described by Kelchtermans (in Day, et al, 2006). Each one of these aspects is supported by other authors as well. I.e. the professional personal 'self' is created through the combination of the five aspects: *self-image* which depicts the way teachers see themselves (Tsui, 2007; Varghese, et al, 2005); *self-esteem* which represents the way teachers feel about themselves (Anspal, et al, 2012); *task perception* it is the way teachers' jobs are described by them; *job-motivation* it represents the degree of commitment teachers have (Pillen, et al, 2013a;); and *future perspectives* represent the way teachers expect their jobs to develop in the future (Lamote & Engels, 2010).
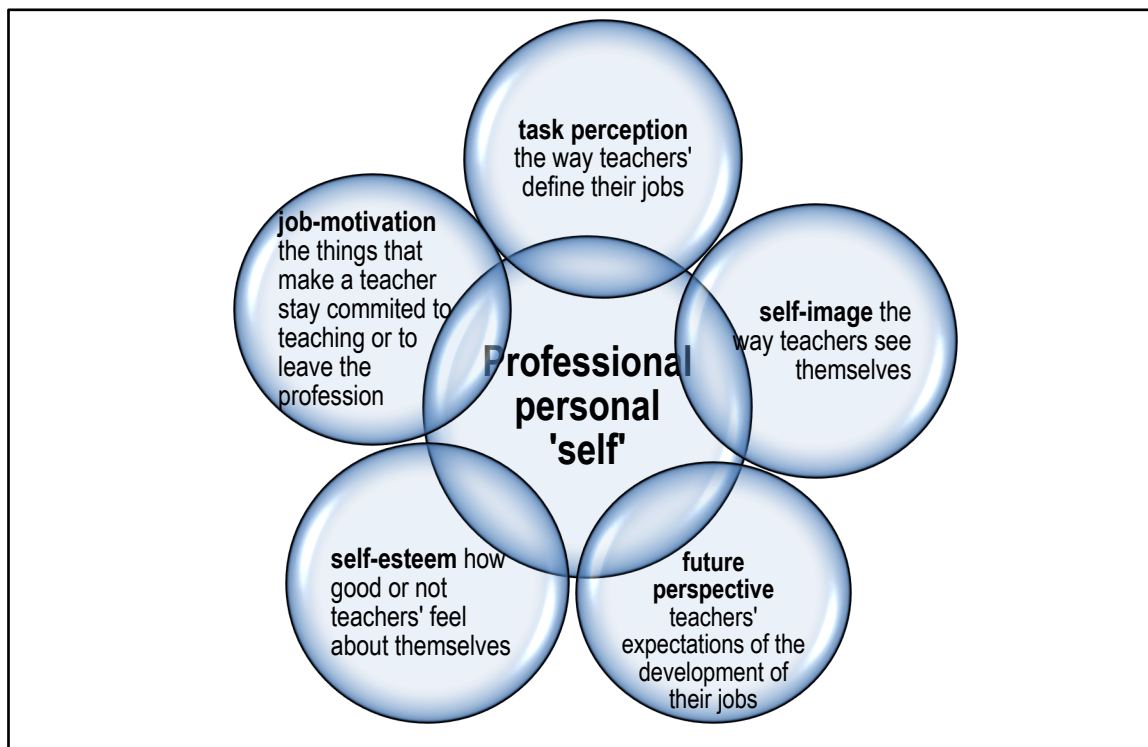
Figure 7: Professional personal 'self' development (Kelchtermans in Day, Kington, Stobart & Sammons, 2006)

3.4.3   Identity is influenced by the context

The third principle relates to the idea that the context in which teachers are imbued has a great influence in the way their identity develops. The first context teachers take into account is the community context (Beuchamp & Thomas, 2009, Wenger, 1998; Wenger, 2010). The second context is the institutional environment they work at (Day, et al, 2005; Beuchamp & Thomas, 2009; Varghese, et al, 2005; Day & Gu, 2010; Xu, 2012; Duff & Uchida, 1997). The third context relates to the socio-cultural environment where teachers live and work (Day et al, 2005; Beuchamp & Thomas, 2009; Schaefer, 2013; Norton, 1997; Tsui, 2007; Coldron & Smith, 1999). Therefore, it can be said that the three contexts: the community, the institutional, and the socio-cultural have a repercussion in the way the identity of student-teachers develop.

3.4.4   Identity is a social endeavour

The fourth principle is best described by what Coldron and Smith say about it; 'being a teacher is a matter of being seen as a teacher by himself or herself and by others; it is a matter of acquiring and then redefining an identity that is socially legitimated' (1999, p. 712); this social recognition is given by the social space teachers take. In other words, it is the combination of the personal identity of teachers and the image other people have of them; within this image, things such as qualifications, characteristics, and values are considered (Czerniawski, 2011; Luehmann, 2007). It

is also social in the sense that for identity to be developed it needs the social interaction with peers through socialization (Czerniwski, 2011; Furlong, 2013).

3.4.5   Identity development uses reflective practice as a tool for awareness

The fifth principle responds to what Anspal, et al say about it; 'through reflection, the student teachers become aware of their sense of self, their beliefs, emotions and strategies of coping with different challenges' (2012, p. 214). Thus, it is through reflection that teachers are able to learn about themselves, as well as learn to teach or improve their teaching practice (Walkington, 2005); because if the practicum is essential for the learning of student-teachers, then it is necessary that they are able to interpret, narrate, and recognize their participation in the practicum by means of reflective work to help them develop their identity (Luehmann, 2007; Merç, 2010). This understanding is the basis for the awareness teachers have about their professional identity.

3.4.6   Identity is shaped by the practice of teaching

According to Wenger (1988 in Beuchamp & Thomas, 2009, p. 180) identity and practice are 'mirror images of one another' and has the following characteristics: 'identity is the negotiated experience of self, involves community membership, has a learning trajectory, combines different forms of membership within an identity, and presumes involvement in local and global contexts' (Beuchamp & Thomas, 2009, p. 180).

Student-teachers' identity is shaped by their teaching practice, including all the decisions they make regarding said practice: lesson planning, materials development, classroom management, and so on (Day, et al, 2006; Kiely & Askham, 2012); these decisions help them not only to build their identity in regard to the type of teacher they want to be but also to link theory to classroom practice (Lamote & Engels, 2010; Norton, 1997). This process becomes the turning point between what they aspire to be and who they really are (Kanno & Stuart, 2011) becoming an essential element of their teacher education (Merç, 2010).

Once these six principles have been identified it is necessary to describe the different tensions experienced by student-teachers while carrying out their practice. The following section presents a discussion of the tensions derived from the professional identity formation of student-teachers within PROMETE.

3.5   Tensions derived from professional identity formation

Wenger (2010) acknowledges that tensions can derive from learning as a member of a community of practice. These tensions relate inherently to the person who 'is not just a cognitive entity... but a whole person, with a heart, a body, a brain, relationships, aspirations, all the aspects of human experience, all ... interpreted through learning' (ibid p.2). Based on the previous acknowledgement that tensions in a community of practice derive from the human nature of the same, and the need that this study has for identifying the different aspects that have an impact on professional identity development of the student-teachers, who become part of the CoP of PROMETE, it becomes necessary to become aware of the possible tensions they experience as they become engrossed in their practice. Hence, during this process of identity formation, a number of tensions have been identified in relation to student-teachers as they enter their practicum based on the research done by Pillen, et al, (2013a). Tensions are considered the conflict derived from what the teacher desires and what the profession finds relevant. The issues resulting from this conflict can create serious tensions in teachers, at the same time if the tensions become too severe, they may cause the student-teacher to quit the teacher education programme and thus the profession (Ibid).

The following is a list of twelve different tensions found and inferred from the literature related to identity formation and/or development of pre-service teachers or student-teachers. It is important to note that, although Pillen, et al. present a list of tensions of their own, not all of them seem appropriate for the context of this study; however, some other tensions either overtly identified or inferred by other authors are more applicable for said context. Also, despite the fact that all these tensions respond to inherent humanity of the student teachers (Wenger, 1998) and the other members of PROMETE they are presented as list of specific tensions; some of which directly resonate with Wenger's (Ibid) learning, meaning, practice, community, and identity and some do not but can be inferred as such.

3.5.1   Acting as teachers and not as students

Student-teachers must make the transition from acting as students to acting as teachers (Pillen, et al, 2013a and b; Kanno & Stuart, 2011). When student-teachers are not able to make this transition, they experience problems when dealing with students, because these students do not recognize them as an authority figure in the classroom (Merç, 2010). This difference in self-perception is a source of stress since student-teachers may lack the necessary resources for coping with the problems derived from said tension (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 2000). However, it is important to note that Wenger mentions how this power

struggle with themselves, and the young learners can represent 'the formation of identity in practice as the ability to negotiate an experience of meaning' (1998, p17).

3.5.2   External requirements

Student teachers may experience difficulties when they find out that in their practicum much of the decisions pertaining their practice is done by other people (Pillen, et al, 2013a and b; Coldron & Smith, 1999; Furlong, 2013; Merç, 2010). In addition, student-teachers are expected to align their teaching to current policies and practices which pose political and cultural challenges for them. The political challenges include responding to administrators, parents, colleagues, and in some cases even students. The cultural challenges include the opposing views of their values and beliefs and those supported by the school community (Luehmann, 2007; Mak, 2011). This tension can be linked to what Wenger (1998) defines as joint enterprise in which mutual accountability is included in terms of how the different members of PROMETE must comply with certain things which have already been defined (see 4.3).

3.5.3   Wanting to care for students but needing to be tough

Student-teachers may feel they need to become 'friends' to their students but in turn they lose control of the class (Pillen et al, 2013a and b). This tension is created when the student-teacher feels abler to relate to students than to other teachers (Pillen, et al, 2013a and b). That is, they feel closer, emotionally, to their students than to their teaching peers. This creates a tension in their capability to manage their classroom.

3.5.4   Feeling incompetent in terms of knowledge

Students expect student-teachers to be experts in their field of knowledge when in fact student-teachers feel they are not (Pillen, et al, 2013a and b; Merç, 2010; Weinstein, 1988). If student-teachers feel this incompetence, then it is likely that they begin to feel overwhelmed and they seem to start becoming detached from their practicum (Johnson, 1996); or they can hinder the student-teacher's desire to try other pedagogical options (Mak, 2011). Wenger claims that 'the distinction between theoretical and practical then refers to distinctions between enterprises rather than fundamental distinctions in qualities of human experience and knowledge' (1998, p.48). Thus, it can be inferred that this tension stems from their lack of previous classroom practice.

3.5.5   Vision of teaching and the reality of the classroom

Student-teachers may find that during their practicum the reality of the classroom is far different to what they had imagined; they may encounter students who do not *know* what they supposed to, they will be spending a lot of their time dealing with discipline and classroom management issues (Johnson, 1996; Luehmann, 2007; Merç). This tension relates to what student-teachers have reified in their minds as teaching in PROMETE (Wenger, 1998). As a result of the previous, student-teachers need to feel prepared to know how real classrooms work daily regarding their operations and management (Johnson, 1996; Merç, 2010).

3.5.6   'Wasting' time in other activities related to teaching other than that

Student-teachers often feel they do not have enough time to fulfil their teaching duties to the best of their capacities (Pillen, et al, 2013a and b). Student-teachers may feel that they have to wrestle with many other responsibilities aside from being in the classroom, responsibilities such as special events, grading, field experiences, and so on (Luehmann, 2007).

3.5.7   Difficulty regarding teaching approaches

Student-teachers may 'lack a frame of reference regarding what a teacher should know and do' regarding the teaching approach expected to be used within the practicum (Pillen, et al, 2013a and b, p. 664). That is, student-teachers need to have the necessary knowledge about how real classrooms work, including the day-to-day operations of them (Johnson, 1996; Hew & Knapczyk, 2007). This tension can be related to what Wenger (1998) calls as a shared repertoire in relation to student-teachers teaching skills, abilities, and tools.

3.5.8   Imposed curriculum vs. students' needs

Student teachers experience conflict when they are expected to follow a particular curriculum at the expense of students' involvement and learning (Coldron & Smith, 1999). This is reflected in the imposed need of completing "all" the material within an allocated time frame, whether students are learning or not (Johnson, 1996).

3.5.9   Difficulty in maintaining an emotional distance

Student teacher may be involved in the lives of their students, making it difficult to maintain an emotional distance regarding the students' feelings and emotions (Pillen, et al, 2013a and b). However, it is important to note that student-teachers who have a strong sense of efficacy are

more likely to not get demotivated on the face of difficulties, they are less critical of their students, and they are more willing to work longer with a student who is struggling to learn without 'losing themselves' in the process (Hoy & Spero, 2005).

3.5.10   Relating to peers

Student-teachers may find it difficult to relate to other people in a professional setting (Beuchamp & Thomas, 2009). Student-teachers must work with others and are expected to align their practices to these other professionals which in turn may be opposed to their beliefs (Luehmann, 2007; Merç, 2010). It is important to point out that there are profound implications for classroom teaching derived from the way student-teachers relate to their colleagues – namely the class teacher, their practicum partner, and so on (McNally, Cope, Inglis, & Stronach 1997). It is important to note how Wenger refers to this tension when he describes how participation (defined in 3.1.5) can be '…conflictual as well as harmonious… competitive as well as cooperative' (1998, p.56). Hence, a professional identity developed '…through relations of participation (Ibid, p.56).

3.5.11   Feeling abandoned by mentor or tutor

Student-teachers find it very difficult to cope with the practicum if they do not have emotional support from their mentor (Beck & Kosnik, 2002). This emotional support to student-teachers also includes the necessary scaffolding within a safe environment to carry out such practicum (Luehmann, 2007). Student-teachers must be aware of the expectations that this mentor has regarding their work within the practicum, so they know what is expected of them (Merç, 2010).

3.5.12   Misconceived career perspectives

It is difficult for student-teachers to continue their career when teaching is not what they were looking for (Pillen, et al, 2013a and b; Weinstein, 1988). This tension creates a lack of commitment and/or responsibility towards the CoP. Student-teachers experiencing this tension never fully become members of the CoP with an insider trajectory, but rather they remain as peripheral members of the same (Wenger,1998).

According to the work done by Fuller & Brown, student-teacher tensions experienced during their practicum can be grouped in four different stages (1975 in Pillen, 2013a; Pigge & Marso, 1997). Therefore, using their work as the basis a categorization of the tensions will be attempted (See table 6). It is important to note that there are three tensions that fit all throughout their practicum period, and this stage will be referred to as *all the stages.*

During the first stage student-teachers tend to relate more to students than to their peers, and as a result they tend to act more like students than teachers; this stage is usually the first few days of the practicum. The tension associated with this stage is *acting as teachers not as students* (see table 6)*.* This stage also relates to a peripheral trajectory within a CoP.

The second stage is characterised by the student-teachers being concerned with surviving their practicum, because they want to feel accepted and liked by their students and their peers; this stage is also located at the beginning of their practicum, and it sometimes can overlap with the first stage. The tensions associated with this stage are *external requirements, wanting to care for students but needing to be tough, feeling incompetent in terms of knowledge, vision of teaching and the reality of the classroom* (see table 6)*.* These first two stages are related the self-concerns as teachers. This stage is related to an inbound trajectory where student-teachers are actively moving towards becoming insiders of the CoP.

The third stage is characterised by the student-teachers feeling concerned with their teaching, during this stage they come to the realisation that there is much more to teaching than just planning and delivering the class to the students; this stage is usually located at the middle of their practicum experience. The tensions associated with this stage are *'wasting' time in other activities,* and *difficulty regarding teaching approaches.* This third stage is also related to the task concerns that student-teachers experience (see Table 6)*.* This stage is related to an inbound trajectory where they are moving towards becoming insiders.

The fourth stage is characterised by student-teachers feeling concerned about their students' learning or their lack of it. At this stage they start looking for other ways to support their student learning; this stage is usually located towards the last weeks of their practicum. The tensions associated with this stage are *imposed curriculum vs. students' needs, difficulty in maintaining an emotional distance.* This stage is also related to the impact concerns experienced by the student teachers (see table 6)*.* This stage is related to the insider trajectory where student-teachers are full participants of the CoP.

During all the stages of the practicum there are three different tensions that can arise at any moment. These tensions are related to the 'self' as teacher and the way ability student-teachers have for coping with the practicum and becoming a teacher. The tensions related to this phase are: *relating to peers, feeling abandoned by mentor or tutor,* and *misconceived career perspectives* (see table 6)*.*

PRACTICUM STAGES WHERE DIFFERENT TENSIONS ARE LOCATED

Stages	Characteristics of the stage	When	Tensions
First Stage (self-concerns)	Student-teachers during this stage tend to identify more with students than with their peers within their practicum institution.	During the first few days of their practicum	Acting as teachers not as students
Second Stage (self-concerns)	Student-teachers are more concerned with surviving the practicum than anything else. They want to feel accepted and liked by their students and peers.	At the beginning of their practicum – sometimes overlapping with the first stage	External requirements
			Wanting to care for students but needing to be tough
			Feeling incompetent in terms of knowledge
			Vision of teaching and the reality of the classroom
Third Stage (task concerns)	Student-teachers within this stage are concerned with teaching, because they realise that there is more to teaching than just planning and showing up in class.	Half-way through their practicum	'Wasting' time in other activities
			Difficulty regarding teaching approaches
Fourth Stage (impact concerns)	Student-teachers within this stage become concerned with their students' learning or lack of. They start looking for ways to support their students in their learning process.	Towards the end of their practicum	Imposed curriculum vs. students' needs
			Difficulty in maintaining an emotional distance
All the Stages	These three tensions can happen anytime within their practicum experience. They are related with the 'self' as a teacher and the ability student-teachers have for coping with the practicum	During all their practicum	Relating to peers
			Feeling abandoned by mentor or tutor
			Misconceived career perspectives

Table 6: Practicum stages where different tensions are located (adapted from Fuller & Brown, 1975, in Pillen, et al, 2013a)

3.6   **Overview**

The main topics under discussion in this chapter are communities of practice and professional identity development. The topics discussed in this chapter have allowed me to better understand how PROMETE works and develops. The first topic under discussion relates to communities of practice and their relationship with the learning process. This topic includes the discussion of the four components cited by Wenger (1998) as conforming his Social Theory of Learning and hence Communities of Practice: The components are meaning, community, practice, and identity. Each one of the components analyses different analytical aspects related to each one. It also includes the discussion of different critiques done to Wenger's theory.

The second part of this chapter proposes professional identity of teachers as a concept, where the concept for identity is discussed and analysed based on three different perspectives. The first one in which identity is defined as being inherent to the person or "self". The second concept links the previous idea of identity being defied by the "self" to the professional context where they develop and work. The third one relates identity as being pedagogical in nature; that is, it is defined by the choice of methodologies and materials used in their own classroom (see 3.2).

The third part of this chapter includes the discussion of the views of professional identity development. This aspect includes a categorization of the views on professional development, where three different categories were identified: identity related to the self only, identity related to the self and some external factors – including the working, the social, and the cultural factors – and identity related to just external factors (see 3.3).

The fourth aspect discusses the principles of identity formation; where six different principles were inferred from the literature consulted and analysed. In a nutshell these principles say that: identity is constantly shifting, that is influenced by the self as members of a social community, that is influenced by the context, that it is a social endeavour, that it uses reflective practice as a tool to help create identity development awareness, and that it is shaped by the practice of teaching (see 3.4). The statement of the principles leads to the sixth aspect related to identity development.

This fifth aspect relates to the different tensions identified within the process of identity formation and development of student-teachers. There were twelve different tensions identified and inferred from the literature pertaining professional identity formation and development of student-teachers (see 3.5).

The previous two chapters serve to name the pertinent literature that will help identify the topics that are relevant for the study as well as to situate this research project. The following chapter is a description of PROMETE including its administration as well as the theory behind practicum.

Chapter 4   The PROMETE Programme

4.0   Introduction

The focus of this study are the student-teachers of the BA in Language Teaching from FLEX who are carrying out their teaching practice within the PROMETE programme. In order to understand better what PROMETE is about, it is necessary to understand all the intricacies of how the programme was created, how it is run and how it fits – as a programme in the BA syllabus. Thus, this chapter complements what has been discussed in 1.2.2, 1.2.3, and 1.2.4 by including further information about the formal and institutional curriculum details of PROMETE as well as the links it has to the literature related to teacher education programmes.

The first point in the chapter aims to define the type of practicum carried out by PROMETE as defined in 2.4.3. This segment also mentions the different types of practicums carried out during the course of the degree. Therefore, this point links the different types of practicums defined in 2.4.3 to particular classes within different semesters.

The second point goes on to describe the background of PROMETE as a programme, that is, it narrates the reasons why the programme was developed as part of the BA in Language Teaching. These reasons correspond not only to the practical reasons outlined by different actors involved in this BA programme but also the theoretical reasons for the creation of PROMETE.

The third part defines how PROMETE is run within the BA programme. This narrative is divided into two segments: the first phase or preparation, and the second and third phases the delivery of thirty classes. This point seeks to illustrate, in a linear way, not only the way the teaching practice classes are linked to PROMETE but also how PROMETE is administered.

The fourth part points out the features of PROMETE that helped me define it as a *community of practice* by linking the information about PROMETE (4.1, 4.2, and 4.3) to the information about CoPs (see 3.1). This chapter closes with an overview of the same.

4.1   Defining the type of practicum of PROMETE

First, to understand how PROMETE works it is necessary to establish what type of practicum it refers to as well as what *practicums* within the BA lead to it. It is important to note that there are

several semesters within this BA where teaching practice schemes take place as an integral part of different BA classes (see 2.4.3 for a definition of the different teaching practice schemes). The following table (7) presents a correlation from the type of teaching practice and the semester where it takes place, as well as the class within the BA it relates to.

The BA in Language Teaching and its Teaching Practice		
Semester	**Class**	**Teaching Practice Scheme**
Third Semester	Teaching Methods I	**Apprenticeship**: Student teachers are required to attend as observers of a class belonging to the language centre from FLEX for two hours each week for the duration of the semester. They go and observe how an experienced teacher approaches different teaching aspects studied within the class.
		Micro-teaching: Student teachers carry out micro teaching sessions within both their teaching methods classes.
Fourth Semester	Teaching Methods II	**Peer Teaching:** Student teachers carry out peer teaching within both their teaching methods classes.
		Real Class A: Student teachers are required to deliver at least two full lessons to a group of students from the language centre from FLEX during the course of the semester. Usually, these classes aim to put into practice a particular teaching method studied within the Teaching Methods II class.
Fifth Semester	Teaching Practice I	**Real Class B:** Student teachers are assigned one group of students from the public education sector (daycare, preschool, or primary school levels). Student-teachers deliver 60-teaching hours to the same group over the course of these two semesters. The programme is known as **PROMETE.**
Sixth Semester	Teaching Practice II	
Seventh Semester	Professional Practice	**Real Class B:** Student teachers are free to choose where to carry out this practice. In other words, they get to choose where, at what level, and when they carry out this professional practice.
Eight Semester		

Table 7: Teaching practice schemes and their placement within the BA in Language Teaching from FLEX

As we can see from the previous table there are several teaching practice schemes carried out within the BA in preparation for the student-teachers to begin participating within the PROMETE programme. The idea of having two whole semesters in which some teaching practice schemes happen is to help build student-teachers confidence and skills before they start with PROMETE. Hence, it starts in third semester where students take a *Teaching Methods I* class. In this class the student-teachers carry out three types of teaching practicum: a) *Apprenticeship* where student-teachers attend a language centre class as an observer using specific observation instruments to start noticing how an experienced teacher deals with different teaching aspects seen in this BA class. b) *Micro-teaching* student-teachers are required to try out different small teaching activities in this mode within the BA class, and c) *Peer-teaching* student-teachers are required to try out different longer teaching sessions in which their peers are –or pretend to be – their intended

students in this mode within the BA class (see table 7 and 2.4.3 for a definition of each one). Teaching practice continues in fourth semester where student-teachers take a *Teaching Methods II* class. In this class student-teachers carry out three types of teaching practice: They continue doing *Micro-teaching* and *Peer-teaching* in a similar way as in third semester. However, they start doing what has been defined as *Real Class A* in this scheme the student teachers deliver, at least, two full one-hour lessons to the students of the language centre they have been assisting since third semester. During this practicum the English teacher in charge of the group is there to observe and support the student-teachers (see table 7 and 2.4.3). It is during the fifth and sixth semesters in the classes of *Teaching Practice I* and *Teaching Practice II* that students carry out what has been defined as *Real Class B* practicum, this practicum has been defined as the time where student-teachers take charge of a group of young learners within a public primary school becoming their English teacher for sixty hours over the course of two semesters or one school year. This is what is known as the PROMETE programme. Finally, it is worth mentioning that the BA students carry out another cycle of *Real Class B* practicum during their final seventh and eighth semesters. This last practicum is open to the student-teachers to decide where and how they complete the same. The purpose of this teaching practice scheme is to help student-teachers further develop the skills acquired during PROMETE but at the same time allowing them the freedom to choose what and where to do it.

The previous information help situate the type of practicum PROMETE responds to within the BA. Then, in order to make sense of PROMETE as part of the BA programme it is necessary to discuss two main things: the first refers to the reasons for the creation of such programme; and the second, refers to the practical aspects of the way the programme is run including its linkage to the teaching practice class.

4.2   **The background to PROMETE**

As was mentioned in 1.2.2 FLEX offers the Bachelor's Degree in *Language Teaching* which includes as part of its curriculum two teaching practice courses; during the fifth and sixth semesters. This bachelor's degree started running in 2001; however, as the first two cohorts concluded the programme (between 2005 and 2006), the novice teachers, who recently graduated from the programme, identified the need of having a different approach towards the teaching practice classes. These new teachers pointed out the lack of "real" practice within the teaching practice classes they took at the time, which led to have no *real* experience in the classroom. The lack of experience they referred to related not only to classroom management and discipline but also lesson planning and material production. In other words, they felt that they got '…too much theory and too little practice' (Johnson, 1996, p.765).

In addition to the previous, during the periodic meetings that the FLEX carries out with employers and potential employers as a required step to evaluate the pertinence of the BA. They frequently commented on the same lack of *real* practice shown by the novice teachers they were hiring. The previous comments in agreement with the novice teachers mentioned and Johnson (1996) when she mentions that novice teachers knew a lot of theory but could not translate it into effective classroom practices.

As a result of those comments, FLEX had the sense that it had 'failed to prepare teachers for the realities of the classroom' (Crandall, 2000, p.35) and that something had to be done with those teaching practice classes. Bearing in mind the previous, FLEX decided to restructure the teaching practice classes to fulfil these needs or in other words, to 'improve teachers' knowledge and classroom practice' (Ball & Cohen, 1999, p.7). The first thing the FLEX did was to restructure the teaching practice objective which now reads: 'to foster the necessary conditions that allow students to put into practice, in real contexts, the knowledge and skills acquired and developed for the teaching of English throughout their career, in such a way that the guidance of the professor and their teaching practice experience help them identify their strengths and weaknesses in said teaching practice' (Universidad de Colima, Facultad de Lenguas Extranjeras, 2011, ps.157-158 and 196). As a result, the restructuring of the teaching practice classes tried to respond to the challenges encountered by three actors: former students, employers or potential employers, and teachers of the FLEX.

During the course of this restructuring six main challenges needed to be addressed by the new teaching practice programme. These challenges were: (a) student-teachers needed teaching experience in 'real' classroom settings; (b) they needed to be proficient in lesson planning; (c) as a consequence of the previous, they needed to be able to design, adapt, or adopt the teaching materials corresponding to their lesson planning; (d) they needed to improve their classroom management skills, including discipline; (e) they needed to be able to make decisions based on their critical thinking skills by linking what they already knew theoretically with their actual practice; (f) so that they could become aware of their own strengths and weaknesses as teachers. The latter on the premises that 'awareness is the first step toward being able to change our teaching practice' (Larsen-Freeman, 1983 in Bailey, 1997, p.5).

As a result of the previous challenges, PROMETE (see 1.2.2 for an explanation of its name) was created to be part of the teaching practice class. In other words, one does not exist without the other, because the conjunction of teaching practice and PROMETE provided student-teachers with a fixed place to carry out their 60-hour teaching practice in a 'real' setting. That is, there are six things which help ensure that teaching practice and PROMETE help those student-teachers

become aware of their own practice and professional development. First, each student-teacher or pair of student-teachers (see 1.2.3) is assigned a single group of students within state primary schools to work with for a whole school year (see 1.2.3). Second, they are able to work on their own or with another student-teacher to deliver their planned lessons (see 4.3.1). Third, student-teachers carry out reflection-in-action, reflection-on-action, and reflection-for-action (see 2.4.2) based on each one of their delivered classes. Fourth, their teaching practice is observed by professors from FLEX or student-teachers from seventh or eighth semesters, with the purpose of providing feedback to help them develop as future teachers. Fifth, having as a basis their reflective practice and the results from the observations, the student-teachers are required to visit their class tutor at least three times each one of the six terms contemplated by the two teaching practice classes, which amounts to 18 tutorial sessions. Finally, there is a face-to-face two-hour teaching practice class once a week that acts as a problem-solving clinic, where the topics are selected based on the commonality of the problems or doubts encountered by the student-teachers and stated within those tutorial sessions.

4.3   PROMETE: The way it was set up

Once PROMETE was conceived as a response or solution to the claims made by the former students, the employers, and potential employers, as well as the teachers within FLEX (see 4.2), it was necessary to find some schools to put it into practice (see 1.2.3 for information about the schools). It is important to note that because this study focusses on the student-teachers within the primary schools, the rest of this segment will deal with the way the collaboration agreement with the SEP works.

In this agreement three afternoon shift state primary schools were allocated by SEP for the teaching practice continuum to take place (see 1.2.3). Although, the conditions of the primary schools are challenged (see 1.2.3) they all have two things in common: the interest and commitment towards the learning of English and no budget to hire teachers for this purpose. Then, in exchange for the opportunity for contextualizing and integrating pre-service teacher education (Crandall, 2000) granted by SEP (Ministry of Education) FLEX made the commitment of making sure that the programme would continue from school year to school year ensuring that all the groups within the primary schools had either a pair of teachers, or a single teacher becoming an established English learning programme for their students. Thus, PROMETE was officially born.

PROMETE is closely linked to the teaching practice classes in such a way that these classes are the place where student-teachers get ready to start working with the English teaching programme. It is also through these classes that student-teachers get the necessary feedback either from the

class' tutors or other teachers working at FLEX (see 1.2.4 for a definition of all the people involved in PROMETE). The combination of both, PROMETE and the Teaching Practice Class, allows student-teachers to complete each of the two 30-hours teaching practice cycle (see 1.2.2 and 4.1) Student-teachers undergo this cycle twice; the first time during the fifth semester and the second time during the sixth semester.

Each cycle includes three phases: the preparation phase, the delivery of the first fifteen classes of that semester, and the delivery of the other fifteen classes of that semester. During the preparation stage is the time where student-teachers go through a number of activities or steps in anticipation to their teaching practice.

4.3.1   First phase: The preparation

The first step is the writing of an individual expectations letter (see 5.3.2.2.2 and Appendix F). With this activity the student-teachers embarking on teaching practice for the first time have the opportunity of putting on paper their expectations and their concerns regarding their practicum in the form of a personal letter addressed to themselves. This letter is saved and then analysed again at the end of each of the two semesters of teaching practice. This letter is not graded nor read by the tutors during the course of the class. In other words, it is just a requirement for the same that later will serve as the basis for an end-of-a-semester self-evaluation. The letter becomes a key element in this study as it is one of sources of data used.

The second step is the selection of partners for the teaching practice. The reason behind allowing student-teachers to work in pairs is that 'individual teachers are less likely to come into contact with new ideas, for they are restricted to the classroom and have a limited network of ongoing professional based interactions within their schools or with their professional peers outside' (Steigelbauer, 1991 in Crookes & Arakaki, 1999, p.19). It is important to note that student-teachers choose their partners based on affinity because they will continue working together during the two semesters.

The third step is the designation of the class and the school to carry out their teaching practice. This designation is done by means of a 'lucky hat'; that is, each of the classes from all three school levels are written on a piece of paper, then placed into the lucky hat and each couple draws one paper from the hat stating the class and the school where they will carry their practice out. The reason for this is that, although, the three schools are in marginal neighbourhoods of the city (see 1.2.3), their location in terms of distance from FLEX varies. Hence, if the classes and groups were assigned any other way it will create conflict among the student-teachers.

The fourth step is the lesson planning for the thirty hours of the semester. The student-teachers are provided with the practical syllabus or content of the grade they will be teaching; based on the same and the student "relay" (a description of the class and the students within it) that they received from the previous student-teachers of that particular group, they are required to prepare the lesson plans that correspond to that particular semester. This lesson planning exercise is reinforced to help our student-teachers avoid going through 'the 'jungle path' where teachers walk into class with no real idea of what they are going to do' (Scrivener, 1994 in Harmer, 2001, p. 310). In other words, they should have a clear idea of what they hope their students to achieve in each class, and the lesson plan is the guide which will help their students reach those aims (Harmer, 2001). At this point they have the freedom to share ideas and plans with other pairs of student-teachers working the same grade level as them. The reason behind this decision is '… the need for variety in classroom activities… [so as to avoid] …student (and teacher) boredom' (Harmer, 2007, p.162); through the building of changes in pace and variety of activities (Harmer, 2007).

The fifth step corresponds to the material design, adaptation, or adoption to suit the designed lesson plans. During this period of teaching practice is when student-teachers 'begin to explore… [teaching] materials and build up knowledge on what is available' (Gower et al. 2005, p.77) for delivering their lesson plans to the children within their prospective classes. They have a wide range of published materials they can use or adopt as they are because they are 'perfect' for a particular class, or they can also adapt them to suit their needs; these materials include reference books, skills books, resource books, videos, to name a few. Among the materials they can create activities for or adapt them to suit their needs are authentic materials – anything that a native speaker would use, hear, see, or read (Gower, et al. 2005).

The final step of the preparation phase is the discipline plan formation. It is during this step that student-teachers work on a discipline plan to help them have a fair and consistent way to establish a safe, orderly, positive classroom environment in which they can teach, and their students can learn (Canter & Canter, 2001). In other words, this discipline plan will act as 'a structure for managing [their] classroom in a way that will allow [them] to accomplish [their] academic goals and, at the same time, teach [their] students self-discipline' (Canter & Canter, 2001, p.6).

4.3.2   Second and third phases: delivery of thirty classes.

These thirty lessons are divided into two phases of fifteen lesson plans each. The reason for this is merely administrative in nature as the University's authorities require three partial evaluations to

be registered in any given class. Each one of the two phases include the delivery of their lesson plans, the self-evaluation of their lesson plans and performance – including their feelings and emotions through reflective practice, an evaluated observation and its corresponding feedback, the attendance to a two-hour problem-solving clinic once a week, as well as the attendance to at least three tutorial sessions with the trainers responsible for PROMETE and the teaching practice class.

It is during these two phases when the student-teachers begin their actual teaching practice. It is when they go to the allocated school groups and 'deliver' or 'teach' their lesson plans. We must remember that there is a continuum of 30 classes per semester with the same group – a total of 60 classes during the school year. This step is important because it not only allows our student-teachers to find a '…balance of skills and activities, not just within a single lesson but over a series of lessons' (Gower, et al., 2005, p.183) but also to get the real classroom practice they need. It is also during these two phases where reflective practice takes place in two different ways: the keeping of a daily teaching log (see Appendix D) and a reflective writing (see Appendix E) corresponding to every five classes delivered.

The teaching log aims to have student-teachers 'write down a description of some of the things that happened and/or… [their] first reactions and feelings about what happened' (Scrivener, 2005, p.377) immediately after they finished each class. To help them with this 'hot' reflection a number of suggested thinking questions are provided (see 5.3.2.1 and Appendix D). Although, some of the questions seem to overlap they serve as a trigger for their reflection. This teaching log is not graded in their content but rather it is just a requirement for the teaching practice as it informs the other reflective instrument employed within the class. The contents of the teaching log are part of this current study.

The second reflective instrument is called "reflective writings" and they aim to have student-teachers write a more structured reflection based on every five teaching journal entries. By writing this 'cold' reflection they take the time to re-visit whatever happened in their classroom during the previous five classes and to try to make sense of these events discussing the three most memorable (positive) events in their classrooms during the week. Then they discuss the two most worrisome moments trying to explain why those things happened. The reflective writing is closed with a discussion on the practical suggestions to try to improve/solve those worrisome aspects. This instrument is graded by the tutors according to the level of completion of the reflective task. These reflective writings are part of the tutorial sessions where they discuss with the tutors the most memorable happenings on each set of five classes. The contents of these reflective writings are part of this current study (see 5.6.1 and Appendix E).

During these two phases of teaching practice, the student-teachers are observed twice with a dual purpose: to evaluate their teaching performance and to provide feedback to help them develop their teaching awareness. That is because when they are observed by other people, – namely supervisors or student-teachers from higher semesters – these observations are more objective as they are '…unhindered by the nerves and anxieties' of the student-teacher (Gower et Al. 2005, p.3). In other words, these observations are evaluative and formative in purpose through a documented recall. The latter is because 'the recall is aided by a document…' (Wallace, 1991 p.63), in this case it is an observation instrument and evaluation rubric designed by the teachers participating in the PROMETE programme. Student-teachers receive direct feedback from their observer after the observation takes place.

The result from the feedback sessions with their tutors and the reported observation results by other people leads to the preparation of problem-solving clinics that happen once a week. These clinics have as an aim to engage in professional conversations with one-another and with the teacher to discuss common concerns or problems that arise in their teaching practice. As a result of this dialogue a number of possible solutions for those common concerns or problems are set forward. This time-space for the clinics have a two-hour duration each week.

At the end of fifth semester student-teachers read their original expectations letter and write a response to it. This is to help them become aware of their growth by internalizing and personalizing their teaching practice experience. In other words, 'without internalization and personalization – the ability to inquiry reflectively about the value of this training - … is basically a perfunctory exercise…' (Hansen, 1998, p.88) losing its professional development potential. This reaction letter is also the basis for their second teaching practice semester. This letter is not graded within the teaching practice class it is just a requirement for the same class. This letter is part of this study (see 5.3.2.2.2 and Appendix G).

The same process described for fifth semester is repeated during sixth semester, with two exceptions: student-teachers keep the same group of young learners from the previous semester and at the end of the sixth semester they take their original expectations letter and the response they wrote at the end of their fifth semester and write a final letter evaluating their teaching practice experience. This letter is also part of this study (see 5.3.2.2.2 and Appendix H).

4.4   Features of PROMETE as a Community of Practice

As can be seen from the background information about PROMETE (1.2 and 4.2) and the discussion of the key aspects of communities of practice (see 3.1), it can be argued that the core condition of a CoP (see 3.1.2) – learning - is met at different levels. First, PROMETE promotes learning at all

three of its levels (Wenger, 1998; Cuddapah & Clayton, 2011; and Storberg-Walker, 2008). At its first level it helps promote an evolving mutual engagement between the different members of the community. This engament becomes obvious in the way the different stakeholders fulfil the first analytical aspect of the community component of a CoP (Wenger, 1998). This aspect refers to how PROMETE has as a joint enterprise the teaching of English to young learners within state schools. That is, the different stakeholders have the same enterprise as their motivation for their involvement within PROMETE (see 1.2.4). The second aspect that favours the same condition is the actual teaching practice class and its problem-solving clinics once a week, where all the members of the PROMETE CoP get together to discuss their problems or concerns (see 4.3.2).

By having a joint enterprise another analytical aspect within a community is identified: mutual engagement. This mutual engagement is not static it transforms over time according to the *learning* acquired by the members of the community because of of their work within PROMETE.

The second level of learning relates to how PROMETE promotes the ability for developing a teaching repertoire of resources, styles, and communicating to negotiate meaning to carry out their shared enterprise (Wenger, 1998). This level of learning relates to the shared repertoire analytical aspect of a community during different stages of the teaching practice class. It is first met when the student-teachers enter the first phase of teaching practice: the preparation phase (see 4.3.1) where student-teachers have the freedom to work together with other couples in their lesson planning and materials development for their future classes. It is also met within the problem-solving clinics, where they share and discuss particular materials or activities they can implement in their classes.

The third level of learning relates to the way PROMETE seeks to engage student-teachers in meaningful practices that ultimately make a difference in the community. This engagement is actively sought with the reflective practice component by means of completing different types of reflective tasks in combination with the way student teachers are able to *talk* to each other as well as other members of the community in order to make a difference. This level of learning relates to the meaning component of a CoP. This relationship is identified because of the participation that the different members of PROMETE have in the construction of meaning (Wenger, 1998).

Hence, the first type of reflective writing refers to the writing of their expectations letter (see 4.3.1 and Appendix F), the response to the same written at the end of fifth semester (see 4.3.2 and Appendix G), and the final rendition letter written at the end of the sixth semester (see 4.3.2 and Appendix H). These letters help student-teachers make meaning of their PROMETE programme experience linking it to their personal goals for teaching. The second instance where

meaning is made is on the daily basis when they write their 'hot' and 'cold' reflections (see 4.3.2 and Appendices D and E) through their teaching log and reflective writings. These two instruments allow student-teachers to understand better the way their young learners learn and react to the different teaching initiatives they undertake in their classrooms.

Also, it can be said that meaning component is present in PROMETE when the programme has been reified in different ways by different people (see 1.2.2, 1.2.4 and 3.1.1). I.e. some people see it as a learning opportunity, some people see it as English classes at a public school, some people see it as teaching experience, and so on.

PROMETE also includes concrete evidence of the practice component based on its explicit knowledge analytical component (Wenger, 1998). This claim stems from the fact that the student-teachers and other members of the community have access and make use of a wide variety of tangible resources available for their practicum. These resources include resource books, tangible materials to be borrowed and used, web sites, and tools. Regarding tacit knowledge analytical component, it is not quite clear at this stage whether the members of PROMETE have developed such.

The final component of a CoP is identity (Wenger, 1998). This is the topic that drives this study. As PROMETE seems to function as a CoP it complies with the necessary conditions for promoting a professional identity development within student-teachers (see 3.3). The following segment gives an overview of the chapter.

4.5   **Overview**

To conclude it can be said the two teaching practice classes at FLEX and PROMETE have a symbiotic relationship and they conform the CoP. One cannot exist without the other if the stated purposes for PROMETE as a CoP are to be met. See figure 9 for a graphical representation of the previous.
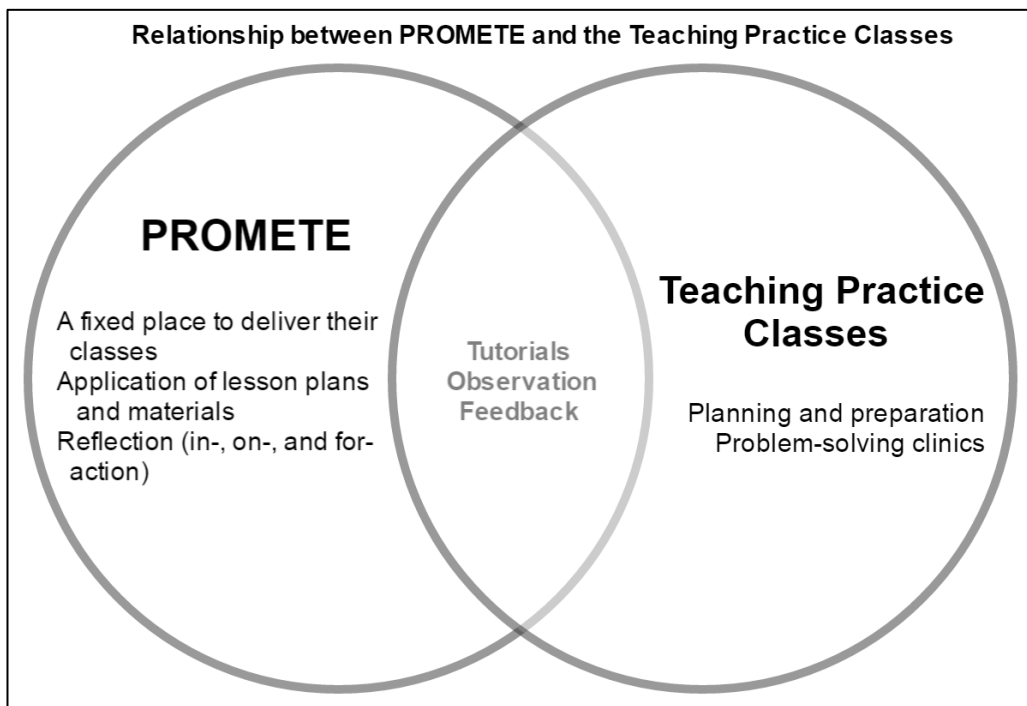
Figure 8: Relationship between PROMETE and the Teaching Practice Class

Figure 8 provides a visual representation of the relationship between the teaching practice classes and the PROMETE programme. Although, they are closely linked, both entities have specific roles in the practicum carried out by student-teachers during their fifth and sixth semesters. Some of these roles are closely linked to the teaching practice classes like planning and preparing their classes before student-teachers start actively participating in PROMETE as well as the problem-solving clinics once they are actively participating within the programme. Some activities are closely linked to their active participation in PROMETE like the delivery of their lesson plans and the usage of the teaching materials attached to those plans as well as their reflective practice derived from said delivery. However, there are some activities that seem to belong to both the teaching practice class and the PROMETE programme, these activities include tutorials, observation, and feedback sessions. In other words, these activities help PROMETE with the improvement of the classes they deliver and are the basis for what happens during the problem-solving clinics. The following chapter provides insights about the research methodology employed in this study.

Chapter 5   Research Design and Methodology

5.0   Introduction

This chapter focusses on the methodology adopted in this study. As was previously described in chapter 3 (3.1), the study sets out to explore identity development within foreign language student-teachers by means of their reflective practice using aspects of Wenger's (1998) social theory of learning and communities of practice as the theoretical framework and the potential lens for identifying the way in which identity develops. This means that the methodological approach this study has, draws on previous identity development studies rather than reflective practice studies. Factors that were considered in choosing the methodological tools included, using the reflective information generated by the teaching practice class as a requirement of the same to be able to observe how the identity of these student-teachers develop during their involvement in PROMETE as a community of practice. The information was collected after the whole year had passed; therefore, the student-teachers only "produced" these reflective instruments for their own growth and / or as part of the teaching practice class. In short, my study seeks to test the empirical data collected through the reflective writing of the student-teachers within PROMETE through Wenger's social theory of learning and communities of practice to analyse the development of the professional identity in student-teachers.

The chapter begins with an elaboration of the research questions. A discussion of the research paradigm adopted followed by an explanation of why a qualitative case study research design was adopted. A section on the research design follows including a justification of the different research instruments. The following sections cover data analysis, the role of the researcher, ethical considerations, and an overview of this chapter.

5.1   Research questions focus

The research questions were devised in line with Wenger's (1998) conceptualization of identity development within communities of practice by means of reflective practice within PROMETE (see chapters 3 and 4) and are listed again in Table 8. As was mentioned in 1.5 these two main research questions and the three subsidiary questions have the aim of identifying the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE). Therefore, as this chapter proceeds, details are provided to show coverage of the research questions by means of teaching

logs, diverse reflective writings, and interviews and this information is then summarized later on in Table 11 (research matrix in 5.3.4).

As will be explained next the two main research questions have a different focus: whereas MRQ1 focuses on the characteristics of identity at different stages of PROMETE, MRQ2 focuses on the tensions (Pillen et al, 2013a) encountered and the way they are dealt with (see 3.5). Following is an explanation of the focus of each one and the aspects each one comprises (see table 8).

Main research question one (MRQ1): *What are the characteristics of student-teachers' professional identity at different stages of their teaching practicum within the PROMETE community of practice?* (See Table 8) focuses on the identified characteristics of professional identity of student teachers during the different moments or stages of PROMETE. This question is represented in the identity component of Wenger's (1998) social theory of learning (see 3.1) in which this learning is referred to as becoming, as doing, and as experience. There are four aspects to pay attention to when deductively analysing the collected data: the first aspect refers to the representation of the student-teachers as *self* in relation to their PROMETE students (3.1.1, 3.2, 3.3, and 3.4.2) to find out the emotions and attitudes they have at the different stages of PROMETE in terms of their participation and how PROMETE is reified. The second aspect is the student-teachers assumed roles as teachers (see 3.1.2, 3.2, 3.3, and 3.4.3) and in this way identify the *membership* they have with the community in terms of engagement, accountability and negotiated repertoire. The third aspect relates to their *learning trajectory* as the transition student-teachers undergo to become young learner 'teachers' not just 'students (see 3.1.4, 3.2, 3.3, 3.4.1, and 3.4.6) in terms of their explicit and tacit knowledge. Finally, the fourth aspect refers to the ability student-teachers have for self-assessment (see 3.4.2). This last aspect helps us understand the way student-teachers are able to link their *self* with the practicalities of being a 'teacher' in terms of their practice.

Main research question two (MRQ2): *What tensions are identified and how are they dealt with in the development of the professional identity of student-teachers during the different stages of PROMETE?* (See table 8) focuses on the tensions encountered by the student-teachers and the way these student-teachers dealt with them while in PROMETE. This question is focused on an adaptation of Pillen et al (2013a) about how tensions encountered during the practicum and the way they are dealt with help shape the professional identity of future teachers (see 3.5). By finding out this information from the data we can add another layer to the professional identity development of student-teachers (see 3.5), as in theory, particular tensions are linked to specific stages of their practice and the way these tensions are dealt with shed more light on this professional identity development.

As was mentioned, the combined answers to the two main research questions will provide a view of the way that professional identity develops in student-teachers within PROMETE. That is, the characteristics of identity identified combined with the tensions encountered during the different stages of PROMETE will provide this view. In order to find the answers to these two questions three subsidiary questions are proposed (see table 8). These three subsidiary questions make direct reference to three of the key components (see 3.1, 3.1.1, 3.1.2, and 3.1.3) of Wenger's (1998) Social Theory of Learning and Communities of Practice (meaning, community, and practice) used as a lens to identify identity (the fourth component). Hence, the answers to these questions will provide answers to the two main research questions.

Subsidiary research question one (SRQ1): *How does the meaning component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?* (See table 8) focuses on CoP meaning making and how it impacts the development of professional identity in student-teachers. This question is represented in the meaning component of Wenger's (1998) social theory of learning (see 3.1.1) and this learning is referred to as experience in terms of participation and reification. There are four aspects to pay attention to when deductively analysing the collected data: the first aspect refers to the understanding of the teaching context where PROMETE takes place (see 1.2 and 3.4.3). The second aspect refers to student-teachers personal purpose for becoming teachers (see 3.3.1 and 3.4.2). The third aspect refers to the student-teachers understanding of their young learners within PROMETE (see 3.3). Finally, the fourth aspect refers to the way student-teachers deal with discipline issues within their PROMETE classroom (3.2 and 4.3.2). By paying attention to these four aspects, we can find out the characteristics of professional identity as well as the tensions encountered and the way they were dealt with in relation to meaning.

Subsidiary research question two (SRQ2): *How does the community component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?* (See table 8) focuses on the community of CoP as means for professional identity development of student-teachers within PROMETE. This question is represented in the community component of Wenger's (1998) social theory of learning (see 3.1.2) in terms of mutual engagement, joint enterprise, and shared repertoire. There are three main aspects to take into consideration when addressing this question. The first aspect refers to PROMETE as a teaching practice programme and the basis for the community of practice (see 4.4) which includes the emotions and the implications that the participation within this community have in student-teachers. The second aspect refers to the actual teaching practice class where

PROMETE as a community of practice is grounded on (see 1.2.2, 1.2.3, 4.2, and 4.3). There are three aspects included here: the planning stage of PROMETE (see 4.3.1), the tutors of the teaching practice class (see 1.2.4), and the activities as part of the class that links to PROMETE. The third aspect refers to teamwork within the community and it includes aspects such as: their teaching partner (see 4.3), other teaching teams within PROMETE, the public school class teacher, and other teachers from the school of language (see 1.2.4). By paying attention to these three aspects, we can find out the characteristics of professional identity as well as the tensions encountered and the way they were dealt with in relation to meaning.

Subsidiary research question three (SRQ3): *How does the practice component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?* (See table 8) focuses on the practice aspect of PROMETE as a CoP. This question is represented in the practice component of Wenger's (1998) social theory of learning (see 3.1.4) and this learning is referred to as doing in terms of explicit and tacit knowledge. There are three aspects to pay attention to when deductively analysing the collected data: the first aspect refers to the way student-teachers build resources as their teaching practice progresses (see 3.4.6 and 4.3.2). The second aspect refers to the way student teachers affirm themselves as teachers within PROMETE (see 3.3 and 3.4). Finally, the third aspect refers to the way student-teachers are able to problem-solve teaching and learning issues within their practicum (see 3.3 and 4.3.2). By paying attention to these four aspects, we can find out the characteristics of professional identity as well as the tensions encountered and the way they were dealt with in relation to practice.

The following table provides a visual representation of the previous as each question is paired with the aspects to consider and the rationale previously stated.

Research Questions	
Question	**Rationale**
MRQ1 What are the characteristics of student-teachers' professional identity at different stages of their teaching practicum within the PROMETE community of practice?	**Learning as becoming** (Wenger, 1998) **Characteristics of identity at different stages of PROMETE** **Aspects:** self in relation to their PROMETE students, assumed teacher roles, transition of student-teachers on their way of *'becoming teachers'*, ability of student-teachers for self-assessment
MRQ2 What tensions are identified and how are they dealt within the development of	**Tensions encountered** (Pillen et al, 2013a) **Way tensions are dealt with**

	professional identity of student-teachers during the different stages of PROMETE?	**Aspects:** stages of PROMETE where different tensions are encountered, ability of student-teachers to deal with those tensions.
SRQ1	How does the meaning component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?	**The learning as experience** (Wenger, 1998) **PROMETE as a community of practice** **Aspects:** teaching context, personal purpose, understanding of their young learners, discipline issues
SRQ2	How does the community component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?	**Learning as a community** (Wenger, 1998) **PROMETE as a community of practice** **Aspects:** PROMETE as a teaching practice community, the teaching practice class, teamwork
SRQ3	How does the practice component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?	**Learning as doing** (Wenger, 1998) **PROMETE as a community of practice** **Aspects:** resources building, affirming, problem-solving

Table 8: Research questions and key aspects of the rationale behind each one

In summary, the two main research questions deal with different aspects of student-teachers professional identity development. Whereas MRQ1 looks at individual characteristics of their identity at different stages of their teaching practicum, MRQ2 looks at the tensions that are encountered during their practicum and how they are dealt with during the different stages of PROMETE. Subsidiary research questions 1, 2, and 3 complement the two main research questions and look at them in more detail by using the meaning, community, and practice components of Wenger (1998) Social Theory of Learning and Communities of Practice.

The following section continues with an explanation as the reasons for using a qualitative approach.

5.2   **Research paradigm**

The philosophy paradigm underlying this research is what has been described by some authors as social constructivism (Creswell, 2013) and by some others as interpretivism (Denzin & Lincoln, 2011). This philosophy sets out to understand how the world in which we live works relaying on the participants views of the situation, in other words, it is the construction of meaning from a particular situation (Creswell, 2013). Thus, this study seeks to understand how PROMETE influences the professional identity development in student teachers. This study is based on the ontological assumption that the researcher aims to report different perspectives from its findings in which reality is seen from many views (Creswell, 2013; and Denzin & Lincoln, 2011). These

different perspectives will be illustrated using the actual words of the participants taken from the data collection instruments (see 5.3.2, 5.3.2.1, 5.3.2.2, 5.3.2.3 and appendices J, K, L, and M).

The study also responds to the epistemological assumption in which the researcher tries to become an insider to the research. As we can see from the role of the researcher in this study (5.3.1), which allowed the researcher to have first-hand knowledge of the student-teachers as I was the tutor and trainer during their involvement in PROMETE. This assumption is particularly evident in the way data is analysed and presented (see chapter 6).

Finally, as a result of this philosophical paradigm, the study answers to the axiological assumption that the research is biased to the particular context in which it takes place and the involvement and knowledge that the researcher has of the same (see 1.2, and 5.3.1).

This research paradigm also includes an explanation of the research approach and the research strategy.

5.2.1   Research approach

Qualitative research in identity development is used to enhance data, in order 'to search for hidden meanings, non-obvious features, multiple interpretations, implied connotations, unheard voices' (Ten Have, 2004, p. 5). Putting it differently, it is a way to study phenomena which is not available in any other manner, and thus, broaden our understanding about them (Silverman, 2011; Dörnyei, 2007; Lincoln and Guba, 2000; Higgs & Cherry, 2009). Therefore, its value is placed in its 'exploratory and explanatory power' (Attride-Stirling, 2001, p. 403). Thus, I believe that a qualitative approach will help understand how identity develops within PROMETE aided by their practice and meaning making of their shared community.

In identity development it is necessary to be able to interpret phenomena by exploring and observing attitudes, behaviours, and experiences of student-teachers daily practice within PROMETE (Denzin & Lincoln, 2011; Creswell, 2013). This will allow the researcher to get an in-depth understanding of the phenomena under study relying on student-teachers perceptions and understandings of their own teaching practice (Dawson, 2009; Silverman, 2011; Holliday, 2007; and Stake, 2010). This understanding will lead the researcher to create meaning by seeking a better understanding of how practice and meaning making within PROMETE leads to professional identity development within student-teachers (Dörnyei, 2007; and Denzin & Lincoln, 2011). PROMETE represents the natural setting where the phenomena is studied; therefore, this unique context (see 1.2) becomes a crucial element of this particular study (Denzin & Lincoln, 1994, 2011;

Creswell, 2013; Silverman, 2011; Merriam, 2002; Bloor & Wood, 2006; Holliday, 2007; and Dörnyei, 2007).

It is also pertinent to mention that this study has an emergent approach to inquiry as it uses the semi-structured interviews at the end of the project to make room for a better understanding of the project (Dörnyei, 2007; Creswell, 2013). It is also necessary to point out that the project uses theoretical frameworks such as teaching practice or practicum, reflective practice, identity development, and communities of practice to be able to inform the study about the different issues addressed by it (Creswell, 2013).

In addition to the previous, this study will use deductive data analysis seeking to expand theory about how professional identity is developed within a community of practice (Flick, 2014). However, the study is also inductive as it seeks to build a theory to explain the particular phenomenon of PROMETE (Merriam, 2002; Creswell, 2013). Thus, the study will use the voices from the participants by using their teaching logs and reflective writings which will allow the researcher an interpretive in-depth analysis of student-teachers identity development (Dörnyei, 2007; Creswell, 2013). However, this necessity of having an in-depth analysis of the data will turn the study into personalistic and subjective as it will need to be based in a small number of subjects to be able to accomplish the necessary depth of understanding (See 5.3.5) (Stake, 2010; Silverman, 2011; Jones, 2004).

In order for this particular study to have validity it contemplates a number of data collection instruments to be able to triangulate data; it uses original expectations letter, the mid-term response, and a final rendition of their teaching practice, complemented by their teaching logs which in turn feed and inform reflective writings (see 5.3.2). Adding to the previous an interview carried out two years after the subjects had finished PROMETE (see 5.3.2) (Denzin & Lincoln, 1994; Dörnyei, 2007; Jones, 2004; Merriam, 2002; and Stake, 2000).

In summary, for the purpose of this study I will use a qualitative research methodology with a participatory approach as described by Lincoln and Guba (2000), because this research is based on data from practical knowledge derived from knowledge accumulation from a presumed community of practice (PROMETE) (see 4.4). Hence, the data I am looking at is embedded in the reflective practice carried out by student-teachers during PROMETE, being this data the representation of the 'voice' of the subjects of this study. This `voice' is mainly based on their experiential and practical knowing. It can also be said that the data sought is introspective as it includes feelings and thoughts of the participants. The study then collects participants' meanings through reflective text data focusing on the phenomenon of student-teachers' professional

identity development. An in-depth study of the context where these student-teachers develop needs to be included to be able to present results from the same (see 1.2 and chapter 4) (Holliday, 2007; Creswell, 2003). This approach will help identity development of language student-teachers within the community of PROMETE become visible contributing to the literature due to its explanatory nature (Denzin & Lincoln, 2011; Creswell, 2013; Dörnyei, 2007). For the rest of the chapter, I have tried to describe the steps taken in conducting and analysing this study. I continue with an explanation of the reasons behind adopting an interpretive longitudinal case study strategy.

5.2.2   Research strategy: Interpretive Longitudinal Case Study

As described in Chapter 4, the foreign language student-teachers participating within PROMETE carry out their practicum in a *real class B* (see 2.4.3), teaching young learners at a primary level state school, for the duration of a whole school year, as part of the teaching practice class of FLEX. These elements conform what is presumed as a community of practice where reflective practice is a required element. It is my contention that because PROMETE is carried out in a natural setting for as long as 60 teaching hours distributed in a school year and with the same group of students it is particularly susceptible to its unique context (see 1.2). This makes the use of the reflective practice produced by the student-teachers during this period of time an important element in the understanding of their professional identity development. In addition, a final interview was conducted. These interviews were carried out after two years have passed from the time these subjects were part of PROMETE in order to have a backwards perspective about their involvement in PROMETE (see 5.3.2). Thus, I opted for treating the professional identity development within PROMETE as an interpretive longitudinal case study approach on the basis that it would add value to the research in the manner described by the combination of three different concepts within a working definition of this strategy. The concepts used in the working definition are case study, longitudinal, and interpretive. The three concepts are discussed next, and then the working definition is presented.

A case study is a research strategy that has the aim of helping us understand social phenomena in its natural setting or its real-life context; the previous is true when 'the boundaries between phenomenon and context are not clearly evident' (Bloor & Wood, 2006; Yin in Woodside, 2010, p. 1). In other words, a case study is a human activity that takes place in the real world. The context is the only way to study and understand the phenomena under study as it draws attention to what can be learned from a case (Stake, 2000). These phenomena exist in the now (Gillham, 2000; Richards, 2003). Finally, it is based on the choice of what is to be studied (Stake, 2000, 2010).

Secondly, a longitudinal study happens over a long period of time; and data is collected at different time periods (Dörnyei, 2007). This type of study has as an objective to be able to collect as much data about a case as possible.

Finally, an interpretive study aims at being able to interpret data, through the development of conceptual categories or themes that either support or challenge the assumptions made about the issue under study. This type of research relies on researchers being able to define and redefine their understandings of what they hear and see (Stake, 2010). In this study the knowledge I have of the context and the subjects under study is of key importance (see 5.3.1).

This research is an interpretive longitudinal case study that aims at understanding and interpreting phenomena, based on small number of subjects (cases), in the natural setting of a real-life context. This research design represents a multiple case design with embedded units of analysis (Yin, 2003 in Duff, 2008). This is done, to be able to support or challenge the known theoretical assumptions about the case under study (see chapter 3) through an in-depth analysis and comparison of the data collected. In this type of research, the context is clearly defined (see 1.2 and the whole of chapter 4) as it provides a better understanding of the data obtained at different points in time over a long time.

It is intended that the collection of data within the community of practice that is PROMETE allows for a better understanding of the identity development of student-teachers to emerge, particularly if the case study is composed of five different subjects (cases) within the study (see 5.3.5). This context description and the reduced number of cases within the study will allow for first, make sense of the data collected (Creswell, 2013; Gillham, 2000; Yin, 1994). Second, become possible to identify the data collected so it is accurate and related to any particular subject (Creswell, 2013). Third, it takes place within a limited geographical area and a limited number of comparable subjects (Yin, 1994; Dörnyei, 2007). Then, the case study is based on the knowledge presented in the reflective practice of five subjects (see 5.3.5), representing the cases, from PROMETE as a presumed CoP. Remembering that PROMETE takes place in a small city within the west coast of Mexico (see 1.2).

This strategy also made it possible to focus on the experience of their practicum for the whole duration of the same, being able to collect data produced over a series of points in time (Dörnyei, 2007). This process will allow me to make a comparison within the data to be able to describe patterns of change and to explain causal relationships with the intent to interpret data to make sense of each case under study (Bloor & Wood, 2006) then to be able to carry out a cross-case analysis (Duff, 2008). It is important to note that all the data was collected retrospectively, that is,

after the student-teachers in PROMETE had finished their practicum. The reason for this was that I was also directly involved in PROMETE as a trainer at the time (See 5.9.1). In addition to all that has been explained and concurring with Gheondea-Eladi (2014) another reason to collect the same type of data from only five subjects as well as to use the same coding template for its analysis (see 5.11) is to be able to make the necessary generalizations that would allow me to reach the aim of this research: *to identify the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE).*

In general, a generalization is referred to being a statement or claim of some sort that applies to more than one individual, group, object, or situation (Gheodea-Eladi, 2014; Mayring, 2007; Payne & Williams, 2005). Generalizing is usually thought of as being quantitative as it seeks to formulate theory for further applications, which is considered a central aim in science (Mayring, 2007). However, this is not really the aim of a qualitative research, which is considered as 'a way of looking at the world' (Higgs & Cherry, 2009, p. 3). Despite this, there are two extreme standpoints about generalization in qualitative research: a constructivist (Lincoln & Guba, 1985) and a critical rationalist or post-positivism (Denzin and Lincoln, 2003). However, these two extremes do not really represent this study. Hence, a third standpoint was selected: *moderatum generalization* (Payne & Williams, 2005; Ghedondea-Eladi, 2014; and Mayring, 2007). This type of generalization represents a more moderate type of generalization suitable for my interpretivist position (Payne and Williams, 2005) as any aspects of my research can be seen as 'broader recognizable set of features' (Mayring, 2007, p.2).

As suggested by Mayring (2007) adhering to a moderatum generalization approach allows my research results to be only context specific as PROMETE represents a unique context in the field of teaching practice (see 1.2). Thus, the implications of this study about the professional identity development of student teachers in PROMETE in terms of generalizations for qualitative research are related to two particular aspects: the way data was collected, coded, and analysed, which leads to the second aspect as the practice of reporting my research results.

The following point of this chapter presents the research design which includes aspects such as the role of the researcher and the timeline for the study; the research instruments; the type and amount of data collected; the establishment of the link between data collection methods, research design, and research questions; and the selection of the participants for the study.

5.3   **Research design**

The research design in this study seeks to integrate different components of the study in a coherent manner so as there is a better understanding of the collection and analysis of the data that conforms this study. This design starts with the definition of the role of the researcher and the data collection timeline. This aspect is key in the understanding the way data will be analysed later.

Next, as a result of the research paradigm, the data collected through different instruments aims to present and in-depth understanding of the identity development of the student-teachers. The data proceeds from teaching logs, reflective writings, and semi-structured interviews. As Creswell (2007) mentions using a single source of data is not enough to develop a case study. Also, it is necessary to have these many sources of data to be able to triangulate such data helping the study become valid (Creswell, 2013; Stake, 2000). The research instruments used in the study are presented in 5.3.2 below.

The previous is followed by the presentation of the type and amount of data collected; which in turn will lead to both: the link beween the data collection instruments, the research design, and the research questions; and the selection of the participants for the study.

5.3.1   The Role of the researcher and timeline

This section includes the role of the researcher, the outline of the events that took place while collecting the data and the type and amount of data collected.

5.3.1.1   The role of the researcher

It is important to note that within this particular study I played two asynchronous roles. First my role was as a participant within PROMETE as the trainer and tutor of the same. Second, my role was as a researcher once PROMETE for the student-teachers in this cohort was over. Although, those roles do not take place simultaneously, they represent two sides of the same coin. Despite that on the surface it seems that I could separate these two roles, in reality I am a practitioner researcher, and my role is a participatory one (Duff, 2008). Next, I will try to explain why I believe this.

At the beginning of my study, my overt participation was as the former trainer and tutor within the teaching practice classes and thus, as a coordinator of PROMETE. Therefore, during that

whole school year student-teachers viewed me only as such. The student-teachers started

viewing me as a researcher at the end of their time within PROMETE when I asked for their help in

this project. It seems, because of the two different time frames dividing my roles and the fact that

student-teachers were able to distinguish those roles that I would be able to act "purely" as a

researcher. Hence, at this time I felt that it was the right way to feel and proceed.

It was when I started trying to make sense of the data that I realised that I could not separate

those roles for this study if, as Blair (2015) mentions, I wanted to give a voice to my data. That is,

my knowledge of PROMETE: the way it started (1.2.2) and the way it has run (chapter 4); the

knowledge and understanding I had about the subjects of my study (see 5.3.5); the knowledge

and understanding of the context where PROMETE is embedded (see 1.2.3); the knowledge and

understanding of the teaching practice classes and what goes into them and how they fit within

the BA program (see chapter 4); and, last but not least, the knowledge I had about the people

involved in PROMETE (see 1.2.4). All this knowledge became an asset to the project As Creswell

(2014) mentions this study is about my own place of work and the involvement with it is great.

The previous realisation was not easy to take on board because as I mentioned above, I felt that I

had to be scholarly and detached, so I tried to present data which reflected that. However, when I

realised that if I disclosed within the study that my participatory involvement in the project

included my role as the trainer and tutor of this particular cohort of students, I could potentially

end with a much richer understanding of the way student-teachers develop their professional

identity within PROMETE. Despite this final understanding of my role in this project, my original

view about research permeated the type of data and the way I collected it. The following segment

will try to make sense of it.

5.3.1.2   **Data collection timeline**

Based on all what I have explained previously my role in the whole process of the study has been

a participatory (Duff, 2008) one. This involvement was perceived by student-teachers as being

first, as one of their tutors and trainers for the teaching practice class, and then as a researcher

(see 5.3.1.1). My original feelings, about what *good research* should be, led me to make the

decision of collecting data retrospectively rather than at the time I was their trainer and tutor in

PROMETE. This decision had advantages and disadvantages: one of the advantages was that I had

several potential candidates for this research project who had already produced vast amounts of

data that could be used as source of information. Another advantage was that those reflective

practice documents were produced only to satisfy the aims and requirements of the teaching

practice classes; therefore, student-teachers were only concerned with producing documents for the class without being concerned of *filtering* their thoughts further as they could have felt if they knew I intended to ask them for their help in this project. One of the drawbacks of this decision reflect the other side of the last advantage. As I was one of their trainers and tutors at the time when they were carrying out this reflective practice, and this practice was considered a requirement for the teaching practice class, the contents of the same may be filtered to *look good* for the trainers. Another of the drawbacks was that student-teachers were required by the teaching practice class to produce all their documents in English; thus, some of the students were not as good at it. Therefore, their reflective practice may have suffered for this in the sense that it may have been cut short and not be as rich in detail as if they had had as a choice to write it in Spanish.

The teaching practice classes within FLEX contemplates the different reflective practice elements analysed in this research as part of the class. These elements include the teaching log, the reflective writings, and the different letters of expectations produced (see 5.3.2.1 and 5.3.2.2). As I previously mentioned it was until the end of PROMETE when I asked student-teachers if they were willing to participate in the present study, and those who agreed submitted those reflective elements for their analysis. Student-teachers then signed a consent letter for their willingness to participate within the study (see 5.3.5 and 5.6).

The timeline for the collection of data proceeding from the study is the following. During the participation within PROMETE during the school year of 2013-2014. I was not only one of the trainers and tutors of the PROMETE student-teachers of this cohort but was doing theoretical research pertaining my intended topic of study (see table 9). As time passed, the original study started shifting towards professional identity development and that was when I started thinking about using student-teachers reflective practice as the source of data on this study. It was until the transitional time between being at the end of 6th semester and the beginning of the 7th semester and student-teachers had finished PROMETE that I asked all the 58 student-teachers within the cohort if they wanted to participate in this research (see 5.3.5). From those 58 student-teachers I got an affirmative response from 32 of them. I got their signed permission for the use of the reflective practice instruments and collected the instruments from all of them.

After having all the data submitted by the 32 student-teachers, the subjects for the study were narrowed down to 20 student-teachers for various reasons (see 5.3.5). However, once I had all the data from the 20 student-teachers I realised that I had a massive amount of data and decided to try to downsize the number of subjects so that the data analysis became manageable (see

5.3.5). After an initial pass to the gathered data, it was considered that narrowing the number of subjects for the study to five was a feasible action (see table 9).

While I was on this initial process of data analysis, student-teachers went on to participate in their professional practice (see 4.1 and table 7), which consists of their final practicum carried out during the last two semesters before obtaining their BA degree. During this time, I kept casual contact with those student-teachers who were the subjects of my study.

After another year had passed and student-teachers had finished their BA and were working as novice teachers, those five student-teachers were available for interviewing. Thus, the only data collected where student-teachers were conscious of the two roles I play in this study is the one derived from the interview. The interview took place after they had completed their BA and they had been *teachers* for over a year. Even though they are aware that I was their trainer and tutor for the teaching practice classes they could provide honest information for this study because they were able to put some distance from this fact and see me as a researcher now. On the following table (9) the data timeline is presented in conjunction with my role played at the time of the study in relation to each event described.

Time	Event	Role played in relation to each event
August 2013 to June 2014	Student-teachers involved in PROMETE as a Community of Practice	Trainer and tutor of the teaching practice class and PROMETE
	Researcher conducting a literature review	Researcher of previous work done on the areas of interest. No data was collected at the time
June 2014-September 2014	Approach student-teachers within the cohort to ask for their participation of this research study	Former trainer and tutor Researcher collecting data in a retrospective manner. Data had been produced by student-teachers as part of the teaching practice class based on their work within PROMETE.
	I got 32 willing subjects to participate	
	Only 20 subjects met the requirements and they signed the consent forms	
June 2015	Participants were narrowed down from being 20 to five. Informed participants of this decision and thanking them.	Researcher making a first analysis of data in order to narrow down the number of participants.
November 2016	I interviewed the five student-teachers after two years had	Former tutor and researcher collecting their retrospective

	passed since they finished PROMETE	views and perceptions as former members of PROMETE
November 2016	I thanked all participants within this study	Researcher

Table 9: Data collection timetable in conjunction with the role played in relation to each described event.

The following section presents the the definition of the research instruments employed within the study.

5.3.2   Research instruments

Most of the research instruments used in the study draw on the reflective components within the PROMETE programme as described in chapter 4. These research instruments were collected retrospectively (see 5.3.1). These instruments are presented in two categories the teaching logs (5.3.2.1) and student-teacher reflection (5.3.2.2). There is another instrument used to collect the view of the former student-teachers about their participation within PROMETE. This instrument is the interview, also described below (5.3.2.3).

5.3.2.1   Teaching logs

Entries within teaching logs were utilised in this study. Appendix D shows the instructions student-teachers receive for writing their teaching log as part of their teaching practice class. As a requirement from the teaching practice class the teaching logs are written in English. A teaching log, in this project is used as a term instead of that of a journal. The reason for this is that the student-teachers are more familiar with the term 'log' rather than that of a 'journal', as this term has been used traditionally in this class. However, in reality within teaching practice the purpose and the way this 'log' is used corresponds to the purposes and uses of a journal.

Bearing in mind that a journal is the combination between what is known as a log and a diary. On one hand, a traditional log is usually defined as being just a record of events that happen within a specific project; they include information such as the date, the place, and the time of the event. In short, they refer to objective and observable information only, and it is meant as a public document. The diary, on the other hand, is meant as a personal and private document because it usually contains subjective information including deep thoughts and opinions about an event or a person. Both types of documents are carried out in a written format preferably during or immediately after the event. Based on the previous definitions of a log and a diary, a journal has the elements of a log to help in the remembering of the details that need to be included within the journal; and the elements of the diary with the inclusion of feelings and opinions – and can be used to complain or moan about a specific situation. In addition to the previous, journals also

include descriptions and explanations of events, and are written to be 'public' documents (Wallace, 1998:62). Journals as they are defined here will be referred to as *logs* from here on.

Although these logs are written as a non-assessed requirement for the teaching practice class. They confer many advantages to this research; among which can be mentioned that they provide '...vivid descriptions of situations... [providing] ...a query of examples of in-depth discussion' (Altrichter et al, 1993, p. 15). They also provide the means for '...generating questions and hypotheses about teaching and learning processes' (Brook et al, 1992. In Wallace, 1998, p. 63). In addition, they promote reflective practice. Similarly, they provide firsthand account of the teaching practice experience, which in turn promotes awareness towards self and how one responds to different situations. Logs are easy to write. Furthermore, these *teaching logs* constitute a wealth of information for conducting this professional identity development research. The *teaching logs* will allow me to have a day-to-day account of their teaching practice, including the way they solve everyday practical problems, the way student-teachers respond to these challenges, and in short, have an account of the way their professional identity develops.

These *teaching logs* are written for the teaching practice class as a required element of the same. They are written with the purpose of helping student-teachers become aware of their strengths and weaknesses as teachers. This awareness includes their emotional reactions or lack of to the different situations encountered within their practice in PROMETE CoP. They became a research tool only until they had finished their teaching practice cycle at the end of sixth semester. As it is explained on the research timeline presented within the ethical considerations on 5.6, these *logs* still constitute a valuable source of information and potential for analysis to accomplish the purpose of this study (Coffey in Flick, 2014). That is, they have evidence of the practice component (Wenger, 1998) (see 3.1.4) or PROMETE, the types and levels of student-teachers reflective practice (see 2.4.2) as well as the way their professional identity develops on the daily basis (see chapter 3).

It is my perception that these *logs* maintain the advantages mentioned previously. However, in agreement with Creswell (2014), they present a number of disadvantages, including: first, that some of the student-teachers are not as eloquent or as detailed on their accounts as desired. Second, their entries could not be as accurate or authentic as they were produced as a requirement for their teaching practice class. Finally, they are hard and painstaking to transcribe as they were handwritten and each student-teacher within PROMETE produced sixty entries on their *log* (see 5.3.3)*.* The different types of reflective writings employed in this project are considered in the next section.

5.3.2.2   **Student-Teacher reflection**

There are two different types of reflective writing employed in this project. The first type is known straight out as *reflective writings.* The second type are three different letters written by the student-teachers and addressed to themselves (Creswell, 2014). Just as with teaching logs they were produced as a requirement for the teaching practice class and not as a research tool. Also, all the reflective writing was required to be written in English. The consent for their use was granted by the student-teachers after they had finished their teaching practice programme. The first instrument described is what is known in PROMETE as the *reflective writings.*

5.3.2.2.1   **Reflective writings**

This tool represents what is known as a 'cold' reflection because it takes place after five classes have been delivered within PROMETE. This instrument is also a requirement already established by the teaching practice syllabus. This tool helps student-teachers re-visit their teaching log and thus the things that happened during the past five classes they have delivered. This reflective writing is assessed by the tutors of the teaching practice class. The rationale behind this tool is that by going through the process of re-visiting the teaching logs after every five classes student-teachers have a chance of making sense of what is really happening in their teaching practice. A total of twelve reflective writings are produced per trainee during their teaching practice. There is a set of instructions provided to the student-teachers to be able to complete each reflective writing (see Appendix E). This tool can help us see how their professional identity develops during their practicum and whether reflective practice acts as a trigger of the same.

As was mentioned, each reflective writing is produced following the instructions provided for the same by the teaching practice class. These instructions will be referred to as the instrument here (See Appendix E). These instructions include the description of what the content and the structure that each reflective writing should include as well as the necessary scaffolding to accomplish this. Hence, the structure of this reflective writing is first, to describe the three most important and positive moments or aspects of their teaching practice during the previous five classes. Then goes on to describe the two most worrisome moments of their teaching practice during those five classes. Finally, they have to produce an action plan that helps them overcome those worrisome moments. The way reflective writings are assessed refers only to the inclusion of the three elements described – positive moments, worrisome moments, and the action plan – not on the actual moments or situations described.

In order to aid student-teachers in this process, there are some trigger questions (see Appendix E). These questions are divided into three different levels or types of questions. The first set of

questions respond to **what** to help them describe each situation. The second set of questions respond to **so what** to help them think a little deeper into each situation. Finally, the third set of questions respond to **now what** to help them come up with an action plan in the event that a similar situation happens in their practice. It is my perception that these reflective writings, despite being assessed, have the main advantage that each one provides a summary of five classes delivered within PROMETE. In turn this summary will provide further evidence of their professional identity development.

The biggest drawback these writings present for this research is that the information presented within them may not be as accurate, for the simple fact that they were assessed, and student-teachers may tend to write what the tutors expected of them (Creswell, 2014). The next instruments described are the three expectations letters written during three different moments of the teaching practice.

5.3.2.2.2   Reflective letters

Reflective letters constitute another type of reflective tool already employed by the teaching practice class (Creswell, 2014). A total of three letters were produced by each of the participants in the study. Even though, letters produced by participants constitute a general type of instrument, it is necessary to explain the mechanics of each one of them because they have different functions within the teaching practice class. These letters are referred to as *initial expectations letter, response to the original expectations letter,* and *final rendition of their teaching practice class.* It is important to note that, even though these letters are a requirement for the teaching practice class, their content is not assessed in any way by the tutors.

Reflective initial expectations letter

This first letter represents the thoughts that student-teachers have before their teaching practice begins. It is a prospective reflective tool; therefore, as a research instrument, it can help us get insight into their professional identity before they begin with the teaching practicum. In other words, it helps us get a starting point for their perceived identity or *base identity*.

The instructions for the initial expectations letter include two different activities (see Appendix F). The first activity consists of three different trigger questions about teaching practice which student-teachers are required to write answers to. The questions refer to their feelings, their expectations, and the expectations that FLEX has on them doing their teaching practice.

Based on the completion of activity one they write their expectations letter as a hand-written personal letter addressed to themselves. In this letter there are two different expectations that

must be addressed: their expectations about planning and preparing for the practicum, their expectations about the delivery of their classes. They also need to include a description of the things they perceive as their strengths and weaknesses and how they may be able to overcome those weaknesses. They finish the letter with a closing statement (see Appendix F). This letter is treated as a personal document and is not read by the tutors. The tutors only check that they have it in their portfolio. However, the contents of the letter are used as a trigger for a first individual tutorial before they start their classes.

Reflective mid-term letter as a response to original expectations letter

The second reflective letter is a response to the original expectations letter. The writing of this letter takes place after they have delivered the first thirty classes at the end of the fifth semester. Hence, as a research instrument, this letter allows us to see how their prospective expectations and their initial professional identity fare after thirty classes have passed.

This letter is written at the end of fifth semester, after student-teachers have delivered the first thirty classes (see Appendix G). This letter is also a requirement of the teaching practice class; and it is meant as a response to the original expectations letter written before the teaching practice cycle began. This constitutes a 'cold' reflection as it looks back at their teaching practice and their performance based on their original expectations.

The instructions are quite simple they ask student-teachers to read the original expectations letter they wrote to identify the key aspects of the same. Then it asks them to mention the things they have accomplished from those expectations. It asks them to describe the things that are still perceived as a challenge after the first cycle of teaching practice. Finally, it asks them to describe the things they will do differently during the following semester (see Appendix G). This letter is not read by the tutors; they only check that it is written and included on the portfolio. However, as with the original expectations letter, the writing of this letter is used as a platform for a tutorial at the end of the first semester as well as a starting point for the second semester.

Reflective Final Rendition of the teaching practice experience

The third letter is a final rendition of their teaching practice. The writing of this letter takes place at the end of their teaching practice period after they have delivered 60 classes at the end of the sixth semester. As a research tool, this letter will let us see how they perceive themselves as teachers after undergoing their teaching practice.

In this final rendition of their teaching practice, student-teachers are asked to give an answer to seven different statements about their teaching practice (see Appendix H). The first statement refers to their original goals or expectations written within the original expectations letter. Regarding this aspect, they are required to say whether they have achieved them or not; and if not, what their plan is for their future practice. The second statement refers to the links they find between theory and practice within their practicum. The third statement asks them to provide three examples of things they have learned because of their teaching practice. The fourth statement requires student-teachers to set new goals for further development. The fifth statement asks student-teachers to explain how they have learned to respond to students. The sixth statement seeks a clarification about how their view of teaching resembles and differs to that of others. Finally, the last statement asks them to discuss how they collaborated with other people during their teaching practice.

As a research instrument, this final letter will allow us to be able to see how their professional identity looks like at the end of their practicum. It will also help us see how reflective thinking triggers their awareness of themselves as teachers, and finally what the main challenges faced in lieu of their professional identity construction are during their teaching practice.

It is my contention that these three letters are a valuable tool for this research because they represent documents written by the student-teachers as private documents addressed to themselves and as a result they were not assessed in any way. In other words, student-teachers were free to say anything to themselves.

The contents of these letters, the reflective writings, and teaching logs were produced during the time in which student-teachers were part of PROMETE. It was after two years have passed that student-teachers were interviewed. The interview as a research instrument is described in the next sub-section.

5.3.2.3   Interviews

As my research centred on professional identity development of student teachers as they were members of PROMETE as a presumed CoP, I considered that a semi-structured interview (Duff, 2008) after they had 'exited' the CoP, represented by PROMETE, and had joined another community as 'teachers' an essential part of the longitudinal data collection process.   Its value is related to how this type of interview will allow me to 'to collect data about the insights or perspectives' (Duff, 2008, p. 133) of the student-teachers participating in this study. This final interview will help me build a version of the truth of how student-teachers professional identity was developed during their participation in PROMETE as a CoP (Duff, 2008). Semi-structured

interviews are also a valuable tool as I have control over the line of questioning (Creswell, 2014) and can focus on particular aspects of my research and at the same time allowing my subjects to expand their answers as they see fit. The research subjects had a choice to answer the interview in either English or Spanish.

In other words, I decided to use a semi-structured interview as a research instrument because it contains base questions that I prepared ahead of time (see Appendix I). These questions represent the issues that the researcher wishes to explore further without having a set order of the questions or having to use the exact words (Merriam, 2002). This type of interview uses the questions as a guide so that the information obtained from the participants is both consistent but rich in comments and information.

There are a few issues that can hinder the information obtained by means of the interview in this study. The most important ones are firstly, I was their teaching practice tutor previously of being a researcher their responses can become biased, and student-teachers can be not as articulate or perceptive to the interview (Creswell, 2014). Secondly, the responses obtained by this mean is filtered by their view of PROMETE. These first issue is resolved by interviewing student-teachers after two years had passed since they finished PROMETE and the last year they had already had a teaching position as English teachers (see 1.4). The second issue has not been resolved as I wanted their honest view of PROMETE in retrospective.

The aim of this interview is to find out how these former student-teachers perceive their professional identity development from the beginning of their teaching practice to now and how helpful this practicum has been for such development.

The guide for the interview states the objective of the same at the beginning of the instrument. Then it includes a chart with eight main questions to act as a guide during the interview (see Appendix I). Although, the questions are numbered they just serve to show a progression from the information derived from their teaching practice experience, including the actual class and PROMETE, to their actual teaching experience. It may happen that at times the answers to the questions overlap and the former student-teacher provides an answer to another question as well. This question is then omitted. The backup questions help the former student-teacher elaborate on the responses she/he provides.

The questions start by asking student-teachers about their preferred language to conduct this interview, then it goes on to a general statement referring to where they are working and when they started doing so. Then the next five questions refer to their teaching practice experience retrospectively; the view they had of themselves as teachers, the major challenges encountered,

the way they overcame them, their major accomplishments, and their view of themselves as teachers at the end of the practicum experience. The answers to these questions will allow me to create links to interdependent components of CoP – practice, meaning, identity, and community. The other two questions seek to link their professional identity at the time of their involvement in PROMETE, to their identity now by asking them how they see themselves as teachers now and whether the teaching practice experience helped them achieve this view of themselves (see Appendix I). These are links will be found first, by analysing the answers provided by the former student-teachers through the related themes to find patterns. Secondly by triangulating the patterns obtained from the reflective documents to the ones encountered through the interview. A summary of the type and amount of collected data is presented next.

5.3.3   Type and amount of data collected

Details about the initial data collected are presented next. It is important to note that the reflective data was produced for the teaching practice class and collected retrospectively once PROMETE was concluded. It is a requirement from the class that it is produced in English. The data was collected and typed as most of the data was either handwritten or typed but handed-in printed. The typed data was done verbatim including all the original words and language mistakes.

The initial data collected consisted of:
- Twenty teaching logs (5.3.2.1) with 60 entries each one corresponding to one teaching hour within PROMETE. These logs were written in English as they are a requirement for the teaching practice class. There was a total of 1,200 hand-written log entries which were typed (see table 10).
- Twelve reflective writings per student-teacher (see 5.3.2.2.1). Each reflective writing represented five classes within PROMETE. There was a total of 240 reflective writings produced by the 20 student-teachers. These reflective writings were written in English as they were also a requirement from the teaching practice class. They had to be re-typed as they were handed-in printed and in most cases the electronic version of the same was not available (see table 10).
- Twenty initial expectation letters, one per student-teacher (see 5.3.2.2.2). Student-teachers were asked to write this letter to themselves during the first day of the teaching practice class during the fifth semester. These letters were written in English as they were also a requirement from the teaching practice class. The letters had to be typed as they were originally hand-written documents (see table 10).

- Twenty responses to the initial expectation letters, one per student-teacher (see 5.3.2.2.2). Student-teachers were asked to write this letter at the end of the first semester. This letter was an exercise to help them find out if they had fulfilled the expectations they had at the beginning of the semester. These letters were written in English as they were also a requirement from the teaching practice class. The letters had to be re-typed as they were handed-in printed and in most cases the electronic version of the same was not available (see table 10).

- Twenty final renditions were collected, one per student-teacher (see 5.3.2.2.2). These letters were written in English as they were also a requirement from the teaching practice class. Student-teachers were asked to write this letter once they had finished delivering their classes within PROMETE. This letter sought to find out the final perception about PROMETE and their work within it. The letters had to be re-typed as they were handed in printed and in most cases the electronic version of the same was not available (see table 10).

Research Tool		Amount of Original Gathered Data	Amount of Selected Data
Teaching Log (See 5.4 and Appendix D)		20 teaching logs with 60 hand-written entries in English each one: a total of 1,200 entries. All of them have been typed as they were originally handwritten.	5 teaching logs with 60 hand-written entries in English each one: a total of 300 entries. All of them had already been typed as they were originally handwritten.
Reflective writings (See 5.5.1 and Appendix E)		Twelve reflective writings per student teacher (20 in total): a total of 240 reflective writings. All of them have been re-typed.	Twelve reflective writings per student teacher (5 in total): a total of 60 reflective writings. All of them had already been re-typed.
Expectation letters	Reflective initial expectation letter (See 5.5.2.1 and Appendix F)	A total of 20 initial expectation letters. All of them have been typed as they were originally handwritten.	A total of 20 initial expectation letters. All of them have been typed as they were originally handwritten.
	Reflective mid-term response to initial expectation letter (See 5.5.2.2 and Appendix G)	A total of 20 responses. All of them have been typed as they were originally handwritten.	A total of 5 responses. All of them had already been typed as they were originally handwritten.
	Reflective final rendition of the teaching practice experience (See 5.5.2.2 and Appendix H)	A total of 20 final renditions were collected. All of them have been transcribed. All of them have been typed as they were originally handwritten.	A total of 5 final renditions were collected. All of them have been transcribed. All of them had already been typed as they were originally handwritten.
Semi-structured interview (See 5.6 and Appendix I)			A total of 5 transcribed interviews from individual recordings
TOTAL AMOUNT OF DATA		1,500 pieces of data	380 pieces of data

Table 10: Summary of the original data collected for the purpose of this study

At this point in time, I had about 1,500 re-typed pieces of data which presented itself as a monumental task. Once the decision of narrowing down the number of participants was made,

data became more manageable. I ended up having 300 teaching log entries, 60 reflective writings, 5 initial letters of expectations, 5 response letters to the initial letter of expectations, and 5 final rendition letters. After two years had passed the interviews were carried out (see 5.3.2.3) I added 5 transcribed interviews to the data already re-typed; ending with a total of 380 pieces of data to be analysed (see table 10).

The following sub-section presents the link between the research instruments, the research design, and the research questions.

5.3.4   Link between the research Instruments, research strategy, and research questions

In summary, a qualitative approach was used in this study to get the hidden meanings, the multiple interpretations, as well as to listen to the voice of student-teachers who have participated in PROMETE as a presumed CoP. As this approach naturally allows the researcher to explore and explain a phenomenon, it will permit the researcher to broaden the understanding on how the professional identity of student-teachers develop in this community. I have therefore utilised an interpretive longitudinal case study of PROMETE as a CoP, where student-teachers within a BA in language teaching carry out their practicum in natural settings. This type of case study provides a structure to understand this phenomenon. The use of different reflective tools allows the researcher to gather information about the way professional identity develops within this community. This data includes information about their practice, the meaning they take from it, and ultimately their professional identity development. Coverage of the research questions is summarized in Table 11.

	MRQ1	MRQ2	SRQ1	SRQ1	SRQ3
	What are the characteristics of student-teachers' professional identity at different stages of their teaching practicum within the PROMETE community of practice?	What tensions are identified and how they are dealt with in the development of the professional identity of student-teachers during the different stages of PROMETE?	How does the meaning component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?	How does community component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?	How does the practice component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?
Teaching logs	✓	✓			✓
Reflective Writings	✓	✓			✓
Initial letter of expectations	✓	✓	✓		✓
Response to original letter of expectations	✓	✓	✓		✓
Final rendition of the teaching practice	✓	✓	✓	✓	✓

Semi-structured interviews	✓	✓	✓	✓	✓

Table 11: Research question – technique matrix

As we can see from table 11, both main research questions (MRQ1 and MRQ2) will try to be answered by analysing the data included in all the data collection instruments. The way the answers to the questions will be obtained is by answering the three subsidiary questions. In other words, the data obtained while answering the subsidiary questions will allow me to obtain and / or infer both: the characteristics of the professional identity development of student teachers as well as the tensions they encountered at different stages of their practicum including the way they dealt with them. Hence, by answering the questions I will be able to fulfil the aim of this study: to identify the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE).

SRQ1 (see table 11) will be answered through the analysis of the data contained within the initial letter of expectations, the response to the original letter of expectations, the response to the original letter of expectations, the final rendition of the teaching practice (see 5.3.2.2.2), as well as the semi-structured interviews (see 5.3.2.3). the reason for considering these instruments to answer this question is because the nature of those instruments produced data with a more in-depth analysis of their practicum with a clear distinction of the different stages of PROMETE.

The response to SRQ2 (see table 11) will be obtained by analysing the data obtained through the final rendition of their teaching practice (see 5.3.2.2.2) as well as the semi-structured interviews (5.3.2.3). The reason behind this choice is because the instructions for the final rendition of their teaching practice as well as the interview ask the student-teachers to overtly refer to different aspects of community.

Finally, the response to SRQ3 (see table 11) will be obtained through the analysis of the data obtained through all the instruments. The reason being that all of them refer to their practical knowledge, which in turn led, or not, to action (see 5.3.2 including 5.3.2.1, 5.3.2.2, and 5.3.2.3).

Once the research design was in place, the study was conducted within the PROMETE programme from FLEX as a presumed community of practice. I now continue with a description of the subjects that conform this case study.

5.3.5 Selection of the participants for the study

Although, there were 58 student-teachers who were part of the same cohort of students, there were only 32 willing subjects to participate in this study. From them only 20 of them were eligible

as they had all the requested data instruments readily available to participate. That is, four of the student-teachers had not undergone the whole PROMETE process because they had spent either one of the two semesters as exchange students in another institution, therefore, they did not have all their reflective practice for the sixty teaching hours. The other eight student-teachers did not hand in all their reflective practice elements considered for this study. In short, some of them did not hand in their teaching log, or one of the reflective letters of expectations, or they did not keep all their reflective writings.

The 20 student-teachers who were eligible were enrolled in their initial teacher education programme (BA in Language Teaching of the School of Foreign Languages of the University of Colima in Mexico). Their ages ranged from 20 to 22 years of age. They were chosen based on their willingness to participate in this study and the completion of all their reflective instruments as part of their teaching practice experience. Although, their gender is of no relevance for this study as student-teachers have the same opportunities of participating within the PROMETE community of practice, it is interesting to know that 15 out of the 20 subjects were female.

The reflective data for this study was produced when the 20 subjects were enrolled in the fifth and sixth semesters of the BA during the school year of 2013-2014. The data was collected retrospectively from them from June to September of 2014 (see 5.3.1). For each participant the same type of data was collected: an initial expectations letter, a response to the initial expectations letter, a final rendition, 60 teaching log entries, and 12 reflective writings (see 5.3.2.1, 5.3.2.2, 5.3.3 and table 10). All these documents were produced within the teaching practice class and the PROMETE programme. As they were produced for the class and not as a research tool, they were written in English reflecting the spirit of the class.

Once the process of entering all the data into N-vivo had been completed, it became clear that there was a huge amount of data produced by the twenty student-teachers. This consisted of 20 initial expectations letters of an average of 300 words each, 20 responses to the initial letter of expectations of an average of 350 words each, 20 final renditions of an average of 1,100 words each, 1,200 teaching log entries of an average of an average of 150 words each, 240 reflective writings of an average of 400 words each. An approximate number of words included within the basic data collected through the class documents was of 289,000 words. Therefore, as it was my intention to analyse in detail each student-teacher data provided, there was too much data to include in this thesis. Thus, a decision had to be made to exclude some of the data collected for the reporting stage. In order to do so an analysis of two documents (initial letter of expectations, and the final rendition) was performed for all participants based on the a priori codes referring to identity, as this is the key theme of this study (see 5.4.2). The reason for this was to find out

whether each student-teacher represented parallel case studies typical to PROMETE CoP. I must admit that this decision may result in the loss of some findings in this thesis but not all the data can be included.

In summary, from the analysis of the two data source documents (initial letter of expectations and the final rendition [see 5.3.2.2.2]) we can say that at the beginning of their involvement within PROMETE CoP the student-teachers had a similar professional identity mainly defined as aspirations and the things they expect to achieve as a result of becoming involved within PROMETE; their feelings and emotions towards this new venture; finalizing with how they are experiencing the tension of being on the transition between being a student to becoming a teacher.

Based on the analysis of their final rendition letter we can say that at the end of their involvement within PROMETE the student-teachers also showed parallel professional identity development particularly in relation to their acquired capabilities and emotions where they are able to state the difference they see within themselves, among these two aspects. Also, they showed a perception of becoming aware and knowledgeable as PROMETE went by; their self-assessment related to their teaching became more reflective; and the resolution and analysis of the tension of acting-as-teachers was apparent.

As a result of this analysis, it was decided that, because the 20 original participants to the study were similar in their identity development, making the reduction of the individual cases was feasible and advisable. This analysis in combination to the availability of a fraction of the subjects for an interview two years later (see 5.3.2.3) helped me choose the five participants. Each subject is then considered a case. The interviews were conducted during November 2016 after two years have passed after they were enrolled in their teaching practice (5.3.4 and table 11).

The following table (12) presents the profiles of the final five participants to the study. Their names are kept confidential, and two letters were assigned in place of a name to help me distinguish them. The chart also includes the age of the subjects at the time of their enrolment in PROMETE, their gender only to show that it is representative in the same proportion as the original candidates. The names of the schools are kept confidential instead a letter is assigned to each primary school to be able to distinguish them. The chart also includes the grade they taught at the primary school as well as the age group of their students.

Name	Age	Gender	School	Grade taught	Age group of students
Mo	21	female	B	1st grade	6-7 years
Is	21	female	C	3rd grade	8-9 years

Ed	20	male	A	1st grade	6-7 years
Fl	19	female	B	2nd grade	7-8 years
No	22	female	B	2nd grade	7-8 years

Table 12: Profile of the final five participants to the study.

From table 12 we can say that *Ed* and *Mo* both teach first grade in two different state primary schools (schools A and B respectively). Therefore, they are not teaching partners (see 4.3). *Fl* and *No* both teach second grade in the same school, they are teaching partners (see 4.3). *Is* teaches third grade at a third state primary school (school C). All five of the subjects were average student-teachers in terms of their grades within their teaching practice class. That is, they neither had the best nor the worst grades within the cohort. Making them suitable candidates for this study as they represent the majority of the student-teachers within the cohort.

5.4   **Research analysis strategy**

This section contains the explanation of my qualitative data analysis strategy and the categories derived from the same. The amount of rich and complex data (see 5.3.3) called for an analysis strategy that would allow me to systematically deal with the data. This analysis strategy should conform to an interpretive case study, but at the same time should help me avoid oversimplification, narration, or plain description, (Stake, 2010; Silverman, 2011; Dörnyei, 2007; Denzin & Lincoln, 2011). As a result, it was difficult to pin an approach for data analysis from my reference studies about professional identity development in communities of practice (Tsui, 2007; and Cuddapah & Clayton, 2011). The reference studies made use of a variety of data analysis methods. Two examples of this variety are: Tsui (2007) who had different sets of data and used a narrative inquiry in her data analysis. Cuddapah and Clayton (2011) use an iterative data analysis constantly comparing their emerging data to the theoretical framework used. As a result, I consulted qualitative research literature seeking for a data analysis method which was suitable for my research.

After reviewing some literature (Duff, 2008; Dörnyei, 2007; Creswell, 2014; Merriam, 1998; Silverman, 2011; Holliday, 2007; Denzin and Lincoln, 2011; Flick, 2014; Charmaz, 2000; Blair, 2015; Elliot, 2018; Saldaña, 2013) I concluded that a more generic analysis of data was warranted so I decided to adopt Coding as an independent analytical strategy (Miles, Huberman, & Saldaña, 2014). It is a more suitable choice of analysis for an inexperienced analyst like me, as Saldaña mentions 'a code is a researcher generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes or pattern detection, categorization, theory building, and other analytical processes' (2013, p. 4). Some key readings for

this decision were Duff (2008); Miles et al, (2014); Blair, 2015; Elliot, 2018; and Creswell (2014), as they provided with a clear step by step guide on the basics for coding. Creswell (2014) presents a diagram of such process where he also presents a linkage between case studies and coding to be able to find issues or themes within the study. The previous is complemented by Duff (2008) where she presents a data analysis scheme for coding involving a number of steps (Duff, 2008; Creswell, 2014) including: transcribing interviews and typing handwritten documents (raw data), sorting and organizing data (preparing for analysis), reading through all data (creating conceptual maps, memoing), coding the data by hand or computer (using a priori codes or inductive codes), finding themes (narrowing data), interrelating themes (triangulating data among sources of data for pattern matching), and interpreting the meaning of themes (inducing themes, finding counter examples, and so on).

After, deciding to use coding as an independent research analysis I was faced with the decision of adopting either a purely inductive or emergent process for analysis like the one described in grounded theory (Charmaz, 2000; Thornberg and Charmaz, 2014) or a purely deductive process in which your codes are pre-figured only from theoretical underpinnings (Creswell, 2014). If I adopted an inductive process based on grounded theory then I would have been 'developing a theory grounded on data' (Thornberg and Charmaz, 2014, p. 153). That is, as Charmaz mentions grounded theory data analysis represents 'flexible, heuristic strategies rather than formulaic procedures' (2000, p. 510) in which the collected 'data provide a window on reality' (Ibid, p. 524). However, this analysis approach differs from my study, as my study was set to test out empirical data through theory (see 5.0) and an inductive approach analyses of data is meant to build theoretical frameworks (Charmaz, 2000). Therefore, this type of coding causes conflict with my epistemological perspective in this study.

On the other hand, in agreement with Elliot (2018) when she mentions that adopting a purely deductive process, in which I only used a priori codes based on theory to build the codes, would close me to acknowledge and be open to the voice of the participants. That is, the analysis of the data would be limited to previously established theory. This type of coding seems more in line with St. Pierre & Jackson when they mention that by using theory we can determine 'what counts as "good" or appropriate data' (2014, p.715). This view aligns with Lincoln & Guba representation of an objectivist research (2000). Even though, this analysis approach seemed at first glance more appropriate for my study, as I was testing data through a theory (see 5.0), it did not really fit as PROMETE represents not only people and the way they relate and learn to develop their identity but also a unique context (see 1.2). Hence, as Blair (2015) mentions I needed to be able to "hear" the voice of the student-teachers to be able to create a better picture.

At this time, I was faced with the conundrum posed by trying to test the empirical data through theory but at the same time be able to "hear the voices" of the participants. I also needed to be able to include my own reflections and knowledge of those participants to try to understand what they were getting at. Therefore, I decided to use a coding approach that combined the two previous approaches. I started out with a prefigured coding scheme based on Wenger's (1998) theory, but I was also open to additional codes emerging through the data analysis. This coding approach aligns with King's (1998) template coding. This template coding analysis is similar to Charmaz (2000) constructivist coding; however, there are two aspects that set it apart: the first one is that codes are originally defined by the researcher which involves the use of a priori codes based on theory or previous research (King, 1998; Blair, 2015) and then adapted or changed based on the gathered data. The second aspect refers to the recognition this type of analysis makes to the interpretive nature of the researchers derived from both: his / her involvement in the research process as well as the knowledge she / he has of the context and subjects of the study. As Blair suggests this type of analysis is more in line with my epistemological perspective and it could offer me an analytical method which allows 'data to speak through me rather than at me' (2015, p. 19).

I started applying coding procedures after my initial data collection which involved teaching logs, and various forms of reflective writings (see 5.3.2.1 and 5.3.2.2). The next sub-section presents how N-vivo is a viable tool for coding analysis.

5.4.1   Coding analysis and N-vivo as analytical tools

As it was described above, characteristically in case study research, coding does not imply working with predetermined codes, as the method involves inductive development of the codes for the analysis of data. However, Duff (2008) acknowledges the possibility of using a priori codes. This was an important issue in using coding and as an independent analytical method of analysis (Miles et al 2014) through what has been described as template coding (King, 1998; Brian, 2015). Template coding will allow me to derive those codes from my theoretical framework (Communities of Practice, Identity Formation and Development, and Reflective Practice, see chapters 2 and 3) as well as to use my reflexivity in this analysis process. This was of relevance as my research is set out to test empirical data through theory (see 5.0). As an introduction to the coding procedures, it is necessary to explain some basic notions.

N-vivo version '11' as a tool for analysis is user friendly with the ability to create semantic or conceptual networks between codes. The previous makes room for theory building and not just

the management and retrieval of chunks of text (Duff, 2008). However, using an established programme can lead the researcher to view things differently because the system 'has implicit assumptions about the nature of data' (Duff, 2008, p. 170) thus, it becomes not theory neutral. Despite the previous, using N-vivo will allow me to store, code, organise, manage, and retrieve data to enable me to analyse it (Saldaña, 2013).

A code is a word that represents a category for chunks of data (Creswell, 2014). This coding is useful for identifying and classifying concepts within the data. In coding a code is the basis for analysis, as it is for N-vivo, whose version '11' I used to identify first chunks of language for the a priori codes – based on my literature review in response to topics people expect to find in a study like this (Creswell, 2014). These codes represent my codebook. Then inductive codes would emerge having a combination of a priori codes and emergent codes to be grouped into themes (see 5.4.2 and table 13 for the *a priori* codes).

A theme is a category where many of the codes can be grouped into (Creswell, 2014) as with codes some a priori themes are inferred from the literature, and some emerge from the data analysis and the different codes (Duff, 2008) (see Table 13 for the *a priori* themes). These themes allowed me to have a more in-depth analysis of the data (Creswell, 2014). The next sub-section presents the general coding procedures.

5.4.2   General coding procedures and the original *a priori* codes

The Coding method of analysis involves three stages namely: The first stage is the *indexing of textual units* where the basic codes are assigned. The second stage is the *synopsis of all textual units* which have certain categories and possibly other characteristics in common, this is when we find themes within the data; the third step is *identification of structures and patterns* in the data material which can lead to new categories and subcategories (Miles et al, 2014).

Additionally, I was using my predetermined theoretical concepts to determine specific codes. As I mentioned before, independent coding in the form of template coding (King, 1998; Brian, 2015) allows the freedom to use codes derived from theoretical considerations as well as from empirical data (Miles et al, 2014: Duff, 2008); therefore, I used the combination of both. I used the conceptual framework of Wenger's (1998) theory to create the concepts as the basis for the analysis to guide my first sweep over the data. These codes fitted in within main theoretical themes (see Table 13).

Table 13 presents the a priori themes and codes derived from the literature, my knowledge of the teaching practice class components (see 4.3.1) as well as from a sweep of the data. It also

provides a definition of each code and theme. Furthermore, from this first sweep of the data from some of the twenty original subjects for this study some samples of each of the codes were identified. The sample texts are written as originally done so by the subjects of the study, mistakes, and all.

The first theme included is *meaning* as defined by Wenger (1998) (see 3.1 and 3.1.1). From this a priori theme four codes were established based on my experience and the data from the participants (see table 13). The first code is *context* referring to both the understanding of English teaching within the Mexican public education system as well as the particular context of PROMETE. The second code is *purpose* referring to the ability of establishing personal goals for teaching in PROMETE. The third code is *young learners* referring to whether student-teachers understand or not who their students are as well as understanding how to relate to children. The fourth code is *behaviour* in relation to four things: the way student-teachers figure out classroom management, their ability to voice discipline problems, their ability to establish effective classroom routines, and finally their ability to apply their classroom discipline plan. (See table 13).

The second theme is *community* as defined by Wenger (1998) and Cuddapah & Clayton (2011) (see 3.1 and 3.1.2). From this a priori theme three codes were established based on my experience and the data from the participants (see table 13). The first code is *PROMETE* referring to the student-teachers sense of belonging to PROMETE as a programme or as a community. The second code is *teaching practice class* referring to the teaching practice class and the clinics derived from it (see 4.3). The third code is *teamwork* making reference to the student-teachers relationships with either their teaching partner or other teaching teams within PROMETE. (See table 13).

The third theme is *practice* as defined by Wenger (1998) (see 3.1 and 3.1.4). From this a priori theme three codes were established based on my experience and the data from the participants (see table 13). The first code is *resources* referring to the creation, adaptation, or adoption of teaching materials. The term materials here embraces both the physical object (if any) and the activity or activities related to it as well as the lesson plan about them. The code also includes references related to the sharing of those materials with other teaching teams as well as the effectiveness of the use of said materials. The second code is *affirming* referring to the way student-teachers positively assert the decisions they take in their classrooms. The third code is *problems* referring to the practical problems identified by student-teachers and the way they try to problem-solve the same. (See table 13).

The fourth theme is *identity* as defined by Wenger (1998) (see 3.1 and 3.1.3). From this a priori theme five codes were established based on my experience and the data from the participants (see table 13). The first code is *self* referring to the student-teachers understanding of their personal background in relation to their students in PROMETE. The second code is *roles* referring to student-teachers perception of the role(s) they play as teachers of PROMETE. This code also refers to the student-teachers understanding of the responsibility(ies) implied by the role(s) they play. The third code is *becoming* referring to any comments by student-teachers in which they show awareness about their change as teachers over time. The fourth code is *self-assessment* referring to the revelation of personal judgments as well as future goals for their teaching self. The fifth code is *tensions* referring to any tension resulting from the student-teachers ideals about teaching and themselves as teachers and the reality they lived in PROMETE. (See table 13).

Theme	Code	Definition of the code	Example
Meaning (learning as experience, including participation and reification, Wenger, 1998)	Context	Understanding of English teaching within the public education system in Mexico as well as in PROMETE	'I learnt so much with this group because they have lot problems with the discipline, when we started to give classes all were good; they were good kids but everything changed, sometimes I wanted give up but I was patient. And finally I saw positive things but there are a lot work yet.' (An, M-TL)
	Purpose	Being able to establish personal goals for teaching in PROMETE	'patience will be something really important' (Eco, TL day 1)
	Young learners	Understanding or not who their students are Understanding how to relate to children	'The main problem right now is Aurora, I do not know what kind of things is she doing through to get so hyperactive and sensible all the time, but I really thinks there is something bothering her because lately she has been acting really strange, she yells, she laughs, she cries, all in a matter of seconds' (Ari, RW 10)
	Behaviour	Figuring out classroom management Stating discipline problems Establishing effective routines Applying their discipline plan	'I don't know how it was today. It was very hard because the students were having PE before our class, so they were very energetic to do the pre-activity it was difficult because we lost time trying to calm them down.' (Be, TL day 20)
Community (learning as belonging, including the joint enterprise, through mutual engagement, and the shared inventory of practices that a group of people have (Wenger, 1998; Cuddapah & Clayton, 2011)	PROMETE	The sense of belonging to or participating within PROMETE as a programme or as a community.	'As expected since the beginning of this journey, PROMETE has been such an experience full of highs and lows, flawless and flaws, but out of everything full of learning and amazing moments to keep in our hearts as the first group ever in the history of our teaching career' (Mo, FR)
	Teaching Practice Class	The participation in the Teaching Practice class and its clinics.	'We used it when we played games for example we asked the students to write on the board the word that the teacher would say or draw instead of writing' (Is, FR)
	Teamwork	The active contribution to their own teaching partner or with other teams within PROMETE.	'We had a little of **Community Language Learning** where the relationship between children and teachers was really good, they had good relationship and built good confidence, children even though we didn't want speak most of the time in Spanish and we would make students repeat when we wanted them to speak English' (Ed, FR)
Practice (learning as doing, including explicit and tacit knowledge Wenger, 1998)	Resources	The mentioning to creation, adaptation, or adoption of materials (they include the material, description of activities and lesson plans). The sharing of those materials among student-teachers The effectiveness of their use.	'To finish this class the students had to make a special card for their mother and give it to her on Sunday.' (Be, TL day 53)
	Affirming	Provides support for an assumption by asserting positively the decisions made in the classroom	'The reflections helped me adapt my lessons and make corrections as we got to know our students. I'm surprised that I really did get rid of my preconceptions. Working with

			children was not at all as I expected, and our second graders did help me expand my creativity.'(No, M-TL)
	Problems	Practical problem identification Practical problem solving in the classroom	'The activities where my students respond more easily were at the moment of responding orally, "what is your name?" And get the respond to that question. The tasks that gave us more difficulty where those where they have to write "my name is". For example, Alejandro wrote "mai neim is" he didn't follow the correct spelling.' (FL, TL day 1)
Identity (learning as becoming 'the ability or inability to shape the meanings that define our communities and our forms of belonging', Wenger, 1998 p. 145)	Self	Understanding their personal background in relation to their students	'Something I wanted to change about me and that I still working on is my patience, before PROMETE I didn't know what patience was, but I had to practice it the first day I noticed my students were "different"' (Ta, FR)
	Roles	Perceiving the roles they play as teachers Understanding the responsibility implied by the roles	'work with a part of the group as a support, but we ask these students with problems to get together all in a table, so one of the teacher can work directly with them, this was the instructions can be explained in many ways until the students get them, and after that start working with all these students at the same time and try to make them understand as much of the topic as possible, and also do not let them get distracted from their work so easily' (Ari, RW11)
	Becoming	Presenting comments that show an awareness of change over time	'I am glad we managed to figure most of it out, but during those first few days I was worried and stressed and the kids just would not respond' (No, RW1)
	Self-assessment	Revealing personal judgments Revealing goals for teaching self	'The main teacher stayed in the classroom with us, they she was only seated on a chair grading children's homework. It doesn't make me feel uncomfortable but I wish we stayed in the classroom only with the children' (Eco, TL day 2)
	Tensions	Revealing tensions in relation to their ideals as teachers and reality	'I'm not used to asking other people for advice or relying on someone else's expertise. If I have a problem, I find a way to solve it on my own. This mentality is excellent in school; however I have come to learn that it is horrible as a teacher. As a teacher, I needed to recognize that I am not capable to solve everything on my own.' (No, FR)

Table 13: A priori themes and codes for data analysis

Gradually this first template coding led me to consider the codes emerging from the empirical data from the final five participants or codes I did not think of before this process. Once I have those the codes in place, I can compare data between cases relating codes through their properties.

The second phase of Coding is known as 'Axial Coding' as it derives from theoretical considerations in combination with empirical research (Miles et al, 2014). This axial coding implies the search for themes, or the confirmation of predetermined themes within the research (see table 13). Once this process was completed it is necessary to triangulate the themes and the codes with the processed data from all the data sources. The following point presents an overview of the general data analysis process.

5.4.3   General data analysis process

There are a number of steps identified as part of this general data analysis process. First some a priori codes were identified based on the theoretical underpinnings by Wenger (1998), my own experience as a trainer and tutor of PROMETE, and a first data sweep (see 5.4.2). Second, it was

necessary to narrow the number of participants, and to do so a first sweep of the data was conducted, as it was explained in 5.3.5 and 5.4.2 and will be further referenced next.

It is because of the vast amount of data that I had originally collected (see 5.3.3 and table 10), that it was necessary to narrow the scope of the present study to a manageable number of cases. As suggested by Duff (2008) sampling widely and then narrowing the scope allows the researcher to be able to select focal cases (see 5.3.5). These cases can represent similar cases or a wide number of attributes, with important variables. Duff suggests that a number between two to six cases is sufficient to be able to carry out in-depth analysis. In this study, the researcher was seeking a number of similar cases to be able to establish corroboration and contrast across the cases. To select the participants, an analysis of all the initial letters of expectations was conducted comparing them to their final rendition to have evidence of the similarities within the subjects (see 5.3.5). As a result of this analysis, I picked five subjects who represented the PROMETE cohort.

The third step in this data analysis process corresponded to the second and third sweeps of the data to identify specific codes that may correspond to the *a priori* codes previously included in the template (see 5.4.2). These data sweeps were done to the teaching logs, the reflective writings, and the reflective letters (see 5.3.2.1 and 5.3.2.2) to analyse the data to be able to find emerging specific codes. Each of these data collection instruments seek to answer one or more of the stated research questions (see 1.5, 5.1, and 5.3.4).

The fourth step in this data analysis process corresponded to the actual coding of all the data first through using N-Vivo 11 (see 5.4.1) and then transferring the data onto word charts so that I could print them and cross reference the same (see all appendices under the letters J, K, L, and M). The organization of the data in this way allowed me to complete the construction of each one of the five cases that make this study.

The fifth step is the building of each one of the individual cases in this study (see chapter 6). Each of these five individual cases are the basis for triangulating data within each case in order to be able to have a comparative cross-case analysis as defined by Duff (2008).

The following point presents the main codes and the specific codes used to analyse the collected data.

5.4.4   The main codes and the specific codes used to analyse data

Once the data was further analysed different structures and patterns emerged allowing me to have emergent subcategories through which data was coded (see 5.4 and 5.4.1). The following

charts (14, 15, 16 and 17) present the different main codes (a priori codes) and the new specific codes. They also include a definition of what is meant by the theme, the main codes as well as the specific codes.

5.4.4.1   *Meaning* and its specific codes

The first theme named *meaning* and the four main codes related to it were discussed previously in 5.4.2, as they represented the a priori codes derived from the theory and my experience as trainer and tutor of PROMETE. These main codes are context, purpose, young learners, and behaviour. Thus, I will define here the specific codes that emerged from the empirical data analysed. Each of the main codes was sub-divided into different specific codes (see table 14).

The main code *context* was in turn subdivided in three specific codes: public education, class teachers, and parents (see table 14). The first specific code is *public education,* which is defined as the instances where there is awareness, or lack of, about the way public education in Mexico works (see table 14). This specific code emerged from the analysis of the data contained in both: the reflective final rendition and the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices H and I for the instructions of those two documents and appendices J3 and M for the coded data). The second specific code is *class teachers,* which is defined as the instances where student-teachers either show awareness, or lack of, regarding the role played by the class teacher (see 1.2.4) regarding their performance in PROMETE (see table 14). This specific code emerged from the analysis of the data contained in both: the reflective mid-term letter and the reflective final rendition (see 5.3.2.2.2 as well as appendices G and H for the instructions of those two documents and appendices J2 and J3 for the coded data). The third specific code is *parents,* which is defined as the instances where student-teachers come in contact with parents, the way this contact is carried out, and how effective the relationship with parents is (see table 14). This specific code emerged from the analysis of the data contained in both: the reflective final rendition and the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices H and I for the instructions of those two documents and appendices J3 and M for the coded data).

The main code *purpose* was in turn subdivided in three specific codes: lesson planning, attitudes, and skills (see table 14). The first specific code is *lesson planning,* which is defined as the instances where student-teachers show awareness about their lesson plans and the effectiveness and lack of effectiveness of those plans (see table 14). The second specific code is *attitudes,* which is defined as the instances where student-teachers show awareness about their attitudes within the classroom and how they affect children's learning (see table 14). The third specific code is *skills,*

which is defined as the instances where student-teachers show awareness about their developing skills as teachers (see table 14). These three specific codes emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices F, G, H, and I for the instructions of those four documents and appendices J1, J2, J3, and M for the coded data).

The main code *young learners* was in turn subdivided in two specific codes: children's learning, and relationship (see table 14). The first specific code is *children's learning,* which is defined as the instances where student-teachers show awareness about the ways of learning of their young learners, their abilities, their difficulties, and their home life (see table 14). The second specific code is *relationship,* which is defined as the instances where student-teachers show awareness about how the relationship they have with the young learners is and how it develops (see table 14). These two specific codes emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices F, G, H, and I for the instructions of those four documents and appendices J1, J2, J3, and M for the coded data).

The main code *behaviour* was in turn subdivided in five specific codes: classroom management, discipline problems, routines, attention getters, and discipline plan (see table 14). The first specific code is *classroom management,* which is defined as the instances where student-teachers show understanding about the importance of the different aspects embraced within classroom management (see table 14). The second specific code is *discipline problems,* which is defined as the instances where student-teachers understand the root of a particular discipline problem within their classroom. These two specific codes emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 ass well as appendices F, G, H, and I for the instructions of those four documents and appendices J1, J2, J3, and M for the coded data). The third specific code is *routines,* which is defined as the instances where student-teachers become aware of the importance of including routines in a young learner's classroom (see table 14). This specific code emerged from the analysis of the data contained in the reflective final rendition (see 5.3.2.2.2 as well as appendix H for the instructions of this writing and appendix J3 for the coded data). The fourth specific code is *attention getters,* which is defined as the instances where student-teachers show awareness about the use of attention getters in the PROMETE classroom (see table 14). The fifth specific code is *discipline plan,* which is defined as

the instances where student-teachers apply their discipline plan as well as whether that
application was effective or not (see table 14). These last two specific codes emerged from the
analysis of the data contained in two documents: the reflective mid-term letter and the reflective
final rendition (see 5.3.2.2.2 as well as appendices G and H for the instructions of those two
documents and appendices J2 and J3 for the coded data).

Theme	Main Code	Definition	Specific Codes	Definition
Meaning (learning as experience, including participation and reification, Wenger, 1998)	Context	Understanding of English teaching within the public education system in Mexico as well as in PROMETE	Public Education	Instances where there is awareness or lack of awareness about the way public education in Mexico works.
			Class teachers	Instances where there is awareness or lack of awareness about the role played by the class teacher regarding their teaching practice in PROMETE
			Parents	Instances where they have to come in contact with parents and how it is done and how effective the relationship is.
	Purpose	Being able to establish personal goals for teaching in PROMETE	Lesson planning	Instances where they show awareness of their lesson plans and their effectiveness or lack of effectiveness.
			Attitudes	Instances where they show awareness about their attitudes within the classroom and how they affect children's learning.
			Skills	Instances where they show awareness of their developing skills as teachers.
	Young learners	Understanding or not who their students are Understanding how to relate to children	Children's learning	Instances where they show awareness of their students' ways of learning, their abilities, their difficulties, and their home life.
			Relationship	Instances where they show awareness of how their relationship with children is and develops.
	Behaviour	Figuring out classroom management Stating discipline problems Establishing effective routines Applying their discipline plan	Classroom management	Instances where they understand the importance of the different aspects of classroom management.
			Discipline problems	Instances where they understand the root of a particular discipline problem within their classroom
			Routines	Instances where they become aware of the importance of routines in the children's classroom
			Attention getters	Instances where they become aware of the use of attention getters.
			Discipline plan	Instances where they apply their discipline plan and whether this application was successful or not.

Table 14: Specific codes related to MEANING within PROMETE as a community

The following point presents the specific codes and their definition in relation to the theme of
community.

5.4.4.2   *Community* and its specific codes

The second theme named *community* and the three main codes related to it were discussed
previously in 5.4.2, as they represented the a priori codes derived from the theory and my
experience as trainer and tutor of PROMETE. These main codes are: PROMETE, Teaching Practice
class, and teamwork. Thus, I will define here the specific codes that emerged from the empirical
data analysed. Each of the main codes was sub-divided into different specific codes (see table 15).

The main code *PROMETE* was in turn subdivided in two specific codes: emotions and implications
(see table 15). The first specific code is *emotions,* which is defined as any reference made to

PROMETE in which the emotions that arise in student-teachers from belonging to this programme are considered (see table 15). The second specific code is *implications,* which is defined as any reference encountered within the data regarding what if implies for student-teachers to belong to PROMETE. These two specific codes emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices F, G, H, and I for the instructions of those four documents and appendices K1, K2, K3, and M for the coded data).

The main code *Teaching Practice class* was in turn subdivided in three specific codes: planning stage, tutors, and activities (see table 15). The first specific code is *planning stage,* which is defined as any reference made regarding the impact that the Teaching Practice class within the BA has on their planning work (see table 15). The second specific code is *tutors,* which is defined as any reference encountered within the data regarding the Teaching Practice class trainers and tutors (see table 15). The third specific code is *activities,* which is defined as any reference encountered within the data regarding the activities carried out within the Teaching Practice class. These three specific codes emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices F, G, H, and I for the instructions of those four documents and appendices K1, K2, K3, and M for the coded data).

The main code *teamwork* was in turn subdivided in four specific codes: partner, other teaching teams, class teacher, other teachers within FLEX (see table 15). The first specific code is *partner,* which is defined as any reference made about their teaching partner and their joint effort within PROMETE (see table 15). The second specific code is *other teaching teams,* which is defined as any reference encountered about any other teaching team(s) within PROMETE (see table 15). The third specific code is *class teacher,* which is defined as any reference made about the role played in support or hindrance by the main class teacher within their PROMETE group (see table 15). The fourth specific code is *other teachers within FLEX,* which is defined as any reference made about other teachers within FLEX who had any impact on their performance within PROMETE (see table 15). The first two specific codes (partner and other teaching teams) as well as the fourth specific code (other teachers within FLEX emerged from the analysis of the data contained in four documents: the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices F, G, H, and I for the instructions of those four documents and appendices K1, K2, K3, and M for the coded data). The second specific code (class teacher) emerged from the analysis of the data

contained in three documents: the reflective mid-term letter, the reflective final rendition and, the final interview (see 5.3.2.2.2 and 5.3.2.3 as well as appendices G, H, and I for the instructions of those three documents and appendices K2, K3, and M for the coded data).

Theme	Main Code	Definition	Specific Codes	Definition
Community (learning as belonging, including the joint enterprise, through mutual engagement, and the shared inventory of practices that a group of people have (Wenger, 1998; Cuddapah & Clayton, 2011)	PROMETE	The sense of belonging to or participating within PROMETE as a programme or as a community.	Emotions	Any reference made to PROMETE based on the emotions belonging to this programme arises in the student-teachers
			Implications	Any reference made regarding what it implies for them to belong to PROMETE.
	Teaching Practice Class	The participation in the Teaching Practice class and its clinics.	Planning stage	Any reference made regarding the impact the TP class actually has on their planning stage
			Tutors	Any reference made regarding the TP class tutors
			Activities	Any reference made regarding the activities carried out within the TP class.
	Teamwork	The active contribution to their own teaching partner or with other teams within PROMETE.	Partner	Any reference made about their teaching partner and their joint effort within PROMETE.
			Other teaching teams	Any reference made about other teaching teams within the PROMETE PROGRAMME.
			Class teacher	Any reference made about the role played in support or hindrance by the main class teacher within their PROMETE group.
			Other teachers within FLEX	Any reference made to other teachers within FLEX who had any kind of impact on their performance within PROMETE.

Table 15: Specific codes related to COMMUNITY within PROMETE as a community of practice

5.4.4.3   *Practice* **and its specific codes**

The third theme named *practice* and the three main codes related to it were discussed previously in 5.4.2, as they represented the a priori codes derived from the theory and my experience as trainer and tutor of PROMETE. These main codes are resources, affirming, and problems. Thus, I will define here the specific codes that emerged from the empirical data analysed. Each of the main codes was sub-divided into different specific codes (see table 16).

The main code *resources* was in turn subdivided in three specific codes: adopting materials, adapting materials, and creating materials (see table 16). The first specific code is *adopting materials,* which is defined as any reference made by student-teachers about the adoption of teaching materials as they are on the market without any alteration or modification as well as the effectiveness of those resources (see table 16). This specific code emerged from the analysis of the data contained in three documents: the teaching log, the reflective final rendition, and the reflective writings (see 5.3.2.1 and 5.3.2.2 as well as appendices D, E, and H for the instructions of those three documents and appendices L3 to L13 for the coded data). The second specific code is *adapting materials,* which is defined as any indication shown in the empirical data about the process of adapting teaching materials and its effectiveness in the classroom (see table 16). This specific code emerged from the analysis of the data contained in four documents: the teaching

log, the reflective mid-term letter, the reflective final rendition, and the reflective writings (see 5.3.2.1 and 5.3.2.2 as well as appendices D, E, G, and H for the instructions of those four documents and appendices L2 to L13 for the coded data). The third specific code is *creating materials*, which is defined as any indication shown in the empirical data about creating teaching materials, the process of this creation, and its effectiveness (see table 16). This specific code emerged from the analysis of the data contained in five types of documents: the teaching log, the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition, and the reflective writings (see 5.3.2.1 and 5.3.2.2 as well as appendices D, E, F, G, and H, for the instructions of those five documents and all the appendices under the letter L for the coded data).

The main code *affirming* was in turn subdivided in five specific codes: activity choice, activity organization, activity modification, student's learning, and discipline (see table 16). The first specific code is *activity choice,* which is defined as any reference made regarding the positive effect that a particular activity has (see table 16). This specific code emerged from the analysis of the data contained in six types of documents: the teaching log, the reflective initial letter of expectations, the reflective mid-term letter, the reflective final rendition, the reflective writings, and the final interview (see 5.3.2.1, 5.3.2.2, and 5.3.2.3 as well as appendices D, E, F, G, H, and I, for the instructions of those six documents and all the appendices under the letter L and appendix M for the coded data). The second specific code is *activity organization,* which is defined as any reference encountered within the data about the positive effect from the way an activity was organized (see table 16). This specific code emerged from the analysis of the data contained in four types of documents: the teaching log, the reflective initial letter of expectations, the reflective final rendition, and the reflective writings, (see 5.3.2.1 and 5.3.2.2 as well as appendices D, E, G, and H, for the instructions of those four documents and the appendices L1, L3 to L13 for the coded data). The third specific code is *activity modification,* which is defined as any reference encountered about the positive effect related to the way an activity was modified as well as the way the activity was used (see table 16). This specific code emerged from the analysis of the data contained in five types of documents: the teaching log, the reflective mid-term letter, the reflective final rendition, the reflective writings, and the final interview (see 5.3.2.1, 5.3.2.2, and 5.3.2.3 as well as appendices D, E, G, H, and I for the instructions of those five documents and the appendices L2 to L13 and appendix M for the coded data). The fourth specific code is *student's learning,* which is defined as any reference encountered about the students of PROMETE learning something in the classroom (see table 16). The fifth specific code is *discipline,* which is defined as any indication shown by the data regarding the student-teachers ability to "control" their group of students and in this way maintain discipline (see table 16). These last two specific codes emerged from the analysis of the data contained in six types of documents: the teaching log, the reflective

initial letter of expectations, the reflective mid-term letter, the reflective final rendition, the

reflective writings, and the final interview (see 5.3.2.1, 5.3.2.2, and 5.3.2.3 as well as appendices

D, E, F, G, H, and I for the instructions of those six documents and the appendices L1 to L13 and

appendix M for the coded data).

The main code *problems* was in turn subdivided in five specific codes: children, discipline issues,

classroom organization, general instruction giving, and type of activity (see table 16). The first

specific code is *children,* which is defined as any indication made within the data about children's

abilities or disposition shown by particular children (see table 16). This specific code emerged

from the analysis of the data contained in five types of documents: the teaching log, the reflective

initial letter of expectations, the reflective final rendition, the reflective writings, and the final

interview (see 5.3.2.1, 5.3.2.2, and 5.3.2.3 as well as appendices D, E, F, H, and I for the

instructions of those five documents and the appendices L1, and L3 to L13, and Appendix M for

the coded data). The second specific code is *discipline issues,* which is defined as any indication

regarding discipline problems in the classroom (see table 16). This specific code emerged from

the analysis of the data contained in five types of documents: the teaching log, the reflective mid-

term letter, the reflective final rendition, the reflective writings, and the final interview (see

5.3.2.1, 5.3.2.2, and 5.3.2.3 as well as appendices D, E, G, H, and I for the instructions of those five

documents and the appendices L2 to L13 and appendix M for the coded data). The third specific

code is *classroom organization,* which is defined as any indication about problems arising from

furniture organization, or lay out, within any given activity (see table 16). The fourth specific code

is *general instruction giving,* which is defined as any reference made about problems derived from

children not understanding instructions (see table 16). These last specific codes emerged from

the analysis of the data contained in two types of documents: the teaching log and the reflective

writings, (see 5.3.2.1 and 5.3.2.2 as well as appendices D and E for the instructions of those two

documents and the appendices L4 to L13 for the coded data). The fifth specific code is *type of*

activity, which refers to any indication shown about problems related to the type of activities

employed in the PROMETE class (see table 16). This specific code emerged from the analysis of

the data contained in four of the documents: the teaching logs, the reflective mid-term letter, the

reflective final rendition, and the reflective writings (see 5.3.2.1 and 5.3.2.2 as well as appendices

D, E, G, and H for the instructions for the four documents and appendices L2 to L13 for the coded

data).

Theme	Main Code	Definition	Specific Codes	Definition
Practice (learning as doing, including explicit and	Resources	The mentioning to creation, adaptation, or adoption of materials (they	Adopting materials	Any indication shown by the reflective documents about the adoption of teaching materials (as they are on the market) and its effectiveness.
			Adapting materials	Any indication shown by the reflective documents about the process of adapting and its effectiveness in the classroom.

tacit knowledge Wenger, 1998)		include the material, description of activities and lesson plans). The sharing of those materials among student-teachers The effectiveness of their use.	Creating materials	Any indication shown by the reflective documents about creating teaching materials the process of creation and its effectiveness in the classroom.
	Affirming	Provides support for an assumption by asserting positively the decisions made in the classroom	Activity choice	Any indication shown about the positive effect of a particular activity.
			Activity organization	Any indication shown about the positive effect about a way an activity was organized
			Activity modification	Any indication shown about the positive effect about the way an activity was modified as it was being used
			Student's learning	Any indication shown about student's learning something in the classroom
			Discipline	Any indication shown about their ability to 'control' the group and / or maintain discipline
	Problems	Practical problem identification Practical problem solving in the classroom	Children	Any indication shown about children's abilities or disposition of particular children.
			Discipline issues	Any indication shown about discipline problems in the classroom, for instance not listening to the teacher, standing up all the time, fighting, and so on.
			Classroom organization	Any indication about problems arising in relation to furniture organization or lay out within any given activity.
			General Instruction giving	Any indication about problems related to children not understanding the instructions.
			Type of activity	Any indication shown about problems related to the type of activity employed in a class.

Table 16: Specific codes related to PRACTICE within PROMETE as a community

5.4.4.4   *Identity* and its specific codes

The fourth theme named *identity* and the five main codes related to it were discussed previously in 5.4.2, as they represented the a priori codes derived from the theory and my experience as trainer and tutor of PROMETE. These main codes are self, roles, becoming, self-assessment, and tensions. Thus, I will define here the specific codes that emerged from the theory behind identity development (see 3.1.3 and 3.3, 3.4, and 3.5) as well as the empirical data analysed. Each of the main codes was sub-divided into different specific codes (see table 17). It is important to note that these specific codes, although they were drawn from only two of the instruments: the reflective initial letter of expectations and the reflective final rendition (see 5.3.2.2.2 and appendices F and H for the instructions of these documents); the data proceeded from all the twenty original participants. The reason for this is that this theme and its codes were used for a first sweep of the data to narrow the number of participants (see 5.3.5). Even though, they were not used again to further code data they served as the basis for the things that could be considered professional identity development in student-teachers of PROMETE.

The first main code *self* was subdivided into three specific codes: attitudes, capabilities, and emotions (see table 17). The first specific code is *attitudes,* which is defined as any reaction or perceived reaction as a response to any situation encountered within their practice (see table 17). The second specific code is *capabilities,* which refers to any reference in which student-teachers discuss their actual or perceived ability as a practitioner. The third specific code is *emotions*, which refers to any reference made by the student-teachers about their feelings or emotions related to their actual or future practice.

The second main code *roles* was subdivided into five specific codes: conductor, designer, leader, planner, and teacher (see table 17). The first specific code is *conductor*, which is defined as the student-teachers perceived role of conducting a class (see table 17). The second specific code is *designer*, which is defined as the perceived role that student-teachers play as a class designer, materials designer, or environment designer (see table 17). The third specific code is *leader* which refers to any reference to student-teachers perception of themselves as leaders within their practice or teaching practice class (see table 17). The fourth specific code is *planner*, which is defined as any reference made by the student-teachers in relation to planning their lessons or the outcomes of delivering their class (see table 17). The fifth specific code is *teacher,* which is defined as any reference student-teachers about themselves as being the class teacher or acting as a teacher for the PROMETE class (see table 17).

The third main code *becoming* was subdivided into five specific codes: aware, confident, experienced, knowledgeable, a teacher (see table 17). The first specific code is *aware,* which is defined as the student-teachers made about realizing or noticing the way things are or function within the classroom including their response or reactions to these things (see table 17). The second specific code is *confident*, which is defined as any reference about becoming comfortable within their role within PROMETE (see table 17). The third specific code is *experienced,* which is defined as any reference to student-teachers perception of being more experienced in all or any of the aspects of their teaching practice (see table 17). The fourth specific code is *knowledgeable*, which is defined as any reference made by the student-teachers in relation to gaining knowledge as a result of their practice. Including both: knowledge about themselves and the practical aspects of teaching (see table 17). The fifth specific code is *a teacher,* which is defined as any reference student-teachers about their desire of becoming a teacher including the realization that they "are" teachers within PROMETE (see table 17).

The fourth main code *self-assessment* was subdivided into three specific codes: classroom management, personality, and teaching (see table 17). The first specific code is *classroom*

management, which is defined as any judgments made by the student-teachers in reference to the way they are able or not to manage their PROMETE classroom (see table 17). The second specific code is *personality*, which is defined as any judgments made by the student-teachers in reference of how their personality aids or hinders their teaching (see table 17). The third specific code is *teaching,* which refers to any judgments made by the student-teachers in reference to their ability or lack of in relation to their actual teaching (see table 17).

The fifth main code *tensions* was subdivided into thirteen specific codes: acting as teachers, authorities, caring for students, emotional distance, external requirements, feeling abandoned, feeling of incompetence, imposed curriculum, misconceived career, reality, relating to peers, teaching approaches, and wasting time (see table 17). The first specific code is *acting as teachers,* which is defined as any reference made by the student-teachers which can be interpreted as a conflict between being a teacher but still feeling they are students (see table 17). The second specific code is *authorities*, which is defined as any reference about their relationship with the authorities of the PROMETE schools (see table 17). The third specific code is *caring for students,* which includes any reference by student-teachers regarding their ability or inability to be able to help students in their learning process or with personal conflicts (see table 17). The fourth specific code is *emotional distance*, which is defined as any reference made by the student-teachers in regarding the realization that sometimes they would be unable to "solve" all the problems they may encounter in their classroom (see table 17). The fifth specific code is *external requirements,* which is defined as any reference where student-teachers have to comply with requirements made by the authorities of the school, and which do not have any direct relation with their English class (see table 17). The sixth specific code is *feeling abandoned,* which is defined as any reference where student-teachers felt isolated or abandoned by either their teaching partner or their teaching practice tutor (see table 17). The seventh specific code is *feeling of incompetence,* which is defined as any reference where student-teachers express their inability to cope with a particular situation in their classroom (see table 17). The eight specific code is *imposed curriculum,* which is defined as any reference where student-teachers felt they face problems because of the established PROMETE curriculum (see table 17). The ninth specific code is *misconceived career,* which is defined as any reference where student-teachers express that they do not feel suitable for either being a teacher or a young learner's teacher (see table 17). The tenth specific code is *reality,* which is defined as any reference where student-teachers are faced with the conundrum of their idealised view of teaching and the reality they face in PROMETE (see table 17). The eleventh specific code is *relating to peers,* which is defined as any reference about their relationship with their teaching partner or other members of PROMETE (see table 17). The twelfth specific code is *teaching approaches,* which is defined as any reference where student-

teachers address the implementation of a particular teaching approach or technique (see table 17). The thirteenth specific code is *wasting time,* which is defined as any reference where student-teachers felt that a particular activity they undertook was a waste of time (see table 17).

Theme	Main Code	Definition	Specific Codes	Definition
Identity (learning as becoming 'the ability or inability to shape the meanings that define our communities and our forms of belonging', Wenger, 1998 p. 145)	Self	Understanding their personal background in relation to their students	Attitudes	Any reaction or perceived reaction shown as a response to any situation encountered within their practice.
			Capabilities	Any reference made to their actual or perceived ability as a practitioner.
			Emotions	Any reference to their emotions in relation to their actual or future practice.
	Roles	Perceiving the roles they play as teachers Understanding the responsibility implied by the roles	Conductor	Reference to their perceived role as conducting a class
			Designer	Reference to their perceived role as designer of a class, teaching materials or environment.
			Leader	Reference to being a leader within their practice or within their teaching practice class.
			Planner	Reference to being the planner of lessons or outcomes of their delivered class.
			Teacher	Reference to being the teacher or acting as teachers.
	Becoming	Presenting comments that show an awareness of change over time	Aware	Realizing / noticing the way things are or function in a real classroom including their responses and reactions to these things.
			Confident	Reference of becoming comfortable with their role within PROMETE.
			Experienced	Reference to becoming more experienced in all or any aspects of their teaching practice.
			Knowledgeable	Reference to gaining knowledge as a result of their practice. Including knowledge about themselves and the practical aspects of teaching.
			A teacher	Reference to the desire to become teachers or the realization that they are 'teachers' now.
	Self-assessment	Revealing personal judgments Revealing goals for teaching self	Classroom management	Judgments found in reference to the way they are able or not to manage their teaching practice classroom.
			Personality	Judgments found in reference to the way their personality aids or hinders their teaching practice.
			Teaching	Judgments found in reference to their ability or lack of in relation to their actual teaching.
	Tensions	Revealing tensions in relation to their ideals as teachers and reality	Acting as teachers	References made in relation to inner conflicts found with they acting as teachers as opposed to continue being 'students'.
			Authorities	References in relation to their relationship with school's authorities.
			Caring for students	References made in relation to their ability or inability to help students in their learning process or with personal conflicts.
			Emotional Distance	References made to the realization that sometimes they are unable to "solve" all the problems they encounter within a classroom.
			External requirements	References made towards requirements made by the school authorities not directly related to their English class but which they have to comply with.
			Feeling abandoned	References made towards feelings of isolation or abandonment by either their teaching partner or their teaching practice tutor.
			Feeling of incompetence	References made towards not being able to cope with different situations in the classroom.
			Imposed curriculum	References made towards the curriculum established by PROMETE and any problem they encounter in that respect.
			Misconceived career	References made in relation to not being suitable for being a teacher of children or a teacher in general.
			Reality	References encountered where they establish a difference between their thoughts about teaching and the reality they are facing.

			Relating to peers	References towards their relationship and/or conflict with their teaching peer or other peers within PROMETE.
			Teaching approaches	References made towards the results derived from implementing a particular teaching approach or technique.
			Wasting time	References made towards any activity they embark on and they perceive as a waste of time.

Table 17: Specific codes related to IDENTITY within PROMETE as a community

As was mentioned throughout the previous chapters this study seeks to identify the professional identity development of student teachers by using their reflective practice as the empirical data and three of Wenger's (1998) aspects in his theory of learning to be able to identify the identity – the fourth aspect. Therefore, it is necessary to present how this identification would be achieved while using *meaning, community,* and *practice* as a lens. The following segment attempts to do so.

5.4.5   Using meaning, community, and practice themes as a lens

Once the codes and the specific codes were defined for all four of the themes identified in this study, as they correspond to the four aspects of Wenger's (1998) Social Theory of Learning and Communities of Practice, and they are meant as the driving force of the same. It is necessary to explain how the empirical data coded within meaning, community, and practice would act as a lens to identify the professional identity development of student-teachers of PROMETE. The first thing to bear in mind is that by identifying the identity theme (see 5.4.2, 5.4.4.4, and chart 17) including the main codes and the specific codes that relate to it, – as defined in 3.1.3, 3.3, 3.4, and 3.5 which were also confirmed through the first data sweep (see 5.3.5) – there are a number of things to help me identify this identity development in student-teachers. The next thing was to define the codes and the specific codes for meaning, community, and practice (see 5.4.2 and 5.4.4). Once I had all the codes as well as the specific codes, I defined how the empirical data included in three of the themes or aspects would help me identify the fourth.

As I discussed in 5.4.2 and 5.4.4 identity included five main codes: self, roles, becoming, self-assessment, and tensions. Each of these main codes had a number of specific codes related to it. I will use each main code and its specific codes and link them to the main codes and specific codes from the other three themes or aspects. Thus, this explanation will be organized in that manner (see table 18 for a view of the same).

5.4.5.1   Identity: main code SELF

This main code of *self* from the theme of *identity* includes three specific codes: *attitudes*, *capabilities*, and *emotions* (defined in 5.4.2 and 5.4.4). I will then link the main code *self* and its specific codes to the *meaning, community,* and /or *practice* theme(s) their main code(s), and the

specific codes from which the coded empirical data can be used to explain the professional identity development of the student-teachers in PROMETE. This *self* main code links to the themes of *meaning, practice,* and *community*. Hence, the defined *identity* specific code of *attitudes* as a way to understand the personal background of student-teachers (*self*) in relation to the students they teach as a specific code, can be defined by the data contained within the theme of *meaning*. From the theme of *meaning* the data coded under the main code of *purpose* and its specific code of *attitudes* (as well) in relation to being able to define personal goals for teaching in PROMETE will help define this specific code (see table 18; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code of *capabilities* relates to the themes of *meaning* and practice. From the theme of *meaning* it relates to the main code of *purpose* in its specific code of *skills* (see table 18)*.* From the theme of *practice* it relates to the main codes of *resources* and *affirming.* From the main code of *resources* it relates to three specific codes: *adopting materials, adapting materials*, and *creating materials*. From the main code of *affirming* it relates to four specific codes: *activity choice, activity organization, activity modification,* and *discipline* (see table 18; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes)*.*

Finally, the *identity* specific code of *emotions* relates to the themes of *meaning* and *community.* From the theme of *meaning,* it relates to the main code of *young learners* and in turn to the specific code of *relationship*. From the main theme of *community,* it relates to the main code of *PROMETE* and in turn to the specific code of *emotions* (see table 18; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Identity main codes	Identity specific codes	Theme(s) the code relates to	Main code it relates to	Specific code from which empirical data could be drawn from
Self	Attitudes	Meaning	Purpose	Attitudes
	Capabilities	Meaning	Purpose	Skills
		Practice	Resources	Adopting materials
				Adapting materials
				Creating materials
			Affirming	Activity choice
				Activity organization
				Activity modification
				Discipline
	Emotions	Meaning	Young learners	Relationship
		Community	PROMETE	Emotions

Table 18: Empirical data source for the main code *self* from the identity theme.

5.4.5.2   **Identity: main code ROLES**

This main code of *roles* from the theme of *identity* includes five specific codes: *conductor, designer, leader, planner*, and *teacher* (defined in 5.4.2 and 5.4.4). I will then link the main code *roles* and its specific codes to the *meaning, community*, and /or *practice* theme(s) their main code(s), and the specific codes from which the coded empirical data can be used to explain the professional identity development of the student-teachers in PROMETE. The *identity* main code *roles* relates mainly to the theme of *meaning* (see table 19). From this theme of *meaning* the empirical data to help analyse *roles* for the identity development of student-teachers derives from the main code of *purpose* and from the specific code of *attitudes* (see table 19; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Identity main codes	Identity specific codes	Theme(s) the code relates to	Main code it relates to	Specific code from which empirical data could be drawn from
Roles	Conductor	Meaning	Purpose	Attitudes
	Designer			
	Leader			
	Planner			
	Teacher			

Table 19: Empirical data source for the main code *roles* from the identity theme.

5.4.5.3   **Identity: main code BECOMING**

The main code of *becoming* from the theme of *identity* includes five specific codes: *aware, confident, experienced, knowledgeable,* and *a teacher* (defined in 5.11.2 and 5.11.4). I will then link this main code *becoming* and its specific codes to the *meaning, community*, and /or *practice* theme(s) their main code(s), and the specific codes from which the coded empirical data can be used to explain the professional identity development of the student-teachers in PROMETE. The *identity* main code *becoming* relates to the themes of *meaning, community,* and *practice* (see table 20). The *identity* specific code *aware* derives its empirical data from the theme of *meaning*. From this theme of *meaning* it relates to three main codes: *purpose, young learners,* and *behaviour*. From the main code of *purpose* it gets its data from both *attitudes* and *skills* specific codes. From the main code of *young learners* it gets its data from the specific codes of *children's learning* and *relationship.* From the main code of *behaviour* it gets its data from the specific codes of *classroom management, discipline problems, routines, attention getters,* and *discipline plan* (see table 20; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *confident* derives its empirical data from the themes of *meaning* and *practice.* From the theme of *meaning* it draws its empirical data from the main code of *purpose*; and from this main code it gets it from the specific code of *lesson planning* (see table 20). From the theme of *practice* it gets its empirical data from the main code of *affirming*; and from this main code it gets it from the specific codes of *activity choice, activity organization, activity modification, student's learning,* and *discipline* (see table 20; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific codes *experienced* and *knowledgeable* derive their empirical data from the theme of *meaning.* From the theme of *meaning* they obtain their empirical data from the main code of *behaviour;* and from this main code they get it from the specific codes of *classroom management, discipline problems, routines, attention getters,* and *discipline plan* (see table 20; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Finally, the *identity* specific code *a teacher* derives its empirical data from the theme of *community.* From the theme of *community* it obtains its empirical data from the main code of *PROMETE*; and from this main code it gets it from the specific code of *implications* (see table 20; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Identity main codes	Identity specific codes	Theme(s) the code relates to	Main code it relates to	Specific code from which empirical data could be drawn from
Becoming	Aware	Meaning	Purpose	Attitudes
				Skills
			Young learners	Children's learning
				Relationship
			Behaviour	Classroom management
				Discipline problems
				Routines
				Attention getters
				Discipline plan
	Confident	Meaning	Purpose	Lesson planning
		Practice	Affirming	Activity choice
				Activity organization
				Activity modification
				Student's learning
				Discipline
	Experienced	Meaning	Behaviour	Classroom management
				Discipline problems
				Routines
	Knowledgeable			Attention getters
				Discipline plan
	A teacher	Community	PROMETE	Implications

Table 20: Empirical data source for the main code *becoming* from the identity theme.

5.4.5.4   Identity: main code SELF-ASSESSMENT

The main code of *self-assessment* from the theme of *identity* includes three specific codes: *classroom management, personality* and *teaching* (defined in 5.4.2 and 5.4.4). I will then link this main code *self-assessment* and its specific codes to the *meaning, community*, and /or *practice* theme(s) their main code(s), and the specific codes from which the coded empirical data can be used to explain the professional identity development of the student-teachers in PROMETE. The *identity* main code *self-assessment* relates to the themes of *meaning, community,* and *practice* (see table 21). The *identity* specific code *classroom management* derives its empirical data from the themes of *meaning* and *practice*. From the theme of *meaning* it relates to the main code of *behaviour*. From the main code of *behaviour* it gets its data from four specific codes: *classroom management, discipline problems, routines,* and *attention getters.* From the theme of *practice* it obtains its data from the two main codes of *affirming* and *problems.* From the main code of affirming it gets data from the specific code of *discipline.* From the main code of *problems* it gets data from the specific codes of: *discipline issues, classroom organization,* and *general instruction giving,* (see table 21; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *personality* derives its empirical data from the themes of *meaning* and *community.* From the theme of *meaning* it draws its empirical data from the main code of *purpose*; and from this main code it gets it from the specific code of *attitudes* (see table 21). From the theme of *community* it gets its empirical data from the main code of *PROMETE*; and from this main code it gets it from the specific code of *emotions* (see table 21; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Finally, the *identity* specific code *teaching* derives its empirical data from the themes of *meaning, community,* and *practice.* From the theme of *meaning* it draws its empirical data from the main code of *purpose*; and from this main code it gets it from the specific codes of *attitudes* and *skills* (see table 21). From the theme of *community* it gets its empirical data from the main code of *PROMETE*; and from this main code it gets it from the specific code of *implications.* From the theme of *practice* it obtains its empirical data from the main code of *affirming*; and from this main code it gets it from the specific codes of: *activity choice, activity organization, activity modification, student's learning,* and *discipline* (see table 21; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Identity main codes	Identity specific codes	Theme(s) the code relates to	Main code it relates to	Specific code from which empirical data could be drawn from

Self-Assessment	Classroom management	Meaning	Behaviour	Classroom management
				Discipline problems
				Routines
				Attention getters
		Practice	Affirming	Discipline
			Problems	Discipline issues
				Classroom organization
				General Instruction giving
	Personality	Meaning	Purpose	Attitudes
		Community	PROMETE	Emotions
	Teaching	Meaning	Purpose	Attitudes
				Skills
		Community	PROMETE	Implications
		Practice	Affirming	Activity choice
				Activity organization
				Activity modification
				Student's learning
				Discipline

Table 21: Empirical data source for the main code *self-assessment* from the identity theme.

5.4.5.5   Identity: main code TENSIONS

The main code of *tensions* from the theme of *identity* includes thirteen specific codes: *acting as teachers, authorities, caring for students, emotional distance, external requirements, feeling abandoned, feeling of incompetence, imposed curriculum, misconceived career, reality, relating to peers, teaching approaches,* and *wasting time* (defined in 5.4.2 and 5.4.4). I will then link this main code *tensions* and its specific codes to the *meaning, community*, and /or *practice* theme(s) their main code(s), and the specific codes from which the coded empirical data can be used to explain the professional identity development of the student-teachers in PROMETE. The *identity* main code *tensions* relates to the themes of *meaning, community,* and *practice* (see table 22). The *identity* specific code *acting as teachers* derives its empirical data from the themes of *meaning* and *community*. From the theme of *meaning* it relates to the main code of *purpose;* and from this main code it gets it from the specific code of *attitudes*. From the theme of *community* it obtains its data from the main code *PROMETE;* and from this code it gets it from two specific codes: *emotions* and *implications* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *authorities* derives its empirical data from the themes of *meaning* and *community.* From the theme of *meaning* it draws its empirical data from the main code of *context*; and from this main code it gets it from the specific codes of *public education* and *class*

teachers (see table 22). From the theme of *community* it gets its empirical data from the main code of *teamwork;* and from this main code it gets it from the specific code of *class teacher* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *caring for students* derives its empirical data from the themes of *meaning* and *practice.* From the theme of *meaning* it draws its empirical data from the main codes of *context* and *young learners.* From the main code *context* it gets it from the specific code of *parents* (see table 22). From the main code *young learners,* it gets it from the specific code *children's learning (*see table 22). Then, from the theme of *practice* it gets its empirical data from the main code of *problems*; and from this main code it gets it from the specific code of *children* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *emotional distance* derives its empirical data from the themes of *meaning* and *community.* From the theme of *meaning* it draws its empirical data from the main code of *young learners*; and from this main code it gets it from the specific code of *relationship* (see table 22). From the theme of *community* it gets its empirical data from the main code of *PROMETE;* and from this main code it gets it from the specific codes of *emotions* and *implications* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *external requirements* derives its empirical data from the themes of *meaning* and *community.* From the theme of *meaning* it draws its empirical data from the main code of *context.* From the main code *context* it gets it from the specific codes of *public education* and *class teachers* (see table 22). Then, from the theme of *community* it gets its empirical data from the main code of *teamwork*; and from this main code it gets it from the specific code of *class teacher* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *feeling abandoned* derives its empirical data from the theme of *community.* From the theme of *community* it draws its empirical data from the main codes of *PROMETE, teaching practice class,* and *teamwork* (see table 22). From the main code *PROMETE* it draws its data from the specific codes of *emotions* and *implications.* From the main code of teaching practice class, it gets its data from the specific code of *tutors.* Finally, from the main code *teamwork* it gains its data from *other teachers within FLEX* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *feeling of incompetence* derives its empirical data from the themes of *meaning, community,* and *practice.* From the theme of *meaning* it infers its data from the main code of *purpose;* and from this main code it refers to the specific code of *lesson planning* (see table 22)*.* From the theme of *community* it draws its empirical data from the main codes of *PROMETE* and *teaching practice class* (see table 22). From the main code *PROMETE* it draws its data from the specific codes of *emotions* and *implications.* From the main code of teaching practice class, it gets its data from the specific codes of *planning stage* and *activity.* Finally, from the theme of *practice* it gains its data from the main code of *problems.* From this main code it gets it from the specific codes of *children, discipline issues, classroom organization, general instruction giving,* and *type of activity* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *imposed curriculum* derives its empirical data from the theme of *community.* From the theme of *community* it draws its empirical data from the main code of *teaching practice class* (see table 22). From this main code it draws its data from the specific codes of *planning stage* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *misconceived career* derives its empirical data from the themes of *meaning* and *community.* From the theme of *meaning* it infers its data from the main code of *purpose.* From this main code it refers to the specific code of *attitudes* (see table 22). Then from the theme of *community* it draws its empirical data from the main code of *PROMETE* (see table 22). From the main code *PROMETE* it draws its data from the specific codes of *emotions* and *implications* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *reality* derives its empirical data from the theme of *meaning.* From the theme of *meaning,* it infers its empirical data from the main code of *context* (see table 22). From the main code *context,* it draws its data from the specific codes of *public education* and *parents* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *relating to peers* derives its empirical data from the theme of *community.* From this theme it infers its empirical data from the main code of *teamwork* (see table 22). From the main code *teamwork,* it draws its data from the specific codes of *partner* and *other teaching teams* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

The *identity* specific code *teaching approaches* derives its empirical data from the themes of *meaning, community,* and *practice.* From the theme of *meaning,* it infers its data from the main code of *purpose;* and from this main code it refers to the specific code of *lesson planning* (see table 22)*.* From the theme of *community,* it draws its empirical data from the main codes of *teaching practice class* (see table 22). From this main code it draws its data from the specific codes of *planning stage* and *activities.* Finally, from the theme of *practice* it gains its data from the main codes of *resources* and *affirming.* From the main code *resources,* it gets its data from the specific codes of *adopting material, adapting material,* and *creating material.* From the main code of *affirming* it infers its data from the specific codes of *activity choice, activity organization,* and *activity modification* (see table 22; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Finally, the *identity* specific code *wasting time* derives its empirical data from the themes of *meaning, community,* and *practice.* From the theme of *meaning,* it draws its empirical data from the main code of *context*; and from this main code it gets it from the specific codes of *public education* and *class teachers* (see table 22). From the theme of *community,* it gets its empirical data from the main code of *teaching practice class*; and from this main code it gets it from the specific code of *activities* (see table 22). From the theme of *practice,* it obtains its empirical data from the main code of *problems*; and from this main code it gets it from the specific code of *type of activity* (see table 21; 5.4.2 for the definition of the main codes; and 5.4.4 for the definition of all the specific codes).

Identity main codes	Identity specific codes	Theme(s) the code relates to	Main code it relates to	Specific code from which empirical data could be drawn from
Tensions	Acting as teachers	Meaning	Purpose	Attitudes
		Community	PROMETE	Emotions
				Implications
	Authorities	Meaning	Context	Public education
				Class teachers
		Community	Teamwork	Class teacher
	Caring for students	Meaning	Context	Parents
			Young learners	Children's learning
		Practice	Problems	Children
	Emotional distance	Meaning	Young learners	Relationship
		Community	PROMETE	Emotions
				Implications
	External requirements	Meaning	Context	Public education
				Class teachers
		Community	Teamwork	Class teacher
				Emotions

			PROMETE	Implications
	Feeling abandoned	Community	Teaching practice class	Tutors
			Teamwork	Other teachers within FLEX
	Feeling of incompetence	Meaning	Purpose	Lesson planning
		Community	PROMETE	Emotions
				Implications
			Teaching practice class	Planning stage
				Activities
		Practice	Problems	Children
				Discipline issues
				Classroom organization
				General Instruction giving
				Type of activity
	Imposed curriculum	Community	Teaching practice class	Planning stage
	Misconceived career	Meaning	Purpose	Attitudes
		Community	PROMETE	Emotions
				Implications
	Reality	Meaning	Context	Public education
				Parents
	Relating to peers	Community	Teamwork	Partner
				Other teaching teams
	Teaching approaches	Meaning	Purpose	Lesson planning
		Community	Teaching practice class	Planning stage
				Activities
		Practice	Resources	Adopting materials
				Adapting materials
				Creating materials
			Affirming	Activity choice
				Activity organization
				Activity modification
	Wasting time	Meaning	Context	Public education
				Class teachers
		Community	Teaching practice class	Activities
		Practice	Problems	Type of activity

Table 22: Empirical data source for the main code *tensions* from the identity theme.

5.4.6   Intricacies of the coding data analysis process: variable, repeated and orphaned codes

Considering that according to Lewis-Beck, Bryman, and Futing Liao (2004) we can use qualitative variables to classify empirical data according to its attributes and characteristics; but bearing in

mind that qualitative research is 'truly complex, relating to people, events, and situations characterized by more variables than anyone can manage to identify' (Richards, 2003, p.9). I tried using a coding scheme that allowed me to use variables from my prior knowledge about the way PROMETE was run (see 1.2 and chapter 4) as well as the theories that informed my knowledge further (see chapters 2 and 3) complemented by those codes that became evident from the different sweeps through the data (see 5.3.5 and 5.4). Thus, to make sense of my data I organized qualitative variables in categories informed by Wenger's (1998) social learning theory and communities of practice (see 3.1, and 5.11). These categories respond to what I have termed in my research as independent coding in the form of template coding for the organization of data (5.11). Remembering that 'codes are labels that assign symbolic meaning to the descriptive or inferential information compiled during a study' (Miles et al, 2014, p. 71).

Coding was used as a way of making sense of the data as Elliot suggests it is essentially 'indexing or mapping data, to provide an overview of disparate data that allows the researcher to make sense of them in relation to their research questions' (2018, p. 2851). However, once the data was coded, I noticed two things: there were some repeated codes as well as some *orphaned* ones. Regarding both the repeated codes and the orphaned ones I agree with Elliot (ibid) when she reminds us that those two aspects are a sign of something. In other words, by having the same codes attached to different themes may be of relevance to a study as they should capture the essence of their content. Therefore, all data taken from the different sources (the reflective practice done by student-teachers as well as the data obtained from the semi-structured interview) was coded using the same template. Therefore, there were some instances in which a code seemed "orphaned", however, in other instances the same code included relevant information for this study (see appendices J, K, L, and M for the coded data).

Next, I will show the specific codes that have the same or very similar names within my study explaining its relevance. These codes make reference to the following words or tags: *discipline, emotions, children, attitudes,* and *class teacher.*

5.4.6.1   Discipline

Within my study there are four instances in which the word *discipline* is attached to a specific code. The use of this word, alone or combined, may suggest the same things. However, there are differences in their intention and use.

In the first instance where the term is used, it relates to the theme of *meaning*. This theme includes a number of main codes, one of which is termed *behaviour* in reference to classroom management, the stating of discipline problems, establishing routines, and the application of a

discipline plan. From this main code there are two specific codes in which the word *discipline* is used: the first one is *discipline problems* in reference to the understanding that student-teachers have about the root or source of a particular discipline problem. The second one is *discipline plan* which makes reference to the student-teacher applying their discipline plan (see 4.3.1) in order to better students' behaviour, and whether this application was effective for that purpose or not (see 5.4.4.1 and table 14).

In the third instance this word is used, refers to the theme of *practice*. This theme includes a number of main codes one of which is *affirming* in reference to providing student-teachers support for an assumption by asserting positively the decisions made in the classroom. From this main code one specific code named *discipline* was needed. This specific code refers to any indication shown within the data that student-teachers are able to control their classroom (see 5.4.4.3 and table 16).

The fourth instance this word is used, also refers to the theme of *practice.* This theme includes a number of main codes the last one being *problems* in reference to student-teachers practical problem identification and practical problem solving in the PROMETE classroom. From this main code the specific code named *discipline issues* is used in reference to any indications shown within the student-teachers data about experimenting discipline problems in their PROMETE class (see 5.4.4.3 and table 16).

5.4.6.2   **Emotions**

There are two instances in which the word *emotions* is used as a specific code. The use of this word may suggest the same things. However, there are differences in their intention and use.

In the first instance where the term is used, relates to the theme of *community*. This theme includes a number of main codes, one of which is termed *PROMETE* in reference to student-teachers having a sense of belonging to PROMETE. From this main code there is one specific code in which the word *emotions* is used in reference to the emotions that arise in student-teachers as a result of belonging to PROMETE (see 5.4.4.2 and table 15).

The second instance where the word *emotions* is used, relates to the theme of *identity.* This theme includes number of main codes, one of which is termed *self* in reference to student-teachers understanding their personal background in reference to their students. From this main code the word *emotions* is also used to make reference to the emotions experienced as a result of their actual or future practice (see 5.4.4.4 and table 17).

5.4.6.3   Children

There are two instances in which the word *children* is used as a specific code. Once it is used by itself and the other one in combination with the word *learning.* The use of the word *children* in these two instances has different connotations.

In the first instance where the word *children* is used, relates to the theme of *meaning.* This theme includes a main code named *young learners* in reference to student-teachers understanding, or not, of who their students are. The code implies the student-teachers understanding of how to relate to young learners. From this main code there is a specific code named *children's learning*, which makes reference to any instances where student-teachers show awareness of their students' ways of learning, their abilities, their difficulties, as well as their home life (see 5.4.4.1 and table 14).

The second instance where the word *children* is used, relates to the theme of *practice*. This theme includes a main code named *problems*, which makes reference to practical problems identification and practical problem solving in the classroom. From this main code there is a specific code named *children,* which makes reference to any indication within the data about abilities that their children have or any particular disposition shown by any child in their class (see 5.4.4.3 and table 16).

5.4.6.4   Learning

There are two instances in which the word *learning* is used as part of a specific code. Once it is used combined with the word *children* (see 5.11.6.3) the other one in combination with the word *students.* The use of the word *learning* in these two instances has different connotations.

As it was mentioned in the previous segment the word *learning* used in combination with *children* comes from the main code of *young learners* from the *meaning* theme. In this specific code *children's learning* refers to instances where student-teachers show awareness of their students' ways of learning, their abilities, their difficulties, and their home life (see 5.4.4.1 and table 14).

The second instance where the word *learning* is used, relates to the theme of *practice.* This theme includes a main code called *affirming* in reference to providing support for an assumption by positively asserting the decisions made in the PROMETE classroom. From this main code the specific code of *student's learning* is included. This specific code refers to any indication by student-teachers in relation to discussing students learning something in the PROMETE classroom (5.4.4.3 and table 16).

5.4.6.5   **Attitudes**

There are two instances in which the word *attitudes* is used as a specific code. The use of this word may suggest the same things. However, there are differences in their intention and use.

In the first instance where the term *attitudes* is used, relates to the theme of *meaning.* This theme includes a number of main codes, one of which is termed *purpose* in reference to student-teachers being able to establish personal goals for teaching in PROMETE. From this main code there is one specific code in which the word *attitudes* is used in reference to student-teachers showing awareness about their attitude within the PROMETE classroom and how those attitudes affect children (see 5.4.4.1 and table 14).

The second instance where the word *attitudes* is used, relates to the theme of *identity.* This theme includes number of main codes, one of which is termed *self* in reference to student-teachers understanding their personal background in reference to their students. From this main code the word *attitudes* is also used to make reference to any reactions or perceived reactions shown as a response to any situation encountered within their practice (see 5.4.4.4 and table 17).

5.4.6.6   **Class teacher**

There are two instances in which the code *class teacher* is used as a specific code. The use of this phrase may suggest the same things. However, there are some differences in their intention and use.

In the first instance where the term *class teachers* is used, relates to the theme of *meaning*. This theme includes a number of main codes, one of which is termed *context* in reference to understanding English teaching within the public education system in Mexico as well as in PROMETE. From this main code there is one specific code in which the phrase *class teachers* is used in reference to the awareness or lack of awareness of the student-teachers regarding the role played by the main class teacher in relation to their teaching practice in PROMETE (see 5.4.4.1 and table 14).

The second instance where the phrase *class teacher* is used, relates to the theme of *community.* This theme includes number of main codes, one of which is termed *teamwork* in reference to the active contribution to their own teaching partner or to the other teams within PROMETE. From this main code the phrase *class teacher* is also used to refer to the role played in support or hindrance by the main class teacher to the job done by the student-teachers within their PROMETE group (see 5.4.4.2 and table 15).

5.4.6.7   **Classroom management**

There are two instances in which the phrase *classroom management* is used as a specific code. The use of this word may suggest the same things. However, there are differences in their intention and use.

In the first instance where the term *classroom management* is used, relates to the theme of *meaning*. This theme includes a number of main codes, one of which is termed *behaviour* in reference to student-teachers figuring out classroom management, stating discipline problems, establishing effective routines, and applying their discipline plan. From this *behaviour* main code there is one specific code in which the term *classroom management is* used in reference to understanding the importance of the different aspects of classroom management in the way behaviour is dealt with in the PROMETE classroom (see 5.4.4.1 and table 14).

The second instance where the phrase *classroom management* is used, relates to the theme of *identity.* This theme includes number of main codes, one of which is termed *self-assessment* in reference to student-teachers revealing personal judgments as well as personal goals for teaching self. From this main code the phrase *classroom management* is also used to refer to the judgments made by the way student teachers are able, or not, to manage the teaching practice classroom (see 5.4.4.4 and table 17).

5.5   **Credibility of the case study**

In order to ensure a credible approach in the conduction of this study a number of steps are taken. First, I have described the way the study is conducted (see chapter 5), the context (see 1.2 and chapter 4), my role as a researcher (see 5.3.1), and the findings (see chapter 6) as clearly and as accurately as possible (Duff, 2008). After, the first analysis of the data and the identification of the specific codes to be used to analyse data were defined (see 5.3.5, and 5.4), two other researchers who are familiar with PROMETE and its context reviewed the codes and some suggestions were made to help define those codes better. Triangulation of the data gathered through different methodological tools within each case were employed (see 5.4.5). Then, this triangulation also happened in a cross-case analysis of the data (see 6.6) to find not only commonalities among the cases but also divergent themes (Duff, 2008; and Creswell, 2014). The period of engagement with FLEX and the student-teachers lasted for more than two years (see 5.3.1), which allows me to clarify details with them as an on-going process.

The following point in this chapter is the discussion of the ethical considerations considered in this study.

5.6   **Ethical considerations**

As I was collecting data that was private and personal in nature (see 5.3.2.1 and 5.3.2.2), ethical considerations were considered. All these procedures were conducted according to the ethical guidelines provided by the University of Southampton's School of Humanities which were in operation at the time and in alignment with the BERA (British Ethical Guidelines for Educational Research, 2018).

Regarding the responsibilities to the participants in this study I will explain the measures taken. It is important to note that there were two kinds of stakeholders: the student-teachers who were going to be the subjects of the study, and the FLEX as an institution which also includes the trainers of PROMETE, and the other teachers involved in the programme (see 1.2.4). The latter is because the study is using an identifiable programme (PROMETE) as the main context of the study and the role this school plays in this study.

Student-teachers

First, I had a meeting with the 58 student-teachers (see 5.8) within the cohort to explain the importance, the scope, and their role within the study as well as its aim to invite them to participate within this research. I worked on the basis of voluntary informed consent (BERA, 2018; Cohen, Minion, & Morrison, 2005) where student-teachers had the right to decide whether to participate in the study or not. If they decided to participate, I told them that I would like to have access to their teaching log and the reflective writings from both semesters, their initial letter of expectations, their response to the original letter of expectations, and their final rendition (see 5.3.2.1 and 5.3.2.2). I also mentioned that I would be interviewing them after they finished the BA programme and were already working (see 5.3.2.3). I made sure that they understood that the information and data they provide was to be kept confidential and anonymous. I gave them the opportunity to ask as many questions about the research as they needed to help them make the decision of participating or not within the study. I also made sure that they understood that once the study was underway, if they decided to participate, they could withdraw from it at any time without having to give any explanation.

Once 32 student-teachers agreed to participate I gave them a written consent form in which I also outlined the same things I had explained during the previous meeting. At this time, I also mentioned again the value and importance of their participation on this research project as well as any possible secondary uses of the information they provide. From those 32 student-teachers who agreed to participate I collected the documents outlined in 5.3.2.1 and 5.3.2.2 and finally decided to keep the documents from 20 (see 5.3.3 and 5.3.5). For those student-teachers who I

did not keep their documents, I made sure to return them to them in person, explaining that I would not be using their information in this project mainly because they did not have the complete set of documents (teaching logs and reflective writings from both semesters, the initial letter of expectations, the response to their original letter of expectations, and the final rendition) needed for the project. I thanked them for their interest and made my contact details available to them in case they had further questions or concerns.

When I had the collection of all the documents from those 20 participants, I transcribed the documents as they were written without any alterations or corrections. This transcription process was needed because the documents were either handwritten in a notebook (as it was the case of the teaching logs) or typed and printed on paper (the other documents). This transcription was done verbatim keeping the language as it was written in the original documents – mistakes and all. It is important to note that the student-teachers had no choice regarding the language in which they produced the documents as they were produced as a requirement for the teaching practice class and not with a research purpose in mind. Then the data became accessible for its analysis. A first analysis of the data was done (see 5.3.3 and 5.3.5).

After this original analysis (see 5.3.3 and 5.3.5) only five subjects were kept for the project. I made sure to contact all the twenty participants in person and explained to them the process up to this point. I also gave them the choice of collecting their original documents; however, most of them decided not to do so. Those original documents which were not collected by the participants were stored for safe keeping in case they wanted them later on.

After two years had passed, I contacted the final five subjects within this research project and reminded them of the project. I requested an appointment to be able to carry out the semi-structured interview (see 5.3.2.3) mentioned at the beginning of the project and the five subjects agreed to be part of it as well as to have the interview recorded. At this time, they were given a choice to conduct the interview in either language: English or Spanish as this was part of my research and not a requirement for a class. From the five subjects four decided to conduct it in English and only one in Spanish.

FLEX as an Institution

Even though there are two types of institutions which this research refers to: the School of Foreign Languages (FLEX) of the University of Colima and the public primary schools where PROMETE takes place, consent for this project was only sought from FLEX. The reason for this is because although, the study also makes reference to the public primary schools there is not a need to make any direct reference to them or the people within them aside from the general

description of their socio-economic context (see 1.2.3), or the references that the student-teachers make of either the school or the people (school's principal, main teachers, or young learners) within their reflective documents. When this was the case, it was done only using non-descript first names or letters (in the case of the schools) as there is no need for that information to be disclosed. Remembering that the project focuses on the professional identity development of student-teachers at the time of their involvement in PROMETE. Therefore, only consent from FLEX was needed.

I needed consent from FLEX to use its name and keep any reference to it as well as to PROMETE, as a programme belonging to it so I could realistically situate my research. This consent was gained through a meeting with the principal of the FLEX at the time. It was an achievable task as I am a teacher trainer at FLEX. The principal was provided with an explanation of the subject of this research study, its aims, the methodological tools, and the way the data was meant to be used. The principal understood that the result from this research will serve as an aid to FLEX to further help the direction of PROMETE and as a way to better help future student-teachers. The only concern she voiced was that student-teachers should not have extra work imposed on them because of this project. I explained to her that the data was to be collected in retrospect and as a result I was able to assure her that there would be no disruptions to the normal flow of the teaching practice classes. That is, I clarified to the principal that since the student-teachers had already taken the teaching practice class and I was just asking them for the reflective practice they had already produced the previous school year, there would neither be extra work imposed on them as a result of this project nor disruptions to the current teaching practice class. As a result of this meeting consent was granted by the principal of FLEX to keep the name of the school and the programme real.

I also informed about the project the other teacher trainer in charge of the teaching practice class as well as the other FLEX teachers who play a role in PROMETE (see 1.2.4) and they had no problem for me to mention them in this research project. I made sure they knew that their names were to be kept strictly confidential and that any mentioning of them in the project would be only to help me create an accurate picture of PROMETE, as well as the data from the student-teachers shown in clearer way.

5.7   Overview

This chapter has presented the methodology underpinning this study. I began with the reminder of my research questions linked to the rationale for the inclusion of each question. I outlined the

the research paradigm including the reasons for using a qualitative approach in an interpretive longitudinal case study strategy. Then, I discussed the research design which included a description of the role of the researcher and the timeline of the research; the research instruments employed in the study (teaching logs, a variety of reflective writings, and an interview); the type and amount of data collected; the coverage of the research questions was included by linking them to the research instruments and research strategy; and the aspects pertaining the selection of the participants were discussed. Then it moves to the research analysis strategy which included: the definition of the coding analysis and the use of N-vivo as an analytical tool; the definition of the general coding procedures; the general data analysis process; the main codes and the specific codes to analyse data linking them to the use of Wenger's (1998) social learning theory which is used as a lens for analysis; as well as the intricacies of variables, as well as repeated and orphaned codes. Then it discussed the steps to ensure credibility in this study. Finally, ending the chapter with the discussion of the ethical considerations considered in this study.

The following chapter includes the presentation of each of the individual cases that conforms this study by using the coded data previously discussed.

Chapter 6   Five individual cases: student-teacher's stories.

6.0   Introduction

This chapter presents the five case studies (see 5.8) in which the stories of their individual trajectories of learning are narrated. The presentation follows the same pattern to build up each story. They will include extracts from the reflective data of the participants which will be verbatim transcriptions of the original handwritten documents, including grammatical and other mistakes (see 5.3.3). Data will be presented in chronological order based on the stages of PROMETE (see 4.3). During this process, data from different themes which are used as a lens (i.e., meaning, community, and practice) will be integrated to highlight aspects considered relevant to professional identity development (see 3.1.4; 3.4; and 3.5). Each story will start with a personal impression of each of the subjects based on reflections and knowledge from the time I was their tutor / trainer within PROMETE. Next, a definition of their 'base identity' emerging from the data contained within the initial letter of expectations (see 5.3.2.2.2). Following this, their identity development during the first 30 teaching hours will be narrated, using as a source the student-teachers' teaching logs (see 5.3.2.1) and their reflective writings (see 5.3.2.2.1), as well as the reflective mid-term letter as a response to the initial letter of expectations (see 5.3.2.2.2). Next, their professional development during the second half of their practicum (the last 30 hours) will be described. This description will be derived from the data coded in the teaching logs (see 5.3.2.1), the reflective writings (see 5.3.2.2.1), and the reflective final rendition (see 5.3.2.2.2) (for the data coded from the research instruments see appendices J, K, L, and M). Finally, there is an account of the participants' retrospective view of their time in PROMETE based on the final semi-structured interview (see 5.3.2.3).

Mo's learning story will be presented first, followed by *Is*, then the story of *Ed*, next the story of *Fl* is narrated, continuing with the story of *No* (see 5.3.5). This chapter ends with the summary of the chapter which includes a cross-case analysis.

During this chapter, as previously mentioned, verbatim data will be used to illustrate each of the learning stories. This coded data can be found within the appendices (J, K, L, and M). The following table (23) presents a cross reference of which appendix coded data can be found. Table 23 is organized as follows: Line one represents the five student-teachers from this study. Column

one represents the document source of the coded data. The rest of the cells in the table presents this cross reference of the coded data and the appendix numbers such data is contained. For instance, if we take **Mo, IL** data can be found in three of the appendices: J1, K1, and L1. Another example can be if we take **Ed, RW5** the coded data can be found in appendix L5.

	Mo	**Is**	**Ed**	**No**	**FI**
IL (Initial Letter of Expectations)	**Appendix J1:** Data coded for meaning **Appendix K1:** Data coded for community **Appendix L1:** Data coded for practice	**Appendix J1:** Data coded for meaning **Appendix K1:** Data coded for community **Appendix L1:** Data coded for practice	**Appendix J1:** Data coded for meaning **Appendix K1:** Data coded for community **Appendix L1:** Data coded for practice	**Appendix J1:** Data coded for meaning **Appendix K1:** Data coded for community **Appendix L1:** Data coded for practice	**Appendix J1:** Data coded for meaning **Appendix K1:** Data coded for community **Appendix L1:** Data coded for practice
TL and **RW** Classes 1-30 (Teaching Log entries 1-30 and Reflective Writings 1-6)	**Appendix L4:** Data coded for practice from the first 30 classes	**Appendix L5:** Data coded for practice from the first 30 classes	**Appendix L6:** Data coded for practice from the first 30 classes	**Appendix L7:** Data coded for practice from the first 30 classes	**Appendix L8:** Data coded for practice from the first 30 classes
MT (Reflective Mid-Term Letter)	**Appendix J2:** Data coded for meaning **Appendix K:** Data coded for community **Appendix L2:** Data coded for practice	**Appendix J2:** Data coded for meaning **Appendix K2:** Data coded for community **Appendix L2:** Data coded for practice	**Appendix J2:** Data coded for meaning **Appendix K2:** Data coded for community **Appendix L2:** Data coded for practice	**Appendix J2:** Data coded for meaning **Appendix K2:** Data coded for community **Appendix L2:** Data coded for practice	**Appendix J2:** Data coded for meaning **Appendix K2:** Data coded for community **Appendix L2:** Data coded for practice
TL and **RW** Classes 31-60 (Teaching Log entries 31-60 and Reflective Writings 7-12)	**Appendix L9:** Data coded for practice from the last 30 classes	**Appendix L10:** Data coded for practice from the last 30 classes	**Appendix L11:** Data coded for practice from the last 30 classes	**Appendix L12:** Data coded for practice from the last 30 classes	**Appendix L13:** Data coded for practice from the last 30 classes
FR (Reflective Final Rendition)	**Appendix J3:** Data coded for meaning **Appendix K3:** Data coded for community **Appendix L:** Data coded for practice	**Appendix J3:** Data coded for meaning **Appendix K3:** Data coded for community **Appendix L3:** Data coded for practice	**Appendix J3:** Data coded for meaning **Appendix K3:** Data coded for community **Appendix L3:** Data coded for practice	**Appendix J3:** Data coded for meaning **Appendix K3:** Data coded for community **Appendix L3:** Data coded for practice	**Appendix J3:** Data coded for meaning **Appendix K3:** Data coded for community **Appendix L3:** Data coded for practice
FI (Final Interview)	**Appendix M:** Data coded for meaning, community, and practice	**Appendix M:** Data coded for meaning, community, and practice	**Appendix M:** Data coded for meaning, community, and practice	**Appendix M:** Data coded for meaning, community, and practice	**Appendix M:** Data coded for meaning, community, and practice

Table 23: Cross reference to the coded data, the source of the data and the author.

It is important to remember that the coded data under three of the components (meaning, practice, and community), provides the information for the fouth component (identity) (see 5.4.5). Regarding the theme of identity, there are five main codes, which in turn include a number of specific codes. The main code *self* in identity refers to the understanding of personal background in relation to their students (see 5.4.4.4 and table 17; 5.4.5.1 and table 18). *Roles* in identity refers to the perceived *roles* they play as teachers as well as an understanding of what those roles imply in her future career (see 5.4.4.4 and table 17; 5.4.5.2 and table 19). Becoming in identity refers to comments in which student-teachers show awareness of change over time (see 5.4.4.4 and table 17; 5.4.5.3 and table 20). *Self-assessment* in identity refers to the reveal of personal judgments, and goals for the teaching self (see 5.4.4.4 and table 17; 5.4.5.4 and table

21). Finally, *tensions* in identity refer to the tensions related to their previously conceived ideas as future teachers (see 5.4.4.4 and table 17; and 5.4.5.5 and table 22).

6.1   The learning story of *Mo*

Mo is a female student-teacher who was 21 years old at the time of her involvement in PROMETE. She was in charge of a group of students of 1st grade of primary school within the public primary school B (see 5.3.5 and table 12). The children within this grade had not received any previous English classes, so *Mo's* class was to be their first encounter with the language. She was teaching with a male partner (who is not a subject of this study). *Mo* was known for having a very calm, polite, and patient demeanour to her personality. She rarely got frazzled. Although, she was usually quiet she had no problem relating to other students, or trainers in her teaching practice class. *Mo* had lived a few years in the USA when she was very young as a result, she had a high intermediate English level (B2) at this time.

6.1.1   The identity of *Mo* at the beginning of PROMETE

Based on what is written in the initial letter of expectations by *Mo.* Her professional identity is mostly viewed as a future enterprise. This is a logical result as her practice has not yet started and this letter was originally addressed to herself. This reflective initial letter of expectations will be considered her starting point within PROMETE. The trajectory will be presented keeping in mind the identity main codes: *self, roles, becoming, self-assessment*, and *tensions.*

In this reflective initial letter *Mo* talks to herself about the things she needs to do to complete PROMETE. In her dialog to herself she mentions her expectations:

> *'I want to be crystal clear of what I need to do to get in good shape to the finish line of this*
> *semester of the Teaching Practice class, I expect to achieve a good experience and practice,*
> *and to know and understand what to do when it comes to planning a lesson for a specific*
> *type of learners, I expect to overcome any problem that I may have when I teach my class'*
> (Mo, IL).

Then, she goes on to mention how her personality traits will help her get her students love and attention: *'I think my patience, my good mood, my way to simplify things and my sensibility are good examples of the strengths that will help me to get to the love and attention of my future students'* (Mo, IL). She goes on to explain how those traits will help her in her future teaching within PROMETE *'I need to be patient and understanding when it comes to kids, the mood that you always bring to the classroom is contagious, so you better wake up every day with the right*

foot' (Mo, IL). She tries to exemplify how she views her future job. In the following quote '*I need to teach with apples and I need to feel connected to my students'* (Mo, IL), she makes reference to a colloquial Mexican expression about explaining things very clearly by using the analogy of needing to explain with *apples* or what is understood as very simple terms. She makes this analogy to illustrate how she wants to feel connected with her students showing that she views herself as a future teacher.

At this time in her practicum, although, she feels hopeful about becoming knowledgeable as a result of the experience of PROMETE, and the things she wants to learn when she wrote she expected '*to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners'* (Mo, IL). In this previous quote she makes reference to how she will become the planner of her class. However, she also acknowledged she felt anxious about being in front of a class: '*I need to overcome my anxiety and nerves when I'm in front of a class, I will try my best to keep both of them in the low doing relaxing exercises and thinking positively'* (Mo, IL). She goes on to mention that in order to be a good teacher she is open to learn from her mistakes: '*I expect to achieve a good teaching technique that may help me in the future, I expect to be a good teacher to my students and I expect to learn from my mistakes in teaching'* (Mo, IL).

Also, as part of her letter to herself there can be two potential tensions inferred. The first tension would be acting as teachers when she mentions expectation of getting a good grade in the teaching practice class '*I expect to achieve a good grade and a good and unforgettable journey that this semester promise to me'* (Mo, IL). My contention with this tension is that she sees herself at this time as a student in purse of a good grade. However, she is open to embark in PROMETE as a journey. The other potential tension identified at this time in *Mo* refers to the tension of *feeling abandoned* by the tutor when she addresses the tutors in her letter saying how she would not be able to achieve all her expectations without their help

> '*I hope to achieve of all this during this semester and I know that I will not be capable to fulfil all of them without your help, I need to be on the 110 % this semester and I hope that I can get along with all plans and goals that I have set for myself'* (Mo, IL).

Despite this she is conscious about what it entails to be part of PROMETE as well as the things she needs to do to achieve her goals.

This part of *Mo's* story represents her identity at the beginning of PROMETE. The following section represents how her learning story has developed over the course of the first 30 teaching hours of PROMETE.

6.1.2   The Identity development of *Mo* during the first half of PROMETE

This part of the learning story by *Mo* gets its data from the first 30 teaching log entries, the first six reflective writings, and the reflective mid-term letter as a response to her initial letter of expectations.

Classes 1-5

During the first five lessons *Mo* and her partner have delivered she has been discovering how she is *capable* of creating materials her students would enjoy. At this point, she sounds surprised about it. Over the course of the first few days of trying out different activities they discovered that their children loved coloring: *'after they colored we realized they love coloring'* (Mo, TL4); they loved singing: *'then the song came and they loved it, they were singing and doing all movements'* (Mo, TL3); and they loved manipulating things as the following two quotes illustrate this: *'in the while activity we give the teams a set of flashcards of the alphabet and a bag of beans'* (Mo, TL5) to play bingo. The next activity they were playing is a game called *hot potato,* in which the students make a circle and pass around an object (hot potato) to the rhythm of some music or sound. Once, the music stops the child with the *hot potato* has to answer something or perform a particular action. In this case children had to answer something about a target structure: *'we played hot potato so they could practice the target language structure'* (Mo, TL1).

However, attached to the discovery of the things children in her class enjoyed learning also came the realization that they were starting to have different problems in the classroom. These problems played a role in her *capabilities* to select appropriate materials and activities for her young learners: '*the harder part for them were to understand the song we used in the while they did participate but they didn't know what they were saying until the post activity came in'* (Mo, TL1).

Another problem relates to *discipline problems*. They started during her second class when she narrates how they (at this point she makes use of the word *we* in reference to her teaching partner) had two children seating separated from one another: *'We actually in this particular class we had to keep apart 2 kids because they were talking a lot, and after we did that class was heaven'* (Mo, TL2). On the following day she reports another incident; however, she tries to minimize it: '*it happened a little of disruption because of the song but we managed to control it'* (Mo, TL3). However, by the end of the five classes she admits being at a loss about these discipline issues: *'They do talk a lot and sometimes they have a lot of energy and we do not know what to do to bring it down a little'* (Mo, RW1).

Also, at the end of the first five classes she mentions how she and her *teaching partner* were discussing activities and materials they could implement during the following classes. However, they do not see these materials and activities as a learning tool, but rather as a discipline strategy: '*we were thinking to do since they like a lot coloring to have a drawing related to the class as preparation for every class to use it when they have a lot of energy*' (Mo, RW1).

Mo also mentions how she feels students' behaviour has been affected by her use of English as a medium of instruction, as she feels that: *'the majority of them do not have a background of being close to the language before, it is hard to have the class completely in English'* (Mo, RW1). This previous comment can be linked to a comment she made in her teaching log during the first class: *'the use of English I had used. After times students got distracted and started to talk'* (Mo, TL1).

After the first five classes the tension inferred about *acting as a teacher* from the beginning of this journey is still present. However, she seems to be on her way of resolving this tension when she mentions that they may be in the path of finding their way around teaching: *'our students really like to learn and they see that we want to help them to achieve that so I think that maybe we are walking the right way in our technique to teach'* (Mo, RW1). However, she is still uncertain.

Classes 6-10

During these five classes *Mo* and her teaching partner are still exploring activities that are enjoyable for their students. She is still more concerned with that aspect of their teaching rather than students actually learning. She confirmed how her students loved music and manipulating things: *'This class the first activity was a song. I loved this class it was the best class so far. They loved the song they were participating and singing it was really really good'* (Mo, TL6). Regarding manipulating, she reports children being more engaged in activities which describe manipulation of materials or physical movement as part of them: *'As a pre activity we had the storytelling containers which had images of some vocabulary on the book they all participated, we had some students pass to the front and take out a word'* (Mo, TL10). It is important to point out that including a storytelling activity each lesson is part of what is known as an *imposed curriculum* from PROMETE. However, Mo reports this activity as a successful one: *'The while activity was our storytelling from our Eric Carle book from head to toe they get involved in the story since it is a story full of action, they repeated the actions'* (Mo, TL6).

During these five classes *Mo* reports having discipline issues in their class:

> *'the first one is that there are these two girls who always talk, they can be quiet a little, they talk to complain, to distract others and every five seconds they ask how they are doing,*

think this is a problem we have been trying to erase, but we have left only one resource,
keep them apart from the others' (Mo, RW2)

However, she feels there has not been any need for her to use the negative consequences from
her discipline plan:

'the trust they have in me, they trust in us like we were part of their family, they treat us
with respect and they also respect their classmates, and we haven't really use the negative
aspects from our discipline plan, I think it is a good sign' (Mo, RW2).

Mo's previous comment came about from the incident in which she realized that some students
were suspended a few days by the class teacher. The following quote narrates that incident, and
how she tried to help them learn what they missed out. Reading between the lines of this quote I
can infer that she is experiencing the tension of *caring for students.* This is a tension as she seems
to empathise with the children without really knowing the reason for their suspension:

'there are some students that are punished and they do not have the right to enter to the
class but after a few classes they returned and they are left behind by their classmates that
enter to every single class and we have to go back and explained to them what does that
mean, we know that we do not have any power in that because the classroom teacher is the
one that gives the punishment to the kids' (Mo, RW2).

Classes 11-15

These five classes were also an exploration of activities *Mo*'s students liked and enjoyed versus
the ones they felt were boring. The activities mentioned confirmed that their children liked
coloring, moving about, and manipulating materials. She sounded disappointed when she realized
that her students found some activities boring: *'The class was boring they were seated in their*
seats almost the whole hour' (Mo, TL14).

She also confirmed that storytelling was a successful activity based on her children's completing
the activity: *'As well we made storytelling which was about one day at the beach with my family.*
They realized during the story telling what we wanted them to understand. They repeated the
family member as we repeated to them' (Mo, TL12).

The way *Mo* reports her activities at this time suggest that she is still more worried about children
enjoying themselves rather than learning. The following statement by *Mo* grounds that: *'we did*
the matching exam' (Mo, TL11). This statement was done as an afterthought with no other
reference to how the exam was applied or what the results on children's learning were from it.

All the previous show that *Mo* is still experiencing the tension of *acting as a teacher.*

Classes 16-20

During these five classes *Mo* still reports activities in which the children's enjoyment of them is most important: *'my students like activities where there is something that caught their attention and something to color'* (Mo, RW4). She also reports using storytelling: *'we did a story telling about frog family it was very short with lots of actions and vocabulary'* (Mo, TL16). Certainly, she still mentions how much her children enjoy music: *'we started with a song called go bananas the kids loved the song and all of them were involved doing all the movements and for sure they had fun, cause the song's funny'* (Mo, TL17)

However, it is during these five classes in which reports activities in which the main result was learning rather than enjoyment:

> *'As a last activity we had a kind of Pictionary we divided the class in 2. It was a pretty good class. In this lesson we played Pictionary it was fun and challenging to the team because they had to remember the vocabulary the activity took a lot of time so we only did one more'* (Mo, TL20).

She also showed a moderate amount of concern when she realized that students were struggling with an activity because they did not know something: *'the next activity was a matching it is a good activity but when it involves writing it becomes harder for them because they don't know the whole alphabet'* (Mo, TL19).

She is still facing some discipline problems related to one of the girls, however, she and her partner are planning on implementing some strategies to help them resolve this problem:

> *'C is a very active girl, who likes to talk to everybody and that is something that it's been causing a problem with the class, what we have plan to do is to talk to her and try to sit her alone and give her activities that can keep her engaged and that help her to learn'* (Mo, RW4).

Mo's realization that children are learning or not as a result of her teaching. As well as her acknowledgement that they have a discipline problem related to that girl, helps me infer that she is starting to resolve the tension of *acting as teacher.*

Classes 21-25

Mo during these five classes is still transitioning from just judging a learning activity as "good" if her students enjoy it to judging it for how much students learn from it: *'we are looking for*

activities a little challenging for her so that she could learn more and go at the speed of the rest of the group' (Mo, RW5). The previous was also confirmed when she describes an activity and the outcome is a correct response: *'the last unit which was sea animals, we started the class with flashcards then we asked questions, they had to point out what animal we were talking about'* (Mo, TL24). These instances lead me to confirm my previous inference in which I mentioned that *Mo* is starting to resolve the *acting as a teacher* tension.

Another milestone from these classes is that she is now envisioning herself during the following semester. In this quote she mentions how she has learn how her students learn and the way she will take into account that during her work in the following semester: *'we are knowing better our students and how they learn and way they learn and we realized that is easier for them to remember vocabulary if they had fun in the class we saw the new vocabulary and that's maybe a sign for us to improve the next semester'* (Mo, RW5).

Classes 26-30

Mo during these five classes is still transitioning towards having her students learning as the main objective of her class; however, as the following two quotes illustrate, she is getting there. The first makes reference to a language structure practice activity in which her students were working hard: *'the next activity was to practice the structure we had been practicing, which is: What is it? I have to admit it is so hard for them to remember this target structure, but they did great'* (Mo, TL27). The other activity is about how she is integrating phonics in her class. However, she acknowledges that although, students learned they did not enjoy the whole activity: *'The post activity we practiced phonics in this class, it was fun and boring at the same time because there was something they didn't like to learn it was just tracing words with J'* (Mo, TL27).

As these are the last five classes of this first teaching cycle *Mo* acknowledges that she has to work on some discipline issues she had been experimenting the whole semester and that they were unable to resolve: *'everybody at the end of the class were talking too much, and this a problem we have been suffered since the beginning'* (Mo, RW6).

During *Mo'*s last reflective writing she mentions how she realized the importance of her work as students trust them (she and her partner) to help them learn a new language: *'we have gained our students trust they confined things and they expect us to understand and help them all the way, they trusted in us to teach them another language'* (Mo, RW6).

The perception by *Mo* of her work during the first 30 delivered classes in PROMETE.

This section aims at presenting the professional identity development of *Mo* based on what she included in her reflective mid-term letter reflection (see 5.3.2.2.2).

The mid-term letter by *Mo* confirmed what was discussed previously as the semester progressed. She is still working on resolving the tension of *acting as teachers.* However, she is aware of the fact that she needs to put some effort into that for the following semester:

> *'I know we need to work a lot more but that will do in the next semester, so you better be ready to perfect our teaching technique and do all the adjustments we need to do to have a better classroom management and solve all the problems we still have to solve and prepare ourselves mentally to overcome any other little rock that gets in our way'* (Mo, MT).

In this previous quote she makes a reference to classroom management in relation to the discipline problems she and her partner were unable to solve. Despite that she views herself as a successful planner as a result of her work during this semester: *'we learned what we have to know to plan a good class'* (Mo, MT).

Mo seems to have resolved the inferred tension of *caring for students* which was identified between her classes six to ten. I am taking this following quote at face value to this regard, as there was not another instance in which this tension could have been inferred: *'…and most importantly, we made a difference in their lives'* (MO, MT).

Mo seems has been able to work out the feelings of anxiety she was experimenting at the beginning of PROMETE*: 'we enjoyed every single day of this journey, the next one is that we learned from our mistakes, the next one is that we constructed a very strong and awesome relationship with our little beautiful persons (students)'* (Mo, MT). From this same quote I can infer two things: that she has fulfilled her expectation of learning from her mistakes; and that she has experienced the tensions of *feeling incompetent in terms of knowledge* and the second one is about her *vision of teaching and the reality of the classroom.*

This part of *Mo's* story represents her identity up to the middle stage of PROMETE. The following section represents how her learning story has developed over the course of the last 30 teaching hours of PROMETE.

6.1.3   The Identity development of *Mo* during the second half of PROMETE

This part of the learning story of *Mo* gets its data from the last 30 teaching log entries, the last six reflective writings, and the reflective final rendition.

Classes 31-35

From this five classes *Mo* talks about the activities, she and her partner carried out in terms of their effectiveness, and to reacquainte herself with her students and the classroom dynamics. Their involvement in PROMETE was paused during the winter break. As a result of this they had to work on their classroom management in terms of discipline:

> *'the first one is their energy, I don't know if it is because our class is after the break but they come to the classroom shouting and doing a mess, the first time it happened it really took me by surprise because the last semester it wasn't like that at all'* (Mo, RW7).

Also, during this break they got new students and *Mo* was concerned about how those students may hinder her original students learning: *'we had new students, I think this was a problem because we didn't know if they had English at their last school, and what I feared was that I would get my students stuck if the new ones where new to English'* (Mo, RW7). In this quote when *Mo* talks about getting her student stuck, she is referring to having her original students stay at a standstill in terms of their English learning. At this point we can say that *Mo* has become aware of her young learners learning.

Although, *Mo* identified at the end of the previous semester the need to work on discipline with her students, it is not yet perceived that she really undertook that task for this semester. As she is still trying to implement 'solutions' to this problem in terms of one-off activities or strategies. For instance, she noticed that her students were very loud and were bothering the teacher next door; therefore, she suggested bringing warm-ups to the classroom to get rid of extra energy: *'What I plan to do is bring warm-ups where they had to move around the classroom and take out that extra energy we don't need, because that makes the class a loud mess and I don't want the other neighbour teacher complaining about it'* (Mo, RW7). In a sense, she has not fully resolved the tension of *acting as a teacher* as well as the tension related to *teaching approaches.*

Classes 36-40

During this five days *Mo* is still transitioning towards *acting as a teacher* in terms of her activities being meant for learning rather than just the enjoyment of her class. Although, she still uses activities with just that purpose she is now more concerned and aware about her students learning. The following quote illustrates her awareness of their students learning: *'Then we did a little exam kind of like to see if they know how to write the names of the animals that all of them learned perfectly'* (Mo, TL37). However, on the following quote she is aware of how the activity was not suitable for her students' level of English, but its success was judged according to how "fun" it was for both she and her students: *'The next activity was about ST. Patrick's day. What we*

did was put a video of a leprechaun and a pot of money they had fun watching it even though they didn't understand a thing. They had to color the leprechaun with different colors. I had fun' (Mo, TL39).

During these five classes *Mo* narrates how much trouble they had been experiencing with a new child in their class and she sounds desperate about this situation:

> *'...this kid named A, it is a new student who has giving us hell since day one, he does not know anything about English. He doesn't work, he only walks around the classroom, he goes out the classroom without asking and it is absolutely a nightmare. He's spoiled, he makes tantrums and it is very tiring and hard to deal with him'* (Mo, RW8).

However, she does not give up she plans to go up to the class teacher and inquiry about his behaviour in her class as well as if she is aware about a particular situation at home which is causing him to act this way: *'I plan to do is to talk to the teacher if he has problems at home and if he behaves the same way at her class, and also ask her what she does to keep him working in class. I hope this bring some light to the problem and have finally a possible solution'* (Mo, RW8). From her quote I can infer that as a teacher she is pretty much aware of the context in which this primary school is located (see 1.2.3) and that it is a real possibility that this child is experiencing problems at home or that he may have some kind of learning disability. From this same quote I can also infer that the tension of *caring for students* is still present.

Classes 41-45

Mo and her partner seem to be finding the balance, in their choice of activities and materials, regarding the activity being for learning and being for fun. There is a particular instance in which she mentions having achieved both: *'This moment it is about the bowling farm animal game we had, I want to write about it because it was a good experience for me as a teacher and also for my students, they had fun and I had fun, they learnt and I am happy, they played by the rules and I am proud'* (Mo, RW9). From this quote it can also be inferred that she is on her way of resolving the tension of *acting as a teacher.*

However, she is still experiencing discipline problems in her classroom. This time she refers to a pair of students who – apparently disrupt the class frequently. *Mo* also mentions how they had tried placing them at different ends of the classroom but did not really work: *'J and S are two kids who are like flesh and bone. They can't be with one another but can't be without the other, J is this one who's like a tornado he has a lot of energy but he uses it wrong. Then there is S who is very lazy and only is asking for permission to get out the classroom'* (Mo, RW). At this time, she only mentioned the thing she had already tried with them, but which not was very successful: *'One*

time I keep them apart and I saw that it doesn't work because it is worst, J was trying to talk to everybody and S was laying down on both chairs' (Mo, RW9). At this time, she is experimenting a *reality* tension, and it does not seem she has continue trying to face such reality.

Classes 46-50

During these five classes *Mo* is definitely on her way of *acting as a teacher* in terms of the activities and materials she is now implementing in her class. It started in the previous five classes in which she successfully created a balance between an activity being conducive to learning but also being fun and appealing for her students. During this five classes she and her partner implemented a number of activities with those characteristics, being the most memorable the one about the use of realia: *'the use of realia in the classroom was also a success, saw that the connection between the toy and the word was more meaningful for them because they were touching and seeing what it really was and that is why this moment is a good one for me'* (Mo, RW10).

Despite this they are still struggling with their classroom management: *'they shout for everything, to go to the bathroom, when we arrive, to answer and sometimes they shout just because they want to shout. Sometimes it gets pretty bad and what we do is to stay quiet but that doesn't work with them so we have to shout so they can hear us'* (Mo, RW10). Aside from shouting louder there seems to be no specific and consistent solution in place.

Classes 51-55

During this five classes *Mo* is on her way of *acting as a teacher* as she is now implementing learning activities in her classroom. However, is still sceptical about their usefulness in her classroom, and when the activity works out well she has a surprised reaction: *'the reading in the third unit was very engaging for them, they all were trying to know what it was about, they were in their seats, looking at it, identifying the vocabulary and it worked wonders, have to admit at first I didn't believe they could do it'* (Mo, RW11). Most of the activities within these five classes worked in terms of engagement and learning for students. However, *Mo* still struggles with discipline: *'with them outside the classroom activities are not good, they explode and become a tornado, and a big one, I think they react this way because their teacher keeps them under a tight control all the time and they just let go once outside'* (Mo, RW11).

There is a tension in *Mo* as the girl who was being reported as being quite talkative during previous classes started behaving quite aggressively in her class:

> *'…a girl, her name is C and she is a though little girl, one you don't want to mess up with if*
> *you were her classmate. She started to behave badly like aggressively and she wasn't like*
> *that, don't know if it is because she has problems at home or maybe because she just don't*
> *care about school anymore, she fights with everyone; what I plan to do is to talk to her first*
> *see what is triggering that behavior and see how can help her to get back in the track'* (Mo,
> RW11).

Despite this, *Mo* plans on talking to this girl to try to find out what is causing this behaviour, in
order for her to be able to help her.

Classes 55-60

Mo reached the point in which she has resolved her tension of *acting as a teacher* as she is able to
understand the implications of her teaching for her students, as well as point out what she should
have done to avoid that: 'a reading worksheet which was too difficult for them particularly the
comprehension questions. I should have included more scaffolding on the worksheet for them to
understand them' (Mo, RW12).

However, she has not been able to resolve the tension of *caring for students* as she still tries to
justify the way C, the little girl described previously, acts aggressively and disruptive: *'C started*
acting badly again becoming aggressive and disruptive. I thing (I said this before) she may have
been having problems at home and she has become less tolerant to any frustrating activity' (Mo,
RW12)

The perception by *Mo* of her work during the last 30 delivered classes in
PROMETE.

The data analysed for this purpose is the one contained in the reflective final rendition by *Mo*.
This was written in a form of a letter at the end of PROMETE once the 60 classes had been
delivered.

The following quote expresses the way *Mo* sees her time within PROMETE: *'As expected since the*
beginning of this journey, PROMETE has been such an experience full of highs and lows, flawless
and flaws, but out of everything full of learning and amazing moments to keep in our hearts as the
first group ever in the history of our teaching career' (Mo, FR). This quote is full of emotion which
encompassed her journey through PROMETE.

The previous quote is complemented by this quote about her gained *capabilities* regarding her
teaching: *'I learnt a lot about myself as teacher my weaknesses and my strengths things that need*

to work on to improve and be the teacher I want to be' (Mo, FR). In this quote she also describes herself as a teacher.

She has managed to identify some *roles* she played throughout her time in PROMETE. The most obvious one is that of a teacher: *'being a teacher is a complicated, challenging and full-time job, since I decided to join the ship I knew it would be a challenge to come to this point and from now on I know what I need to do in order to become the teacher I always wanted to be to make a little difference in the world'* (Mo, FR). With this quote se embraces the role of a teacher including everything it implies in her mind.

Another *role* she has identified is that of the *designer*: *'think outside the box, where we design lots of materials to work with in the classroom to make the learning more fun and effective, we had to search what kind of activities could we use and with what level'* (Mo, FR). In this quote she describes how during the process of PROMETE she had become a designer of materials which were suitable for the students in her class.

She has *become aware* of how sometimes the things you plan do not work as planned, including what it implies for her as a teacher: *'I learnt is that not all the activities work as planned or they just do not work at all, so you better come with a couple of more activities to mix with or to change for'* (Mo, FR).

She states that in order to *become experienced* she needs to continue working as a teacher: *'to keep working and working, and practicing so can acquire the experience I need to fulfil all of the goals that might come in the way as try to fulfil this goals l have set'* (Mo, FR).

She *became knowledgeable* about her own teaching when she compared her own teaching technique to that of her teaching partner:

> *'teaching techniques, I think we all have our own way of teaching, I think K and mine are not that different but mine sure has a little twist, he likes to do things in paper and I like to use many more things, I think mine is like this because I learnt on my own and I know what is less complicated to teach and also like to use a lot of materials and stuff, and everything can to make it more attractive'* (Mo, FR).

Regarding *becoming knowledgeable Mo* also mentions how she was able to learn from her mistakes in reference to activities and the best ways to teach young learners: *'…activities and best ways to teach children, this was the hardest because we needed to know exactly why that activity was the one learnt a lot of things thanks to this experience and it sure fulfil its objective which was to learn from mistakes'* (Mo, FR).

She was able to *self-assess* her classroom management in terms of the way she dealt with discipline: *'I need to work on the control of classroom, because if the class goes out of control sometimes I do not know how to get it back and I get frustrated and then anxiety comes in and it is not pretty'* (Mo, FR). She showed awareness about her need to work on classroom management, which is a thing that was identified from the beginning of her work in PROMETE.

She was able to *self-assess* how her personality played an important role in her work within PROMETE:

> *'my weakness and the most trouble one, the one that my whole life I have been trying to overcome is my anxiety, because it affects everything I do and everything do not just because I want it to be perfect, worry too much about everything and that gets frustrating most when I am planning, it is annoying because I get stuck and I do not know where to go or what to search or even give a little thought about it'* (Mo, FR).

Throughout the course of PROMETE she experienced many tensions. The most recurrent one is *acting as a teacher, Mo* illustrates that when she talks about being too forgiving with her students and they did anything they wanted in her class: *'I am too soft with students and after they know me they know how to get to me and bend me, so I need to work more in being though and not be too afraid of telling a kid, and this happens because I have a very strong conscience and it gets very loud'* (Mo, FR). It also seems from this quote that she has not quite managed to overcome this tension, as she refers to having a strong conscience which prevents her from using discipline in her class.

Another tension she identified in her journey through PROMETE was *emotional distance*. In her quote *Mo* explains how she was distant from students and how she had to work to overcome that:

> *'talking about the response I have to students, to be honest I had to work on a lot of things, the first one and even if it seems hard to believe, I had to be more open, I am not a very expressive person (talking about feelings) and my students were very open about it, it came so natural and I was not used to that type of affection and I had to work on that, and here I am, I am not that cold anymore'* (Mo, FR).

Mo was also faced with the tension of *reality* when she mentioned that: *'books do not have all the answers, sometimes you have to go around asking for advice or do the thing that you think is the right one, cross your fingers and hope it works'* (Mo, FR). In her quote she expresses how she encountered instances in which the recipes within books did not work for a particular situation;

and how she went with suggestions from other people involved in PROMETE taking their suggestions at face value.

Although, not expressed as a tension she made an extensive case about the way she related to her peers. In her first quote she mentions how she has worked with the other teams of student-teachers who were teaching first grade of primary school. Regarding this she expresses this joint enterprise as a fruitful one:

> '…the collaboration with other classmates. I think us (first graders teachers) work the longer together, we get along very well. We accepted others ideas and we respected them and that is why we stuck together until the end. Believe a lot in teamwork. For us has worked very well we helped each other when we needed and all the activities we designed worked for everybody's group' (Mo, FR).

Regarding other classmates she mentioned that it was easy for her to get along with them as she describes herself as being respectful of other people's opinions:

> 'For me is very easy to accept and respect others point of view and opinions but at the end of the day I am the one that decided what to use and what not to use in my classroom and they also did the same thing. and that is the good thing about sharing ideas with other you can expand your imagination further to create new and unique activities for your group' (Mo, FR).

Finally, *Mo* also mentions what she sees for herself in her future as a teacher. To this regard she mentions how she wants to work in the continuing education programme from FLEX: *'I want to do the best I can in diplomados sabatinos [continuous education programme from FLEX], and this is the most important one because in time this starts first'* (Mo, FR; my brackets).

Mo is also able to connect the way in which theory helped her practice:

> 'Along the way in our experience in PROMETE we had many opportunities to connect theory to practice for example, that time when we had to read about discipline, rules and all that things, so we could design an appropriate discipline plan for our group level the stage that they were in and also how rules and consequences should be display in the classroom' (Mo, FR).

6.1.4   The retrospective vision by *Mo* of her participation in PROMETE

After two years have passed, I interviewed *Mo*. I gave her a choice to anwer the interview in English or Spanish, and she decided to carry it in English. *Mo* was working at the FLEX in its

continuing education programme teaching English to adults and 6–8-year-olds. She seems happy and content to be working in this place. She is at the moment at the place she wanted to be when she finished PROMETE. She recalled this when she mentioned: *'At the end of PROMETE I saw myself working in Diplomados Sabatinos, that was one of my goals, to finish the career and work here, and maybe somewhere else, right now I have accomplished that'* (Mo, FI).

Mo's statements from the interview support what I identified as her identity development within PROMETE. First, she made reference to the beginning of PROMETE stating how she felt about it and how she saw herself: *'When I started PROMETE I was very motivated, I saw myself as a very dynamic teacher and I felt like committed with the group'* (Mo, FI)

Mo also remembers the incident she mentioned at some point during the second term of PROMETE, about a boy who was new to her class and how difficult it was to deal with him:

> *'I had some kids who were problematic, they had like discipline problems, there were one especially who didn't care about the class, because the problem started from the teacher in the classroom that didn't say anything to him and he went out the classroom whenever he wanted it and he stayed out'* (Mo, FI).

She went on to explain how this situation made her feel hopeless as she had run out of suggestions about how to deal with him: *'At some point I felt hopeless because I didn't know what to do and how to motivate him to get into class'* (Mo, FI).

However, she mentioned how she and her teaching partner did not give up and started planning different activities for him to try to "lure" him back into their classroom: *'We started planning, me and my partner, started planning different activities and we observed him what type of activities he liked and we prepared activities that he would feel attracted to come into class'* (Mo, FI).

Mo gave a number of reasons why PROMETE was very important for her as a future teacher. She was amazed when she realized that her students in PROMETE were learning and liked English: *'We saw that most of the children in our class learned and they liked the language so that felt like we were doing something good'* (Mo, FI). Linked to the previous idea about children learning as a result of her class motivated *Mo* to continue with the BA: *'realizing that students learnt made me feel that is one of the accomplishments that kept me going to finish the career and to see myself as a teacher in the future'* (Mo, FI).

Another reason *Mo* stated as being memorable from PROMETE was the planning stage that takes place prior of going into her class as well as the results of PROMETE: *'I think it was a really good experience planning and seeing all the background that you have to do before actually going to*

class, and the results, so that was a really good experience' (Mo, FI). *Mo* elaborated on this as she said: *'It helped me to have the wide idea of how teaching is, like the real experience, because before we haven't had that and that made me see all like beauty and the bad of teaching, it opened my eyes'* (Mo, FI).

The last I heard from *Mo* is that she is now working full time at a prestigious private school in a major city in Mexico. She is quite happy and successful.

The following section presents the learning story of *Is* in the same manner that this one was organized and presented.

6.2   The learning story of Is

Is is a female student-teacher who was 21 years old at the time of her involvement in PROMETE. She was in charge of a group of students of 3rd grade of primary school within the public primary school C (see 5.3.5 and table 12). The children within this grade had had two other teams of *PROMETE teachers,* one per each school year. Thus, the children had about 120 hours of previous English classes. She was teaching with another female partner (who is not a subject of this study). *Is* was known for having a very active, strong, loud, and outspoken personality. Despite this she was always polite but not afraid of expressing her views about things. However, because of these traits she had some problems relating to some students in her class but had no problems with the trainers. She is of Mexican American descent and spent her childhood in the USA, thus, her English level is high (C1).

6.2.1   The identity of *Is* at the beginning of PROMETE

As well as with *Mo and b*ased on what is written in the initial letter of expectations by *Is*. Her professional identity is mostly viewed as a future enterprise. This is a logical result as her practice has not yet started and this letter was originally addressed to herself. This reflective initial letter of expectations will be considered her starting point within PROMETE. The trajectory will be presented bearing in mind the identity main codes: *self, roles, becoming, self-assessment*, and *tensions.*

In this initial letter of expectations *Is* talks to herself about her feelings and emotions regarding her participation within PROMETE. She admits feeling nervous and anxious about the unknown aspects of her future experience. However, she expects to be able to overcome the obstacles presented.

> *'Participating in teaching practice makes me have a lot of mixed feelings. I do not like not knowing what to expect and going into a classroom as the actual teacher makes me feel nervous but at the same time anxious I expect to overcome any obstacle that might come up during my teaching practice'* (Is, IL).

Although, as part of herself she wants to be able to build a trusting relationship with her future students of PROMETE so that these students are able to learn better: *'I would like to earn my students trust so they can feel comfortable when they are in class which will also help them when it comes to their learning'* (Is, IL). The latter is contradicted when *Is* mentions how she wants to deliver classes in which there is no behaviour issues: *'…to be able to successfully give my classes with a total control over the students'* (Is, IL). This last quote is supported by her admission of having a strong personality and not a lot of patience: *'as everyone who knows me it is not a secret I am not very patient person but I hope that my teaching practice will help change that'* (Is, IL).

At this time *Is* also feels confident in her abilities to overcome all the obstacles she may encounter as part of PROMETE by acknowledging that she does not expect this process to be easy: *'I am well aware that there will be hard times in where I am going to want to go crazy but I am pretty sure I am going to be able to go through it'* (Is, IL). In spite of this, she perceives her future role as one of a teacher: *'I definitely expect to become a great teacher'* (Is, IL).

Potentially I can identify three tensions in her initial process. The first tension that can be inferred from this data is *acting as teachers.* As in her letter, despite having voiced strong opinions as her future, she also acknowledges that she is not quite sure how she will be as a teacher: *'I cannot wait and see how I am going to do as a teacher, if I am going to be good or bad, I will just have to wait and see how that goes'* (Is, IL). The second tension that can be inferred is the *feeling of incompetence* that could be derived from her imagined inability to manage the discipline in her class: *'I also expect to earn my students respect in class because without that in my personal opinion my classes will be a total chaos'* (Is, IL). The last tension can be inferred is *external requirements* as she voiced in her letter how FLEX – in reference to the authorities, other teachers within the FLEX, and the tutors / trainers of the teaching practice class – expect her to be able to deliver successful classes as well as to become a great teacher and at the same time enjoy herself in this process: *'I am pretty sure FLEX expects me to be able to successfully give my classes with a total control over the students. To add to this list of FLEX expectations, one of the most important things I think they expect from me is to become a great teacher and for me to enjoy what I do'* (Is, IL).

This first part of *Is*' story represents her identity at the beginning of PROMETE. The following section aims to showcase the way her identity develops during the course of the first 30 hours of teaching within PROMETE.

6.2.2   The identity development of *Is* during the first half of PROMETE

This part of the learning story of *Is* derives its data from the first 30 teaching log entries, the first six reflective writings, and the reflective mid-term letter as a response to her initial letter of expectations. It is important to point out that whenever *Is* uses the word *we* or *our* she is referring to her and her teaching partner.

Classes 1-5

During these first five classes *Is* made some comments regarding the activities she implemented in her class. Most of her comments denote concern with whether the young learners in her class completed the activities or not. I the following quote she mentions how she had asked the students to say the names of the week: *'to end with the days of the week subject, we asked the students to make a line outside the classroom. They had to tell us the days of the week before coming in, when some didn't know we had to give them a little help'* (Is, TL3). *Is* uses this lining strategy to make sure all her students produce something in English, the following quote is another instance in which she used this same strategy, but with a different purpose: *'We continued with the way they presented themselves. They had a little bit of trouble with this topic. Before leaving the classroom they were asked to say their name and their classmate's name, who was behind them using that format'* (Is, TL3).

During these classes she made sure to ask the students to do homework several times, for instance she asked them to *'…do the days of the week five times each' (Is, TL2). However, she sounded frustrated when not all of them did it: 'the day before we had given them homework and only 4 did it, we gave them time to do it in class'* (Is, TL2). She then thought about a way to make students do their homework: *'we knew we needed to have some sort of consequence and warned the students that if they didn't do their homework we would have to tell the principal'* (Is, TL2). Surprisingly the following class most of the students turned in their homework: *'they were asked to turn in their homework and to our surprise, most of the students did. They seem to understand what goes on in class, and I say this because it is reflected on their homework'* (Is, TL5). She persisted and gradually, in less than five days *Is* had managed to get the students in her class to do their homework. This homework segment in *Is*' story reflects her strong personality.

Another example of this personality and capabilities relates to the way she managed to have control of the discipline in her classroom. It started when she found out that she had 14 boys and only four girls in her class and decided that she wanted them to like her: *'To our surprise, there were only 4 girls and 14 boys. I tried not to be so mean so the students won't hate me but that was a mistake, they wouldn't listen'* (Is, TL1). This quote was taken from the entry from her first day of class. During that same day *Is* and her partner decided to review the classroom rules: *'We went over the rules with them and most of them listened quietly'* (Is, TL1). When they went into their classroom the following day, they noticed how the kids were misbehaving: *'We went into the classroom and like the day before, the kids seem full of energy, but tired of being in school'* (Is, TL2). Although, she wanted to have control of her class, she was also aware that children were very tired by the time they were taking their English class as that school has the PROMETE program during the last hour of the shift (5:30 to 6:30 pm). However, she persisted and tried different strategies to that effect: *'Some students were misbehaving and were given several warnings. Since the warnings didn't work I wrote their names on the board, it worked like magic'* (Is, TL3). During the course of the five days the children's behaviour gradually improved and it is shown in *is'* comment about how she managed to turn around a very bad situation with a child who challenged them about the work he was required to do as well as his behaviour in class: *'…positive moment I had was to see how one of our students improved in such little time. He went from slamming his chair against the desk to asking me if I needed help on carrying the star chart in just 5 days'* (Is, RW1).

Despite this need that *Is* had for controlling the discipline in her class and getting students to work. She was mostly concerned with "surviving PROMETE", this can be illustrated by the way she refers to her students doing well in an exam: *'I was grading the students' tests and saw what great results most of them had. That made me realize that we aren't doing such a bad job as teachers after all'* (Is, RW1). At this time, she seems to be experiencing the tension of *acting as a teacher,* as she is more concerned with completing things and getting to students to behave rather than trying to help them learn.

Classes 6-10

During these five classes *Is* has been trying to continue to get her students to complete a number of tasks: *'during these five classes we worked on cleaning supplies'* (Is, RW2). However, she seems to be getting the idea that her students are now more engaged and willing to work very hard by realizing that the types of activities she is using really help: *'I would like to mention how our students are willing to work more and more every day without complaining as much, the story telling really helped'* (Is, RW2). This previous quote refers to storytelling.

Regarding her need of control of her class, she continuously uses different strategies to get them to behave better and work harder. For instance, when a student was talking too much in class and disrupting her class: *'Two of our students were way too talkative, so we had to split them. We now have them sit as far as possible from each other. We also did this because when we asked them to participate they didn't know'* (Is, TL10).

She is realizing how helpful it is for her class a little boy who is very interested in the class: *'We have a student named B who loves to work in class. He is a very smart little boy and helpful. Having him in the class is always something positive because he is always participating and showing interest on what is going on in the class'* (Is, RW2). However, she is still surprised by the results obatained by her students on the exams: *'While grading the exams I realized thatmy partner and I must be doing something right because most of our students did great'* (is, TL6). She seems to continue experimenting the tension of *acting as teacher.*

Classes 11-15

During these five classes *Is* starting to realize that her students do not know the things they were supposed to know: *'We began to review the clean up vocabulary. We came across a problem, which was that only three of our students know their ABC's'* (Is, TL11). Although, she has identified the problem there is no mentioning of what she did to resolve it. Rather she continued with her planned classes. As a result, she was faced with these exam results: *'we gave out the exam and saw that half of the students still didn't know the vocabulary that had to be learnt, so we decided to go over the vocabulary again and changed the exam with more pictures to make it easier for them'* (Is, RW3). Although, they try to remedy the situation at that moment: *'The ones who did great on the mini exam went outside to play with Br and the ones who are still having a hard time stayed with me'*. (Is, TL12). She then came up with a different activity:

> *'Because of the test results of yesterday's quiz, we decided to do a different type of activity. We got them together and made two different teams to go over the vocabulary. We went over it and once they got the hang of it we would give two of the students who were at the beginning of the line a "clean up" word and whoever wrote it the quickest would win'* (Is, TL13).

She is still concerned with her discipline but is now looking more to the students and their reactions rather than herself. She came up with an action plan: *'An action plan that we came up with for our students was to write down a report on the homework journal and have their parents sign them. We hope this makes our students better their behavior in class'* (Is, RW3).

Classes 16-20

During these five classes, she experimented with different strategies to get them to complete activities: '*We noticed that when we play games with them they learn faster so instead of just having them sitting down answering worksheets*' (Is, RW 4). This is still an indication of the need she has of completing everything in time. She mentions how because of her strategies young learners were getting better results in the exams: '*We gave our students the unit exam today. Before giving them the exam, we reviewed with them for about 10 min. and most of the students knew the answer to everything. All of our students finished the exam in under 30 minutes*' (Is, TL20).

She is still experimenting discipline problems: '*one of our students hit one of the girls that sits close to him. When we asked him why he did it, he just looked at us with no answer and was about to cry. We told him that if that were to happen again we were going to have to talk to one of his parents*' (Is, RW4). Her reaction to this particular incident showed that she was somehow at a loss of what to do.

Classes 21-25

During these five classes, *Is* did not report having any discipline issues in her class. I believe it is because she is finally realizing that it is better to deliver her classes according to what students of this age group enjoy doing most: '*we had to do activities in where they had to color and cut since we know that they really enjoy working in that way*' (Is, RW5). She and her partner started implementing game day as a strategy:

> '*Today was game day for our students. We wrote the vocabulary words on the board and asked them to write them in their journal. Once they were done writing, we said the words out loud as a class. After repeating each word as a class, we split them up in two teams. The two kids that were in front of the line were the ones who had to write the word that I said on the board. Team two won*' (Is, TL23).

She seems to be well in her way of resolving the tension of *acting as student*.

Classes 26-30

During these last five classes, *Is* and her partner continued implementing enjoyable activities with her students such as game day, which in this case is *Pictionary day*:

> '*Today was Pictionary day. That was our most effective activity today. We handed out pictures of the four seasons to four students and the type of weather to the rest of the*

students. According to the season, the students had to choose what weather belonged where, for example: cold with winter. Once the students understood what weather went with what season they had to say a sentence with the type of weather and season' (Is, TL27).

During the last day of classes, they asked their students about their class, and this is the report of that interaction: *'I asked our students if they had liked what we had taught them so far and with a smile they answered that they did and that they had learned a lot with us'* (Is, RW6). In *Is'* words she is still referring to the things she does with her students as something she *taught*. Although, she seems to be getting better at *listening* what her students have to say with a direct effect on her classroom management.

The perception by *Is* of her work during the first 30 delivered classes in PROMETE.

This section attempts to present the professional identity development of *Is* as expressed in her mid-term letter reflection (see 5.3.2.2.2).

Is in this letter to herself she feels very proud of what she has been able to achieve in her class: *'I am proud to say that I think my teaching experience went pretty well. It was not perfect obviously I had ups and downs but I was able to go through them'* (Is, MT). When she mentions the downs, she is referring to the discipline issues she had been facing: *'It was hard sometimes to give the class when the students were too hyper but with patience I was able to get thought that. It was easy to get along with my students because they are all very friendly'* (Is, MT). However, she realized that by exerting her patience she was able to overcome those times.

She acknowledges how she was able to control her group of students: *'I had control over the classes while giving them and my students showed respect since day one. I am very thankful to have the students that I do and to see that they enjoy having an English class. I hope that next semester goes even better with these wonderful kids'* (Is, MT).

Even though these quotes indicate how much she likes her students and that she implemented different strategies to get them to learn things as well as control her group, she is still pretty much concerned with completing the classes and their content. However, she is definitely transitioning to start *acting as a teacher.*

6.2.3   The Identity development of *Is* during the second half of PROMETE

This part of the learning story by *Is* gets its data from the last 30 teaching log entries, the last six reflective writings, and the reflective final rendition.

Classes 31-35

During the first five classes of the new semester, after a long winter break, it seems that *Is* had to start all over again: *'I am going to work on motivating the students so they do not act up as they did before. I need work especially on my patience and trying to control the students to get them to do what I want'* (Is, RW7).

She had a new student in her class, and he is not able to read in Spanish: *'We discovered a student that doesn't know how to read in our class'* (Is, TL33). Apperently, he did not have any English background knowledge either. *Is* is quite concerned about this situation:

> *'The first worrisome moment that we had in the classroom was when we noticed that our new student cannot read English nor Spanish. We know he understands because when we say the word out loud, he is able to tell us what the word means in Spanish, he just can't read or write it'* (Is, RW7).

However, she has decided to try to help him out: *'I am going to pay special attention to this student in particular to see the way to help him so he does not fall behind'* (Is, RW7). In this moment she is experiencing the tension of *caring for students.*

Classes 36-40

During these five classes *Is* continues reporting a number of activities that were successful as the students completed them but she is now stressing their enjoyment: *'We read a short story to them today. The story had the vocabulary words written in it. The students seemed to enjoy the story. The students worked on a worksheet where they had to relate the target vocabulary'* (Is, TL39). Also, she seems to be implementing more games as a response she has got about students enjoying them: *'Students really seem to enjoy games because they are very competitive with each other and there is always those who think they know everything and get things wrong'* (Is, TL40).

There is one mentioning to her student who does know how to read and *Is* is satisfied with his progress: *'our new student G tries really hard in our classes to understand the topics, we usually have to help him out and be there with him so we decided to take turns with him'* (Is, RW8). This indicates that she is *caring for students.*

There was another significant moment when four students were misbehaving to the extent she had to talk to the mother of one of them: *'Four of our students were really bad and at the end of the class I had to talk with one of their mothers. Fortunately, the boys' mother was on my side and asked her son to make a deal that he was going to behave'* (Is, TL36). At this time, she was faced

with the tension of *reality* and how she needed to get the mother's support to help her get control of a situation in her class.

Classes 41-45

During these five classes the most significant thing that happened was that the boy who did not know had to read and whom *Is* and her partner have been helping out during the previous classes showed that he was able to work on his own: *'we saw the G was finally able to work alone. We went every once in a while to help him out but overall he was able to work alone'* (Is, RW9). She sounds very satisfied by this fact, and she seems to have resolved the tension of *caring for students.*

As for the rest of the week *Is* continued implementing activities which led to students learning and channeling their energy:

> *'The students really enjoy getting out of the routine and love even more to get out of the classroom. It was really nice to see that the students were having fun when we took them outside so they could play out the actions that were on the vocabulary. They took out all that extra energy that the students had which allowed us to work better when we went back into the classroom'* (Is, RW9).

Another instance of this is when she talks about a pronunciation activity: *'We worked on pronunciation today. The sound we worked on was "ea". The students really enjoyed cutting and pasting the figures that represented the sound'* (Is, TL42).

Is still reports having sine discipline issues again: *'Some students were being disruptive today, but we were able to manage once they saw we were being serious about telling their teacher'* (Is, TL44). However, she was able to manage it quite well. The previous was complemented by *Is*' realization that she needed to keep them busy to have a controlled classroom:

> *'In order to keep order in our classroom we try to keep all students busy at all times. It allows other students who are slower to work better and the ones who are faster to practice what they already know'* (Is, RW9).

Classes 46-50

The most significant moment of this week was when *Is* was able to resolve the tension of *caring for her students* when she realized that the boy who could not read may have some learning disability: *'we realized that G could not tell time at all. We came to the conclusion that he might be special and needs help he already got held back one time'* (Is, RW10). In this quote she explained

how she was aware that the boy was *held back* meaning he had to repeat a school year; however, it was not until this moment that she was able to say this.

As for the rest of her week she reported implementing a number of activities which helped students learn and enjoy themselves: *'Another good moment that we had was at the beginning at the time unit. Most of our students new how to tell time which made it really easy for us to explain how it worked, we practically did not have to do much'* (Is, RW10).

Regarding discipline she also noticed that students started misbehaving when they finished the work ahead of time, so she implemented the idea of getting those students to help the ones who had not finished: *'To fix the problems that was had had in the past we asked the students who were acting up to help out other students who still were not done and needed help. That really seemed to work because it kept them busy, which in the past they would begin to disrupt the class'* (Is, RW10)

Classes 51-55

During these five classes *Is* continued implementing learning and fun activities with her students: *'Today was storytelling day. We took them out of the classroom to read them the story. They were all very excited. We asked questions about the story and all of the students were able to answer or at least tried'* (Is, TL52).

A significant moment was when *Is* despite being aware of the boys apparent learning disability, she did not give up on trying to help him learn: *'when I had to explain what half past meant according to time to G, I lasted about 15 minutes saying 30 minutes is the same thing as half an hour, so how much is half an hour?'* (Is, RW11). Although, she sounds frustrated by this incident she also acknowled how she was still trying to help him: *'We still have not found a way to fix G's problem we have tried but not succeeded yet'* (Is, RW11).

Classes 56-60

During these five classes of this semester, I can see how *Is* has been able to resolve the tension of *acting as a teacher* it was a gradual process during the semester. However, at the end she was able to help students learn by implementing activities that led to that learning, or at least help students feel confident in their knowledge: *'We reviewed before handing out the test by playing hang man on the board so we could review the target vocabulary'* (Is, TL59). Finally, reporting how all her students had *passed* the test: *'Another good moment that we had was when at the end of the unit they all passed the test with really good grades'* (Is, RW12).

She finally reported having a calm working athmosphere in her class: *'during these five classes we really did not have a problem with discipline. The students were calm, just in some cases they wanted to work with someone else which we permitted only if they were quiet'* (Is, RW12).

The perception by *Is* of her work during the last 30 delivered classes in PROMETE.

The data analysed for this purpose is the one contained in the reflective final rendition by *Is*. This was written in a form of a letter at the end of PROMETE once the 60 classes had been delivered.

Is perception of her time during PROMETE led me to draw the following conclusions regarding her professional identity development. Regarding her *self* related to understanding her personal background in relation to her students *Is* realized that little children are affectionate, which she is not: *'I have to work on is that I need to be more loving to the students. I hate it when they hug me and little kids love to hug'* (Is, FR).

She was *capable* of implementing different activities in her class such as reading and speaking, as she mentions: *'for reading they had to circle the word that was said by the teacher, putting into practice was the exam and verbal was when we asked to go in front of the class and say what they talked about with their partner'* (Is, FR).

She played the roles of both *conductor* and *teacher.* The first one was observed throughout her PROMETE intervention and then confirmed when *Is* made a comment about using Total Physical Response as a teaching method: *`…I put most into practice was TPR. We used this theory the most because they are little kids and this theory works best with kids'* (Is, FR).

As a teacher she is aware of the things she needs to learn: *'I know for sure I have is that I need to be more patient as a teacher. I need to learn that the students do not learn as fast as others and I have to explain to others personally so they could understand what is going to be done'* (Is, FR).

She *became aware* of how every student is different *'the students do not learn as fast as others and I have to explain to others personally so they could understand what is going to be done'* (Is, FR). She also *became aware* of the differences between dealing with little girls and little boys. The following quote illustrate that:

> *'I worked with little kids, they are all about 8 to 9 years old. They love to have your individual attention. Especially little girls they love to tell you what they bought like those pretty little pencils and journals. The boys are not as communicative unless you are the one who starts the conversation with them. Once the boys get to know you it is easier for them*

to open up to you without you being the one that has to be the one that starts the conversation' (Is FR).

She *became confident* about talking to the parents of her children: *'I learned how to talk with parents'* (Is, FR). She started *becoming confident* in the way she dealt with discipline issues in her classroom.

She *became aware* that sometimes as a teacher you are faced with difficult circustances regarding the learning of students: *'you encounter problems that you had no idea can happen to you. For example I did not think I was going to have to work with a special Ed students especially because that school is not known for having those type of students'* (Is, FR). She continues explaining how she needs to learn how to deal with this: *'to know how to work with kids special needs so I know how to teach them and the best way to help them'* (Is, FR).

She *became aware* that she needs to work on her patience as a teacher: *'I know for sure I have is that I need to be more patient as a teacher'* (Is, FR). The previous was supported by her quote: *'I also learned that what one student wants to do the other does not, sometimes it is just so he or she could get the teacher mad and all you have to do is know how to convince the student to work'* (Is, FR). These two quotes also reflect on her ability to *self-assess* herself as a teacher.

She was also able to *self-assess* in terms of her teaching strategies: *'I need to work on developing strategies to get the students attention and loose too much time so we can get through the lesson faster'* (Is, FR).

As a teacher she *became part of a community* as she talked about how she related to other student-teachers of PROMETE: *'I have collaborated with my colleagues by giving them some ideas if what they can do in some lessons to get their students attention. They have also helped me with the discipline by telling me how they deal with it in their classroom. Overall this generation is very nice and we all help each other'* (Is, FR). She also acknowledges how she was part of a team with her teaching partner: *'my partner in Promete and I and both think the same thing. We both know that to have a successful lesson plan we have to have a lot of activities that do not require too much time and make the students bored'* (Is, FR). The previous quote show how she was able and willing to discuss the work done with her partner.

She was able to *self assess* her teaching in the sense that she knew she wanted to learn how te produce better materials for her class: *'I would also like to learn how to design more creative materials so that gets the students interested in the assignment and as a result they will have better learning'* (Is, FD).

Is was able to solve the tension of *caring for students* when she realized that: *'a thing I learned during my teaching practice was that everyone even little kids have problems at home and that affect the way they learn and sometimes even causes them to make disruptions in class to get the attention of the students and the teacher'* (Is, FR). I can infer the previous by the way she acknowledges that in relation to how these difficult situations may be the source of some of the discipline issues they were experimenting.

6.2.4   The retrospective vision by *Is* of her participation in PROMETE

After two years have passed, I interviewed *Is*. I gave her a choice to anwer the interview in English or Spanish, and she decided to carry it in English. *Is* was working at the FLEX in its continuing education programme teaching English to adults and teenagers. She was working at a privately funded bilingual school, teaching third graders. She seems happy and content to be working in these places. She is happy that in the primary school she is working, she is also working with third graders. She found similarities and differences among those two different contexts:

> *'the similarities they have is that they both enjoy games, they love to play outside, they love to make their own material and the differences that are you can tell their economic difference and how it affects them because when I was working in PROMETE it was a public school and students seem like they need more attention and you can tell by their own discipline it's very different in the (name of a school) because here you can tell that their parents are very aware of everything they are doing and if there's a question students don't understand they let you know about it. In PROMETE we weren't sure if the students had questions or they understood because the parents never told us anything about how the students were managing their second language'* (Is, FI).

During this interview we were able to shed some light on the things that had happened during her involvement in PROMETE. For instance, the boy who would constantly misbehave, the one she had to talk to his mom about, turns out he was a boy who came from another privateky owned bilingual school and found *Is* class boring. She talks about the outcome of the meeting with the boy's mom – which it was never referred to during her time in PROMETE; we only knew that after talking to the mother his behaviour improved:

> *'I got in touch with one of them, it was a mom a little boy's mom and he was being very disruptive and we figured and the mom told us that it was like that because he was in Campo Verde before, so everything we were teaching the kids he already knew, so it was really easy and he finished his activities really fast and he started to disrupting the class. We*

talked to the mom about if she could talk to her son and we during the class we were going to allow the student to help other students finish their work' (Is, FI).

During this interview she talked about the process of planning a class for the first time and how on the course of PROMETE she had to make a number of adjustments:

'I learned that your first lesson plan when you plan and you don't know your students they are not going to work out or at least not all are going to work out like I said before you don't know your students so you have like these perfect activities and perfect lessons plans plan out and you get into the classroom and it's like ok I know my students now I know what they like so I learned that your first lesson plan may not work out or they may work out but is throughout time when you are going to start learning what is that works and what doesn't work during your class' (Is, FI).

She refers to these adjustments in terms of the way activities were organized in terms not only to the whether they work individually or in groups, also in terms of where the activity should take place:

'In my lesson plans most of the activities in where they had to work individually were changed into groups or we had to take them outside because it was the last hour at school and it was afternoon school, so the kids were very tired it was really hard to get them to work, so we had to either taught if they finish quickly we could go play outside or going playing outside with a specific topic' (Is, FI).

She also confirmed what she had written in her final rendition in terms of how patience was a real challenge for hern and how her patience was tried by some situations:

'the most difficult thing I think would be patience I was not a very patient teacher it was very hard for me especially if one kid was standing up the other kid it was talking the other kid it was throwing a tantrum because he didn't want to be there and he want to go home with his mom. So throughout PROMETE I developed a certain point of patience and where I know how the students have to behave and how me as a teacher has to be, so I can overcome those tantrums and those students talking and to have an overall a good class' (Is, FI).

She confirms how the tension of *acting as a teacher* was resolved, although, she still envisions herself as a strict teacher:

I'm still a strict teacher but I'm soft in certain areas where I didn't think I would be. I'm strict in the point where I am teaching the students have to be sitting down or doing what they

have to be doing obviously it doesn't always turn that way and sometimes they are like "

miss or teacher we couldn't do this, can we do it later" and then they explain the whole

scenario of what had happened and I'm like ok. Before would have been like… no, I left it

today and you supposed to turn it today and you haven't other option. I can't now because

they look at you with those big eyes and their smile and they are like please. So I'm not as

strict as I would have planned to be but I'm still a strict teacher' (Is, FI).

She also mentions how at the end of PROMETE, she was aware of things she needed to work on. Being classroom management in terms of discipline a priority:

'how to control my class was I think at the top of the list, as a an accomplishment, because

is not just as a teacher I have a very loud voice but is not just having a loud voice because

you can scream and scream but your students are going to scream way louder than you and

you are just one and they are like thirty in a classroom. So you learn how to use your voice

to get them settled down and then once you get them to settled down you put like a spark

so this is what we are going to do you guys have any idea of what this is and they start

thinking about it and while your teaching they are like Oh yeah! That's what you were

talking about, so I learned how to get them interesting in what is going to be seeing during

the class' (Is, FI).

She mentions how through her time in PROMETE she gained experience regarding the things that would work or not in her classroom:

'it was throughout time you start to develop experience… and you get to know your

students. So while you're planning, the students didn't want to do this, and then, you start

thinking about the other students and how they reacted about your activity. You are,

maybe, reading aloud is not something the kids want to do and is not going to work out. So

let's just take it off! And I started planning activities in where they have to get in groups,

they have to be competitive with each other; because at that age, through time, I learned

that they like to be competitive, and they like to be the best, and they like to be the center of

attention. So we started planning that kind of activities instead of individual activities' (Is,

FI).

Regarding her experience of seeing herself as a teacher in PROMETE she mentioned how it was nothing like she had envisioned:

'(seeing myself as a teacher) not really I thought it was going to be very difficult because I

had third graders and I was like Oh my God! What I'm going to do because I didn't know

them I didn't know how they going to behave we expected to have a perfect class to have

our lessons go how we thought it was, but once you are in there it's totally different you don't know what you expect you don't know your students sometimes your lessons plans don't work out because you don't know your students so the activity you may have planned out your students don't like it you don't have a good class over all' (Is, FI).

In reference to other people within PROMETE she mentioned how she found the tutors help quite useful. She told me about some of those instances:

'you guys were always very helpful for example when we were with Al because he was our teacher that graded our lessons plans for semester and he always measure that everything was perfectly correct like if the picture was blurry we had to change it because in some way affect what the student were seeing in your worksheet and if it was all very nice with every single period at your sentence well it really does make a difference. And when we had you, you were always helpful in a way like "how about you guys change your activity and make it this way" not only can you work what you intentionally work but you can also reinforce previous knowledge that they had for example I remember one activity where we had design a think it was a bear and they had to write stuffs on their stomach and you were like "why don't you integrate colors into that activity" so rather than just focusing on one topic you can focus in that topic and reinforce something they already know' (Is, FI).

In terms of the other student-teachers in PROMETE she mentioned the things they seemed to be struggling the most:

'…some of them that were working in different schools were very frustrated because they had special kids and they had to learn how to overcome and get them learn into your class. Some of them had a plan and extra activity for the special kid and it was very frustrating for them because they really didn't know, so they had to go to the Teaching Practice teachers to ask them what were the positive activities… what was the positive way to handle that situation with those special kids' (Is, FI).

In terms of her teaching partner, she confirmed what she had said before about their relationship:

'my teaching partner we were... I find maybe very good partners I was in charge of the discipline usually and she would be in charge of explaining what will be change. She would help control like making sure everybody was paying attention or it someone was talking she would go stand next to them. So we we complemented each other we switch roles it was pretty cool' (Is, FI).

She also mentions how she got ideas for her class from other teachers from FLEX:

'I remember my French teacher since it was also a new language we were learning some of the activities he did with us are some of the activities I do know as a teacher for example there is one that I really like it and he did it. He put a video on and some students were facing the video and the others students were facing back facing the back of the video, so the people who were looking at the video were supposed to explain to the other student what they were seen, but in that specific language so it was a way of practicing speaking skills and it wasn't so boring it wasn't just like in a typical classroom were you just sit there and repeat what the teacher is telling you to do' (Is, FI).

Finally, *Is* mentions how she fount the PROMETE experience quite useful to help you define whether you wanted to be a teacher or not; as well as it helps you realize that some things do not work out as planned but it is fine:

'I just think it's a useful experience before you graduate and where you actually think about whether or not you are a teacher if you like being a teacher if you don't like that experience then you know you are not going to be a teacher because PROMETE is an actual real life situation in where it's you with the students and you are not going to have a perfect class in where students are all going to be listening to you and doing every activity you do and that way you learn well that maybe not all your activities are going to work out but that doesn't mean that you are a bad teacher just mean that you do not know your students before you went into the classroom' (Is, FI).

The last I heard from *Is* is that she is now working full time as an accounts manager in the USA, trying to raise money to get her teaching certification to be able to work there as one. She is quite happy but busy.

The following segment presents the learning story of *Ed* in the same manner that this one was organized and presented.

6.3   The learning story of Ed

Ed is the only male student-teacher in this study. He was 20 years old at the time of his involvement in PROMETE. He was in charge of a group of students of 1st grade of primary school within the public primary school A (see 5.3.5 and table 12). The children within this grade had no previous English classes, so *Ed's* class was to be their first encounter with the language. *Ed* was teaching with another male partner (who is not a subject of this study). *Ed* was known for having a quiet and shy personality. He was known for getting stressed easily. However, he was not inclined on addressing those things that stressed him. Despite this he was always polite. His quiet

personality did not allow other people in his class to get to know him better. Although *Ed* is of Mexican American descend, he did all his previous studies in Mexico within a public education system, and his English level was high-intermediate (B2).

6.3.1   The Identity of *Ed* at the beginning of PROMETE

As well as with *Mo* and *Is, and b*ased on what is written in the initial letter of expectations by *Ed*. His professional identity is mostly viewed as a future enterprise. This is a logical result as his practice has not yet started and this letter was originally addressed to himself. This reflective initial letter of expectations will be considered his starting point within PROMETE. The trajectory will be presented bearing in mind the identity main codes: *self, roles, becoming, self-assessment*, and *tensions.*

In this initial letter of expectations *Ed* talks to himself about the emotions regarding his first time in front of a class. In this particular quote *Ed* makes reference to how he will apply everything he has learned in one of his classes at FLEX; he mentions this because he wants to be perceived by his students as a teacher with experience:

> *'I would say the experience is the most important of them due to this will be the first time I stand in front of a real class, real students and with me being the real teacher and to get over the inexperience I will apply all I have learned in my last courses as "Teaching Methods" to make myself noticed as an experienced teacher'* (Ed, IL).

Ed continues with this idea of being knowledgeable regarding how he expects the best from his students as he is willing to give the best to them: *'A teacher always expect the best from the students as the students always expect him to give the best in the classroom'* (Ed, IL) I can infer that with his use of *the best* he means both: himself at delivering a well prepared class, and students acting and learning accordingly.

There are two tensions inferred from this data. The first one is *acting as teachers* as he wants his students to enjoy themselves and have fun: *'I hope my lessons work properly for the students and they have fun at the same time they are learning'* (Ed, IL).

The second tension that can be inferred is *feeling of incompetence* regarding two things: his English level and his voice. In terms of his English level, he expresses how he feels his language level may be good enough for the class he will be teaching: *'my language level is good enough for the level I am going to be teaching to, I hope I can correctly answer all the vocabulary questions the students ask'* (Ed, IL). In terms of his voice in one quote he acknowledges having a problem with him being a quiet person, however, he makes a suggestion about how he can overcome this.

'…the best way to get over the "I do not talk much" problem is to relax before the class and be more confident, I mean, I will totally be myself during the class and I will act as if the students were my acquaintances' (Ed, IL).

In this previous quote, there is another example of the first tension I outlined *acting as teachers* as he plans to act as if the young learners in his class were his acquaintances.

In another quote he recognizes how he feels his voice has become better and he is able to speak louder, but this affirmation came from another teacher at FLEX rather than from himself:

'I consider my voice as a strength for teaching due to we all know that teachers need to speak clear and loud, but when presenting short lesson plans in some classes last semester I was told that I have worked on my voice; I mean, that I speak louder in front of people now that I used to' (Ed, IL).

Finally, the last tension that can be inferred is reality as he says he expects to have fun and a good experience so he feels proud of his performance and will be able to have the privilege of showcasing this experience for both share with family and friends as well as potential employers in the future:

'I expect to have fun and a good experience with the students that make myself proud to share with all my family and friends, as well as acquiring my first experience that will be helpful when I graduate and I start applying for jobs at primary schools or any other level' (Ed, IL).

All throughout this letter it can be inferred he perceives his future self in the *role* of a teacher; however, at this time he presents himself as a BA student as he sees PROMETE as a step to graduate, as mentioned in the previous quote.

This part of *Ed*'s story represents his identity at the onset of PROMETE, the following section aims to narrate how his identity develops during the first half of PROMETE.

6.3.2   The Identity development of *Ed* during the first half of PROMETE

This part of the learning story of *Ed* gets its data from the first 30 teaching log entries, the first six reflective writings, and the reflective mid-term letter as a response to his initial letter of expectations.

Classes 1-5

During *Ed*'s first five classes, he made some comments regarding how he had *become aware* that children enjoy particular types of activities: *'I learnt songs are good resources for children because they are catchy and stay in their minds for a long time; I plan to use them every time I can'* (Ed, TL4, vebatim). He also reported using flashcards continuously as a teaching resources: *'we started by showing flashcards and asking the students to repeat the colors shown'* (Ed, TL3). Finally, he reported using games as well: *'...play the alphabet bingo game and I can say they enjoyed it and liked very much'* (Ed, TL2). *Ed* went further than just noticing which particular activities his young learners liked in class; they also asked the young learners to tell him about them: *'I ask them what kind of activities they enjoy the most for me to know on what they are good at or what they how would they like to work in the class'* (Ed, RW1). As a result, he decided that they would try to use only those types of activities.

Despite trying to use the activities, children both: seemed and reported liking, as the way to teach them. *Ed* soon realized his young learners could get bored with him only using those types of activities: *'…children like singing but eventually they get bored and we had to move on the next activity'* (Ed, TL1). He also faced some other problems; for instance, he reported teaching his students the alphabet, which was the topic to be taught that particular day. He reported starting his class first by playing the alphabet song and showing his students flaschcards with the letters of the alphabet to the rhythm of the music: *'We started showing flashcards and at the same time played the alphabet song'* (Ed, TL2). Then, they wanted them to be able to recognize the letters of the alphabet; nevertheless, it was until this point that they noticed that children have not learnt them in Spanish yet: *'Children were to repeat all of them but when I asked if they knew what letter it was in Spanish, they didn't know that was when I realized that they still haven't learn the alphabet, we still finished the introduction of new vocabulary successfully'* (Ed, TL2). However, he still reported how he had finished the introduction of the new vocabularty (the alphabet) successfully.

During this week this pattern repeated itself when he tried activities for children to use both the colors and the numbers. *Ed* reported children being able to successfully carry out activities in which they used that vocabulary. In the following quote he mentions how his students recognized the colors: *'after we made sure they recognized the colors we gave them two pieces of paper of different colors to each children, we said aloud the color and they would hold it up'* (Ed, TL3). In the activity described they had taught a number of colors and apparently, they gave two cards with a color on each on to each child, thus, each child had two random colors each. Regarding numbers *Ed* said that children were able to recognize the numbers correctly as he and his partner mentioned them: *'during this activity they had only to put in order the numbers according what*

we said, they did it correctly and we rewarded them' (Ed, TL4). *Ed* reported both activities as a success.

However, during the last day of this first set of five classes, *Ed* and his partner were supposed to have an exam to show for his students' progress. It was at this point that he noticed that his students had not learnt the things he had reported for them to have learnt: *'I learned that children forget everything they had gone through the past four classes'* (Ed, TL5). Then *Ed* and his partner tried doing a review for the exam, but children did not want to do those activities; therefore, they decided to turn them into games: *'they did not want to review the abc, colors and numbers, all they wanted to do was to play and we did but adapting the game to the topics'* (Ed, TL5).

Finally, as a response to children not wanting to do an exam and only play, they decided that they would do self-assessment instead. That is, they reported conducting an activity in which they asked them what they had learnt. *Ed* wrote two things about this activity; the first relates to how they decided not to have an exam but rather self-assessment: *'We did not have an exam, we had a self-assessment and what surprises me are that there are still honest students and the most hyperactive are not'* (Ed, TL5). In this quote he mentions how some students were able to recap the previous days learning as well as deciding what grade they deserved honestly. However, he says that the ones who were not able to honestly self-assess was because they were overly active. I think at this stage in PROMETE, and his practice *Ed* does not really understand what is implied by the hyperactive word he used in this teaching log entry, and he used it to refer to children who were overly active instead.

The second quote relates to his perception of his students' mood during this activity: *'I had them sitting on the floor around me and since they are only eleven students, I felt a confident environment and happiness from the kids because all they wanted to do was to start playing'* (Ed, RW1). *Ed* reports the athmosphere of the class as being a happy and confident environment.

At this point in his involvement in PROMETE he is experimenting the tension of *acting as a teacher*. This can be inferred by the way *Ed* and his partner were more concerned with making their young learners feel happy, rather than being concerned with helping them learn. As we can see above, they even decide to not have an exam but allow the six-year-olds to tell them what they deserved as a grade in terms of their learning.

Classes 6-10

During this five classes *Ed* reported a number of activities he carried out during these five classes. In these activities he either had them organized like that or he made adjustmets to make his

students happy. In his first quote he makes reference to coloring and playing a memory game. *'As I have mentioned before, coloring is the activity they respond easily and during a memory game they find it a little rare at the beginning because some of them never played the game before'* (Ed, TL7). A memory game or a matching game is a classic children's game in which there is a set of even-number cards; within the set there are a number of matching cards. Children place the cards face down and flip two cards at the time. If they find a matching pair, they get to keep it. If they not, they flip the cards down again. This goes on until children playing have found all the matching pairs. The reason because found it rare that children had never played the game before is because it is a classic game.

The second quote *Ed* mentions about the activities in relation to his students wants is when he decided to play a game because his students felt like it: *'children wanted to play so I organized a board race related to body parts, so put the group in two teams and I said the winner team was going to get a popsicle at the end of the class'* (Ed, RW2).

Despite trying to do everything the way children *liked* and eliminating the thinds they did not like, *Ed* started experimenting some issues: the first issue related to how children did not have all the necessary school supplies to work in class. However, *Ed* found a solution for this problem by bringing the materials himself:

> *'bring extra scissors and glue for the students in order they could build a monster, I asked them I they had brought the material needed and some of them asked [he meant responded] they did not have or their parents had not bought any so I put them to work in pairs and borrowed [he meant lent] glue and scissors so they could work'* (Ed, RW2, my brackets).

The second issue *Ed* faced was when a child was sad because he had lost in one of the games, they had used that particular class:

> *'There was this kid "I" who felt really sad after his team had lost that he went to his chair to sit down almost crying. I didn't know what to do so I approached him and talked to him calming him down saying they all were going to get something at the end of the class and that there were no losers'* (Ed, TL 9).

These two previous instances led me to infer that *Ed* was experimenting the tension of *caring for his students*, and trying to do anything in his power to make them feel better.

The third issue *Ed* and his partner faced relates to discipline. In his quote he narrates how this child had been misbehaving in class and apparently without any explanation he decided to behave better:

> *'G who is always misbehaving during all classes and distracting all the students, I do not know what is happening but it seems to us that he has been behaving better during the last two classes and that makes us really happy'* (Ed, RW2).

Also, in relation to the student's behaviour in his class *Ed* mentions the fact that attention getters are important: *'I learned that attention getters are important to keep students attention and they work'* (Ed, TL6). However, he also clarified that not all of them work with his students: *'I learnt that not all of the time attention getters work'* (Ed, TL7).

From these previous five classes I can infer that *Ed* is still participating in PROMETE in a survival mode. That is, he wants to do anything in his power to have children and himself enjoy the experience without being too concerned whether his students are learning or not.

Classes 11-15

From these five classes there were three significant aspects. The first one, relates to how *Ed* continues making reference to selecting activities which will suit his students likes: *'I tried to do an activity that I found and I thought my children would like so we decided to try. It was about worksheets with a house drawn, they had to draw what they like to do with their parents and brothers'* (Ed, TL14)' However, *Ed* is still confused as to why the activity did not really work:

> *'…they had to draw what they like to do with their parents and brothers. Also, write some actions verb but that was not a big deal because we were going to help. I do not know whether they didn't want to draw or didn't want to do anything but it didn't work so we decided to move on'* (Ed TL14).

These previous two quotes illustrate the tension he is still experimenting of *acting as a teacher*, as we can see from the two quotes his decisions are made based on things *Ed thinks* are going to be liked by the children in his class rather than a real learning point. I can infer this when we analyse the second quote in which *Ed* mentions how his young learners not knowing the action verbs was *no big deal*, and then finishing this quote by saying how he did not know why they did not want to complete the activity and just deciding to move on to the next activity.

The second significant aspect was when *Ed* and his partner were observed by a seventh semester student from the same BA. During the observation he comments how everything was fine.

Children were curious about this stranger in their class but after a few moments and the use of a particular activity everything was fine:

> *'We were observed by the student from 7th semester. At the beginning students wondered about whom she was, I told them not to pay attention to her and focused on the class and so I decided to get the stick puppets of the family frog stick out. Suddenly they forgot about her and never again during the whole class look back at her'* (Ed, RW3).

As a result of this observation, *Ed* mentioned some aspects of improvement in his class:

> *'I will try to give the instructions always in English since that was one of the feedbacks when we were observed; when children do not understand what we are saying, he will try with mimic without translating and finally if they still do not get the idea, we will tell them in Spanish' (Ed, RW3)*

In this previous quote *Ed* describes how instructions are to be improved because his students do not seem to understand them. Another area for improvement he mentions is how they get students attention to be able to work better. In this next quote he talks about them in terms of a routine: *'we need to pay specially attention to our routines since when we were observed we were given that advice…, we were advised to work on our teacher attention signal which is raise our hand'* (Ed, RW3). This previous advice was given to him by a student-teacher who is in seventh semester at the time and who has already done PROMETE the previous cohort.

During these five classes, misbehaviour in *Ed*'s class seemed to be escalating. During these five classes there were multiple instances that indicate serious behavioural issues. However, these issues relate mostly to two of his students. The problems seem to have started when *Ed* and his partner involved them in an activity and then tried not to let them overtake that activity, in his own words this is what happened:

> *'…there was this activity where we started by giving the chance to C to participate first, when it came the chance for the other students, he wanted to participate again so I told him to wait a moment until the other students finished participating. He could not wait and suddenly he started talking louder saying we never let him do anything; I reminded him he had been the first one and he did not listen'* (Ed, RW3).

This situation led to an actual fistfight in the classroom between C and another child: *'During one activity, G and C worked together, one of my biggest mistakes, suddenly. I was checking one girl's work, when I heard them arguing, when I turn myself to take a look at them and they were fighting'* (Ed, TL12). These two quotes illustrate how discipline is a major issue in *Ed*'s class and

the only solution he and his partner could devise is described in his own words: *'they didn't change their behavior, the only thing I could do was to sit with him and work together. As a consequence we learnt that it is better to keep them separated during the whole class'* (Ed, TL12).

At this time, *Ed* seems to be at a loss regarding how and why discipline in his class has become such a problem.

Classes 16-20

During these five classes *Ed* continuous to experiment behavioural issues, such as the time when a boy hit a girl: *'one of our students hit one of the girls that sits close to him. When we asked him why he did it, he just looked at us with no answer and was about to cry. We told him that if that were to happen again we were going to have to talk to one of his parents'* (Is, RW4). During his reflective work related to these five classes this is the only glimpse we have of how this behaviour issue has not been resolved.

Ed decided to give a lot more emphasis, in both his teaching log and its corresponding reflective writing, to the activities and materiasl he used in his class during those classes. However, in all his references to materials or activities he seems to be describing what he did and whether the young learners were happy or had fun with the activity. This is the way he describes the activities: *'Once they finished this activity they were allowed to finish coloring the rest of the monster. The students really enjoyed this activity because we allowed them to color'* (Is, TL19). Another one is: *'The kids were very participative in the unit, they love working with worksheets that require them to color'* (Is, RW4).

At this time, *Ed* is still more concerned with getting young learners to have fun in his class and seems surprised that these fun activities are helping them learn: *'We noticed that when we play games with them they learn faster so instead of just having them sitting down answering worksheets'* (Is, RW 4). That is, he seems to consider learning a by-product of his intention of getting children to like and have fun in his class.

Ed during this time is still experiencing the tension of being a teacher rather than his friend. This is inferred by the way he describes the activities he implemented in his class during these five classes.

Classes 21-25

During these five classes *Ed* is still concerned with how children should enjoy and have fun in his classes. However, there is a slight difference in the way he talks about them. During most of his descriptions of the activities and materials he and his partner implemented there is mentioning to

learning from the students not only having fun or enjoying themselves. However, this learning is still a by-product not the actual intention. For instance, in this quote *Ed* mentions how he used puppets in his classs with the intention of helping them understand a story better: *'we presented the introduction of the ocean animals unit, instead of using flashcards we decided to use the stick puppets we had created for the storytelling. I came out with the idea to help the students understand better and become familiarized with the puppets'* (Ed, RW5).

However, *Ed* still places children liking and enjoying the activities he brings to his classroom as a priority. He and his partner try different activities and materials with that purpose. They try using activities that get children moving or pick on their curiosity. For instance, in these classes they brought a *mystery bag* (this is a bag usually made of fabric in which the teacher places objects in it and children put their hand in it to try to guess what the mystery object is). This is what he wrote about it:

> *'we played the mystery bag, children were surprised as soon as I got it out, and they wanted to know what was inside. I started asking for volunteers to put inside their hand, feel the first object and try to describe it, at first nobody wanted to participate so we started modeling ourselves, when they realized it was not anything bad, all of them wanted to participate'* (Ed, RW5).

In this previous quote only mentions how he convinced children to try the activity and how he succeeden in it. However, he does not indicate what children leant from it. During these five classes *Ed* also tries other types of activitiesin which he acknowledges that he and his partner are implementing activities related to grammar but he is still more concerned with how to make them easier for students to complete the activities rather than helping them learn: *'for the grammar problems with the worksheet, we would try to modify putting on the blank the words to complete the word with tracing so in this way students find more easy to answer the worksheet'* (Ed, RW5).

During these classes *Ed* is still experimenting discipline issues with the same children plus another one: '*A has been carried away by C and G the moments they misbehave. At first, he was a dedicated student willing to work on each activity we had him to do'* (Ed, RW5). The previous was also stated in his teaching log: '*the low point of this activity is trying to control Gerardo, Andres and Cristofer who are always moving and distracting others. They weren't in the same line but still were playing until we called their attention'* (Ed, TL21).

Although *Ed* is moving towards resolving the tension of acting as a teacher he still has not done so completely at this time: *'I learnt that there are activities children find complicated. An example is the word search we gave them for the first activity… we explained how they activity was to be*

done and at least they tried but they couldn't complete them' (Ed, TL25). At this point he acknowledges that children are able or not to do certain things.

Classes 26-30

These five classes represent the end of the first semester. *Ed* at this time has not resolved the tension of acting as teacher. Because he is still more concerned with children liking him and his class, he tried implementing many different activities. He tried using activities such as spin the bottle or mixed basket to review vocabulary. The first game is a question-and-answer game using a spinning bottle as a trigger: *'We played spin the bottle which is similar to hot potato in the way that we ask them vocabulary we have gone through the course'* (Ed, TL29). The second game is a vocabulary recognition game which involves chidren running and changing seats on cue: *'Today we did an ocean basket with the children. They had played this game before so they had fun'* (Ed, TL30). Still, at this time, *Ed* and his partner change the activities because children find the activity too difficult and decided to do it for an activity, they knew children enjoyed despite having no relation to his original learning intent. They decided to change a vocabulary activity for a coloring activity instead (*Ed* has reported that children in his class love coloring): *'We had this worksheet about a word search but children found it complicated and we decided not to do it instead we handed out some coloring worksheets for Christmas which they loved'* (Ed, TL30).

Ed and his partner are still experimenting discipline issues. These issues range from not paying attention to them: *'G and C would not pay attention to us, they were very energetic…'* (Ed, TL26). To arguments in the class among the children: *'K and C spent the class bothering each other, I do not know if they are friends but they are always arguing about what everything each does'* (Ed, RW6). At the end of the five classes, he acknowledges that he must work on attention getters: 'I will try to bring more ideas of and to work on attention getters… to get them interested in the class' (Ed, RW6).

At the end of these five classes, he has not really resolved the tension of acting as teacher. However, he is now aware of the need to bring many different activities and materials to his class in order to get students attention and interest.

The perception by *Ed* of his work during the first 30 delivered classes in PROMETE.

This section aims at presenting the professional identity development of *Ed* based on what he included in his mid-term letter reflection (see 5.3.2.2.2).

In this letter *Ed* addresses to himself the things he feels he has achieved during the course of his first 30-hour involvement in PROMETE. He refers to his original letter of expectations as the guide for the contents of this mid-term letter. He starts by mentioning different aspects of himself in

reference to his work in the classroom. He begins by saying how he made the decision of working on his voice level, usually *Ed* is a very quiet person: *'I decided to work on the voice level because teachers and classmates had told me to work on it due to sometimes they could not listen to me at the back of the classroom'* (Ed, MT). He feels he has achieved this particular goal of his: *'…have a good voice level when talking to children except when I have sore throat and my partner had to talk during two classes straight, every child would listen to me clearly'* (Ed, MT). He goes on to explain how he had to work on how to get physically closer to children as well as being able to talk to them: *'I achieved the experience of monitoring students and moving around talking to children without being nervous or hesitating'* (Ed, MT).

Another aspect to which *Ed* showed concern in his original letter of expectations was his language level and being able to manage anything regarding that in his classroom. *Ed* mentioned this in response to that concern: *'Students sometimes asked how they would say a word and fortunately I could answer every one the questions and so did my partner'* (Ed, MT). He also refers to how he feels his students got all the knowledge he and his partner were trying to give: *'I consider children got the target knowledge I was to transmit during the course; they were very participative according to what I asked every time we had two review the vocabulary'* (Ed, MT). *Ed* refers to this particular goal of his: *'The first thing I wanted to achieve when I wrote my expectation letter at the beginning of the course without having attending none of the classes with children yet was to transmit all my knowledge to the students which I think I did successfully'* (Ed, MT). He goes on to illustrate the previous with the following anecdote: *'there was this time when we barely arrived to the classroom and the main teacher asked to children "To finish the class, how do you say this color in English" (pointing out to a black balloon) and they answered correctly, that time I felt my partner and I had been teaching good'* (Ed, MT).

Ed also acknowledges in this letter how there are some things he was not able to achieve during the semester and he needs to work further. The first thing he discusses makes indirect reference to the discipline issues he and his partner experienced during the semester. However, he attributes them to not having the correct attention getters:

> *'Moreover, what I consider I did not achieve was having the right attention getters to work with the students. There were days where no matter I did to call their attention they would not listen. I would not deny I got stressed those days and all I could do was to speak louder almost shouting to make the students pay attention'* (Ed, MT).

Then he explains how he feels his lesson plans and his materials were boring for children and how he would like to work on them for the following semester:

> *'In addition, to be honest I do not consider my lesson plans as fun as children expected to be*
> *due to sometimes there were too many worksheets in a class which children found most of*
> *the time boring except if they were coloring worksheets, we did have fun but I think I needed*
> *more creativity and games when lesson planning and that is what I will work for the next*
> *thirty lesson plans so I would say this was one of the lowest points'* (Ed, MT).

Ed at this time in his practicum is still mostly operating on "survival" mode, that is, he gives a sense of relief about finishing the first thirty lessons. At this point in time, he has not resolved the tensions of acting as a teacher. He still feels he must have a class to entertain the children and a result they would like him and his class. However, he gives a slight indication, towards the end of his letter, of how his identity is developing towards becoming a teacher. This indication relates to what he needs to do for the following semester: *'I think most of the things I wanted to achieved during the course I did, the things I did not, I will work on them, the one that interest me the most is about the lesson plans but since we already know the students fortunately we would plan better for their needs and their learning'* (Ed, MT). This quote indicates how he is starting to think about his students needs and learning, rather than just delivering information to them.

Ed finishes his letter by saying how he feels about himself regarding PROMETE, acknowledging he still has aspects he needs to work on: *'Despite that I felt proud of what I did and I think I will be sharing this experience with many people but I will work on improve it'* (Ed, MT).

6.3.3   The Identity development of *Ed* during the second half of PROMETE

This part of the learning story of *Ed* gets its data from the last 30 teaching log entries, the last six reflective writings, and the reflective final rendition.

Classes 31-35

As a result of the long winter break and beginning the PROMETE cycle once more, it seems *Ed* and his partner planned his classes with more challenging activities and materials. That is, the activities in this first five classes seem to focus more on language input. For instance, *Ed* talks about how they were using an activity to practice phonics: *'Today students were to practice the sounds of m as in monkey, the n as in nut, and the o as in ox by repeating and answering a worksheet per every sound. They had to trace the phrases mentioned before several times'* (Ed, TL33). Another example is: *'students had to classify zoo animals from ocean animals, one box for each, then look at the pictures that where at the bottom of the worksheet and write the corresponding name in the corresponding classification'* (Ed, TL34). The previous activities worked wel in his classroom. However, *Ed* also recognises how an activity did not work out, trying to give an explanation for the same: *'children started drawing their favorite animal from all we presented,*

passed to the front and say why you chose it, an activity that didn't work due to most children are too shy to speak in front of their classmates, so we had to stop after several drawings' (Ed, TL32).

Another instance is when *Ed* realized that many of the young learners in his class could not read or write even after more than half of the school year had gone by: *'…children do not still know how to read, which means there is sometimes we want to plan activities that would fit really well for children… and notice that they can't carry out due to they do not know how to read and then we stop'* (Ed, RW7). Regarding this situation, *Ed* discusses how he and his partner can further support their students in their literacy process: *'Talking about the reading part, we can support, and help the students develop the writing and reading skill, we can always adapt the activity adding a tracing for writing and sentences with pictures which help them read'* (Ed, RW7).

It seems that at this time he is beginning to resolve his tension of acting as a teacher in terms of being able to carry out activities in his class with the aim of helping students learn, rather than just deliver classes. However, at the same time he is still concern with children enjoying his class more than learning:

> *'one new different activity where the children get fun which means they do not get bored or complain about it, feels good. I am talking about cutting out, but in the way that I enjoyed how they were really into the activity, standing up but for asking something to the teacher, or to a classmate in order to complete the activity correctly'* (Ed, RW7).

Although *Ed* reports having discipline issues in his class with one of the same children, he had issues with the previous semester plus a new student: *'J [the new student] was standing up and C [the student who created a lot of disruptions the previous semester] has gotten close to him so now we have to play close attention to them'* (Ed, TL32, my brackets). *Ed* suspects that this new student has some kind of special need, and he mentions how he plans to ask the main teacher about him: *'I was thinking of asking the full time teacher to find out if he has some kind of special need or he is only showing that particular attitude because he does not know us'* (Ed, RW7). Aside from trying to find out about this child *Ed* acknowledges that the discipline issues can be dealt with other techniques and not only with attention getters as during the last semester: *'To try to improve management in the classroom we would have the children close, call their attention and students who misbehave, their name will be written on the board and at the end of the class, teacher will mention their names so they take conscience about what they did'* (Ed, RW7).

Furthermore, *Ed* starts noticing how using suitable activities also aid them in their classroom management: *'I noticed the cut out activity kept J, I, C and all hyperactive [I think he uses this term*

to refer to children who are mainly active] children busy without complaining about anything' (Ed, TL35, my brackets).

Classes 36-40

During these five classe *Ed* reports using different materials and activities during the classes with various degrees of success. Some activities worked more of less well, such using some sort of art and craft work. In his quote *Ed* states why the young learners work well with this type of activity: *'children like to do art crafts, we had one or two during the past classes, children love to feel and be busy with material, they like to create things, and let their imagination control them'* (Ed, RW8). Another activity he mentions during this time is one in which children how to count animals using animal crackers. *'…we asked children to be on teams because the crackers won't be enough; we started by saying the number children wanted to form and raise the hand whenever they were ready. Most of the time, we got very good results which made us thing they recognize numbers'* (Ed, TL40).

Ed also reports activities which their young learners had difficulty with. One example is a game about zoo animals in which young learners had to recognize the written name of the animals; however, the students had a difficult time as they still did not know how to read or write: *'The game was about the zoo animals, it included the picture and the word. Since most of them still don't know how to read, we had to write the animal on the board and make a little drawing so they could see if they were right'* (Ed, TL36). Another example of an activity which was less than successful was when *Ed* and his partner used a video: *'we moved to watch a video about St. Patrick's Day, at first children were really interested in watching it, they wanted to be the closest to the computer, once they heard it was in English some complained and denied to watch'* (Ed, TL40).

It seems that at this time, *Ed* and his partner are experimenting with activities and materials in their classes. However, *Ed* admits how they need to vary the way they use materials to keep children interested in the class:

> *'children seem to recognize fast the vocabulary we present, we do this by using cards but we try to vary the way we use them, sometimes we have in our lap top some silhouettes of the animals or the whole picture and only by the fact of having our computer with us attracts children to be there, looking, paying attention and trying to guess more what we are trying to teach'* (Ed, RW8).

Another, significant aspect *Ed* discusses during these five classes refers back to continue experiencing behaviour issues with C (the same child from last semester). However, he seems to

have accepted his behaviour as a fact and *Ed*'s way to deal with him: *'C who is always moving around the classroom making his classmates want to play, the only way we can control him is to have always an eye on him and watch his movements'* (Ed, TL39). *Ed* also acknowledges experimenting difficulty controlling his class and he states two reasons for this difficulty. The first one, as in the previous semester, he mentions attention getters: *'The things I would change is the attention getter, it does not seem to work anymore and I believe that is why we cannot control children when they are noisy'* (Ed, RW8). The other strategy which seemed to work during the first classes of the semester stopped being effective, and this is what *Ed* reported: *'we did write their names on the board during the classes but since they noticed nothing bad can happen to them as a consequence they did not matter anymore'* (Ed, RW8). From this last quote, it can be inferred tha he knows the reason for the strategy not being effective anymore.

The last significant situation *Ed* mentions is about the child whom *Ed* and his partner suspect as having a special need, but who was not mentioned again in his reflections until now. Even at this time it is not clear, whether *Ed* knows for certain what this child has: *'A who lately does not want to work with any worksheet and seems to be day dreaming during most of the class, we often have to get closer to check if he's working properly and often find he hasn't even written his name on the paper'* (Ed, TL39).

During these five classes, it can be said that *Ed* is still experiencing the tension of acting as a teacher from the way he is struggling with discipline. However, he is able and willing to try different things in his class. *Ed* is also experiencing the tension of caring for his students. This is evident from the way he talks about A. *Ed* notes how he is not working on the things this young learner is supposed to, despite the child not really disrupting his class.

Classes 41-45

During these five classes, *Ed* reports having used different activities. *Ed* and his partner report having some children who are finally starting to read in Spanish. This is important to note as the school year is almost into April, and only a few young learners are reading at this time:

> *'…there are about five children in the class ([names of students]) who read words already, which makes the activities easier. For instance, when they are answering a tracing activity they would read what the word says, what we correct is the pronunciation, they still don't notice that English is pronounced differently as Spanish'* (Ed, RW9).

Ed says how he and his partner are taking this milestone and will try to adapt to it: *'We will look for reading activities for children to keep practicing both, children who already know how to read*

and children who don't' (Ed, RW9). From these quotes is noticeable how *Ed* is gradually transitioning to acting as a teacher more as the weeks go by.

Ed also reports using a well-liked activity by the young learners as a way to controlling the group: *'during the classes when we notice children are misbehaving we would shout an animal and children suddenly have to make the pose, but only the children we command… We do this as a warm up or when we notice children are tired or bored'* (Ed, RW9).

Ed also reports how he and his partner still experience discipline issues in his class. Most of these issues refer to C (the same child): *'During the activity we faced several behavior issues with C… who never wants to work, and even the teacher can't control him and has him always seated at the front'* (Ed, TL41). There are references to C and his behaviour throughout the five classes. At the end of the five classes *Ed* mentions what he will try doing during the following classes about C: *'to have C. separated from J and try to keep him busy with the activities, we will find the way to have him seated with children who really work no matter if he gets mad'* (Ed, RW9). It seems *Ed* will try to implement his own version of the class' teacher strategy of separating C from his 'friends'. However, *Ed* does not really propose separating him completely from the rest of the group but rather having him sit with other young learners. From these quotes it can be inferred that he is still experiencing the tension of caring for his students.

Classes 46-50

During these five classes *Ed* reports using different activities in the class. In one of the activities, they asked the young learners to bring their favourite toys to class to review the vocabulary related to them. This activity is remarkable as all the children in the class were involved: *'they started putting out their favorite toy, and then A and H started describing it, saying they play every day with them, C pulled out many little cars "I don't have a favorite one, they are all my favorite" he said'* (Ed, RW10). Remembering that A is the little boy whom *Ed* suspects has some kind of learning disability, and C is the boy who consistently misbehaves in class. Another instance in which *Ed* and his partner managed to involve all the young learners was one in which they were presenting prepositions of place:

> *'We were to start by giving each children a small plastic glass so they could follow us during the activity, children were surprised wondering what they could do during the activity. Instead of practicing with a toy, we asked children to do a paper ball, then we started saying "in" and putting the ball inside the cup and so on with the prepositions'* (Ed, TL48).

It was sometime during these five classes, that *Ed*'s suspicion was confirmed about how A had some sort of special educational need: *'Talking about A, he doesn't take the class anymore, the*

teacher send him with the teacher who assists students with special needs or she has him seated with her, he sometimes goes to the classroom only to get material he needs' (Ed, RW10). *Ed* does not discuss knowing what A's diagnosis is, but it was something that warrant one-on-one attention from the special education teacher assigned to all the students at that school.

They are still experimenting behaviour issues with the same children: *'We lost some attention during the process of going through the story. Then we spent some extra time dealing with C and J who attitude towards us became bad'* (Ed, TL49).

From these five classes it can be said that *Ed* is acting more as a teacher in terms of how he and his partner try adapting their lessons, so children get the most out of them. They try not only to satisfy their wants they are trying to help them learn. However, *Ed* reports to continuously struggle with discipline in his classroom. This situation stems from how he cares for how children respond to him.

Classes 51-55

During these five classes A was back in their class. Apparently, he had made an agreement to work in class, so he was back in the classroom. This is what *Ed* says about him:

> *'…he had attention problems and single interest for school. One day, he walked in the classroom, seated on the teacher's desk… he approached me and told me if he could get a worksheet… after fifteen minutes he finished, even the pictures were colored. He went back to me and told me "you see teacher, I told you I was going to work" and I said it was alright'* (Ed, RW11).

A good thing that came out of A being back in the class was that his return motivated C to want to work: *'as soon as C saw A working he went for a worksheet because he wanted to do the same, they cannot be separated and always do the same things, so in conclusion we had two Children who never want to work, busy with a worksheet, this positive moment made us happy'* (Ed, RW11).

Another situation which led to misbehaviour narrated by *Ed* during these five classes relate to how the heat in the city affected children's behaviour:

> *'…we know how hot Colima is, therefore, the classroom feels like an oven. Most children always carry with them their bottle that gets refilled every time is empty. The negative of this situation is that during two classes, I had to stop Andres and Hector throwing water with their plastic bottle inside the classroom, then Regina would join and one day she ended*

up with wet hair and clothes, I had to take the bottles and put them up of the book shelf'
(Ed, RW11).

During that same day *Ed* and his partner were confronted by the class teacher as their young
learners were out of control:

*'suddenly Valeria started screaming, we could never guess the reason, and then all children
started screaming really loud, I looked at [his partner] and we didn't know what to do. We
just remained in silence to wait for the children to be quiet, obviously I was kind of mad,
then the main teacher came to the classroom and said the next in screaming will be
punished, and told us if we couldn't control any children, we were free to send them with
her'* (Ed, RW11, my brackets).

During these five classes *Ed* was confronted with the tension of acting as a teacher rather than
just a friend to his students. He was also faced with the tension dealing with authorities, in
particular with the class teacher.

Classes 56-60

These are the last five classes of PROMETE for *Ed* and his partner. Even after the incident from the
previous five classes they did not get discouraged and continued trying to implement strategies to
gain control of their class: *'Those students who were a challenge had taught and that patience is
one of the keys a teacher needs, I have to pay attention at the attention getter set specific routines
because a classroom with no routines is kind of a mess'* (Ed, RW12). From this last quote it can be
inferred that *Ed* is aware of some things that need to be done to have a better handle on the
discipline of their classroom.

Ed and his partner were able to implement different activities that led to children becoming
engaged in the class. One of them was a worksheet which required children to match some
images to some words by cutting and pasting: *'They had to cut and paste, images and words, we
decided to help by drawing on the board what they had to do, this activity kept them busy around
15 min and we didn't face any misbehaviour problems'* (Ed, TL58). From this previous quote it can
be inferred that *Ed* is aware of what needs to be done for the young learners to be able to
complete the work assigned.

However, there was this other instance in which, even towards the end of PROMETE, they
changed an activity because their learners were not quite happy with it:

*'Then we had this reading activity which didn't work really well, they didn't know what to do
and were only looking at the pictures and writing the names, we asked to follow the reading*

with us, which worked for a few lines, then class was starting to get out of control so we

decided to play bingo' (Ed, TL57).

At the end of these five classes *Ed* is still struggling with the same tensions that were apparent throughout his involvement in PROMETE. He still has a hard time acting as a teacher in reference to being tough and reinforcing discipline in his class. However, he acted as teacher in the sense that he and his partner did not quit trying to bring activities and materials which they felt were suitable for their learners.

The perception by *Ed* of his work during the last 30 delivered classes in PROMETE.

The data analysed for this purpose is the one contained in the reflective final rendition by *Ed*. This was written in a form of a letter at the end of PROMETE once the 60 classes had been delivered (see 5.3.2.2.2).

The perception of *Ed* about his time during PROMETE led me to draw the following conclusions about his professional identity development. Regarding his *self* related to understanding his personal background in relation to his students, he mentions how he tried remembering what it was like being that young: *'I learnt from everyone, they have experiences to tell being so young, I would stare sometimes while they were working on something to analyze their behavior, and trying to place me back in those days where I had their age'* (Ed, FR). *Ed* also mentions how he enjoyed teaching young learners: *'I have learned to enjoy children, they are magic. No matter what mood I was in, children made me forget about it as soon as I entered to the classroom, they ask a lot, they have crazy imagination, and they are amazing' (Ed, FR).*

Ed at the end of PROMETE talks about how the role played by a teacher should be that of a guide: *'Guide is what most teachers do with students, they have the knowledge and children must do their job to get it, teacher will be there for the students, every doubt, every comment will be assisted by the teacher, they must take children to the right path which is learning a language'* (Ed, FR).

As a result of PROMETE *Ed* became aware of the way children feel about learning English and what his stance was on this: *'Children usually hate English classes so it is our duty to engage them in the process of learning a new language. Games usually work well for them, there is a wide variety of games for almost all'* (Ed, FR). This explanation leads me to understand why during the course of his practice *Ed* and his partner consistently used games, despite chaos being part of the process.

Another aspect *Ed* shows awareness of relates to how he perceives the act of teaching in terms of sharing knowledge and language competence with his students. However, his awareness also

includes the understanding that it is not only a responsibility of the teacher the learning of the students:

> *'I believe one of the most important things a teacher must do is to share everything a student need to be competent in a language. Of course there should be desire from the student in learning another language, if not, teacher should plant the seed in the student in order to get all that knowledge from the teacher and make it significant'* (Ed, FR).

Ed became knowledgeable in the way different methods and approaches could be used in the young learners' classroom. He mentions how he used TPR as well as a Communicative Language Teaching. Regarding TPR he mentions how he and his partner used it as part of the warm-ups: *'I would say Total Physical Response was the most common, we had several warm ups where following commands was of the main goals, children would follow correctly this method focuses on the importance of listening comprehension'* (Ed, FR). Regarding Communicative Language Teaching he provides a particular example of its place in their practice: *'we wanted children to communicate in some situations that children were most likely to find themselves in such as going to the supermarket, we had shopping activity in the food unit'* (Ed, FR).

Ed reports how he became experienced in dealing with the stress of dealing with discipline issues in his classroom: *'I have learned from situations under stress, once we had to deal with more than ten children screaming at the same time with no reason, those twenty seconds were enough to make [me] learn to be patient, don't go crazy, and that children only want to get fun while learning'* (Ed, FR, my brackets). This previous quote also refers to how *Ed* was able to self-assess his personality and reactions to particular situations.

There is another instance in which *Ed* assesses the way he reacted during his participation in PROMETE to different stressful situations including an explanation of why he consciously acted that way:

> *'I have mentioned before children ask so much, so they expect many answers every five minutes, I have always been patient, never showed if I am in a bad mood or something like that, teacher must change at the second of entering to the classroom we have to treat children so well so I have always been kind. There is no need in speaking up or getting annoyed during a stress moment, I know how to deal with them, children will always notice when one speaks in a bad mood are is already mad. I respond in the best way with the best face and a happy smile, I even laughed sometimes at their ideas, dreams, comments because they made me happy, even with the most challenging child we would be kind'* (Ed, FR).

This last quote led me to conclude that; although, all throughout his reflective practice it seemed he was experiencing two main tensions: that of acting as a teacher and one of caring for his students. He in fact was experiencing the latter and as a result he was acting as a *caring* teacher. It can be inferred that the children from this context do not have a very easy life and he made a conscious effort to be patient and caring to them.

Ed is also able to self-assess how he experienced and dealt with discipline issues in his class. As it can be inferred from the following quote, he mentions how misbehaviour happened sometimes, but he did not really feel it was such a bad problem:

> *'I think one of my goals would definitely be to select the proper attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer'* (Ed, FR).

Regarding the way he related to peers he mentions to important aspects. The first one is in relation to how the PROMETE community was important and how it worked in this process. *Ed* and his partner decided to join efforts with the other first grade student-teachers in an attempt to joining forces in planning, creating better classes, and trying to problem-solve:

> *'Collaboration during this whole year was very important, this program gave me the opportunity to work with all teachers from the first grade, we were a group, we got together many times, therefore we spent many time after school and at home, we shared groups, in Facebook, drop box to upload our work'* (Ed, FR).

Ed also mentions how he and his partner also joined the other student-teachers from the same primary school most days before or after they finished their classes:

> *'every time we arrived to the elementary school, we would met with classmates leaving and arriving to the school, we would sit outside on a table because we had fifteen to twenty minutes before the class where we would talk about many things such as, experiences with children, teaching practice homework, lesson plans, routines, misbehavior problems, even about specific children'* (Ed, FR).

Ed also assesses his teaching in terms of the way his classes were designed and relates them to the community work they did regarding the designing of their classes. He shows an awareness of how those activities may not have been the best ones for his class:

> *'I would say our classes were not boring but sometimes they were kind of neutral for children, they wanted more games, movement's actions etc. that was a weakness of those*

who contributed in the lesson plan binder for first grade. I will attach more games, warm

ups, related to the topic so they could have more interaction, communication and less black

and white worksheets' (Ed, FR).

Ed mentions how he has learnt that: '*The most important goal of teaching is to promote learning.*

As we know learning takes place in many different contexts and circumstances, every person is

capable of learning but the student's desire of learning will be vital to master new concepts, skills

and overall knowledge' (Ed, FR).

He finishes his letter with this statement as a summary to his involvement in PROMETE: *'It was*

such an remarkable experience, I never thought it would be or have impact in me like it did, I loved

the experience and I am of being part of it, I will miss those children and I hope they get better

teachers' (Ed, FR).

6.3.4   The retrospective vision by *Ed* of his participation in PROMETE

After two years have passed, I interviewed *Ed*. I gave him a choice to anwer the interview in

English or Spanish, and he decided to carry it in English (5.3.2.3). *Ed* was working at the FLEX in its

continuing education programme teaching English to adolescents between the ages of 13 and 15.

It is important to note that at the time he turned down teaching a group of young learners. He

seems happy and content to be working at this place and with older students.

Statements by *Ed* from the interview support what I identified as his identity development within

PROMETE. First, he made reference to the beginning of PROMETE stating how he felt about it and

how he saw himself: *'I wasn't that confident but I know I had the tools to share my knowledge to*

children and I was nervous but with the time we learned through experiences' (Ed, FI). In this

statement *Ed* mentions how during the course of PROMETE he was able to build his confidence.

Part of this confidence building related to how he acknowledged the way chidren's reactions to

commands were something he dreaded: *'Having to deal with the experiences or with the reactions*

of children which were kind of unknown for me because I wasn't familiarized being with children

so the reactions to commands are the things that freak me' (Ed, FI). This statement led me to infer

that at the time *Ed* was experiencing the tensions of acting as teachers and caring for students. It

is another way of explaining many of the choices he made during PROMETE. These choices

included the using of games and fun activities to keep children happy.

During the interview he made a point of mentioning how PROMETE had helped him become

aware and knowledgeable about different things. One of the things he mentioned was how

teaching young learners was a necessary part of the process of becoming a teacher but he would

rather not teach them at this time: *'Now that I had been through the experience I see myself probably not working with children right now but I know that at some point I would do it, I like children but I feel with that experience that every teacher has to be part of'* (Ed, FI). He elaborated on the previous quote by saying how it is important to get experience teaching different age groups: *'Because I think for a teacher they have to be through the different teaching levels in English and it is important, because it is very different for children and for adults the acquisition of a second language… so children are very energetic and all they want to do is play and that's it'* (Ed, FI).

In general *Ed* made a reference of how PROMETE helped him in his development as a teacher. *Ed* mentions how PROMETE helped him gain experience as a teacher: 'PROMETE helped me for the experience for being in front of a group and well, being in the program, it was like a formal thing we couldn't play with it because we were in charge of the group so that gave us the experience' (Ed, FI). He also mentions that for some of his classmates, teaching young learners was not such an alien experience as it was for him: *'…for a bit, it was an unknown thing for us, and probably some of my classmates were very familiarized working with children but I guess the experience is what I got from the program'* (Ed, FI).

Another type of knowledge *Ed* mentions as related to his PROMETE experience relates to how he perceived children that young learning. He mentions how he learnt that: *'Talking with them, probably, sometimes sitting next to them about what they were doing wrong as well and make them reflect about their mistakes at that age'* (Ed, FI). He feels how his former students were able to learn some English topics: *'I feel they had learned colors, some basic topics for their age and they were happy with that'* (Ed, FI).

From the previous quotes as well as from the following one it can be inferred that from a good portion of his involvement in PROMETE, *Ed* was trying to "survive" it: *'It was fun and I felt it was normal, it was a normal stage they were going through and I only felt I had to solve all they were asked me'* (Ed, FI). The things he was asked to solve were the issues he consistently quoted in his reflective practice. It was until the end of PROMETE that he stopped worrying about this survival and started realizing that students were learning as a result of his and his partner's efforts:

> *'It is a great experience, it made me feel proud of myself because even though I didn't think they were going to learn something, because they seemed not to be really interested in English but at the end we had to do more for them to be paying attention and we did it, I did it and I feel happy for them'* (Ed, FI).

The last I heard from *Ed* is that he is now working full time as a sales manager in the USA, trying to raise money to get his teaching certification to be able to work there as one. He is quite eager to be able to work in the USA as an ESL teacher at a secondary or high school level.

The following section presents the learning story of *Fl* in the same manner that the previous ones were organized and presented.

6.4   The learning story of Fl

Fl is a female student-teacher who was 19 years old at the time of her involvement in PROMETE. She was in charge of a group of students of 2nd grade of primary school within the public primary school B. She was teaching with another female partner (*No* who is a subject of this study). *Fl* was known for having a very friendly, polite, and outgoing demeanour to her personality. However, she liked doing things very well and got frustrated easily if things did not go as she had envisioned them. Because of her personality she had no problem relating to other students, or trainers in her teaching practice class. *Fl* did all her previous studies in Mexico within a public education system, and her English level was intermediate (B1-B2). It is important to note that her personality complemented *No* as a teaching partner.

6.4.1   The Identity of *Fl* at the beginning of PROMETE

As well as with *Mo, Is,* and *Ed, and b*ased on what is written in the initial letter of expectations by *Fl*, her professional identity is mostly viewed as a future enterprise. This is a logical result as her practice has not yet started and this letter was originally addressed to herself. This reflective initial letter of expectations will be considered her starting point within PROMETE. The trajectory will be presented bearing in mind the identity main codes: *self, roles, becoming, self-assessment*, and *tensions.*

In this initial letter of expectations *Fl* talks to herself about her feelings and emotions regarding her participation within PROMETE. She admits feeling enthusiastic but nervous about doing something wrong while participating in PROMETE. However, she acknowledges that the teaching practice class is for that experience: '*Participating in a teaching practice like this it makes me feel enthusiastic and kind of nervous to make something bad. But I think that this course is for that'* (Fl, IL).

Fl is assertive in the way she perceives herself. In this letter she is able to state her strengths and weaknesses. About her strengths she mentions being very creative, being able to get along with children, being hardworking, being a good listener, being able to work with different people,

being responsible and punctual. All those traits were observed during the time I was her tutor, and they represent a picture of her attitudes and capabilities:

> *'I see that my strengths are that I am very creative. I like to have variety in my lessons by doing by doing handicrafts things. Mostly with little children. I can get well with children. I am hard working and good listener. I can get easily get adjust to work and people. I am very responsible and punctual'* (Fl, IL).

She is also able to self-assess her weaknesses in relation to her personality. Related to this she mentions two things: being a perfectionist, implying in her quote that it is a weakness rather than a strength. I can infer that the reason for this relates to how Mexicans culturally view *admitting being a perfectionist* as bragging, which is considered wrong: *'…about my weaknesses I do not know if I been perfectionist is a bad thing or not. I like to have everything in the right way because if not I do not feel good with myself'* (Fl, IL).

The other weakness she mentions is her level of English in relation to her speaking skill. Although, it may seem in some other student-teacher as the tension of *feeling of incompetence. Fl* is not the case as she knows she has this weakness but has found ways to make up for them: *'It's difficult for me to express what I feel by speaking. Although I can overcome them by thinking first and be clear with my ideas in my head. And analyze what I really want to express at the moment of presenting something'* (Fl, IL).

In the following quote *Fl* refers to her expected roles as a member of PROMETE. She sees herself as a future English teacher of children. She also mentions how much she enjoys being around children because they are natural learners. In the same quote we can infer her future roles as a planner and designer of both lesson plans and the materials to be used in her future classes:

> *'…that I have a great experience and learn a lot from students; that at the end of my teaching practice I am really sure that teaching in front of a class is really my thing, mostly with children; the children will be happy because they learn what they have to learn in English with the activities I make for them; I can develop my abilities of creativity at the moment of giving a class, by being always creative and innovative and finally that my ability of making lesson plans be easier that before'* (Fl, IL).

Fl also refers to the importance of becoming experienced and knowledgeable. *Fl* states that she envisions herself at the end of PROMETE as someone who can teach and prepare her classes better, so that she is able to find a job at the end of the BA. In this same quote she shows awareness related to the impact that doing a "good" job in PROMETE can have in her future

career. The previous can inferred when she mentions *the moment where she can show her abilities:*

> *'My Teaching Practice I just want to feel at the end that I develop a lot my teaching and preparation classes. This with the objective that at the time of graduate and get a job it can be easily to me to plan a class and been in front of one too. Just say to my head this will be the best experience and show what I have because this is the moment where I can show my abilities at the time of teaching'* (Fl, IL).

Fl also refers to how she feels about participating within a community in which she will need to work in developing her ability to work with other student-teachers, with the authorities of both: the primary school and FLEX as well as to put into practice her responsibility and punctuality. She also mentions how she needs to learn about the needs of her students, so they can learn:

> *'The expectations FLEX has regarding my work in Teaching Practice is to have a great experience as a new teacher; also to develop my ability to cooperate in school with different colleagues; develop my environment with new administrative things if the school requires it to help with; to be responsible and very punctual at the time of working in a school or anywhere else and to practice professional behaviors and getting know of the needs that different learners have'* (Fl, IL).

The following quote expresses how *Fl* is willing to learn from her mistakes to become an English teacher. She views PROMETE as a way of achieving this:

> *'To learn about our mistakes or have experience with something I will see all my life because I will be an English Teacher. That is why I seem it good to practice this way in a real environment and situation of having a group in front ready to learn'* (Fl, IL).

At this point in PROMETE she does not seem to imply the potential of any tensions in the development of her professional identity. This part of *Fl* story represents her identity at the start of PROMETE. The following segment will narrate how this identity develops during the first half of PROMETE.

6.4.2   The Identity development of *Fl* during the first half of PROMETE

This part of the learning story of *Fl* gets its data from the first 30 teaching log entries, the first six reflective writings, and the reflective mid-term letter as a response to her initial letter of expectations.

Classes 1-5

During these five classes *Fl* describes the types of activities that worked well and for the ones that did not she wrote comments or suggestions about how to improve them. In this first quote she mentions the types of activities that her students respond to better: *'The activities where my students respond more easily were at the moment of responding orally, "what is your name?"'* (Fl, TL1). She also describes activities in which children were confused with: *'they unconsciously got confused with the song of "what's your name? and they instead of answering my name is.. they answered how it goes the song with "hello hello"'* (Fl, TL2). Another example of confusion in *Fl*'s class is the use of *her* and *his*: *'when we started the class and review the pronouns "she and he" and "her and his" they got a little bit confused. They know that her was referring to a girl and his referring to a boy, but at the moment of comparing both I saw them confused so I had to explain them in Spanish'* (Fl, TL5). This topic is confusing for young learners because the pronoun for *her* and *his* is the same for both in Spanish. Regarding the activities and materials, she used in her class *Fl* mentions how she would try to avoid using activities which require children to draw: *'I would try to not to give them a lot of activities where they have to draw because they spend too much time drawing'* (Fl, TL2). Finally, she was able to identify the need to improve her instruction giving for the different activities she will use the following classes: *'What I have to improve is at the moment of giving instructions and try to mime clearer the order so students can understand me and do what I want them to do'* (Fl, TL1).

During these five classes *Fl* also reports having had some discipline issues in her class, mostly related to a little boy who has some problem with his legs and gets frustrated and out of control: *'I don't know if he is going to ignore me or not but I try to do everything I could. He is well cognitively it is just he has a problem with his legs and I think he became desperate because he couldn't sit down when we ask for and he did his tantrum'* (Fl, TL1). There were more incidents during the week related to the same child such as the time the child decided to run around the classroom destroying the material around it: *'Ivan started to destroy all the material that was pasted on the wall'* (Fl, TL3). As a result of the different situations *Fl* faced with this child, she first talked to the class teacher about the situation: *'At the end we talked to the teacher of the class and she told us that she will talk to his parents and with the principal of the school about what happened and if he can be removed or something'* (Fl, TL3). In addition to talking to the class teacher she also talked to the special education teacher assigned for the whole school about Ivan's situation: *'I follow the advice of the USEAR teacher [special education teacher] but he didn't respond to it'* (Fl, RW1, my brackets). However, it seems that none of the two instances were able to help *Fl* with this child's behaviour.

Another instance in which *Fl* discusses discipline is when she described the strategy from their designed discipline plan (see 4.3.1) they are implementing to keep discipline in the class:

'At the beginning of the class we gave dollars to the students who work well during the week and who finished first. Also, we gave to the students who behave well a behavior award. We try to give each one award so they [don't] become sad. We saw that after we gave them those awards their behavior went better during the class because they were conscious that if they behave well they will get more and if not they will have any. I see that our discipline plan was working well' (Fl, TL5, my brackets).

Fl reports from both her TL and RW1 how she liked teaching young learners and how they responded well to the activities and materials she had planned: *'It was our first day and beginning of the class was going very nice and the children were responding well to the activities'* (Fl, TL1). At the end of the week, she mentions: *'I enjoy teaching little children and seeing them enthusiastic to learn'* (Fl, RW1).

From these first five classes can be inferred that even though *Fl* sees herself as a teacher; she is more concerned with the way students respond to the activities, rather than if the students learned from them. Another thing to note from these five classes is that *Fl* makes no direct or indirect reference to her teaching partner (*No*).

Classes 6-10

During these five classes *Fl* reports how she and her partner identify and change some aspects of their teaching materials for their young learners to be able to work better with them. This first quote refers to a game they used in their class and how they will try to incorporate more games in their class as their students responded well to it: *'I think that if we can make more games like that for our children they will learn and reinforce their knowledge better in a way they are having fun'* (Fl, RW2). *Fl* also mentions how she and her partner changed the activities in their lesson plans: *'all activities in our following lessons we erase them because they do not like a lot working on them because they see it a little hard. I think that I will try to do it easier and not putting a lot of words on it so it can be easier for them'* (Fl, RW2). This reported change of activities was a success according to *Fl*: *'all our kids worked well and participated more than other days and worked fast. I think this was because the activities were more according to their age and it was vocabulary nothing of grammar'* (Fl, TL8).

Fl also reports how she and her partner forgot to bring copies of an exam they were applying to their young learners; however, they were able to adapt to this situation by changing the format of the same: *'The exam was adapted because we forgot to take copies of the exam and modify it. That is why we did it orally and I think it worked'* (Fl, TL7). This change in format was previously included in their lesson plan as part of the preparation which includes an emergency plan if the activity does not go according to plan (see 4.3.1). *Fl* refers to this situation again in her RW2: *'We*

forgot to take copies of the exam we used preparation which was making the exam orally' (Fl, RW2).

Regarding classroom management and discipline in the classroom *Fl* reports how the strategies implemented by her and her partner are working well: *'Since we arrived to the class the routines went well and reminding them the rule that they have to raise their hand to talk or if they need help they do it without problem'* (Fl, RW2). *Fl* and her partner are consistent in the application of their discipline plan in terms of both: reminding the students of the classroom rules, as in the previous example, using routines, and applying the positive reinforcement system (see 4.3.1) as in the following quote: *'I see that our dollars routine had been working well and that motivated them to work hard with the correct answers in charge to win a dollar if they are the first three'* (Fl, RW2).

During these five classes *Fl* made two significant notations. The first one is in reference to a boy who is struggling with the learning of English and how she has noticed this situation and is planning to do something about it: *'I just see that Alejandro is a little bit slow at learning well is very good but he just know it at the moment so I think we have to work on something that he can understand better and not just saying what we say'* (Fl, TL10).

The second significant notation relates to how children are struggling with the grasping of grammatical structures: *'Before the exam we did a review but they didn't remember well what they learnt. While the exam we saw that most of them have difficult with the structure of the sentences. We will work on that so it can be easy for them'* (Fl, TL7).

From these five classes, it can be inferred that *Fl* is acting more like a teacher as she is becoming more concerned with children grasping the learning of the language and not only responding to the activities. In addition, she and her partner show consistency in the way they are managing their classroom.

She also shows how she cares for students in the way she is willing to create activities and materials to help all children learn better, as in the case of Alejandro.

Classes 11-15

During these five classes *Fl* reports using a variety of activities and materials which were reported as being successful in her class: *'all our activities worked well because our students received with a lot of enthusiasm. This was because they were different types of activities as the scavenger hunt where No and I dresses as pirates and we hid their toys away'* (Fl, RW3). She and her partner were willing to try different things with the young learners in their classroom; she reports how the

activities and materials came from one of the teaching practice clinics (see 4.3.2): *'We will try to use our different material from the thinking outside the box workshop'* (Fl, RW3).

Fl describes how grammar is a particularly difficult thing to help their young learners learn. However, she and her partner implement different activities to help their students with it:

> *'We usually struggle with grammar part of lessons, and we continuously try to find new ways to introduce it. Not all the students were paying attention, occasionally pausing to give them a chance to correct themselves. We certainly could have used some improvement on making it more interesting, or keeping the students sitting quietly'* (Fl, TL13).

Despite using different activities to help young learners grasp grammatical structures, *Fl* and her partner realise that they need to find different ways to accomplish this.

Another significant aspect of these five classes refers to how they consistently use routines in their classes: *'We started our class as usual, with morning routine of singing the days of the week and writing the date'* (Fl, TL13). *Fl* also recognises the value of routines as she mentions how a routine may be needed when they are trying to show their young learners something from a computer: *'We should probably consider a routine whenever we call the students up to gather around the computer. Something to reinforce good behavior and silence would help our presentation and lesson'* (Fl, TL13). It is important to mention that primary school B, where their PROMETE takes place (see 5.3.5), has no projectors or computers for the delivery of classes. Thus, *Fl* and her partner use their personal computers for their classes.

Another aspect of their practice is that they continue applying their discipline plan in terms of consequences:

> *'We immediately put them in yellow and warned them that this day they had been very disruptive. They will not put back into green for good behavior, and instead they would remain in yellow for the next class. One more mishap and they would go to red where they would have stars and dollars taken away. This moment was worrisome only because it was the first time we had to really stress the importance of the spotlight although the students don't go too far. Thankfully, the spotlight scared them enough to correct their behaviour'* (Fl, RW3).

Finally, during these five classes *Fl* identified another child with some difficulty in learning aside from Alejandro from the previous five classes. It is not clear whether Kevin has a special learning need diagnosed or not, but he seems to be struggling with learning: *'I'm just warned about Kevin he participates but little we let him work at this rhythm'* (Fl, TL11). Thus, during these five classes

Fl and her partner identified some activities both these children enjoy: *'Alejandro favored all outdoor activities we had as well as Kevin seem to like the running games we played and Pictionary'* (Fl, RW3).

From these five classes I can infer that *Fl* is acting more as a teacher. That is, she can make judgments regarding the different activities and materials they use in the classes in relation to the response and learning they observe from the children. She cares for her students in the way she and her partner are trying to cater for the needs of the two children with some sort of presumed learning difficulty. She also shows this caring in the way they try to gain control of the class by means of being consistent in their discipline plan strategies.

Classes 16-20

During these five classes *Fl* and her partner continue modifying, experimenting, and implementing different types of activities with the goal of helping their students learn better: *'…during class 19. This was one of the lessons No designed to be more interesting, and it turned out well. We introduce them food vocabulary by hearing the description of the food so they had to guess'* (Fl, RW4). Another example of this new type of activities is narrated through the following quote:

> *'We started giving them a book where they had to paste things by cutting them on the magazines. They were seeing the shapes and the colors. They loved this activity and they were working pretty well and in silence. I think this happened because they be activities where they can cut and paste even where they can see colorful things like they were in the magazines'* (Fl, TL17).

Another significant moment during these five classes is when *Fl* narrates how children were able to self-evaluate their work and learning during the unit:

> *'When the students gave us the exam we made a circle to self –evaluate themselves. They told us that the exam was very easy. We asked them why and they answered that it was because they studied and they practiced a lot during classes with us so it was very clear'* (Fl, TL18).

Regarding the two children with the alleged educational needs, *Fl* mentions how she and her partner decided to pair Alejandro with the top students from the class. At first this girl was ignoring him, but Alejandro got the correct answer for a competition activity they were involved in at the moment, and apparently that answer made them win. As a result: *'her attitude towards Alejandro changed. It was great moment because we could see that Danae stopped complaining about Alejandro and she started to appreciate him as her partner'* (Fl, RW4). Thus, Alejandro became really involved in the activity which led him to understand that particular lesson.

Regarding Kevin, the other child with alleged educational need, *Fl* mentions how during another competition activity he lost a point for his team and his classmates started complaining about it. This complaining brought him close to tears. The way *Fl* dealt with the situation was to give him some space to calm down. She also reported talking to his classmates about that situation: *'The students respect him after we told them that what they were doing was wrong because they were not respecting him. But then they understood and tried to involve him too in the activity although he didn't want to because he was sad'* (Fl, TL19).

From these five classes I can infer how *Fl* is becoming more confident in her role as a teacher. She is willing to listen to young learners tell her how her class and their learning was perceived by them. She is also looking for active strategies not only to deal with the discipline problems caused by the two children who apparently have learning needs, but to actually help them learn English.

Classes 21-25

During these five classes, *Fl* mentions how they continue using alternative teaching materials and resources in their class as the main focus of it instead of only relying on using worksheets. These activities included not only using "slime" to have children find some cards inside it, but also the preparation of the same: *'our students were really excited and surprised when making the slime and how they manipulated with their hands. They ran around looking for the treasure to make slime. They got messy. They asked us when we could do it again'* (Fl, RW5). Another memorable activity during these classes was the setting up of a store so that children could *'buy things like marzipan, candy, sandwich, lollipops etc'* (Fl, TL23). Then, as the young learners were eating the things they bought at the store they had to talk about it to each other. This is what *Fl* mentions about the activity: 'I liked to do this activity because they showed us how they can buy in English if they were in a store using "I went". After they bought and they talked to each other about what they were eating' (Fl, TL23).

As part of these five classes, *Fl* and her partner keep consistently using their discipline plan; particularly in the positive reinforcements used. Regarding this a particular moment stands out:

> *'…we gave them the behavior awards for those who behave well. Today we used our first award to Luis because he improved his behavior in class and he worked well we praised him for that. I like his impression because he receive something to give to his parents about congratulating him. I think it would be fair that all students who behave well can get one too for their good work and behaviour'* (Fl, TL24).

In relation to Kevin and Alejandro during these five classes she mentions some things about them. First about Alejandro she narrates how because of dynamic activities he gets incredibly hyper; but she and her partner let him get away with little things: *'because we don't want to constantly scold him but when it came to class 22 it was awful. He was constantly speaking out of turn, jumping out of his seat and disrupting the class'* (Fl, RW5). The way they dealt with this situation is narrated by *Fl: 'we called him out in front of everyone without yelling or making fun of him. No told him he had gotten worse, and that she was very disappointed in him. He immediately became serious and the bad behavior stopped'* (Fl, RW5). After two days passed from this incident *Fl* mentions this about Alejandro's behaviour: *'I liked that Alejandro is more observant to his behavior and activities we do so he can reflect better what he had to do'* (Fl, TL24).

Regarding Kevin she mentions two things him. The first thing is how he was able to get a perfect score in a test alongside other four students. The second thing is a day in which he did not want to work on anything, they *'let him get away with not singing or dancing because he was still in the circle and smiling along with others'* (Fl, RW5). However, during the class it was obvious he was not going to do anything, and *Fl* described how she dealt with his behaviour and attitude:

> *'I am really afraid if we put him in yellow he might cry and I don't want that happened. Maybe we just have to give him his time until he want to work. What I did to not keeping him apart from an activity where one student had to paste on his/her partner a post it where the teacher asked to. I took Kevin and asked him to help me to say the body parts and to check that all the couples did it correct. And it worked he really liked to do that. So I think I managed the situation well'* (Fl, TL25).

During these five classes *Fl* seems to have become more reliant on her partner as a teaching partner and team in the decisions made regarding their lesson plans as well as the way they deal with discipline in the classroom. She does not seem concerned with just applying lesson plans but rather helping students learn. She also showed a tension in caring for her students in the incident with Kevin and how she reported being afraid of him crying in the classroom.

Classes 26-30

During these five classes *Fl* reported using different activities and materials. From these activities and materials, the most significant one relates to the implementation of reading comprehension activities in their class. Before these classes the activities and materials mainly focussed on vocabulary and grammatical structures. *Fl* reports the activity as a successful one, despite this activity being based on a reading meant for native second grade children: *'we incorporated reading into our lesson and planned out something related to Christmas for our last day as we*

agreed it in our last action plan. We certainly did that, and had a great success' (Fl, RW6). The other activities *Fl* reports having used during these five classes are related to the vocabulary about the body as well as activities related to the structure: "he / she has…".

During these last five classes of the semester *Fl* reports getting two new students into their class. Apparently neither one of them had taken any English classes previously. These new students came into their class during class 28. Despite this, both *Fl* and her partner explained to them the rules of the classroom as well as the way they work during the English class: *'They were very attentive…They are very smart and participative'* (Fl, TL28). *Fl* also mentions how one of them had the potential of becoming disruptive in their class: *'Jesus seems a bit troublemaker, it was incredible watch him look around the class and take note of everyone's behavior. He corrected himself and followed everyone else's example'* (Fl, RW6).

Another sifnificant moment during these classes was when they held the candy store where the children could buy things with their hard-earned dollars during the previous classes. In this following quote *Fl* explains how the activity went and how she felt when some children did not bring their dollars to class:

> *'during the store because it caused a bit of a stir. Although it was well received few students forgot their dollars. We felt awful that those students couldn't buy anything, especially when one of them began crying. It was tempting to allow them to take something but that would mean to break our initial rule so we told them that if they lost or forgot their money that was their problem and there was nothing we could do'* (Fl, RW6)

Regarding Alejandro *Fl* does not mention any discipline incident with him during these classes. However, she mentions how Alejandro reaction when she told him to write a Christmas letter to the teachers. *'I have to say that when I told Alejandro that he will do our letter to the teachers he got happy and didn't want us to see what he was doing for us'* (Fl, TL29).

The only instance in which *Fl* mentions Kevin is when she describes a drawing activity in which he excelled in: *'Then they had to draw a monster with a lot of hands and necks... They are really good artists when drawing mostly Kevin'* (Fl, TL27).

From these five classes I can infer that *Fl* perceives herself as a teacher more and more. A good example of this is when, despite feeling sad and sorry for the children, she abided by the rule of getting a consequence for not bringing their dollars to the class during the store activity.

The perception by *Fl* of her work during the first 30 delivered classes in PROMETE.

This section aims at presenting the professional identity development of *Fl* based on what she included in her mid-term letter reflection (see 5.3.2.2.2).

In this letter *Fl* addresses to herself the things she feels she has achieved during the course of her first 30-hour involvement in PROMETE. She makes reference to her original letter of expectations as the guide for the contents of this mid-term letter. She starts by mentioning how she felt at the beginning of PROMETE and what she feels at the end of the 30 classes about it: *'Although I said that I was kind of nervous by doing something wrong or bad I have to say that I grow professionally as same as my partner No'* (Fl, MT).

Fl goes on to mention how she has changed and grown during the course of the first semester of PROMETE. She addresses her perceived strengths and weaknesses from the original letter of expectations and explains how she made those traits work in her favour. She starts by mentioning being a perfectionist: *'Being perfectionist I could see that this was not really a weakness instead for me it was something to be more carefulness when choosing the correct activities to work with our students'* (Fl, MT). In the previous quote she mentions how this desire for perfection allowed her to choose better and with great care the activities and materials to be used in her class. She goes on to mention how creativity is one of her strengths and explains in which way she had used her creativity in her classroom: *'I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring'* (Fl, MT). Another of her perceived strengths, she feels has helped her relates to her patience: *'my patience helped me a lot when working with their level of English in order to help them understand something'* (Fl, MT). In this last quote she mentions how she had to exert patience when teaching second grade children, who had little or no knowledge of English, through English.

Then, *Fl* mentions other things that have helped her fulfil her original expectations about her first semester of PROMETE. One thing she credits for her perceived success this first semester is her group of young learners: *'our class helped us because luckily we had a great class. When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level'* (Fl, MT). Another thing she gives credit to relates to the previous knowledge she has got from her studies at FLEX: *'I think I applied all I learned in the previous terms and during this course'* (Fl, MT). On this same note she discusses the way this reflective practice (teaching log, reflective letters, and reflective writings) has helped her improve her teaching skills: *'When I was doing those reflections on our classes they really helped me to adapt my lessons or make any correction to do it more creative and dynamic'* (Fl, MT).

In this letter *Fl* also credits the teachers from FLEX, including us (the other PROMETE tutor and I), for some sound advice about classroom management and how this impacted her class:

> *'Everything went well and I could realize that when I heard and followed the advice from the experts on teaching about keeping clear the classroom management and the rules since the first day of class it is really important in order to have a successful class during a whole course'* (Fl, MT).

From this previous discussion it is possible to identify how *Fl* has been able to play different roles during this semester. She has played the roles of designer and planner of lessons, activities, and materials as she acknowledges herself. She has also acted as teacher in terms of not only delivering her lessons but caring for the well-being and learning of her students.

The previous quotes as well as the following one illustrate how *Fl* has become aware of how her classes and the way she and her partner manage their classroom impact the learning or lack of learning of the young learners in her class as well as her own learning: *'I learned more from them when working on their needs as well as winning their appreciation to have me as their teacher'* (Fl, MT). The following quote illustrates how she has become confident in her role as a teacher of young learners: *'I could say that during this 30 classes passed I completed every expectation I had and know that teaching children is really my thing'* (Fl, MT).

All throughout this letter it is possible to observe how *Fl* is able to self-assess her personality, the way she and her parter have used classroom management in their class, as well as her teaching. Finally, as *Fl* had a in her mind how she wanted to become a teacher of young learners from the beginning of PROMETE little or no tensions were expressed by her on this letter, but rather the confirmation of her original intent of becoming a teacher: *'I still maintain what I said in my expectations about teaching English to children. I see that it was really my thing working with kids'* (Fl, MT).

6.4.3 The Identity development of *Fl* during the second half of PROMETE

This part of the learning story of *Fl* gets its data from the last 30 teaching log entries, the last six reflective writings, and the reflective final rendition.

Classes 31-35

After a long winter break, *Fl* and her partner return to teaching the same group of students. During these first five classes *Fl* mentions how she and her partner started by reminding the students of the classroom rules and the way the classroom works: *'we remind them the routines and the rules all of them seem to remember very well each one'* (Fl, TL31). This activity was soon

put to the test by Kevin: *'We know that he loves getting a silver star but this time for his behavior couldn't had one. But I think if we don't mark the classroom behavior we can lose all of our students so we did what it is [and] mark in the discipline plan'* (Fl, RW7, my brackets). The way *Fl* describes being consistent with the discipline plan is also supported by how she talks about how the "dollar" system they have as part of their classroom management works for them to encourage children to work: *'they were worksheets they felt them fun in order to win a dollar. This method really works with us for make them work even faster'* (Fl, TL32).

Fl also mentions a number of successful activities and learning from the children as a result of their use in their class. A significant activity is the one in which she describes working with pronunciation in the class:

> *'they work with play dough to learn the sound –nk. When teaching this class I had a lot of fun because they were relating the sound with the oink of a pig. I was trying not to laugh but it was impossible they were so cute and funny and they were right "oink" as the sound of the pig'* (FL, RW7).

Finally, *Fl* acknowledges how one activity took a lot longer than it was warranted because students did not have the necessary materials. In the following quote she describes the situation, the way it was resolved, and the reason why she thinks this happened:

> *'…during the cut and paste activity. Usually students love this kind of activities where they have to cut and paste, however I didn't warned them to bring for next class scissors and glue so they had to go ask for material so they could work. By doing this the activity took much time than expected to finish their task because the students had to share the glue and scissors'* (Fl, RW7).

Classes 36-40

During these five classes *Fl* mentions a number of activities that worked well in their class. From these descriptions there are two significant ones. The first one describes how her class was required to participate in a civic ceremony in English. In Mexico, particularly in primary schools, every Monday there is a civic ceremony in which children get to salute the flag, sing the national anthem, and mention the important civic celebration and its date for that week. Hence, *Fl* class was required to participate in the mentioning of a particular civic celebration and date (efemeride in Spanish). The following quote narrates how this activity went:

> *'she didn't know her efemeride [civic celebration name] in Spanish because she only memorized it in English. We didn't know that [she] had to memorize it in Spanish too but for me it was surprising and nice when she told me that. Also I have to admit that it was easy*

for her to memorize the date because we have been practicing the date everyday by saying
"today is Wednesday March 25th of 2015", so the students know how the pronunciation
and structure is. Furthermore, she is a very great student and smart' (Fl, RW8, my brackets).

The other significant activity is the one in which they used storytelling for the first time with this
group. Although, the inclusion of storytelling is required as part of the teaching practice class.
They had not done it during the previous semester. As a result of this activity, *Fl* sounds a bit
disappointed: *'We did a storytelling and they seem to like the story however, they were paying*
more attention to the drawings than the story' (Fl, TL36).

During these classes there was a situation with Alejandro and *Fl* reports how her partner dealt
with it. However, it was significant enough that she wrote a long explanation of this incident. The
following quote illustrates the incident but also helps me infer how *Fl* and her partner have a
trusting relationship among themselves:

> *'Alejandro showed the middle finger to his classmates. I couldn't see when he did that to*
> *them but fortunately No did and she put him in yellow. I didn't know the right reason why*
> *he did that but No said that he was simulating he didn't know what that mean. No told him*
> *not to do it again because if not, he will be for the next time in red. And for the next class we*
> *will change him to green if his behavior change'* (Fl, RW8).

Finally, *Fl* her partner suggests making adaptations to the materials to cater for different children
in their classroom for the following classes: *'The first thing is to work on our worksheets and*
adapted them for the different students' needs we have. For example, having a worksheet with
the same information but more challenging for those who are better at something like Gael' (Fl,
RW8).

Classes 41-45

During these five classes, *Fl* mentions a number of activities and materials they implemented in
their classes. However, there are three which are rather significant. The first one describes how
they implemented the adaptations to the materials according to their students' needs, just as it
was proposed during the previous five classes:

> *'This was by giving a different work to Gael in order to have some different worksheets for*
> *differentiated learning. He noticed and told me that he had different work, but he didn't*
> *matter and he kept working in pace although it was challenging for him. It was very good to*
> *see how he reacted and enjoyed the change in his work. So definitely we will keep up things*
> *like this for differentiated learning in students'* (Fl, RW9).

Another significant moment was when they decided to include an unplanned activity to their class plan to celebrate Easter with their students. Despite the tension the inclusion of the activity generated among *Fl* and her partner, it was reported as a successful one:

> *'It was a controversy having this activity in the unit because our schedule didn't take into account our late start. However, we thought it was a great idea to have them introducing Easter day because it was fun, so we decided to do it and make it real for them. We made and hid some eggs where there were dollars, vocabulary and candy. The students found them rather quickly, they were pleased with what the eggs had inside and to break them. We could see that our students loved the activity and they had a lot of fun'* (Fl, RW9).

The third significant moment is when they decided to implement the "all English" rule in their class. Although previously both *Fl* and her partner mostly used English when delivering their lessons, children were not "pressured" into using English. The following quote illustrates that change in their classroom:

> *'we announced our students about a change in the dynamic of our classroom. We told our students that they will only talk in English. We took our teacher's advice in order to have this great change in our class. we thought that this change the students will ignore it but by the next they were trying to speak English and sometimes they forget certain words so they say things in Spanish and half in English'* (Fl, RW9).

Finally, there was a situation with Alejandro fighting with another boy in the class. As a result, they both got a behaviour note to take home. Behaviour notes are part of their discipline plan (see 4.3.1). This quote relates what the response from Alejandro and the other boy to the note was: *'They behave pretty well. I have to say that the behavior note it worked because since there Alejandro and Edwin they stop fighting each other and disturbing [the class]'* (Fl, TL45, my brackets).

Classes 46-50

During these five classes *Fl* described a number of activities. There are three significant ones. The first describes the activity they implemented for Mother's Day. This activity was carried out after the actual date had passed because there many class' suspensions. That is, in Mexico, Mother's Day is always celebrated on the 10th of May. However, around that date there are a lot of holidays. For instance, the 30th of April Children's Day is celebrated and usually schools have a party for young learners during school hours. Then there is Labour Day on the 1st of May which is a holiday. Then, there is Mother's Day which is another holiday. After that on the 15th of May Teacher's Day is celebrated and it is a school holiday. In addition to the previous holidays during

May is the time when children take national exams. Despite all these suspensions and having completed the activity after the actual holiday, *Fl* reported how children reacted to the task: *'They were inspired on making their mom the best card. After they finished their card they went to their break with their happy faces and telling us that they were anxious to give the cards to their mothers'* (Fl, RW10).

The third significant moment was the second storytelling activity of the semester. This time *Fl* reports how children responded to the story: *'Today was a storytelling day. No read "A monster under my bed" … We took them… and we sit them in a table with chairs to have a more comfortable listening. They liked the story that they even want it to hear it twice'* (Fl, TL47). She also mentioned how children were able to understand the story because it contained many of the things they had already seen in their class: *'Most of the vocabulary they recognized it. And I know it was because of the vocabulary we saw in class'* (Fl, RW10).

The third significant activity was when *Fl* mentioned how one of the adaptations she made to be used in their differentiated learning was too difficult for the children it was meant for: *'They said after they finished it was difficult and I admit I didn't adapted well enough to be easy it is just that I wanted to be challenging for them in order they could think enough and not be too easy'* (Fl, TL46).

Finally, she mentions how during the previous semester *Fl* and her parter decided to deal with Kevin in a particular way to motivate him to behave and work well in the class. This is what she had to say about this:

> *'…applied a previous action plan with Kevin. This was by giving him more attention but also we try to involve him more in class to participate by making him work like if we were in game. It was very good to see how he reacted and enjoyed the change in his work. Definitely, we will keep up things like this for him in order to have him more participative and make him adapted to changes. We will also try the challenge with the rest of the students and they can react as Kevin did'* (Fl, RW10).

Classes 51-55

During these five classes *Fl* described different activities she and her partner implemented in their classes. The first activity she describes is a vocabulary recognition game called by them "the fruit basket" (this game was already described by *Ed* during classes 26-30 he called it "mixed basket"). This is what *Fl* says about the game: *'…the fruit basket game. With this game we make students practice their speaking and we also helped them structure their sentences. The activity went well,*

but what made it so amusing was the fact that the students fought to be left [on the] spotlight' (FI, RW11, my brackets).

There are two significant activities in which *FI* describes how yong learners struggle with. The first was the use of another reading comprehension activity. Children do not seem to like working on reading. The following quote describes this situation:

> *'…during the reading worksheet. Of course, the students immediately began complaining. They kept insisting they didn't know how to read in English and that it was really hard. These aren't exactly things we haven't heard before so I ignored them and continued to explain what they would do. Once they realized we weren't backing down, they began to work together in figuring out the missing words'* (FI, RW11).

The second activity refers to an activity in which the young learners had to use the structure for yes / no questions with *be* in present tense. First *FI* describes how Kevin successfully understood the instructions and the grammar structure. However, she also describes the rest of the class' reaction to the activity:

> *'I had to work and explain to Kevin the instructions. He understood quite well the grammar structure "is he wearing a shirt?" "No/Yes, he is/is not" the rest of the class got the idea but with a little trouble we try to explain them the clearer we could and they firstly struggle but they remember that we told them that "is" or "are" comes at the beginning when we have a question and when it is a positive or negative sentence you begin with the pronoun "he/she"'* (FI, TL55).

As a result of the struggles the young learners had with the activity, *FI* and her parter decided to *'…offer a dollar to everyone instead of giving one to the first three who finish their work. We told students that we will write their names on the board if they start talking or breaks the rules… and also they will not be able to receive a dollar'* (FI, RW11).

Classes 56-60

During these last five classes of their PROMETE practice, *FI* reported different activities they implemented in their classes. From these activities there were three significant moments. The first one refers to how *FI* and her partner dealt witht the contents of the exam and the review they did about it with the young learners. *'Normally the students hate grammar, they don't pay attention and see it boring. And by the time the exam comes they completely fail this section. However, we tried to make it interesting and more fun so we played a game when we went through examples'* (FI, RW12). As a result of this review students did well in the exam as reported

by *Fl*: *'we did the unit exam. They went pretty well on them, but they mostly got the grammar part. And we loved that'* (Fl, TL59).

The last two significant moments happened during the last day of class of their PROMETE intervention. In the first moment *Fl* describes in general what they did in relation to their classroom management to close the English school year: *'Today was our last day at school. We just gave them time to buy in the store we put them every end of the semester, we gave them their completion, homework and behavior awards as well as all the stickers of behaviour'* (Fl, TL60). As can be inferred from this quote we can see that *Fl* and her partner were consistent all throughout their practice with their classroom management.

The final significant moment involved Alejandro and Gael (the hard-working boy who was the recipient of many of the adapted activities). Regarding this moment, *Fl* mentions how she and her partner were worried about Alejandro's reaction to the store activity as he did not collect enough dollars this semester. However, the situation turned out very well:

> *We set up the store for the students at the end of the semester to use their dollars. Usually, some students didn't earn enough dollars so we were kind of nervous about these students. This time Alejandro didn't have many saved up. Gael had twelve dollars in total so he spent eight dollars to buy a pack of plastic toy soldiers. He immediately rushed to the desk purchased it but not for him, it was for Alejandro'* (Fl, RW12).

The perception by *Fl* of her work during the last 30 delivered classes in PROMETE.

The data analysed for this purpose is the one contained in the reflective final rendition by *Fl*. This was written in a form of a letter at the end of PROMETE once the 60 classes had been delivered (see 5.3.2.2.2).

The perception of *Fl* about her time during PROMETE led me to draw the following conclusions about her professional identity development. Regarding her *self* in relation to her attitudes and reactions and how they affect her students learning, *Fl* makes reference to how patience plays an important role for her:

> *'I have learned from my teaching practice is to be patient every time. Even more with little children. It is very important to be patient and conscious of what reactions can we have from the students when they are receiving information in another language that it is not their mother language'* (Fl, FR).

Another aspect in reference to *Fl self* relates to ability as a teacher to respond to her students needs. *Fl* reports in the following quote how she came to be with that ability during PROMETE:

> *'I have learn how to respond to my students by paying attention to their needs and how to*
> *solve those problems or issues by looking for information, following our teacher's advice, by*
> *reading, etc. this is necessary to do because if we do not consider their thoughts and needs*
> *and we don't do anything, they… definitely will not learn'* (Fl, FR).

Throughout her letter, I was able to identify some of the roles played by *Fl* during her involvement in PROMETE. The first inferred role is that of a planner. This role is inferred when she talks about how is important to consciously provide students with input so that students are surrounded by the language they are learning: *'giving our students input it is very important for them and we can accommodate students to be in a better context where they are surrounded of the second language they are learning'* (Fl, FR). Another inferred role played by *Fl* is that of a teacher. On the course of her practice, she played this role consistently; although, in this quote she talks about her future as such: '*I will use different methods to teach in order to be unique and inspire, educate, motivate, and engage students to learn'* (Fl, FR). This previous quote also indicates how *Fl* has become a teacher on the course of PROMETE.

As a result of PROMETE *Fl* also became aware of the importance of being *'…conscious about their needs and I knew how to react before anything could happen in the class'* (Fl, FR). This awareness led *Fl* to become knowledgeable in the way she was able to use different classroom management strategies: *'I apply discipline strategies in my classroom in order to have my students well behave and encourage to learn'* (Fl, FR). The following quote not only refers to how *Fl* became knowledgeable but also confident in using different teaching methods in her class: *'I apply the different methods that our teacher taught us. We used them to have a class more dynamic, have the student doing stuff (not the teacher) and not boring'* (Fl, FR). This last quote can also be linked to how *Fl* was able to self-assess her teaching during PROMETE.

Another aspect of her teaching that *Fl* was able to assess is her definition about the age group she wants to continue teaching: *'I prefer to work with children than young adults, and some friends the other way around. Some other prefer babies, etc.'* (Fl, FR). On the same note *Fl* was able to confirm how she wants to continue being a teacher:

> *'it gave me the chance to guarantee my choice of being teacher for my whole life. Definitely*
> *I know that I will have a whole life full of experiences and I will be learning more in order to*
> *prepare myself to know every time how to respond to my student's needs, lacks, and*
> *necessities'* (Fl, FR).

In her letter *Fl* also mentions how she needs to keep learning in order to be able to help her future students learn better: 'I need to be well prepared in order to answer my students any

doubt they have as same as getting them more involve in the language and try not to speak them a word in Spanish in order to have them more involve and get accustomed to the language' (Fl, FR).

Fl also commented on how she needs to work on being tougher with students so that she is able to have a better control of her class. In the following quote she also refers to how she experienced the tension of caring too much for her students: *'…to be stricter with my students. In order to have my students more controlled and of not being too sensitive with them because they can take advantage or gain enough confidence that maybe I could be damaged'* (Fl, FR).

There is a tension *Fl* may have solved is the one in which she is able to establish an emotional distance of what she believes about learning English and the way some students may not like learning it: *'same as letting students know how important is to learn a second language. If some students do not like to learn a second language I will not obligated them to do is just try to let them know how fun and interesting could be'* (Fl, FR).

Another tension she was able to solve is the one created by the way the main teacher caused their class to waste time and start classes late. *Fl* was able to solve this tension when she realised that this main teacher was also the main teacher for first grade, the reason being that the first-grade teacher had recently retired, and the new replacement had not been sent to the school yet. The following quote refers to this situation:

> *'Sometimes we had some issues of the time we had to start before because sometimes [students] arrived too late. This happened because the teacher of our group of second grade had first grade also so that was a little issue we had but it was not that much a problem. We could organize ourselves to work well without any delays'* (Fl, FR, my brackets).

On her letter also refers to working with other student-teachers within PROMETE. She reports liking the experience of collaborating with them: *'I have been collaborating with colleagues. From my point of view the colleagues who I have been collaborating they have been very helpful people as same as kind, responsible, compromised, professional, hard workers, and overcoat with vocation [with this last phrase she means full of vocation]'* (Fl, FR, my brackets).

On her closing statements in her letter, *Fl* mentions two significant things about herself and PROMETE. The first thing relates to how she feels about teaching English: *'Teaching English has been a great experience thanks to the help of the students and teachers. I have been learning a lot of things and things I know that I have to improve during my whole teaching practice'* (Fl, FR). On her other statement she admits to herself how she needs to improve: 'I know that I have a lot to learn while I still teaching. So that is why I have a lot of goals to achieve and improve. Teaching is

something wonderful and something that I know every day I will be rewarded with my students'
(Fl, FR).

6.4.4   The retrospective vision by *Fl* of her participation in PROMETE

After two years have passed, I interviewed *Fl*. I gave her a choice to anwer the interview in English
or Spanish, and she decided to carry it in Spanish; thus, all the quotes included here are going to
be direct translations of what she said during the interview (see 5.3.2.3 and appendix M for the
original version in Spanish). *Fl* was working at the FLEX in its continuing education programme
teaching English to adolescents between the ages of 13 and 15 on the Saturday programme and
pre-school level on the afternoon programme. She was also working at a privately funded
bilingual school teaching pre-school as well. It is important to note that at the time she seems
happy and content to be working at these places with both young learners and with older
students.

Fl's statements from the interview support what I identified as her professional identity
development during PROMETE. She made some remarks about the beginning of PROMETE and
what her feelings about it were. In her first statement she mentions how she always knew she
wanted to become a teacher:

> *'from the very beginning I always said I wanted to be a teacher, I used to think "a pre-
> school" teacher, but the opportunity to become an English teacher presented itself and I
> said to myself "I'd rather be an English teacher" PROMETE helped me cement the decision I
> had already made in my mind, and as a result I said: this is my thing'*

Another thing that *Fl* mentioned in relation to the beginning of PROMETE relates to how she felt
about teaching the young learners at the primary school:

> *'at the beginning I was sort of afraid of the children, that I would talk and they would not
> understand anything… start speaking English or delivering the class and they would not pay
> attention to me; however, when I noticed that children were paying attention and were
> interested it felt like a great accomplishment'* (Fl, FI).

She also mentioned what she thought about during the few days before she went to the primary
school for the first time:

> *'…at the beginning I felt that there would be new challenges with children: to get to know
> them… and how to be able to work with them. That is, what needs they would have… above*

>   *all getting to know the children and then decide on the strategies I was going to use later on*
>
>   *to teach them the language'* (Fl, FI).

Fl continued discussing how she felt the tension of reality. That is, things were different to what she had imagined: *'whenever you are planning your classes you imagined everything neat and pretty [she laughed] but at the moment of putting things into practice, there are things you do not expect'* (Fl, FI). *Fl* went on to describe what her challenges and reactions were during the first few classes in PROMETE. She mentions how it was important to overcome her fear and shyness:

>   *'lose the fear of being in front of the class, because before I used to turn red and wanted to*
>
>   *get things over with… it was during the practice that I got rid of that fear… if a child*
>
>   *wouldn't understand something I had no other choice but to get close to the child and deal*
>
>   *with the problem, everything would be solved… I am good at it, it is my thing'* (Fl, FI).

Fl mentions one of the biggest challenges she faced was dealing with children with special educational needs: *'I feel that a challenge was dealing with children who had special educational needs, the way we should treat them…'* (Fl, FI). She illustrated the previous with an anecdote about how she dealt with Alejandro, the boy who had some special learning need:

>   *I had a hyperactive boy who went out and broke some things and that was shocking… and*
>
>   *then what should I do?... but I had to solve the problem fast. That was why we started to*
>
>   *look for something to be able to control that situation later on. It was through the writing*
>
>   *on the teaching logs that… I thought about how it must be a solution, and it was solved'* (Fl,
>
>   FI).

In relation to her reflective practice, she mentioned how it was crucial in her PROMETE practice. *Fl* mentioned how they were required to write about the positive aspects as well as the negative ones, and how they had to come up with possible solutions for the negative aspects. *Fl* describes this in her own words:

>   *'…based on what I wrote on those reflective writings it was that we implemented many of*
>
>   *the solutions to the classroom problems. Then, we applied those solutions in the classroom…*
>
>   *then we saw if they worked, and then new things happened until we solved all the little*
>
>   *things that were not working in the class; towards the end we didn't even know what to*
>
>   *write about'* (Fl, FI).

Another aspect she credits for their success in PROMETE was the way they dealt with classroom management. *Fl* also mentions how PROMETE helps you realise what is teaching really like:
'…with this I had a little taste of what it was like to be in front of a group because… they take you

to the real world… I thought to myself from then on (Fl, FI). This last quote uses a colloquial expression that refers to how nothing can be worse than that.

Fl during the interview also mentioned how PROMETE helped her build up a collection of strategies to be able to deal with the management of different groups of children. She made a comparison between two of the groups she is currently working with and her former group in PROMETE. These two new groups are the pre-school group of a private school and the group of pre-school aged children from the continuing education programme from FLEX (PIN). She mentions how the children from PIN are more interested in learning English in comparison with the children from PROMETE. Another difference she found was the number of children within her groups. In the private school she is dealing with sixty children between the ages of 4 and 5 years divided into two groups. Regarding these last groups she mentions how they were similar to the PROMETE children and how she is using many of the classroom management techniques she implemented in PROMETE.

Towards the end of the interview *Fl* mentions how PROMETE impacts student-teachers: *'PROMETE helps you see if you really want to become a teacher, if that is your thing… and because you are doing it in a real setting it helps you gain teaching experience'* (Fl, FI). This last quote refers to how the principals from the primary schools may issue recommendation letters to the student-teachers within PROMETE based on their performance in their school.

The last I heard from *Fl* is that she is now doing an internship in the USA as a Spanish assistant at a university. She was quite happy but busy.

The following section presents the learning story of *No,* who was *Fl*'s partner in PROMETE. This learning story is presented in the same manner as the previous ones are organized and presented.

6.5   The learning story of No

No is a female student-teacher who was 22 years old at the time of her involvement in PROMETE. She was in charge of a group of students of 2nd grade of primary school within the public primary school B. She was teaching with another female partner (*Fl* who is also a subject of this study and whose learning story was presented previously). *No* was known for having a very respectful, polite, and quiet personality. In addition to these, she was always concerned about doing a good job. Although, she had no problems with her classmates she did not really relate to them. She had no problems addressing the trainers on the need to basis. She is of Mexican American descent and spent her childhood and adolescence in the USA, thus, her English level is high (C2).

6.5.1   The Identity of *No* at the beginning of PROMETE

As well as with *Mo, Is, Ed, and Fl; and b*ased on what is written in the initial letter of expectations by *No*, her professional identity is mostly viewed as a future enterprise. This is a logical result as her practice has not yet started and this letter was originally addressed to herself. This reflective initial letter of expectations will be considered her starting point within PROMETE. The trajectory will be presented bearing in mind the identity main codes: *self, roles, becoming, self-assessment*, and *tensions.*

In this initial letter of expectations, *No* talks to herself about her feelings and emotions regarding PROMETE as an English teaching programme for young learners. She writes outright how she does not feel happy or confident about the fact that she will have to teach children:

> *'I need to remember that this is about teaching, something I know I love. Hold on to the love*
> *you have and remember that despite all the pressure and deadlines, have fun with the*
> *students remember that it's about the children. I hope to get some insight into working with*
> *young learners and get rid of all my preconceptions about how awful dealing with kids is'*
> (No, IL).

In her letter wants to become knowledgeable and confident while teaching young learners: *'I need this teaching experience to prove to myself that young learners offer an incredible opportunity to expand my creativity'* (No, IL).

No if able to identify how she views her*self* in terms of her *attitudes, skills*, and *capabilities*; however, even when she is stating those things, she is also showing that she struggles between her assertions about herself and not feeling that confident about the "job" of teaching within PROMETE:

> *'I know I have my strengths. I know I am creative, I love planning and I enjoy making lessons*
> *dynamic. I know I am not afraid of challenges and I am not easily intimidated. I have a lot of*
> *patience, which is something I am certain I will need. I have the motivation and the drive. I*
> *should not be second guessing myself now'* (No, IL).

In this letter I can infer how *No* does a *self-assessment* about her personality in relation to how her ego may prevent her from seeking any help. In this assessment she is rather harsh on herself*: 'Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism'* (No, IL).

From *No*'s previous quote and the one which follows I can infer a potential tension in her work within PROMETE. This tension refers to *relating to peers*. In her previous quote she acknowledges that an important part in this process relates to the notion of sharing ideas and collaborating with others. On *No*'s words she mentions she has no experience teaching children and that she needs to keep an open mind to be able to listen to the more experienced people: *'I need to avoid cockiness. I have zero experiences with young learners and I need to keep an open mind for suggestions from those with experience'* (No, IL). However, by acknowledging how she needs to keep an open mind she approached *Fl* about working together as she knew how much she loved teaching children. *No* also mentions in her letter the same: *'I have chosen my partner with care, and together we both can get through this'* (No, IL).

Another tension that could be inferred by *No*'s letter is *misconceived career* as she, from the onset is saying how she does not know how to relate to children and has expressed the same throughout this letter. However, she is willing to do her best as this next quote expresses:

> *'I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience. I have everything lined out. I know how I will be managing my class, what I will be teaching and how I will be teaching it'* (No, IL).

Despite all of this she sees her *role* as a future language teacher and wants to be recognized for it. As we can see from the following two quotes: *'I want to be observed and have others say, "Yes, she belongs in this setting as a language teacher." My future depends on how well I do during this teaching experience'* (No, IL). In her second quote she not only restates how she sees herself as a future teacher, but also acknowledges how important it is that she does a good job in PROMETE as both as a representative of FLEX and for the potential it has for a future recommendation to obtain a teaching position: 'I'm not just representing the school, but my future self as a teaching professional. I should be ending this semester hoping to impress the school and count on them for future recommendations' (No, IL)

This part of *No*'s story represents her identity at the onset of PROMETE, the next part will narrate how it evolves during the course of one semester or the first 30 teaching hours.

6.5.2   The Identity development of *No* during the first half of PROMETE

This part of the learning story by *No* gets its data from the first 30 teaching log entries, the first six reflective writings, and the reflective mid-term letter as a response to her initial letter of expectations.

Classes 1-5

During these five classes *No* focuses mostly on classroom management and the way they dealt with a particularly difficult chid they only had in three of their classes. *No* mentions how this child was moved down one grade because he was better suited for that particular class. *'Surprisingly, he responded very well, with the first graders he participates and they have no behavior problems with him. I didn't know how to react at first. I was pleased that he found an environment he was comfortable in, which in the end it is about the student right?'* (No, RW1).

No reports having tried different classroom management strategies with varying degrees of success. *No* describes how the stoplight system was presented to the students but they were already familiar with it. The way the activity works is that you have a cardboard stoplight. You have small cards with the name of a child in each one. At the beginning of your class, you place all the cards on the green light. If they misbehave, they are moved to the yellow light, if they continue misbehaving, they can be moved to the red light. Usually being moved to the yellow or red light means that they would lose a privilege. *No* reports how she feels this strategy will be a success in her class: *'They were familiar with the stop light so that will be a success for our class'* (No, TL1).

Another thing she mentions about classroom management is how some of their routines work and some do not: *'We still need to work on our routines. Our morning one seems set, but it's a little long. Our dismissal always gets ruined. There just isn't enough time for everything. We need to work on time management'* (No, TL4). At the end of this quote, she acknowledges how they still need to work on time management. The following day she reports how they had decided on the routines, but time was still an issue: *'We once again ran out of time but we do have our routines made up. We just need to remember to make time for them'* (No, TL5).

During these five classes *No* mentioned Kevin as well: *'I'm a little concerned for Kevin, who seems distracted and uninterested. He didn't sing or participate at all until it came to drawing. He didn't exactly follow directions but he was working quietly'* (No, TL2). Kevin was also mentioned multiple times by *Fl*. *No* also mentions Alejandro, the other child who *Fl* mentions in her reflective practice: *'Alejandro is very hyper but he responds immediately to the stoplight'* (No, TL2). However, *No* does not seem too concerned with him at this point.

Another strategy *No* describes is the behaviour positive reinforcement system they devised: *'We also introduced our behavior awards, which was a huge success. They loved them, and I noticed them especially well- behaved to earn more next week. It was nice to see. I don't know if it was the dollars or the awards, but Kevin was actually working today'* (No, TL5).

At the end of the five classes, *No* was rather tough in her assessment of their classroom management: *'I would have to combine all the failed attempts from our discipline plan. Our attention getter didn't work, our morning routine was a bust, our dismissal didn't catch their attention and our transition plan did not work'* (No, RW1). This last quote may indicate how she is feeling the tension of reality in her teaching situation.

Classes 6-10

During these five classes *No* mentions a number of learning activities they implemented in their classes. There are four instances that were significant. The first instance talks about how they forgot their materials for the exam and had to improvise: *'We had previously printed lots of extra activities, so we used those to keep the Ss busy while we called them up one by one to apply the exam orally. I was surprised by how well-behaved they were during test time'* (No, TL7). This instance also refers to the preparation activities that are a required part of their lesson plan (see 4.3.1).

The second significant instance *No* discusses is how she and *Fl* decided to implement reflection activities as part of their students learning. During these five classes the used two reflective activities. The first one was written: *'They kept asking what they should put or how to answer. We told them to just be honest. They would look at one another sheet, and we had to remind them that there was no right or wrong answer. Some of them were pretty honest, I was glad'* (No, TL7). The second time they did a reflection it was done orally and led by *Fl.* The two reflective activities were based on their actions, behaviour, and participation. These reflective activities lead me to infer how they are becoming aware of the way and the things children are learning in their classes.

The third significant instance was when *No* reports how the routines are finally working for them: *'This was the week that we finally fell into a routine and began to give out the dollars with more frequency'* (No, RW2). In short, she mentions: *'The students now recognize and expect our routines, sometimes even ask about them. It is also encouraging when they seem to enjoy them'* (No, RW2).

The fourth significant instance relates to how they decide to use mostly English in their classes: *'during our first five classes we were caving to the students and making translation for them. For*

these five, we set out to eliminate as much Spanish use as possible' (No, RW2). This significant moment led to *'frustrating Alejandro'* (No, RW2).

During these five classes *No* notices how, Alejandro is *'slowly getting more disruptive. We know we can quickly calm him down by standing near him or putting him in yellow, but it would be nice to just find something that keeps his attention enough that he is working and not standing or disrupting others'* (No, RW2). *No* also mentions Kevin and how they were trying to get him to participate and learn in their classes: *'…we did make a few changes to try and integrate him more. Some ideas worked, some did not. We are still trying to figure it out. He seems to enjoy activities that require movement, like charades'* (No, RW2).

From these five days it can be inferred that *No* is still somehow concerned with controlling her students. However, she starts also showing some concern for their learning as well.

Classes 11-15

During these five classes *No* discusses how she and *Fl* implemented more dynamic activities in their classroom: *'…according to our action plan was to have more interactive activities. I feel we succeeded on this front. We played various games outside, which had the students running and following directions'* (No, RW3).

There was one particular activity that is worth describing in detail. The activity was a treasure hunt for stolen toys. Using *No*'s words:

> *'The hunt was all particularly fun for them, because Fl and dressed as pirates who stole their treasure and hid it away could definitely see that you really need to let go of all shyness When we went outside, the principal was out there. We hesitated a moment, but Fl and I remained in character and offered challenges for the clues'* (No, RW3).

This instance was particularly significant because *No* is usually very serious and quiet but for the sake of her students, she was willing to dress up and act as a pirate.

Another important moment reported by *No* during these classes relates to their decision to have all English as part of their instruction. Although, she views it as an accomplishment, she is also expressing how Alejandro reacted to this class: *'We managed to have the entire class in English except for a situation where Alejandro refused to work until we told him a word in Spanish from one of the worksheets. He was a little disruptive more than usual, it drove us crazy'* (No, TL12).

Finally, because of all the activities that *No* and her partner implemented Kevin and Alejandro were better behaved: *'Kevin really seemed to like and all the running games we played. Alejandro*

favored all the outdoor activities as well. This was a great learning experience for us, telling us that we really do need to change our lessons' (No, RW3). As we can see from this last quote *No* realised how they need to change and adapt their future lesson plans.

Classes 16-20

During these five classes *No* reported how she and her partner used in their class a number of activities and materials to try to make the class more interesting and active: *'…making my lessons more interesting, I believe I succeeded. We are using less worksheets and playing more games and doing other things in class'* (No, RW4).

One of the activities *No* reported as being part of these classes was a portfolio. The following is the explanation of the activity in *No*'s words:

> *'Today we prepared "color and shape portfolios" for the Ss. We gave them booklets with the names of the 4 shapes and 4 colors we've seen. We gave them magazines and had the Ss search for things that matched. They had to cut and glue. We gave them no limit of how many items each thing could have. It was fun to see them excited, flipping through their books and pasting numerous items. They spent most of the time working on that'* (No, TL17).

During these classes *No* also made reference to the incident with Alejandro already described by *Fl.* This incident refers to the time *No* and *Fl* decided to have Alejandro work with one of the best students in the class and this student was ignoring him during the activity. This is what *No* has to say about the same incident:

> *'There was one image she could not figure out, which Alejandro held in his hand. He kept insisting, and when she turned, it told her that Alejandro was right. This image won them the game, and her attitude towards Alejandro changed. What I liked about this moment was not just that Danae stopped her complaining and began to appreciate Alejandro as her partner, but that Alejandro actually applied himself during the activity'* (No, RW4).

During these five classes *No* also mentioned how Kevin came close to tears because he lost a point for his team, and his team members started complaining. In the following quote *No* narrates how *Fl* took charge of the situation:

> *'The pressure they played on him must have been too much. Then it was Fl who quickly got students attention and made everyone leave him alone. She recognized that he just needed a minute to calm down. He did not cry, and they stopped bugging him which was good, but*

> *his attitude after this changed. We realized that competitive team games are definitely not*
>
> *for him'* (No, RW4).

Another important activity relates to how they did another reflective activity to find out what the students felt about the previous classes: *'We did the discussion again. They spoke of the activities they liked and disliked. Most weren't too crazy about running but they loved the treasure hunt we did for the toys. They liked cutting and pasting as well. It's good to keep in mind'* (No, TL18). This activity gave *No* an awareness about the types of activities they can implement or not in their classes.

Finally, *No* is experimenting the tension of external requirements and how they affect the normal progression of their classes: *'Today our class had to be shortened. The school organized a contest for the best representation of the dia de muertos [Day of the Dead] figures. It cut into our time. We were able to take attendance and go through the days' song and the date'* (No, TL16).

Classes 21-25

During these classes there were some significant activities. One of them was when *No* set up the shop for the students to buy things with the dollars they had earned throughout the classes. *No* reports how she and her partner first asked them to fill out a worksheet in which they worked with the structure "I want…". At first the young learners complained because it was a writing task. However, when *'I set up my store. The enthusiasm sky rocketed. We gave them their money and had them each say what they wanted'* (No, TL23).

In these classes *No* mentions how they had issues with both Alejandro and Kevin. Regarding Alejandro, she mentions the way he was behaving:

> *'We had some issues Alejandro. He kept talking out of turn and interrupting. We put him in yellow, which worked for a while. I didn't want to put him in red but nothing was working so I called him out in front of everyone. I could tell he got sad and he immediately settled down. I felt little bad doing it that way, but it was effective'* (No, TL22).

About Kevin, *No* mentions how in two of the classes he did not want to work because he does not like writing. This is what she did during the first time: *'We had to sit with Kevin since he hates writing. Sometimes we let him get away with drawing but this time we wanted to encourage him to write. We know that he can'* (No, TL23). During the second time he did not want to work, *No* took another approach: *'When he claimed to be tired and started pouting during the worksheets, I*

had enough. I was stern and ignored him. I was afraid he was going to cry, but he actually got to work. It made me realize that sometimes you just need to be hard with them' (No, TL25).

These incidents with both, Alejandro and Kevin showed me how *No* cares for her students, but she is trying to be emotionally distant.

Classes 26-30

During these five classes *No* reports using different activities and materials. A significant activity is the implementation of a reading comprehension text for the first time in their class. The way *No* describes the activity is that through a presentation they showed the students the sentence structure they included in the reading activity. The presentation included some exercises related to the sentences; the students were able to complete the activity. Then, they did the reading exercise with the young learners: *'the students were more open-minded and I could see them getting steadily more excited as they began to understand the text. By the end, they enjoyed it and admitted that despite being difficult it was rather fun'* (No, RW6). *No* says how they want to incorporate more readin comprehension to their classes.

Another significant moment was when *No* and *Fl* receive the news that they have got two new students in their class: *'when we were informed that two new students were added to our class our stress level immediately went up'* (No, RW6). They were worried that they did not have enough time to help them learn anything. However, the addition of the two students turned out well as *No* and *Fl* noticed how one of the new students took note of everyone's behaviour and started acting like his new classmates. This is what *No* says about that: *'It was a validation our good classroom management'* (No, RW6).

During the last day of class, *No* says how they had two significant activities. The first one was the delivery of the certificates. This activity is significant because it marked the ending of the first semester for both the student-teachers and the young learners. *No* reports how students loved the certificates. *No* mentions what they decided to do about the two new students: *'We debated about the new SS seeing as they weren't here long enough for the Special [certificates]. We decided on just the course certificates so they get something'* (No, TL30). The certificates were part of their classroom management strategy, a kind of reward for the stoplight strategy during the semester.

The second activity was the end of the semester "dollar store". This is the time students can use the dollars they earned through work and behaviour throughout the semester. This activity is significant because they had reminded the children to bring their dollars, because they would not give any for free. Some students did not bring their dollars, and *No* mentions something about

that: *'I could tell they expected us to cave and allow them to choose something anyway, but felt that to give in would be to ruin any validation we had, Instead, we reminded them that if they forgot it this time, we would be doing the store again in June'* (No, RW6).

As a result of the "dollar store" two examples of children's feelings were included in *No's* reflection. The first one describes how one of the girls in the class forgot her dollars and another girl took a big chunk of her money to buy her something the first girl had been admiring. This is what *No* felt about that situation: *'I thought it was incredibly sweet and kind example of just how really sweet the students are and just made me smile to see her do that'* (No, RW6). The other example narrates how *No* and *Fl* asked the young learners, if it was a good idea to give the new students in the class three dollars each, as they were not in the class long enough to be able to earn any themselves. 'Of course, they said yes, which just proved what an amazing group we have' (No, TL28).

These five classes led me to infer how *No* has come to care for students' feelings and emotions not only their learning. However, she is also able to act as a teacher who sets boundaries and respects them.

The perception by *No* of her work during the first 30 delivered classes in PROMETE.

This section attempts to present the professional identity development of *No* as expressed in her mid-term letter reflection (see 5.3.2.2.2). *No's* letter confirmed what was discussed as the semester progressed. She is well on her way of resolving her tensions of caring for students, finding an emotional distance, and acting as a teacher.

Regarding her *self No* writes the following: *'I felt that I completed every one of my expectations. I broke free of my fears and learned how to work with children. I had fun during our classes and even now I feel I have room to learn more'* (No, MT). She also mentions how she was able to forget about what other people thought of her: *'In all honesty, I was no longer thinking about myself in regards of impressing people'* (No, MT).

At this point in time *No* perceives her role as being a designer of activities and materials, a planner of the classes, and above all a teacher. Her perceived roles are also related to how she became aware of her students needs: *'I feel as though we always kept the children in mind. The reflections helped me adapt my lessons and make corrections as we got to know our students'* (No, MT). As a result of PROMETE she became confident and knowledgeable as well: *'I felt that I used everything*

I learned, and even made adjustments as the course went on and we acquired more knowledge and ideas for the classroom' (No, MT).

No was able to assess her personality in relation to two things: the riddance of her preconceptions about working with children: *'Working with children was not at all as I expected, and our second graders did help me expand my creativity'* (No, MT). The other aspect relates to her development as a teacher: *'I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck'* (No, MT).

During this process *No* mentions how important it was for her the support not only from other people (as in the previous quote) but also the support of her partner: *'Flor and I were conscious of one another's strengths, and used them to our advantage. I felt we both grew professionally, and not once did I feel that I knew all the answers'* (No, MT). In support of the previous *No* mentions how she and *Fl* worked together every step of the way: *'We constantly discussed what new things to bring for them, or how else we could introduce lessons'* (No, MT).

In this letter, *No* also reflects about how the planning process, despite being very stressful, was worth it. This is what *No* mentions about it:

> *'With my first thirty lessons at a close, I have to say I was right about the planning process. It was the worst of the experience as far as stress goes. The time spent during that time was well worth it, as it truly did make the teaching experience easier'* (No, MT).

No also credits their planning for the way they were able to handle classroom management in terms of behaviour: *'We had no severe disciplinary issues thanks to our planning, and the classes went smoothly and according to our long term plan'* (No, MT).

In summary, this is what *No* says about PROMETE: *'I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting...'* (No, MT).

6.5.3   The Identity development of *No* during the second half of PROMETE

This part of the learning story of *No* gets its data from the last 30 teaching log entries, the last six reflective writings, and the reflective final rendition.

Classes 31-35

After a long winter break, this is what happened in *No'*s first five classes. During the course of these five classs *No* describes a number of activities and materials they used based on their acquired knowledge from the previous semester.

One significant activity during these lessons was when they decided to take them outside the classroom for an activity and the children requested doing something that involved running, *No* and *Fl* agreed to it: *'We thought quickly and settled on "red light, green light" after the "hokey pokey", I could tell they were surprised that we had catered to them and I feel that I created a moment of trust between them as students and us as teachers'* (No, RW7). As a result of this decision *No* reports how children *'…were calm and settled down'* (No, RW7).

No also refers of how they used *playdough* in their class to work with pronunciation. *No* talks about this activity in terms of students' reactions to the material: *'The students really enjoyed it and it was interesting to see how differently they used it. It was nice to see them all working and enjoying the activity'* (No, TL34). Another thing she noticed from this activity was how a boy was willing to trade play dough colors with a girl; although, the color she had was not the color he wanted. *No* perceived this action as an act of kindness: *'it gave me that opportunity to witness Luis kindness. Luis is usually a student that gives us a few problems and it's difficult to award him with our special rewards. Now, we have something to recognize him for which is great'* (No, RW7).

During these five classes I can infer that *No* is becoming increasingly aware of not only her students learning, but also their feelings and emotions.

Classes 36-40

During these five classes *No* describes different activities and materials. There are some significant moments in her class. The first one was related to their decision of try peer learning. That is, when a student finished the tasks quickly, they would ask them to help the ones who seem to be struggling with it: *'We were afraid the "experts" would simply do the work, however it really worked t was a nice way to keep all the students busy and it was very rewarding to see the "experts" actually help their classmates'* (No, RW8).

Another significant moment, was when *No* and *Fl* implementing a reading activity and it was difficult for students to complete:

>   *'They struggled with [the activity] a great deal. We checked the assignment it seemed*
>   *basic, but they didn't have images so students had to read what they needed to draw. I feel*

our mistake was that we didn't go through the vocabulary enough for them to easily recognize the words. We made some spur of the moment adjustments and helped where we could' (No, TL36, my brackets).

This previous quote helped me infer how at this time, they are now able to think on their feet and solve problems as they arise.

There were two significant moments involving Alejandro during these five classes. The first was when they tried a crossword puzzle for the first time in their class and the children had no previous experience with this type of work. Thus, they were struggling with the mechanics of the completion of the puzzle. Alejandro was the first to get the idea of how the puzzle worked: *'He finally became an "expert" and began helping his peers that were struggling. This for me was the highlight of these classes. I felt great watching Alejandro experience what it is like to take on this role'* (No, RW8).

The second, significant moment was when *No* realised that Alejandro was flipping people off (to raise the middle finger as a rude gesture of anger). The following quote narrates how *No* dealt with him:

'He was smiling and pretending he didn't know what it meant. I decided to put on my "no nonsense" face and told him it was very bad thing to do. I told him not to do it again. He lost his smile and got serious, so I thought that would be the end of it. As soon as I turned away I heard [a boy whispering to another one] that Alejandro did it again. I was upset and I know the students could tell. I put Alejandro in yellow with further warning and told him he know exactly what he was doing, and let it be the last time' (No, TL38).

Through the dealing with Alejandro in both instances *No* acted as a caring teacher who is able to encourage children's learning but at the same time set firm boundaries for appropriate behaviour.

Classes 41-45

During these five classe *No* describes a number of moments, activities and materials. One significant moment was when *No* and *Fl* decided to implement an "all-English" rule to their class regarding their students and not only they as teachers. This is what *No* has to say about it:

'We took our teacher's advice and mentioned to the students that our class will now be an English-only" zone. We spent one day going over phrases they should know and explaining that it isn't just us that need to speak English. Fl and I rarely ever switch into Spanish, we respond when they speak to us in their mother tongue' (No, RW9).

Another significant moment was when *No* reports how they decided to implement differentiated activities as part of their strategy to help all the students in their class learn:

> *'We managed to sneak in some different work worksheets for differentiated learning. Gael noticed he had different work than everyone else, but he didn't seem to mind. He kept in pace with the others and he was that it challenged, which was very good to see. We were pleased that he enjoyed the change in his work and didn't cause issues with the other students'* (No, RW9).

During these five classes there was a new student: `*Edwin has proven to be a troublesome addition to our class. Wherever he sits, there are issues with talking and not paying attention to the lesson'* (No, RW9). *No* mentions how he found a friend in Alejandro and as a result they started to misbehave. She reports how one of the days was particularly difficult because they started bothering their classmates. *No* and *Fl* decided to put him on the yellow light; however, their misbehaviour continued but it was not bad enough to warrant being placed in the red light. Instead, they decided to have them write a letter to them about their attitude and behaviour towards others in their class: *'Thinking quickly, Fl asked each of them to write a short letter of apology to us where they stated what they did wrong'* (No, RW9). *No* says how both turned their letter in, and this is what resulted from this consequence: *'Alejandro no longer sits next to Edwin because he didn't enjoy having to write a report and he hates losing stars, while Edwin has stopped bothering others'* (No, RW9).

As the classes progress during this semester, it is apparent how much *No* has been gaining in experience and confidence in her abilities as a teacher.

Classes 46-50

During these five classes, *No* describes a number of situations, activities, and materials. The first situation *No* narrates describes how she and *Fl* had come to the realisation that on Tuesdays the students in their class consistently misbehave:

> *'It is difficult to get their attention and especially hard to get them to work. After some reflection, we feel that the reason behind this is that it's the only day we give class after their recess. The students have a lot of leftover energy and they don't want to focus'* (No, RW10).

As a result of this realisation and a meeting with me as their teaching practice teacher, they suggest they may apply the suggested strategy in their following classes: *'When our teacher*

suggested that we turn every assignment into a game, and offer dollars only to those who work quietly, I was intrigued' (No, RW10).

During these five classes, *No* reports how storytelling finally worked for them: *'The storytelling went better than in the past. I was surprised when they asked to hear it again. I think the biggest difference was the content, since they story was about monsters'* (No, TL47). In this quote she relates the success of their activity to how the topic and content of the book matched the students' interests.

Classes 51-55

During these five classes, *No* described a number of situations, activities and materials. Overall, *No* mentions how most of the activities and the materils they used in their classes were a success. However, she mentions two instances in which they had a difficult time. The first one is the use of another reading comprehension activity. She mentions how this difficulty was related to two things: the worksheet was difficult for the students and the students started complaining about it from the very beginning of the activity: *'The activity did take them a while to complete. Between their complaining and the difficulty of the worksheet, it took more time than we expected. However, by the end the students managed to remember the missing words and even told us what the story was about'* (No, RW11).

The other situation was when they implemented role-playing for the first time in their classes. *No* is puzzled as to why this was not quite successful. In her own words:

> *'We had them doing role playing and they weren't pleased. They complained as we were explaining it saying it was too hard. We got them into pairs to do the task. They managed to get it done, but most of the dialogues were identical. I don't know if it's because they've never done something like this or if they just didn't enjoy it'* (No, TL52).

From these classes, it can be inferred that *No* is willing to implement new activities and expand her repertoire of materials; even though she and *Fl* had already identified several different activities and materials which are successful in their classes.

Classes 56-60

These are the last five classes of PROMETE for *No.* During these last classes she reported having mostly successful activities. However, there was a particular moment worth mentioning. This moment relates to how they gave the final exam to their students, and they were mostly successful with it, which included Alejandro and Kevin: *'Their scores overall were great. Kevin and Alejandro struggled a bit ordering the sentences, but they did place a few words correctly'* (No, RW12). The problem was when a boy who normally behaves well and works hard in class,

absolutely refused doing the exam. He defied them and talked back to them expressing his anger
for having to take an exam when he did not come to the previous classes and did not go over the
material from the class. The result of this situation is expressed through *No*'s words:

> *'Instead I just asked him to turn around and I spoke one on one with him. I told him the*
> *score didn't really reflect his work, because I know he tries hard and he usually does well.*
> *But I couldn't have him talking back and refuse to take it because I'd have to send a note [to*
> *his parents], and I really didn't want to do that'* (No, RW12, my brackets).

In the end, the boy took the exam as he had done all the review activities, they did before the
exam, and during the exam *No* and *Fl* were available to support him.

Another activity worth mentioning is the dollar store that happened during the last day of class of
the semester. This activity took place immediately after the awards were given to the students in
recognition for their behaviour and work during the semester. The "dollar store" is a significant
activity because many things got into play. The first thing was that *No* and *Fl* were worried
because many students did not have enough dollars saved up: *'Alejandro only had one dollar and*
he expressed interest in wanting to buy a toy. In fact, none of the toys were priced at a dollar' (No,
RW12). The second thing that was significant was that they noticed how one child had 12 dollars
saved up and he spent eight of them to buy a pack of toy soldiers: *'He gave the pack to Alejandro,*
and didn't have much left for himself' (No, RW12). *No* and *Fl* decided to reward him because they
thought that he was very considerate.

These last five classes helped confirm my inferences about how *No* has become a teacher over the
course of PROMETE. She can deal with different situations and not feel disheartened.

The perception by *No* of her work during the last 30 delivered classes in PROMETE.

The data analysed for this purpose is the one contained in the reflective final rendition by *No*. This
was written in a form of a letter at the end of PROMETE once the 60 classes had been delivered
(see 5.3.2.2.2).

From this final letter it can be inferred how *No* sees her *self* in relation to how her attitudes
affects the students in her classroom. One thing she mentions about this is: *'I have had to learn to*
be cheerful and enthusiastic. Working with kids is rather new for me, and as a person I'm generally
sarcastic and dry' (No, FR). She mentions how she kept observing her partner *Fl* relating to their
students and she saw how she had an easier time relating to young learners. She credits *Fl* for
helping her become enthusiastic and kind. *No* also mentions how she *'had to learn to accept hugs*

and smile more, and… had to learn how to respond to their randomness' (No, FR). The last part of the previous quote refers to how it was difficult to her to accept when young learners started talking about their home life.

Another aspect of her *self* that *No* has identified also relates to her attitude and how it affects the learning of students:

> *'Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don't execute an activity that well because I didn´t have the time to make everything I needed'* (No, FR).

In reference to the previous, *No* mentions how she has tried to use timers to remind her that she needs to do work for her classes. Finally, the following quote summarises how she sees PROMETE in relation to her *self*: *'I believe the experience overall has allowed me to grow as an individual and clarify some of the doubts I have had about teaching and my decision to study here'* (No, FR).

Throughout her letter, I was able to identify some of the roles she had played during PROMETE. These roles were that of a planner and designer of her lessons, activities, and materials as well as a teacher. These roles relate to how she has become aware of diferent things. The first one relates to how anything can be used to teach, if you plan and design the activities well *'It was an eye opener for me, realizing that I could use unconventional material in the classroom'* (No, FR). *No* discusses the previous in reference to how they tried materials such as slime or play dough in their classes. In reference to using these materials she also mentions how she was sceptical about their value in her class: *'We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them'* (No, FR).

No also mentions how she became aware that students are able to perceive when she really planned her lessons. She illustrates this by providing contrasting examples, in the words of *No*:

> *'We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding. We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off'* (No, FR).

The previous awareness also helped *No* become more knowledgeable and experienced.

Another aspect *No* became aware of is that teaching is a social act. That is, if you want to be able to help students learn better, then you must be able to share things with other people. The following quote reflects the thoughs of *No* about this:

> *'The biggest thing I learned was that I do not have all the answers! I'm not used to asking other people for advice or relying on someone else's expertise. If I have a problem, I find a way to solve it on my own. This mentality is excellent in school; however I have come to learn that it is horrible as a teacher. As a teacher, I needed to recognize that I am not capable to solve everything on my own. I have learned that teaching is about sharing ideas and collaborating with peers'* (No, FR).

All throughout her letter, *No* makes reference to how she discussed things with other people: first her partner *Fl*, then, the teachers from FLEX, and finally her peers. The next quote refers to the other student-teachers in PROMETE: *'I would take the time to ask others what they were doing in their classes. Some ideas we would adapt for our classroom, while others I would file away mentally for another class it could fit into'* (No, FR).

The following quote illustrates how *No* has become a teacher on the course of PROMETE. The quote also allows me to infer how *Fl* has played an important role in her development:

> *'We both think that our students are worth the extra effort, time, and some money. We don't feel bad doing things for them, and we are both satisfied as long as the students are learning and having fun. Perhaps this is why we got along so well, our views were very similar. We put the students first and we do try our best to adapt lessons for them. We are of the mindset that there is always something to improve, and we would collaborate on how to do something new or something different'* (No, FR).

There are some aspects *No* mentions in relation to becoming knowleadgeable and experienced. The first thing is regarding discipline and classroom management. *No* narrates how she and *Fl* read about how to promote discipline in their classroom and were willing to implement anything to help them promote a positive environment in their class: *'Some of the ideas seemed silly, but we included everything. In the end, I think it´s what made our experience so wonderful. We never had serious behavior problems'* (No, FR).

Another important aspect that *No* mentions is how they were willing to try reflection in their class as a way to help students become aware of their own learning, despite the fact they did not think it was going to work:

> *'We started small, with a questionnaire, and then gradually moved up to reflections. The students responded positively, and as time went on, their responses became more and more elaborate. They began to tell us where they struggled, how they think they should improve and what type of activities helped them learn. It helped us adjust our planning and it was great seeing it work out in the classroom'* (No, FR).

PROMETE has also helped *No* become confident in working with young learners: *'I have learned from my teaching practice is that kids are not horrible little monsters. It seems weird to say that I had to learn this, but I was sincerely terrified of teaching children'* (No, FR). *No* narrates how previously to PROMETE she did not liked children at all and found them *'to be annoying, whiny and out to make [her] life miserable'* (No, FR). However, she states how because of her practice she realised that in fact: *'young kids are wonderful'* (No, FR) and that she loved her students. Nonetheless, she is also realistic enough to acknowledge that she *'will get an occasional student that will make [her] job difficult'* (No, FR).

The previous discussion has also allowed me to infer how *No* was able to solve many of the tensions she experimented at the beginning and throughout the course of PROMETE. She was able to act as a teacher rather than just as a student, she was able to care for her students learning, as well as to be able to be emotionally involved with her students. She was able to face the realities of teaching young learners and overcome her fears.

This last quote summarises how *No* views PROMETE:

> *'I am very grateful to PROMETE. I think gaining practice in a real setting and having the opportunity to put everything we've learned into play is very useful and helpful. I have learned a lot about myself as a person and as teacher, and I think the program has helped me set my goals in order'* (No, FR).

From these final quotes we can infer how *No* was able to solve the tension produced by her misconceived career perspective estated at the beginning of her involvement in PROMETE. The previous in reference to how at the end of PROMETE her views about teching young learners have completely changed.

6.5.4   The retrospective vision by *No* of her participation in PROMETE

After two years have passed, I interviewed *No*. I gave her a choice to anwer the interview in English or Spanish, and she decided to carry it in English (5.3.2.3). *No* is working at the FLEX in the Specialised Language Centre. She is tutoring high school and university students who attend the centre. She is very proud of being able to work at the university.

The statement from *No* during the interview support what was presented as her professional identity development during PROMETE. She confirmed how she felt at the beginning of the process before she went into the classroom: *'before PROMETE I was terrified I didn't know what to expect and I remember that other students would tell us that we were going to these schools with a lot of problem children…'* (No, FI). As a result, she said how she felt nervous about not being able to deal with behavioural problems because they were children. Regarding her fear of working with children she mentions how she was able to overcome it thanks to PROMETE. In her words: *'I don't think I can ever find the proper way to express just how grateful I am to PROMETE in my case because I always had that fear with kids…'* (No, FI).

No mentions a particular incident in her practice which helped her overcome that fear of teaching young learners. This incident refers to the one of her classes early on in PROMETE in which a child was running around and throwing a tantrum and she did not know what to do. She mentions how *Fl 'was the one that took him outside and calm him down'* (No, FI). This incident helped her realise two things: first, the *Fl* was her partner; and secondly, *'if we can get through that we can get through anything'* (No, FI).

No mentions how much she learned about not only dealing with children but also planning *'fun dynamic activities… it's something I can do and is something that it's not easy but is something that I can now call one of my strengths like yes I can do it we went through this experience'* (No, FI). As a result of the planning of her activities, she says how they *'kept learning new strategies kept trying new things with the kids'* (No, FI) which in turn led her to become more comfortable around young learners.

No mentions how it was at the end of PROMETE when she realised that she was a teacher. In the words of *No*: *'I was excited because we were finished, and I thought: "I am a teacher" but at the first moment I said to myself: "I am a teacher, this is it! … this is what I want to do… this is what I was able to do"'* (No, FI).

Another aspect she mentions during the interview is how she was able to learn from other people. She mentions how she was able to learn from the other student-teachers in PROMETE, despite them not teaching the same grade than her: *'we were just doing different things at different phases'* (No, FI). Other people she mentions is the other tutor of PROMETE and me: *'I know that anytime I had a problem, I think mostly with [the other tutor], sometimes we would ask you, and I felt that you guys were always very willing to help us'* (No, FI).

Another aspect *No* mentions about being helpful in their practice was carrying out the required reflective practice. About this *No* gives a lengthy explanation about how she sometimes would get

together with *FI* to discuss the things that happened in their classroom. These discussions helped *No* in her reflective practice by being able to *'remember everything and then I would write it down'* (No, FI). However, what is significant from this, is the way *No* refers to the helpfulness of reflecting: *'and sometimes… we were… actually go back and think like: ok we handled this problem in this way back in march, now we are having this similar problem, let see what else we can do something different'* (No, FI). In other words, *No* mentions how this reflective practice helped her solve *new* problems which were similar to ones they had already experienced.

Finally, *No* mentions the thing she takes from PROMETE into her current job is *'mostly adaptability'* (No, FI). About this she elaborates by saying how as a tutor she has to *'to focus on each individual needs and try to come with more dynamic ways of teaching them certain things or having them understand different things'* (No, FI).

I still keep in touch with *No* as she is a co-worker of mine at the university. She is still working full time at the specialised language centre. She has got a baby boy of her own now and she is quite happy but busy.

The following section attempts to present a cross-case analysis of the five learning stories described here.

6.6   **Summary**

This section presents a summary of the chapter in the form of a cross-case analysis of the five learning stories presented previously. This cross-case analysis will be done responding to the different time frames that were used to present each of the leaning stories – the beginning, the middle, and the end of PROMETE.

6.6.1   **Identity at the beginning of PROMETE**

Identity at this time of their involvement in PROMETE is inferred from the initial letter of expectatons (see 5.3.2.2.2). The identity at this point is considered their base identity. In general, all five of the subjects view their identity as a future enterprise.

Student-teachers at this point in their involvement in PROMETE are already thinking about how their practice is going to be like. However, their thoughts relate mostly to themselves as *students* seeking to become teachers, rather than as *teachers* seeking the learning of their students. They are mostly concerned with their own survival as student-teachers which in turn will, hopefully, lead to their own assertion as future teachers.

The student-teacher view their *self* in terms of personal traits. These traits cover a big spectrum, they are both positive and negative. The postitive traits include: being patient (*Mo, No*); being usually in a good mood (*Mo*); having a way to simplify things (*Mo*); having sensibility towards the needs of students (*Mo*); being understanding (*Mo*); being confident in their knowledge and abilities (*Is, No*); being creative (*Fl, No*); being able to get along with children (*Fl*); being hardworking (*Fl*); being a good listener (*Fl*); being able to work with different people (*Fl*); being responsible (*Fl*); and being punctual (*Fl*). The negative traits include being a perfectionist (*Fl*); being arrogant (*No*); and being impatient (*Is*).

They also perceive their *self* in terms of their emotions. The emotions are both positive and negative. The negative emotions include being anxious and nervous (*Mo, Is, Fl*); being unhappy about teaching young learners (*No*); and being stressed (*No*). There is one positive emotion: being enthusiastic (*Fl*).

It is possible to infer the view of the student teachers about their their future roles in PROMETE. These roles include becoming future teachers (*Mo, Is, Ed, Fl, No*); being planners of their classes and discipline plan (*Mo, Fl, No*); being the conductor and leader of the class (*Is*); as well as being the designer of the activities and materials (*Fl, No*).

From their base identity I can infer that they want to: become teachers (*Mo, Is, Ed, Fl, No*); become knowledgeable (*Mo, Fl, No*); become experienced to be able to solve problems and make decisions (*Mo, Is, Ed, Fl*); become aware of the needs of students (*Is, Fl*); as well as become confident in their own abilities (*Ed, No*).

Some potential tensions can be inferred in their future within PROMETE. These include: the tension of acting as teachers rather than students (*Mo, Is, Ed*) (see 3.5.1); the tension of feeling abandoned by the tutor within PROMETE (*Mo*) (3.5.11); the tension of feeling incompetent (see 3.5.4) based on imagined inability to handle the behaviour of students (*Is*) or from the language knowledge and voice level (*Ed, Fl*); the tension posed by external requirements from the people in charge or related to PROMETE (*Is, Fl*) (3.5.2); the tension of using the correct teaching approaches (*Ed*) (see 3.5.7); the tension posed by the facing of the reality of the actual classroom (*Ed*) (see 3.5.5); the tension of relating to peers (*No*) (see 3.5.10); as well as the tension of having a misconceived career (*No*) (see 3.5.12).

6.6.2   Professional identity in the middle of PROMETE

Identity at this time of their involvement in PROMETE is inferred from the first 30 entries of their teaching log (see 5.3.2.1), the first six reflective writings (see 5.3.2.2.1), and the mid-term

reflective letter (see 5.3.2.2.2). The identity at this point is considered their professional identity development during the first half of PROMETE.

Student-teachers at this point in their involvement in PROMETE are mostly able to identify which aspects of PROMETE have helped them grow as future teachers. Although, their thoughts are related to their students as learners of English as a foreign language and may show concern for their learning or lack of learning; they are still preoccupied about how they are surviving their practice to become future teachers. In other words, they are still not seeing themselves as teachers seeking the learning of their students.

However, it is important to mention how in some instances they have been able to assert themselves as being *almost teachers.* This can be inferred by the way they are seeking to change their lesson plans, implement other activities, or modify the ones already in their original lesson plans; but their inability to fully manage their classrooms or the ability to express the reasons for certain things happening in their classrooms.

The student-teacher view their *self* in terms of personal traits. These traits include being patient (*Is, Fl*); being able to control a group (*Is*); being a perfectionist as a positive aspect of a class – rather than as a negative one (*Fl*); being creative (*Fl*); having a way to simplify things (*Fl*); as well as being confident in their knowledge and abilities (*Fl, No*).

They also perceive their *self* in terms of their emotions. These emotions are positive. The emotions include being happy about what has been accomplished (*Mo, Fl, No*); as well as feeling proud for the work done (*Ed, Fl, No).*

It is possible to infer the view of the student teachers about the roles they have played in PROMETE up to this point. These roles include being planners of their classes (*Mo, Fl, No*); being the conductor and leader of the class (*Is*); becoming teachers (*Mo, Is, Ed, Fl, No*); as well as being the designer of the activities and materials (*Fl*, *No*).

From their identity in the first half of PROMETE I can infer that they still want to: become experienced in order to be able to solve discipline problems and make decisions (*Mo, Is, No*); become more knowledgeable (*Mo, Is, No*); become confident in their own abilities (*Ed, Fl, No*); become aware of the needs of students (*Ed, Fl*); as well as become teachers (*Mo, Is, Fl, No*).

Some tensions can be inferred in their first half of PROMETE. These include: the tension of acting as teachers rather than students (*Mo, Ed, No*)(see 3.5.1); the tension of caring for feelings and emotions of students (*Mo, Ed, No*) (see 3.5.3); the tension of finding an emotional distance (*No*)

(see 3.5.9); the tension of feeling incompetent in terms of knowledge (*Mo*) (see 3.5.4); as well as the tension of their vision of teaching and the reality of the classroom (*Mo*) (see 3.5.5).

Some tensions can be inferred as being solved: the tension of feeling incompetent based language knowledge and voice level (*Ed*).

6.6.3   Professional identity at the end of PROMETE

Identity at this time of their involvement in PROMETE is inferred from the last 30 entries of their teaching log (see 5.3.2.1), the last six reflective writings (see 5.3.2.2.1), and the final rendition reflective letter (see 5.3.2.2.2). The identity at this point is considered their professional identity development at the end of PROMETE.

At the end of PROMETE the student-teachers can identify that theory informed their practice in different ways. They also recognise that they still have things to do to become better teachers. That is, they capable of putting into words how they can improve, acknowledging that their students have needs that need to be satisfied within their classes. Most importantly, they transition from being concerned with their own *survival* as student-teachers to being more concerned with the learning of their students.

This transition opens a new set of tensions within themselves: they experiment difficulties regarding teaching approaches (see 3.5.7); however, they are not afraid of experimenting new things to help their students learn. They are able to face their misconceived career perspectives (see 3.5.12). This is the particular case of *No* who felt at the beginning that she would not be able to teach young learners, and who at the end of PROMETE felt completely different about them.

The student-teacher view their *self* in terms of personal traits. These traits include being patient (*Is, Fl*); being empathic (*Ed*); being in a good mood regardless of your personal problems (*Ed*); being able to respond to the needs of students (*Fl*); being cheerful and enthusiastic (*No*); being kind (*No*); as well as being able to accept hugs and smile more (*Is, No*).

They also perceive their *self* in terms of their emotions. The emotions are positive. The emotions include being happy about what has been accomplished (*Ed*); as well as feeling proud for the work done (*Ed, Fl*).

It is possible to infer the view of the student teachers about the roles they have played in PROMETE. These roles include being teachers (*Mo, Is, Fl, No*); being the designer of the activities and materials (*Mo, No*); being the conductor of the class (*Is*); being a guide (*Ed*); as well as being planners of their classes (*Fl, No*).

From their identity in the second half of PROMETE I can infer that they have become aware: of their gained capabilities (*Mo*); of the things they must do to improve their teaching (*Mo, Is*); of the needs of students (*Is, Fl, No*); of the feelings of the children in their class (*Ed*); of the students being able to perceive whether they had planned their classes or not (*No*); of how every student is different (*Is*); that sometimes activities do not work as planned (*Mo, No*); as well as that teaching is a social act (*No*).

The student-teachers have also: become knowledgeable about the different teaching approaches and materials (*Mo, Ed, Fl, No*) including the way in which the knowing of theory impacts practice (*Mo, Is, No*); become confident in their own abilities to handle discipline issues (*Is, Ed, Fl, No*); become more knowledgeable about classroom management (*Ed, Fl, No*); become more experienced (*No*); and last but not least, become teachers (*Mo, Is, Fl, Ed, No*).

There are also some things that need further work to fully accomplish becoming. That is, to become experienced, you need to continue working as teachers (*Mo*); you need to keep learning to be able to help future students learn better (*Fl*); and you need to work on being firm with students to have better control of the studens (*Fl*).

At this point in time, student-teachers are able to self-assess: their personality and how it affects the learning of students (*Mo, No*); their ability to deal with parents (*Is*); their need to work on becoming more patient (*Is*); their need to be able to produce teaching materials (*Is*); their ability to self-assess the learning of their students (*Ed, Fl*); the definition of the age-group they prefer teaching (*Fl, No*); as well as the ability of working with peers (*Is, Fl, No*).

Some tensions can be inferred in their second half of PROMETE. These include: the tension of acting as teachers rather than students (*Mo, Ed*) (see 3.5.1); the tension of finding an emotional distance (*Mo*) (see 3.5.9); the tension of their vision of teaching versus the reality of the classroom (*Mo*) (see 3.5.5); as well as the tension of caring for feelings and emotions of students (*Ed, Fl*) (see 3.5.3).

Some tensions can be inferred as being solved: the tension of relating to peers (*Is, Ed, No*) (see 3.5.10); the tension of caring for feelings and emotions of students (*Is, No*) (see 3.5.3); the tension of being able to establish an emotional distance (*Fl, No*); as well as the tension by wasting time in other activities (*Fl*).

6.6.4   Retrospective view of professional identity development

Identity at this time, represents a backwards glance towards their involvement in PROMETE as referred from the final interview (see 5.3.2.3). Remembering that this interview took place two

years after the student-teachers had concluded PROMETE. The identity at this point is considered the confirmation of the professional identity development during the course of PROMETE.

Although, at the time of the interview all the subjects had already graduated and were working as teachers, I will continue referring to them as student-teachers so as not to get confused. The five student-teachers reported how they were working as teachers in different schools and institutions (see 6.1.4, 6.2.4, 6.3.4, 6.4.4, and 6.5.4). All of them reported being happy in their chosen career.

During the interview the student-teachers confirm the findings we inferred about their own professional identity development. That is, they found link between the context of PROMETE and the things they were implementing in their classes. This link also refers to the understanding of the relationship between the context of their students and the way they could help those students learn better.

They also reported how they became experienced, knowledgeable, and confident in the way they were able to implement their lesson plans in their classroom. This implementation allowed them to shift their view to what they had imagined and the actual reality of the classroom, thus, being able to start resolving this tension. In addition to the implementation of their lesson plans, they were able and encouraged to modify and re-structure those lesson plans according to the needs of their students.

Also, during this interview, they admit that during PROMETE they were able to reaffirm their original choice of a profession as well as to overcome their general fears of teaching as well as the fear they had of teaching children in particular.

Student-teachers also reported how they developed their own teaching attitudes in the sense that they were able to develop patience. They were able to become more adaptable to the teaching circumstances. They were also able to continue being strict, but at the same time able to judge the different circumstances that students were living by and adjusting accordingly.

Student-teachers within this interview admittedly had a furnished imagination in the sense that they felt at the beginning that they had all the necessary tools to be able to teach a class successfully. However, once they started teaching, they remembered how they felt surprised that their students were *actually* learning something leading them to start feeling like teachers.

Student-teachers also admit that PROMETE helped them in their current position. This help was in the form of the realization that they were able to make informed decisions about their classes about three particular aspects. The first one was regarding classroom management in reference

to being able to solve discipline problems. The second one, in reference to lesson planning in terms of planning accord to the needs of the students they had in their classes. Finally, being able to forge an emotional bond with their students.

The following chapter presents the conclusions drawn from this study. These conclusions include the significance of the study, the limitations of the same, some suggestions for further research, and a section describing my personal learning as both, as trainer and as a researcher.

Chapter 7   Conclusions

7.0   Introduction

This longitudinal case study set out to explore the professional identity development of student-teachers who were enrolled in a four-year pre-service language teaching programme during the fifth and sixth semesters when they engaged in PROMETE as their first 'real' teaching experience (see 1.2 and chapter 4). It analysed the reflective practice of the student-teachers using three of the components of Wenger's (1998) Social Theory of Learning and Communities of Practice (see 3.1). PROMETE is based on the delivery of 60 classes to young learners at primary school level. The reflective practice instruments used were written especially for that teaching practice class and not for the purpose of the study. It was interesting to note that within those instruments there was evidence of different types and levels of reflection (see 2.4.2). Then the data coded and analysed from those reflective instruments (see 5.3.2.1, 5.3.2.2, chapter 6, and appendices J, K, and L) was confronted from the data obtained by a final interview (see 5.3.2.3, chapter 6, and appendix M) carried out after two years had passed from the time they finished PROMETE. The data obtained through this last instrument provided a retrospective view from the participants of their involvement within PROMETE as a presumed CoP.

7.1   Contribution of the research findings

This case study provides a better understanding of the professional identity development of student-teachers in a community of practice. By mapping the journey that student-teachers embarked on as members of the community, I was able to identify the way that the different elements of communities of practice, supported by the PROMETE framework, contributed to their professional identity development. This investigation has identified key milestones in their professional identity development and the triggers within the framework which supports the student-teachers. Their reflective practice not only gave them insight into student-teachers own learning and teaching but gave me insight into those triggers that challenged them to find solutions to a teaching problem. These findings address the gap in the research literature by providing more details of the process of professional identity development in terms of how and why it takes place and at what point in the pre-service practicum. Wenger's (1998) model allowed me to understand PROMETE as a community of practice and this understanding has provided insight into the role of the different aspects of PROMETE and the way it supports the student-teachers in their trajectory of learning to become teachers. These findings will inform researchers

working in the area of professional identity development amongst pre-service teachers and will be of practical use to other teacher educators. The results from this study provide evidence for them to justify making adjustments to their programmes which will foster communities of practice as a learning framework for their programme. This is particularly important in cases where the young student-teacher will start their teaching career on completion of their BA studies.

PROMETE becomes a community of practice for the duration of two semesters for the student-teachers of this BA (see 4.4). It is worth mentioning here that the process this case study followed reflects the research gap. First, professional identity development was looked from the perspective of the other three components mentioned by Wenger (1998) as part of the community of practice: meaning, community, and practice. Second, this professional identity development was identified by analysing the data contained within the reflective practice already produced for the teaching practice class (see 4.3.2; 5.3.2.1; and 5.3.2.2). Finally, this professional identity development was sought on five student-teachers doing their practicum with primary school children in a very particular context situation (see 1.2.2 and 1.2.3).

The development of professional identity in teachers has been the focus of educational research (see Beauchamp & Thomas, 2009; Schepens, Aelterman & Vlerick, 2009) as it is thought that many of the challenges currently faced by teacher education programmes and educational institutions can be overcome if the process is better understood (Lamote & Engels, 2010). Hence, this case-study had the following aim: to identify the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE). To achieve the previous, the reflective practice of student-teachers produced while in PROMETE, was employed as a medium of research. This reflective practice was analysed by using as a lens three key components (meaning, community, and practice) from Wenger's Social Theory of Learning (1998). Thus, the purpose of this process was to explore their professional identity development. To be able to achieve such aim the following two main research questions and three subsidiary questions were proposed.

MRQ1 What are the characteristics of student-teachers' professional identity at different stages of their teaching practicum within the PROMETE community of practice?

MRQ2 What tensions are identified and how are they dealt with in the development of the professional identity of student-teachers during the different stages of PROMETE?

SRQ1 How does the meaning component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

SRQ2 How does the community component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

SRQ3 How does the practice component (Wenger, 1998), within the PROMETE community, impact the development of professional identity in student-teachers at each stage of this process?

It was through the data analysis conducted on chapter six that the research questions were answered. Regarding the first question it can be said that: First, the characteristics of professional identity of student-teachers at different stages of PROMETE evolve as part of their involvement and the support provided by this community of practice. This evolution is not a linear one, and certainly not exactly the same for all the subjects within this case study. In other words, their identity was constantly shifting (see 3.4.1). Second, professional identity development is influenced by the *self* as members of the community of PROMETE, thus, their emotions and emotional responses to their practice played an important role in their professional identity development (see 3.4.2). Third, their practice is influenced by the context, that is, their professional identity developed in such a way because the context of PROMETE as a community allowed them to try things out, adjust them, and modify them; in short, it allowed them to learn (see 3.4.3 and 1.2). Fourth, their professional identity develops because of the social relationship the student-teacher is able to forge within their practice within PROMETE (see 3.4.4 and 1.2.4). Fifth, their reflective practice acts as tool for awareness about themselves as future teachers (see 3.4.5, 2.4.2, and chapter 6). Finally, their professional identity development is shaped by their practice within PROMETE (3.4.6, 2.4.3, and chapter 6).

Regarding the second main research question, it was found that the student-teachers over the course of PROMETE experimented the tensions described within 3.5. Hence the way they encountered each inferred tension, as well as the way they were able or not to resolve the tension shed more light on the professional identity development of student-teachers.

As a result of the data analysis conducted (see chapter 6) it was found that the meaning component, the practice component, and the community component go hand-in-hand when trying to figure out both; the characteristics of the identity development during the different stages of PROMETE as well as the tensions encountered within them. The following presents an

analysis of the different stages of PROMETE and how the professional identity developed within Wenger's (1998) framework.

The beginning of PROMETE

From the analysis conducted to the data corresponding to the beginning of PROMETE, it was found that the identity of student-teachers at this time was one in which their understanding of themselves and their teaching is based on their imaginary future practice. Student-teachers view of themselves is as individuals (see 3.3.1) and not yet full members of the community of PROMETE. They perceive their practice as being all about themselves; that is, they perceive themselves as being creative, hardworking, and good at creating materials, lesson plans, and activities. They have definite views of children, including the way they learn and how they will relate to them. In addition, at this point in time they are able to share their incipient knowledge about PROMETE and the way they feel is going to unfold with both their teaching partner and other teaching teams.

They view their practice under the light of their own "survival" as BA students and not yet as teachers of young learners in PROMETE. This view relates to the incipient tensions described as *acting as teachers not as students* (see 3.5.1 and 6.6.1). They are concerned with finishing their lesson plans, relating it to the tension described as complying with *external requirements* posed by the people in charge of PROMETE (see 3.5.2 and 6.6.1). They are also concerned with *feeling incompetent in terms of knowledge* particularly in relation to their own knowledge and command of English as well as the way of dealing with behavioural issues in their classroom (see 3.5.4 and 6.6.1). They are experimenting the tension of *using the correct teaching approaches* in their class (see 3.5.7 and 6.6.1). They are experimenting the tension of *relating to peers* (see 3.5.10 and 6.6.1). Finally, there is a clear tension between *wanting to care for students and needing to be tough (see 3.5.3).*

It is also important to note that even when PROMETE was not intentionally created to be a community of practice, it is possible to say that it complies with many of its elements and functions as one (see 4.4). Hence, at this point in time, PROMETE is reified in the eyes of student-teachers first as the programme which represents their belonging to the practicum from the BA in language teaching; secondly, as the starting point in their learning trajectory (see 3.1.3) to become a teacher; finally, as a way of participating in the joint enterprise (see 3.1.2) of teaching English to children within some marginal schools (see 1.2.3). This joint enterprise at this time, is particularly represented by the relationship student-teachers are forging with their teaching partners, although, they relate to the other members of the teaching practice class; this relationship does not seem to play a key role at this time. Another key relationship that helps

student-teachers build a joint enterprise is the one in which they relate to former PROMETE student-teachers when they receive the "relay" as well as some advise about the group they are about to start teaching. Finally, they relate to both the tutors of PROMETE and the other teachers of FLEX.

Furthermore, student-teachers are experimenting what is described by Wenger (1998) as an inbound trajectory (see 3.1.1). They are incipient members of PROMETE and are looking forward to becoming full members. There are other trajectories present during this time in PROMETE: there are peripheral trajectories in the form of other teachers within FLEX in the way that they can help the new student-teachers (see 1.2.4). Also, there are boundary trajectories in the form of the former student-teachers of PROMETE who are able and willing to discuss PROMETE with the new student-teachers (see 1.2.4). Finally, there are insider trajectories in the form of the tutors of teaching practice (see 1.2.4).

The middle of PROMETE

As they started moving along the PROMETE cycle they became active participants within the community of practice. Their identity shifted (see 6.1.2; 6.2.2; 6.3.2; 6.4.2; 6.5.2; and 6.6.2) from being just BA students to being student-teachers of English within PROMETE. That is, their identity was still comprised basically on their worries about their survival within PROMETE as a programme. However, there were some instances in which their identity was modified by other factors (see 3.3.2). These factors include two things: first, the children they were teaching and the way they were reacting to their teaching attempts. Second, their teaching partners. Their identity was becoming very practical in the sense that they started attempting different initiatives to help them overcome teaching problems in the classroom.

In addition to the previous, it can be said based on the analysis of the data conducted up to the first 30 delivered classes, that in the professional identity development of student teachers at this time a shift was noticed from being based on the teacher as just an individual to being a teacher as a human being modified by different factors (see 3.3.1 and 3.3.2). That is, after these first lessons have been delivered to the young children taking part in PROMETE, their identity is still based on their emotions, but it is now not only influenced by their individuality but by other contextual factors as well. This influence produces in them other set of tensions: they start *feeling incompetent in terms of knowledge* (see 3.5.4 and 6.6.2). They noticed a difference between their *vision of teaching and reality* (see 3.5.5 and 6.6.2) as they try to use their original lesson plans and activities and they are faced with the need to adapt things to be employed at least during the last 15 classes of PROMETE in this semester. It becomes *difficult for them to maintain an emotional distance* (see 3.5.9 and 6.6.2); they start showing signs of feeling either very happy or satisfied

with the way things progressed in their practice or feeling frustrated by the same. It is important to mention that although these tensions can be inferred from their involvement in PROMETE they do not seem to deter them from their final goal of becoming teachers. However, at this time they are still concerned with their survival within their PROMETE practice; this survival is also linked to their students and their learning. In other words, they are still *viewing themselves more as students than teachers* (see 3.5.1 and 6.6.2) but they are now realizing that their practice is not only about themselves.

Also, at this point in time, it can be said that student-teachers are now actively participating in the community of PROMETE, they are on their way of building the shared repertoire of activities and materials to help them deliver the content of their lessons, as well as strategies to help them manage their classrooms better. The previous leads to how student-teachers are able to negotiate their interventions with their peers, and other student-teachers; this results in the acquisition of explicit and tacit knowledge (3.1.1, 3.1.2, 3.1.3, 3.1.4 and chapter 6). This in turn leads them to continue building their participation in PROMETE as a joint enterprise, not only amongst themselves, but with other members of the community as well. They are open and willing to accept help and advise not only from their main tutors but other teachers within PROMETE, as well as former members of PROMETE. There is the joint enterprise built with some of the parents of the young learners in building a shared repertoire which will allow student-teachers to solve discipline situations which happened in their classroom. The previous relationships were expected from the analysis done to PROMETE as a presumed community of practice. However, a joint enterprise which was not really forseen by me as this study was being constructed is the one represented by the relationship student-teachers established with the main teacher of their group at the primary school. This mutual engagement became apparent when the main teacher stayed in the classrooms to help student-teachers "gain control" of their class, some of these teachers were willing to share with the student-teachers their teaching repertoire in the form of the way of doing certain things in the classroom. Both these actions allowed the student-teachers and the main teachers to build on the mutual enterprise of delivering English classes to the young learners assigned to their classes.

Student-teachers are embedded in what is described by Wenger (1998) as an insider trajectory (see 3.1.1). I.e., although, they still do not see themselves as teachers they are consolidating themselves as such (see 6.6.2). At this point there are also multiple trajectories happening alongside the student-teazhers trajectory. These trajectories include peripheral trajectories (see 3.1.1) in the form of other teachers within FLEX, the principals from the primary schools, some of the main teachers at the primary schools, and the principal at FLEX (see 1.2.4). It also includes

boundary trajectories (see 3.1.1) in the form of former PROMETE students who were willing to help the new student-teachers; parents of the children; as well as some of the main class teachers (see 1.2.4 and 3.1.1). The tutors from PROMETE are also in what is described as an insider trajectory (see 3.1.1) at this time.

The end of PROMETE

As PROMETE moves along on its second term (the last 30 hours) and comes to a conclusion, it can be said that their professional identity as teachers has developed to becoming a teacher as a practical human being (see 3.3.3). In other words, at the end of their practice within PROMETE the student-teachers are able to identify that theory did inform their practice in different ways. In other words, they were able to make informed decisions regarding the teaching method or approach they were using in their classes. Also, they were able to find other strategies to implement to improve their classroom management and discipline. In addition, they were able to adapt activities and materials to suit the needs of their students (see 6.3.3). Hence, it can be said that student-teachers achieved the previous by making use of their explicit and tacit knowledge.

At this time, student-teachers also have acknowledged having an imagined future self, or what is known as a furnished imagination (see 3.2.3). Thus, they are able to see themselves as continue being part of the young learners teaching force. Student-teachers are also able to identify the things they must work on to become better teachers. Most importantly, they transitioned from being only concerned with their own 'survival' as students to being more concerned about the learning of their students. They see themselves as teachers who can put into words how they feel about a particular situation and how they can improve as teachers acknowledging that their future students will have the same or different needs and that they would need to be satisfied when the time comes.

The professional identity development of the student-teachers to this point was also marked by the experimenting of two unresolved tensions. First, some student-teachers continue experimenting the tension of *acting as teachers not as students* (see 3.5.1 and 6.6.3) in terms of how even at this time, they still made a few decisions based on the idea of being liked by their young learners. Secondly, the tension posed by their *vision of teaching and the reality of the classroom* (see 3.5.5 and 6.6.3) in relation to how there were still some instances in which they tried implementing activities that were too difficult for the students' age and language level.

There were two tensions which were resolved only by some of the student teachers. The first one is the tension of *wanting to care for students but needing to be tough* (see 3.5.3 and 6.6.3), this tension was resolved by some of the student-teachers by being consistent in the following of their classroom management strategies. However, it was unresolved by some other student-teachers in the sense that they still felt sorry for students whenever they cried about not being able to get their way leading to the permission for students not to complete a task. The second tension is closely related to the first one. This tension refers to the *difficulty in maintaining an emotional distance* (see 3.5.9 and 6.6.3). This tension was related to the way they dealt with children who had any special learning need in their class. The way the tension was resolved by those student-teachers was by trying out differenciated instruction in their classroom as well as being consistent in the use of their classroom management strategies. The tension was unresolved in the cases where the student-teacher "gave in" to the way these children were seemingly unable to learn or behave correctly.

Finally, there were three tensions which were resolved. The first tension is *relating to peers* (see 3.5.10 and 6.6.3), the student-teachers reported how they were able to work together with their partners as well as with other student-teachers. The last two tensions were only experienced by one student-teacher each. The first tension was *'wasting' time in other activities related to teaching other than that* (see 3.5.6 and 6.6.3). This tension was resolved when the student-teacher realised about the particular situation her class was experimenting at the time (one main teacher in charge of two classes). The second tension was *'misconceived career perspectives'* (see 3.5.12 and 6.6.3)*. This tension resolved itself gradually over the course of the two semesters and it related to how a student-teacher felt that she did not want to teach young learners as she did not like them at all.

Also, at this time it can be said that student-teachers continue actively participating in the community of PROMETE, they have been able to build a shared repertoire of activities and materials that aided them in the delivery of the content of their lessons, as well as a number of strategies to help them manage their classrooms better. The previous leads to how student-teachers were able to negotiate their interventions as well as discuss possible solutions to their practical problems with their peers, other student-teachers, the PROMETE tutors, and other teachers within FLEX. The previous allowed them to acquire explicit and tacit knowledge (3.1.1, 3.1.2, 3.1.3, 3.1.4 and chapter 6).

During this time, student-teachers are embedded in two sequencial trajectories as described by Wenger (1998); first, an insider trajectory and after that an outbound trajectory (see 3.1.1). The

insider trajectory because the student-teachers are fully involved in the community of PROMETE for the last 30 classes. Furthermore, most of the student teachers either are consolidating themselves as teachers or are beginning to. It is after the last delivered class in PROMETE and the closing of the teaching practice class that they are in what is known as an outbond trajectory. During this time, they will become the oldtimers of PROMETE.

Similar to the middle of PROMETE, multiple trajectories are happening alongside the student-teachers trajectory. These trajectories include peripheral trajectories (see 3.1.1); boundary trajectories (see 3.1.1). Including the insider trajectories represented by the tutors from PROMETE (see 3.1.1).

A backwards glance towards PROMETE

From the analysis of the final interview, we can say that the retrospective view that the student-teachers have of PROMETE as a community confirms what the analysis of the data produced within their practicum told us.

At the beginning of PROMETE they were more concerned with their own survival within the teaching practice class. However, as the time progressed within PROMETE they acknowledged how their view of themselves and the children who were their students changed. As a result, their identity developed from being just BA students, to being student-teachers, and finally to be able to see themselves as teachers who were part of a community. This is best illustrated by the discussion of their attitudes towards PROMETE as well as the implications derived from the same (see 6.1.4, 6.2.4, 6.3.4, 6.4.4, 6.5.4, and 6.6.4).

The student-teachers also identified other people around their community who were key in their professional development; not only the children within the schools but also their teaching partners, other teaching teams, the tutors from the class, and some other teachers from FLEX (see 1.2.4). They also realised that the required reflective practice (see 4.3.2) within their class was a helpful tool in their road to becoming teachers. During the interview they outright referred to the same as a requirement from the teaching practice class; and how this 'requirement' helped them analyse different situations, plan solutions, and evaluate the implementation of those solutions. It was then noticed that student teachers from the middle of their practicum towards the end of the same were able to carry out what is known as critical reflection (see 2.4.2).

This final interview also confirmed how student-teachers reify PROMETE as the learning trajectory of becoming a teacher. Their interviews led me to infer that PROMETE functions as a community

in the sense that student-teachers become engaged in a joint enterprise of teaching young learners in public primary schools with the help of all its members. In addition, because of this involvement they are able to create a shared repertoire of strategies, activities and materials to be used at the moment or later. Student-teachers confirmed how they were able to construct explicit and tacit knowledge based on both: their delivered classes and the clinics which were part of the teaching practice class.

Also, even though these student-teachers are no longer a direct part of PROMETE, they from time to time have a boundary trajectory, as they are in touch with student-teachers within academic events organised by FLEX. Also, *Mo* has a peripheral trajectory as well because she is part of the staff from FLEX and sometimes, she gives advice to the student-teachers who are the insiders of PROMETE.

Finally, an important aspect of this research study is that, even though I was not set out to demonstrate that PROMETE is a community of practice, but I was rather content by just term it as a *seem like* a community of practice based on my previous knowledge of the programme and the revised literature about CoPs. However, by building the case about the way the professional identity develops in student teachers and through the data analysis, I was able to identify in PROMETE the different aspects that make it function and work as such. That is, PROMETE is the learning trajectory experimented by student-teachers in their road to become English teachers. Evidence was found from the three components of Wenger's (1998) used as lens to analyse their identity development – and the fourth component. As we can see from chapter 6 and this subchapter, evidence of both analytical aspects of meaning, – participation and reification – was found. In relation to also meaning the different trajectories within PROMETE and the role they played within the community were identified.

In addition, sufficient evidence of the three analytical aspects of community was found. PROMETE promotes the mutual engagement derived from the joint enterprise of all its members for teaching English to young learners as well as the enterprise of becoming English teachers. This enterprise helped student teachers build a shared repertoire of tangible and intangible tools and skills for teaching English.

Then, regarding explicit knowledge and tacit knowledge as the analytical elements of the practice component of Wenger (1998), evidence was found for both types of knowledge being constructed through PROMETE.

Finally, by analysing the gathered data through the other three components I can infer that there is evidence of this identity as defined in four of the analytical elements of this component

(Wenger, 1998). As I already mentioned the student-teachers of PROMETE are embedded in a learning trajectory, they negotiate the learning experience by becoming members and belonging to PROMETE. It is also important to note that I did not find evidence of student-teachers having nexus of multimembership while involved in PROMETE. However, this nexus was found during the interview two years later when student-teachers were still members of PROMETE as part of a boundary trajectory and at the same time they were insiders in their new community of practice as English teachers in their new schools.

The following section seeks to present the potential limitations of this study.

7.2   **Limitations**

There may be some potential limitations in this study. The first is the way I decided to collect data retrospectively. The second limitation concerns the way data coding was approached. Both limitations to my study stemmed from my position as a practitioner research which included a deep knowledge of the complexities of PROMETE as a context of teacher learning of the research subjects. That is, at the time of the data collection and analysis I tried separating those two roles and "purely" act as a researcher (see 5.3.1).

Therefore, this role separation led me to collect data which was already produced for me as a trainer of the class during the previous school year. Hence, there are two sides to this perceived limitation: the downside being that the data collected which was produced for the teaching practice class may have been filtered by the subjects to fit that purpose. It also limited the type of data collected to the reflective practice elements produced for this class, with the only addition of a semi-structured interview after two years had passed. Whereas, if at the time I had reconciled my two roles I could have included other elements in this research project: such as building research notes based on the tutorial sessions carried out during the course of my involvement as a trainer of PROMETE (see 4.3) or collect the evaluated lesson plans student-teachers were producing. However, the upside of my decision of collecting data retrospectively led me to have access to data the way this is normally produced for PROMETE. As a result, of me no longer being their trainer or teacher, they had no problem in giving me access to it. In other words, I did not represent any threat for them in relation to potential repercussions because of the contents of their reflective data. Another advantage of using data retrospectively is that those student-teachers knew me from that time as their trainer and tutor in PROMETE and had no problem trusting me with their personal data.

The second limitation derived mainly from the way my study was set up and to a lesser degree my desire to detach myself as a practitioner. The limitation may be perceived as my decision to use

independent coding with the inclusion of a priori codes in the form of template coding as a first step in my data analysis (see 5.4.2). This decision was based on how my study was set up to explore professional identity development of student-teachers of PROMETE by using Wenger's (1998) three of the components of his Social Theory of Learning and Communities of Practice as a lens. This first step was followed by the inclusion of a set of specific codes that came from the data collected (see 5.4.4). Once I had the coding templates, I decided to use them to analyse all the data documents with them. However, because I was dealing with human subjects, not all the sources of data – neither the actual reflective documents nor the student-teachers produced the same type of data. This led me to have to further justify those codes in terms of how there were seemingly repeated codes used within the templates used (see 5.4.6). Also, because of the coded data I found orphaned codes in some of the data sources (see 5.4.6). For instance, I could have data for one code from a reflective writing produced by three subjects but no data from the other.

The same as with the previous perceived limitation, this decision had an upside as well. The upside is that by making this decision in the way data was analysed, in combination with the decision of limiting my study to five subjects who were representative of the 'average' student-teacher of PROMETE, allowed me to make moderatum generalizations (see 5.2.2) that allowed me to reach my research aim of identifying the ways in which professional identity develops during the practicum of foreign language student-teachers teaching young learners within a community of practice (PROMETE).

7.3   **Further research**

There are a number of aspects that can be considered for further research on the professional identity development of student-teachers.

1. Research of professional development of student-teachers in another similar context, using the same principle of analysing collected data from the theoretical perspective of Wenger (1998). Research results from this can be compared to the results obtained within this research.
2. The reutilization of the same research process to a new cohort of student-teachers in PROMETE to be able to compare how their identity development has been modified because of the natural changes in the programme from the time of this study.
3. A research which still has at its core the professional identity development of student teachers but in which data is collected in vivo – at the time it was produced. Opening the possibility of including other types of data sources as well.

4. A further research in which the professional identity development of novice teachers is studied rather than that of student-teachers.

7.4   **Personal learning**

Undertaking this research has provided me with a number of opportunities for personal learning as a practitioner researcher.

The first thing and most obvious one is that I can let my voice be heard as a practitioner in a research in which my involvement is two-fold. This provided me with the opportunity to 'ruminate' deeper into my own knowledge and feelings towards PROMETE. This research allowed me to cement my conviction that this unique programme should remain an integral part of student-teachers formation at FLEX.

The second thing I learned as a research practitioner is that, although, I strongly believe in the continuity of PROMETE, I am most definitely not against change. I stopped being a trainer directly responsible for PROMETE in July 2019. However, in the time I continued being a trainer in the programme we (me and the other trainer) adjusted the programme to help student-teachers to be able to cope with the tensions encountered. One of the main changes we introduced was inclusion of former PROMETE students in an advisory capacity for the students of PROMETE. These students belong to seventh and eighth semesters and could do their professional practice in this scheme (see 2.4.3). The advisors attend the primary schools every day to offer help and advice to the PROMETE student-teachers. There are other changes related to the way the clinics were held to be of more help for the student-teachers as well.

The third thing I learned as a practitioner researcher was that by analysing the reflective documents in-depth, I had a better understanding of my PROMETE student-teachers, helping me become more empathetic. I now understand how much they can be emotionally affected by the harsh context of their young learners as well as the tensions they encounter in their practice.

The fourth thing I learned as a researcher is that I am able to help my BA students in the undertaking their own practical research. I can help them make sense of the things they want to study, as well as to tutor them within this process.

The fifth thing I learned, even though, I am not a trainer of PROMETE at the moment. The classes I teach are related to basic materials design and alternative materials design. Thus, my knowledge of what student-teachers will need for PROMETE has helped me make the necessary adjustments and inclusions to this class to help them be better equipped by the time they start PROMETE.

As an end note, despite the COVID-19 lockdown. PROMETE continues to operate under very different circumstances but having at its core the 'real' practice of student-teachers. At the moment student-teachers are working on creating asynchronous and synchronous on-line classes for the young learners from the same public primary schools. However, these classes are limited to the children who manage to have access to the necessary electronic devices. Seeing how PROMETE has managed to survive even under the difficult circumstances of this pandemic makes my heart feel lighter. As I am part of the team of teachers who conceived and set in motion PROMETE back in 2006.

The following subchapter presents an overview of the study.

7.5   Thesis overview

The thesis is comprised of seven chapters. The first chapter introduced the background of the study, presents the research context in which the study takes place, identifies the study within the theoretical background to be able to identify the research gap the study aims to address. It presents the research rationale as well as the research aim and questions that will guide it. The chapter ends with the thesis layout.

The second chapter presented a comprehensive summary of the theoretical research related to the topic at hand and which serve to justify this study. It also introduced the themes behind initial teacher education which helped establish professional identity development by means of reflective practice. This chapter thus, included a discussion about the trends in education derived from the identification of the different challenges that teacher education encounter around the world. The trends are seen as the strategies that these teacher education programmes undertake to try to overcome those challenges. Then this chapter went on to discuss in more depth three main trends: professional development of pre-service teachers, reflective practice, and the practicum or teaching practice. These three topics are the focus of this study. The chapter finished with an overview of the same.

The third chapter looked at the research behind communities of practice and identity. The chapter begins with the discussion of communities of practice in relation to the learning process. This discussion includes aspects such as meaning, community, identity, practice, as well as the acknowledgement of the critiques to Wenger's Social Theory of Learning (1998). Then it presents professional identity of teachers as a concept. Then it moves to describe three views related to identity development posed by different authors. After that, the statement of six principles behind the identity development observed within a teacher education programme were presented. It concluded with twelve tensions within professional identity development, identified

and inferred from the literature, which teacher education programmes try to overcome. The chapter finished with an overview of the same.

The fourth chapter was about the definition of the PROMETE programme. This chapter included the definition of the type of practicum it is. It also included a description of the background of PROMETE. It is followed by the definition of the way PROMETE is run, including its two phases. Then the features of PROMETE as a presumed community of practice are presented. The chapter finished with an overview of the same.

The fifth chapter defined the research design and the methodology. The chapter begins with an explanation of the research question focus. This is followed by the definition of the research paradigm including the research approach and the research strategy. Then it presents the research design which includes the role of the researcher and the data collection timeline; the definition of the research instruments; the type and the amount of data collected, the link between the research instruments, research strategy, and research questions; as well as the selection of the participants for the study. After that, the research analysis strategy is presented. This segment includes: coding analysis and N-vivo as analytical tools; general coding procedures, general data analysis process, the main codes and the specific codes used; using meaning, community, and practice themes as a lens; ending the segment with the intricacies of the coding data analysis process: variable, repeated, and orphaned codes. The following segment refers to the credibility of the case study. This segment is followed by the ethical considerations taken into account. The chapter ends with an overview of the same.

The sixth chapter refers to the five individual cases or the stories of student-teachers. This chapter includes the learning story of *Mo,* followed by the learning story of *Is,* then the learning story of *Ed* is presented*,* followed by the learning story of *Fl,* then the learning story of *No* is presented. These learning stories are crossed-analysed within the summary of the chapter.

Fianally, the seventh chapter included the conclusions of this thesis. The chapter is divided in the significance of the study; followed by the limitations of the same; then there is a discussion of the further research as a possible follow up to this study; then, there is a reflection based on my personal learning; concluding the chapter with an overview of the whole research project presented in this thesis.

Appendix A**Overview of General Teacher Education Studies**

	General	Focus	Context	Research Type	Data Collection	Results	Limitations
Pre-service general teacher education	**Understanding teacher identity: an overview of issues in the literature and implications for teacher education** Beauchamp & Thomas, 2009	General teacher education. Pre-service teaching practice is the starting point for professional identity development and that identity is at the core of the teaching profession. The role of reflection within professional identity development.	Not stated	Literature review	No data	The article mentions the importance of professional identity development at a pre-service level.	It does not provide any comprehensive description of or about different 'identities'. It is not based on empirical research but rather on literature research. Thus, it can be said that these authors did not put into practice any of the things discussed here.
	The development of student-teachers' professional identity Lamote & Engels, 2010	General teacher education. Identity development is crucial in learning about teaching and these students' identities should be considered when planning and implementing a teacher preparation programme	Three-year course in secondary education teaching at bachelor level in Belgium	Quantitative empirical research focusing on student-teachers' perceptions of their identity development.	Questionnaire using a Likert scale applied two times on the course of a school year to three different cohorts.	This study allowed the authors to compare the level of identity formation of the student-teachers enrolled in the different years.	They recognized the need of a longitudinal study in order to describe identity development.
	Finding myself as a teacher: exploring the shaping of teacher identities through student-teachers' narratives Anspal, Eisenschmidt, & Löfström, 2012	General teacher education. The identity development among student-teachers	Five-year integrated teacher education programme in Estonia	A qualitative study	Narratives based on written stories about themselves as teachers today. 38 students participating on the study from different study years (1 to 5). All 38 narratives were analysed through an inductive content analysis, where narratives from the same cohort were grouped and then analysed to identify common themes and patterns attributable to professional identity development process at a particular stage of their teacher education process. Then, one case was selected to be analysed through an in-depth thematic analysis to exemplify the emergence of teacher identity.	First, the practice periods have a big influence in identity development. Second, the phases of identity development encountered are similar to the ones encountered in prior research, i.e. the focus shifts, first, from being oneself the main concern, to having the correct methods and skills, to finally worry about pupils' learning.	It was a voluntary and anonymous participation; therefore, they had no way of checking possible interpretations to the writings, decreasing reliability of researchers' interpretations. Because they found a pattern in identity development, that responded first to idealism, then to reality, and finally to consolidation, it is necessary a longitudinal study to test the stability of such a pattern.
	Theorising how student-teachers form their identities in initial teacher education Atkinson, 2004	General teacher education. To find out the forming of student teacher identities in initial teacher education	Student-teachers their Postgraduate Certificate in Education (PGCE) London, England	A qualitative research	Students'' narratives of school experiences; these narratives were centred on issues that confront student-teachers as they learn to teach	By using tools of reflective practice student-teachers are able to become effective practitioners, i.e. their imagined identity becomes their practice identity.	Two inferred limitations of this study is the length of the study as well as the confusing results presented by the same.
	The teacher I wish to be: exploring the influence of life histories on student teacher idealised identities Furlong, 2013	General teacher education. The study of the influence that life histories and apprenticeship of observation have on the formation of student-teachers idealised identities.	Entrants to a Post Graduate Diploma in Primary Teacher Education in Ireland	A qualitative exploratory study	15 student-teachers, which uses a strong life history bias in the form of semi-structured interviews. A short questionnaire to help the researcher compile a database of the student-teachers within the course.	There is a tension between a traditional and a progressive view of teaching. On one side, the traditional view where the author found that it is centred almost exclusively on an apprenticeship of observation where teaching is viewed as rigid, didactic, and the teacher is in control. On the other side, the progressive view of teaching which is centred on both atypical teaching and learning experiences student-teachers had, and the apprenticeship of observation. Teaching is based on what student-teachers wish to be; that is, informal, communicative, and most importantly facilitate children's learning. Another finding of this study is that student-teachers have an idealised identity which is conformed by the combination personal characteristics; being caring, warm, and approachable but at the same time being firm and in control. Finally, the author states that student-teachers enter a teacher education programme with their lay theories shaped by their life histories.	The length of the study

Beginning student-teachers' teacher identities based on their practical theories. Stenberg, Karlsson, Pitkaniemi, & Maatanen, (2014).	General teacher education. First year student-teachers' identities based on their practical theories.	First year Finnish student-teachers	Empirical study	71 practical theories of first year student-teachers. The practical theories were collected as follow: student-teachers were asked to write explicitly about the practical theories which guide their teaching and schoolwork.	Student-teachers' identities are related to; firstly, didactical issues that help promote the learning and studying processes in learners and, secondly to the moral nature of teaching. Interestingly, the contextual issues related to school, society, matters related to the content or the curriculum had little representation on the practical theories of student-teachers.	Choice of data collection, that is, they collected each practical theory by means of a single statement making an in-depth analysis of the data impossible.

Appendix B **Overview of In-service General Teacher Education Studies**

	General	Focus	Context	Research Type	Data Collection	Results	Limitations
In-Service General Teacher Education	Professional identity tensions of beginning teachers Pillen, Beijaard, & den Brok, 2013a	General teacher education. The authors state that tensions are the struggles derived from the teacher as a person and the teacher as a professional; these tensions tend to oppose teachers' feelings, values, and beliefs; it is then important for teachers to recognize these tensions in student-teachers.	Three different teacher education institutes in the Netherlands: one institute for primary education, one for general secondary education and one for secondary vocational education. Final-year student-teachers and first-year in-practice teachers who had graduated the year before were asked to participate.	An exploratory qualitative study	Interviews conducted to 24 trainees, transcribed verbatim	Authors were able to identify 13 different tensions. This article is the basis for the identification of professional identity tensions in student-teachers.	Authors recognize the need for deeper studies with larger samples and the inclusion of in-service teachers as well.
	Tensions in beginning teachers' professional identity Pillen, Beijaard, & den Brok, 2013b	General teacher education. The authors state that is important to have an understanding of the professional identity tensions experienced by beginning teachers so that they are able to get the support they need to be able to overcome them.	Final-year student-teachers and graduates (first-year in-practice teachers, who had graduated during the previous year) from eight teacher education institutes in the Netherlands: five for primary education, two for secondary education and one for vocational education.	A quantitative study	A questionnaire was conducted with 182 student-teachers during their professional identity development stage, in order to identify the strategies, they have employed to cope and overcome the tensions encountered by means of analyzing the data as frequency distribution.	Three main results were found through this study. 1. Results showed that the three main tensions encountered were: 'wanting to be a friend to students but expected to be tough'; 'wanting to have a private life but being expected to spend a lot of time at work' 'the conflict that arises from their own view and others view of teaching and learning'. 2. the notion that beginning teachers often mentioned negative emotions when dealing with tensions. 3. Beginning teachers prefer problem-focused strategies to emotion-focused strategies when dealing with tensions.	The authors recognize that the usage of a questionnaire to find out about the coping strategies to overcome the tensions encountered by student-teachers did not provide in-depth information; they also suggest a longitudinal study to see if these tensions are overcome by student-teachers as they gain more experience.
	Beginning teacher attrition: a question of identity making and identity shifting Schaefer, 2013	General teacher education. Aattrition in student-teachers or beginning teachers is related to two different things; teacher identity making and teacher identity shifting	Canada	Qualitative study	Autobiographical narrative inquiry. The author used his own narratives as a basis for identifying the reasons for attrition in student-teachers, he started his study with the notion, in concordance with existing literature, that teacher attrition is related to both; the teacher as an individual and the teacher within a context.	He concludes by stating that it if we want to see teachers' stories in a different way we must frame those stories as identity making and identity shifting.	An inferred limitation of this study is that it is based on the experience of a teacher educator narrating his stories about when he was a beginning teacher.
	Student-teachers' professional identity formation: between being	General teacher education.	Beginning teachers who recently graduated at several teacher education	This is an empirical study using a multiple theoretical approach.	A questionnaire using a Likert scale to refer to three variables in professional identity development; teacher efficacy, professional orientation, and teaching commitment. They use a hierarchical regression analysis to explore professional identity by means of the influence of	Teacher education programmes are important predictors of the self-efficacy, commitment, and professional orientation of beginning teachers. Also that self-efficacy and professional orientation are	The authors recognize that the limitation of the study were the methods used to gather the data and that the data was collected retrospectively; they suggest that a study is needed where professional identity is explored at the beginning, during the

| | born a teacher and becoming one.

Schepens, Aelterman & Vlerick, 2009	Beginning teachers' identity formation through the tension derived from two points of view; being born a teacher and becoming a teacher	institutions in the Flemish Community (Belgium)		demographics and personality traits, context variables, and teacher education variables in the formation of this identity.	related to how well student-teachers feel prepared for entering the teaching profession.	middle, and at the end of a teacher education programme.

Appendix C   **Overview of English Language Teacher Education Studies**

		General	Focus	Context	Research Type	Data Collection	Results	Limitations
English Language Teacher Education		Becoming "black lambs" not "parrots". A poststructuralist orientation to intelligibility and identity. Golombeck & Jordan, 2005.	TESOL Describe ways in which international speakers of English can assert their identities as legitimate teachers of English	Student-teachers in Taiwan	Comparison of two case studies	Texts of the student-teachers' reaction papers as a response to articles that challenged the native speaker myth and complemented with the transcribed interviews conducted with both student-teachers.	Student-teachers have "multiple and conflicting identities as legitimate teachers of English" (Golombeck and Jordan, 2005, p. 513). These student-teachers were able to create a new identity aided by the linguistic resources within the course's readings.	One inferred limitation of this study is that it equates identity as a teacher of English to just one aspect of English teaching education – native-like pronunciation – leaving out other aspects that conform professional identity formation. Another limitation is that it is the comparison of just two case studies based on two instruments within a short period of time.
		Learning to become a second language teacher. Identities-in-practice Kanno & Stuart, 2011	ESL The authors of this article assume that there is a student identity and a teacher identity; therefore, when student-teachers are learning to teach their student identity is transformed and shaped as a teacher identity by this learning-in-practice experience.	Recently graduated teachers of a Master of Arts for Teachers of English to Speakers of Other Languages program on their first teaching position in US	Longitudinal case study (1 year)	Interviews, teaching journals, stimulated recalls, classroom observations, video tapings of classes, and documents from two teachers	As the year progressed novice teachers were able to "negotiate their relationship with students, learn to use teacher authority effectively, and eventually become L2 teachers" (Kanno & Stuart, 2011, p. 249). This transition is neither automatic nor easy but that there is a direct relationship between teacher identity and classroom practice.	An inferred limitation of this study is that although, this article mentions consistently different "identities" in novice teachers the authors do not really define them within the article
		Furnished imagination: The impact of preservice teacher training on early career work in TESOL Kiely & Askham, 2012	TESOL To "understand the impact of a short SCLT course in terms of how well it prepared teachers to work in TESOL" (Kiely & Askham, 2012, p. 515).	Recently graduated students from the Trinity College London (TCL) Certificate of TESOL	Impact study	27 novice teachers. The study was conducted by means of telephone and skype semi-structured interviews using Kvales's (1996) approach to this type of interviews.	The authors suggest that identity is the range of dimensions that distinguish a teacher as a professional: "it involves an understanding of *doing* teacher, rather than just *being* teacher" (p. 502). The results show that these novice teachers have a positive learning experience on the course they undertook, establishing teaching confidence and an understanding of what TESOL work is all about.	A study using as subjects the graduated students from a short TESOL course
		'Four years on, I'm ready to teach': teacher education and the construction of teacher identities Trent, 2011	ELT article explores how six pre-service teachers constructed their identity as teachers	Preservice English language teachers in Hong Kong	Qualitative study	In-depth semi-structured interviews to collect data, these interviews were conducted right after they finished their BEd and before they got their first teaching job.	The author found out that a contradiction exists between what the literature seems to argue in relation to the flexible nature of identity construction and the results from the participants' interviews who held rigid views about teaching and the way they perceive other teachers.	The length of the study
		Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China Xu, 2012	ESOL To understand the transformation that ESOL novice teachers undergo during their novice teacher years in relation to their professional identity.	ESOL novice teachers in China	Longitudinal case-study (three years)	Four novice teachers 64 unstructured interviews seeking to hear about the experience during those three years through the novice teachers' comments and understandings; the second source of data was 217 journal entries where the feelings and reflections about the life as a novice teacher were recorded; and the third source of data were notes taken from 26 classroom observation sessions where novice teachers expected comments about their teaching.	The results of this study suggest that it is necessary perseverance and agency from the novice teachers in order to have a positive professional identity evolution as a teacher. In this study three of the four teachers had their imagined identity collapse under the pressure of the real teaching context and only one was able to have a positive evolution.	

Appendix DTeaching Log Instructions

TEACHING / LEARNING LOG

Keeping a teaching/learning log is a valuable way of developing your knowledge of teaching and learning, and of looking at yourself as a learner as well as a teacher. It is also a helpful way of recording significant material on a course.

> On this course we will be using excerpts from our learning logs when we carry out reflective writing for your Portfolio assessment. It is important to have materials to work with from your learning log.

What Do I Do?

⟹   Create a special place in which to make your learning log

⟹   Keep your log after each class you deliver. It may be useful to do your log at a particular time in order to gain some insight into rhythms of activity. (It may also help you to remember to do it!)

⟹   Remember to write the date of each entry as well as the number of the lesson plan you delivered that particular day.

⟹   Spend about 20 minutes on each entry (you could spend more if you wanted).

⟹   Write about whatever seems important to you to reflect on your experiences as a teacher and as a learner. In order to prompt you in the first few entries, you might want to write responses of a few lines each to the following questions. You might also want to choose just one of these questions to answer if that helps you get started.

- What have I learned about myself as a teacher today?

- What have I learned about my emotional responses to teaching?

- What were the low points of the period's learning?

- What learning tasks and activities did my students respond to most easily?

- What learning tasks gave them the most difficulty?

- What was the most significant thing that happened to me as a teacher?

- What learning activity or emotional response most took me by surprise?

- Of everything I did in my teaching, what would I do differently if I had to do it again?

- What do I feel proudest about regarding my teaching?

- What do I feel most dissatisfied with regarding my teaching/learning activities?

Don't worry if your answers seem to overlap. Do try to write something, however brief, on each question. (Even noting that there were no emotional highs and lows tells us something about ourselves as teachers/learners and the conditions under which we teach and learn.)

Appendix E **Reflective Writing Instructions**

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Reflective Writing

INDIVIDUAL Reflection based on your Teaching Practice Experience.

Based on your learning log entries every five classes you will write a reflective piece of writing which should include the following:

- A description of the three most important and positive moments/situations within your teaching practice experience during the previous five classes. Elaborate.
- A description of the two most worrisome moments within your teaching practice experience during the previous five classes. Elaborate.
- Write an action plan related to the things you will do differently during the next five classes.

NOTE: The last three aspects of your final reflection should amount to no more than 500 words.

This final reflection can be done in English.

To help you write your reflective writings you must take into account the following:

Questions we ask ourselves

Here are some suggested questions which you as a student-teacher may ask yourself to assist in the process of reflection.

Analyse the questions against the perceptions we have recorded on your teaching log. Identify links between the questions and the things you have recorded on your teaching log.

1. What
   - is the purpose of returning to this situation?
   - exactly happened, in your own words?
   - did you see? Did you do?
   - was your reaction?
   - do you see as the key aspects of the situation?
2. So what
   - were you trying to achieve?
   - were the reasons for the way you responded?
   - beliefs and values influenced your actions?
   - assumptions did you make?
   - were your feelings at this time?
   - knowledge did or should have informed you?
3. Now what
   - are the implications for you, and those involved?
   - needs to happen to alter the situation?
   - happen if you decide not to alter anything?
   - might you do differently if faced with a similar situation again?
   - would be the consequences of alternative actions for yourself? others?
   - information do you need to face a similar situation?
   - have you learned from this exercise?

Suggested Steps for Getting Started on Reflective Writing
(Adapted from: "Reflective Journal " Anglia Polytechnic University, Student Services website)

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Appendix F **Reflective Initial Expectations Letter Instructions**

Writing your Expectations Letter

<u>Introduction:</u> This activity will help you clarify your stand within Teaching Practice

Activity 1

Instructions: Individually answer the following questions

1. How do you feel about participating in Teaching Practice?

2. What are you expectations regarding Teaching Practice? (Write at least five)

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-
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3. What do you think are the expectations FLEX has regarding your work in Teaching Practice? (Write at least five)

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-

Activity 2

Based on the previous discussion:

- Write a 250 word letter of expectations
- The letter should be written to yourself, in other words using a reflective style
- You need to write about the things you expect to achieve as a result of planning and preparing your teaching practice.
- You need to write about the things you expect to achieve as a result of teaching.
- You need to write a reflection about the things you see as your strengths giving reasons for them.
- You need to write a reflection about the things you see as your weaknesses and the things you plan to do to overcome them.
- Write a closing statement.

   Note: The letter of expectations should be included in your portfolio within section II

Appendix G **Reflective Mid-Term Letter**

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Mid-practice reflection: response to original expectations letter

As final assignment for teaching practice I, write a response to your original expectations letter (the one you wrote at the beginning of the semester before you started your teaching practice):

To help you in this task, here are a few pointers:

- Read your original expectations letter and identify the key aspects within it.

- Describe the things you feel have accomplished during this semester.

- Describe the things that are still a challenge for you as a teacher.

- Define something you will do different next semester.

This mid-practice reflection should be included in your portfolio

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Appendix H   **Reflective Final Rendition of the Teaching Practice Experience**

Final Rendition

As final assignment for the two teaching practice cycles, write a reflective letter in which you give answer to the following statements:

- Think back about your goals or expectations in teaching (you should have at least five) prioritize them and write a rationale for each one of them. Include information regarding whether you have achieved them or not, and what you plan on doing next semester.

- Think about three instances where you connected theory to practice within your practicum. Explain which theory and write about those connections.

- Describe at least three examples of how you have learned from your teaching practice.

- Identify your weaknesses by setting goals for further development.

- Explain how you have learned to respond to students.

- Clarify how your view of teaching resembles and differs from that of others.

- Discuss how you have collaborated with colleagues.

Once you have completed this letter add it to your portfolio and get a final review appointment!

Appendix I   **Semi-Structured Interview Guide**

Semi-Structured Interview Guide

This interview is aimed at the student-teachers within the longitudinal study, who have finished their teaching practice period, and are now working as language teachers. The objective of this interview is to find out how they perceive their professional identity development from the beginning of the teaching practice to now and how helpful this practicum has been for such development.

Main questions	**Backup notes for interview**
1. What language do you prefer to use for this interview? English or Spanish?	
2. Describe briefly where are you working now, and when you started working	What age group are you currently teaching?
3. When you first started PROMETE how did you see yourself as a teacher?	
4. During PROMETE, what were your major challenges?	How did you feel about them?
5. How did you overcome them?	Refer to the challenges and try to get subject to elaborate
6. During PROMETE, what were your major accomplishments?	How did you feel about them?
7. At the end of PROMETE how did you see yourself as a teacher?	Ask elicitation questions as to get subject to elaborate
8. Now, how do you see yourself as a teacher?	Ask elicitation questions as to get subject to elaborate
9. In what ways did PROMETE help you – or not – achieve this?	Ask elicitation questions as to get subject to elaborate

Appendix J **Quotes from different sources in reference to MEANING**

J.1   **Quotes from the reflective initial letters of expectations in reference to meaning**

Main code	Specific code	Mo	Is	Ed	Fl	No
Context	Public Education					
	Class teachers					
	Parents					
Purpose	Lesson planning	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [30,62% Coverage] Reference 1 - 30,62% Coverage I'm writing to you today cause I want to be crystal clear of what I need to do to get in good shape to the finish line of this semester of the Teaching Practice class, I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners , I expect to overcome any problem that I may have when I teach my class, I expect to achieve a good grade and a good and unforgettable journey that this semester promise to me		<Internals\\ED\\Ed Initial letter> - § 1 reference coded [4,39% Coverage] Reference 1 - 4,39% Coverage I hope my lessons work properly for the students and they have fun at the same time they are learning.	<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [15,13% Coverage] Reference 1 - 15,13% Coverage my Teaching Practice I just want to feel at the end that I develop a lot my teaching and preparation classes. This with the objective that at the time of graduate and get a job it can be easily to me to plan a class and been in front of one too. Just say to my head this will be the best experience and show what I have because this is the moment where I can show my abilities at the time of teaching.	<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [9,35% Coverage] Reference 1 - 9,35% Coverage I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience
	Attitudes	<Internals\\MORA\\Mora initial letter> - § 3 references coded [57,21% Coverage] Reference 1 - 30,62% Coverage I'm writing to you today cause I want to be crystal clear of what I need to do to get in good shape to the finish line of this semester of the Teaching Practice class, I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners , I expect to overcome any problem that I may have when I teach my class, I expect to achieve a good grade and a good and unforgettable journey that this semester promise to me	<Internals\\ISEL\\Isel initial letter> - § 3 references coded [46,44% Coverage] Reference 1 - 20,57% Coverage Participating in teaching practice makes me have a lot of mixed feelings. I do not like not knowing what to expect and going into a classroom as the actual teacher makes me feel nervous but at the same time anxious I expect to overcome any obstacle that might come up during my teaching practice Reference 2 - 16,25% Coverage As everyone who knows me it is not a secret I am not very patient person but I	<Internals\\ED\\Ed Initial letter> - § 4 references coded [39,91% Coverage] Reference 1 - 5,07% Coverage A teacher always expect the best from the students as the students always expect him to give the best in the classroom. Reference 2 - 11,56% Coverage I expect to have fun and a good experience with the students that make myself proud to share with all my family and friends, as well as acquiring my first experience that will	<Internals\\FLOR\\Flor initial letter> - § 3 references coded [46,67% Coverage] Reference 1 - 20,25% Coverage I regard in my Teaching practice are: that I have a great experience and learn a lot from students; that at the end of my teaching practice I am really sure that teaching in front of a class is really my thing, mostly with children; the children will be happy because they learn what they have to learn in English with the activities I make for them; I can develop my abilities of creativity at the moment of	<Internals\\NOEMI\\Noemi initial letter> - § 3 references coded [24,44% Coverage] Reference 1 - 9,27% Coverage Take a deep breath and relax, remember that this really is (hopefully) the hardest part. I have been looking forward to this semester since I entered FLEX. It's time to put everything I have learned into practice and make use of all this planning. Reference 2 - 4,73% Coverage I need this teaching experience to prove to myself that young learners offer an incredible opportunity to expand my creativity

		Reference 2 - 11,43% Coverage I think my patience, my good mood, my way to simplify things and my sensibility are good examples of the strengths that will help me to get to the love and attention of my future students Reference 3 - 15,16% Coverage I need to be patient and understanding when it comes to kids, the mood that you always bring to the classroom is contagious so you better wake up every day with the right foot, I need to teach with apples and I need to feel connected to my students	hope that my teaching practice will help change that. To end my list of expectations in my teaching practice I definitely expect to become a great teacher Reference 3 - 9,62% Coverage I cannot wait and see how I am going to do as a teacher, if I am going to be good or bad, I will just have to wait and see how that goes.	be helpful when I graduate and I start applying for jobs at primary schools or any other level. Reference 3 - 14,07% Coverage I would say the experience is the most important of them due to this will be the first time I stand in front of a real class, real students and with me being the real teacher and to get over the inexperience I will apply all I have learned in my last courses as "Teaching Methods" to make myself noticed as an experienced teacher. Reference 4 - 9,21% Coverage the best way to get over the "I do not talk much" problem is to relax before the class and be more confident, I mean, I will totally be myself during the class and I will act as if the students were my acquaintances.	giving a class, by being always creative and innovative and finally that my ability of making lesson plans be easier that before. Reference 2 - 11,52% Coverage I see that my strengths are that I am very creative. I like to have variety in my lessons by doing by doing handicrafts things. Mostly with little children. I can get well with children. I am hard working and good listener. I can get easily get adjust to work and people. I am very responsible and punctual Reference 3 - 14,90% Coverage about my weaknesses I do not know if I been perfectionist is a bad thing or not. I like to have everything in the right way because if not I do not feel good with myself. It's difficult for me to express what I feel by speaking. Although I can overcome them by thinking first and be clear with my ideas in my head. And analyze what I really want to express at the moment of presenting something.	Reference 3 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.
	Skills			<Internals\\ED\\Ed Initial letter> - § 2 references coded [18,93% Coverage] Reference 1 - 6,61% Coverage my language level is good e3nough for the level I am going to be teaching to, I hope I can correctly answer all the vocabulary questions the students ask. Reference 2 - 12,32% Coverage I consider my voice as a strength for teaching due to we all know that teachers need to speak clear and loud, but when presenting short lesson plans in some classes last semester I was told that I have worked on my voice; I mean, that I speak louder in front of people now that I used to.	<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [15,13% Coverage] Reference 1 - 15,13% Coverage my Teaching Practice I just want to feel at the end that I develop a lot my teaching and preparation classes. This with the objective that at the time of graduate and get a job it can be easily to me to plan a class and been in front of one too. Just say to my head this will be the best experience and show what I have because this is the moment where I can show my abilities at the time of teaching.	<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [3,75% Coverage] Reference 1 - 3,75% Coverage I know I have my strengths. I know I am creative, I love planning and I enjoy making lessons dynamic
	Children's learning			<Internals\\ED\\Ed Initial letter> - § 1 reference coded [4,52% Coverage] Reference 1 - 4,52% Coverage		<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [7,02% Coverage] Reference 1 - 7,02% Coverage

Young learners					I expect to get over them as soon as possible for when I am teaching, my students may trust in the teacher		I need to remember that this is about teaching, something I know I love. Hold on to the love you have and remember that despite all the pressure and deadlines, have fun with the students
	Relationship	<Internals\\MORA\\Mora initial letter> - § 2 references coded [26,59% Coverage] Reference 1 - 11,43% Coverage I think my patience, my good mood, my way to simplify things and my sensibility are good examples of the strengths that will help me to get to the love and attention of my future students Reference 2 - 15,16% Coverage I need to be patient and understanding when it comes to kids, the mood that you always bring to the classroom is contagious so you better wake up every day with the right foot, I need to teach with apples and I need to feel connected to my students	<Internals\\ISEL\\Isel initial letter> - § 2 references coded [29,85% Coverage] Reference 1 - 19,18% Coverage I am well aware that there will be hard times in where I am going to want to go crazy but I am pretty sure I am going to be able to go through it. I also expect to earn my students respect in class because without that in my personal opinion my classes will be a total chaos. Reference 2 - 10,67% Coverage I would like to earn is my students trust so they can feel comfortable when they are in class which will also help them when it comes to their learning.			<Internals\\NOEMI\\Noemi initial letter> - § 2 references coded [13,48% Coverage] Reference 1 - 6,46% Coverage remember that it's about the children. I hope to get some insight into working with young learners and get rid of all my preconceptions about how awful dealing with kids is Reference 2 - 7,02% Coverage I need to remember that this is about teaching, something I know I love. Hold on to the love you have and remember that despite all the pressure and deadlines, have fun with the students
Behaviour	Classroom management					<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [4,58% Coverage] Reference 1 - 4,58% Coverage I have everything lined out. I know how I will be managing my class, what I will be teaching and how I will be teaching it
	Discipline problems		<Internals\\ISEL\\Isel initial letter> - § 1 reference coded [19,18% Coverage] Reference 1 - 19,18% Coverage I am well aware that there will be hard times in where I am going to want to go crazy but I am pretty sure I am going to be able to go through it. I also expect to earn my students respect in class because without that in my personal opinion my classes will be a total chaos.			
	Routines					
	Attention getters					
	Discipline plan					

J.2 Quotes from the reflective mid-term letters of expectations in reference to meaning

Main code	Specific code	Mo	Is	Ed	Fl	No
Context	Public Education					
	Class teachers			\<Internals\\ED\\Ed Mid term letter\> - § 1 reference coded [11,14% Coverage] Reference 1 - 11,14% Coverage there was this time when we barely arrived to the classroom and the main teacher asked to children "To finish the class, how do you say this color in this color in English (pointing out to a black balloon) and they answered correctly, that time I felt my partner and I had been teaching good.		\<Internals\\NOEMI\\Noemi mid term letter\> - § 1 reference coded [3,93% Coverage] Reference 1 - 3,93% Coverage I did not go out of my way to try and impress others, I feel that we did make a good impression.
	Parents					
Purpose	Lesson planning	\<Internals\\MORA\\Mora mid term letter\> - § 2 references coded [43,39% Coverage] Reference 1 - 10,54% Coverage we learned what we have to know to plan a good class and most importantly, we made a difference in their lives Reference 2 - 32,85% Coverage I know we need to work a lot more but that will do in the next semester so you better be ready to perfect our teaching technique and do all the adjustments we need to do to have a better classroom management and solve all the problems we still have to solve and prepare ourselves mentally to overcome any other little rock that gets in our way		\<Internals\\ED\\Ed Mid term letter\> - § 1 reference coded [10,76% Coverage] Reference 1 - 10,76% Coverage I think most of the things I wanted to achieved during the course I did, the things I did not, I will work on them, the one that interest me the most is about the lesson plans but since we already know the students fortunately we would plan better for their needs and their learning.	\<Internals\\FLOR\\Flor mid term letter\> - § 3 references coded [29,92% Coverage] Reference 1 - 12,76% Coverage Everything my students did I enjoyed it with them. For example, I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring. Reference 2 - 9,83% Coverage our class helped us because luckily we had a great class. When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level. I think I applied all I learned in the previous terms and during this course. Reference 3 - 7,33% Coverage	\<Internals\\NOEMI\\Noemi mid term letter\> - § 3 references coded [26,18% Coverage] Reference 1 - 10,43% Coverage With my first thirty lessons at a close, I have to say I was right about the planning process. It was the worst of the experience as far as stress goes. The time spent during that time was well worth it, as it truly did make the teaching experience easier Reference 2 - 6,13% Coverage I felt that I used everything I learned , and even made adjustments as the course went on and we acquired more knowledge and ideas for the classroom Reference 3 - 9,61% Coverage We constantly discussed what new things to bring for them, or how else we could introduce lessons. I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting

					Being perfectionist I could see that this was not really a weakness instead for me it was something to be more carefulness when choosing the correct activities to work with our students	
	Attitudes	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [20,59% Coverage] Reference 1 - 20,59% Coverage we enjoyed every single day of this journey, the next one is that we learned from our mistakes, the next one is that we constructed a very strong and awesome relationship with our little beautiful persons (students)	<Internals\\ISEL\\Isel mid term letter> - § 3 references coded [50,90% Coverage] Reference 1 - 12,77% Coverage I am proud to say that I think my teaching experience went pretty well. It was not perfect obviously I had ups and downs but I was able to go through them. Reference 2 - 16,28% Coverage It was hard sometimes to give the class when the students were to hyper but with patience I was able to get thought that. It was easy to get along with my students because they are all very friendly. Reference 3 - 21,85% Coverage I had control over the classes while giving them and my students showed respect since day one. I am very thankful to have the students that I do and to see that they enjoy having an English class. I hope that next semester goes even better with these wonderful kids.	<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [21,59% Coverage] Reference 1 - 21,59% Coverage In addition, to be honest I do not consider my lesson plans as fun as children expected to be due to sometimes there were too many worksheets in a class which children found most of the time boring except if they were coloring worksheets, we did have fun but I think I needed more creativity and games when lesson planning and that is what I will work for the next thirty lesson plans so I would say this was one of the lowest points. Despite that I felt proud of what I did and I think I will be sharing this experience with many people but I will work on improve it.	<Internals\\FLOR\\Flor mid term letter> - § 6 references coded [47,84% Coverage] Reference 1 - 9,47% Coverage I have to say that giving classes during this semester was wonderful. Definitely I accomplished all my expectations I said at the beginning of the course. I learned a lot at being for a long period in front of a class and I really like it. Reference 2 - 5,39% Coverage I still maintain what I said in my expectations about teaching English to children. I see that it was really my thing working with kids. Reference 3 - 5,75% Coverage Although I said that I was kind of nervous by doing something wrong or bad I have to say that I grow professionally as same as my partner Noemi. Reference 4 - 7,33% Coverage Being perfectionist I could see that this was not really a weakness instead for me it was something to be more carefulness when choosing the correct activities to work with our students Reference 5 - 4,48% Coverage my patience helped me a lot when working with their level of English in order to help them understand something. Reference 6 - 15,42% Coverage I could say that during this 30 classes passed I completed every expectation I had and know that teaching children is really my thing. I	<Internals\\NOEMI\\Noemi mid term letter> - § 5 references coded [33,01% Coverage] Reference 1 - 9,61% Coverage We constantly discussed what new things to bring for them, or how else we could introduce lessons. I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting Reference 2 - 3,48% Coverage In all honesty, I was no longer thinking about myself in regards of impressing people Reference 3 - 3,76% Coverage My mind was always on our class, on the students. I made sure to arrive looking professional Reference 4 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck Reference 5 - 7,85% Coverage I felt that I completed every one of my expectations. I broke free of my fears and learned how to work with children. I had fun during our classes and even now I feel I have room to learn more

					am pleased that succeed in this course and I hope to be like this semester too. I have fun in every chance I had with our students. I learned more from them when working on their needs as well as winning their appreciation to have me as their teacher.	
	Skills	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [32,85% Coverage] Reference 1 - 32,85% Coverage I know we need to work a lot more but that will do in the next semester so you better be ready to perfect our teaching technique and do all the adjustments we need to do to have a better classroom management and solve all the problems we still have to solve and prepare ourselves mentally to overcome any other little rock that gets in our way		<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [11,17% Coverage] Reference 1 - 11,17% Coverage I decided to work on the voice level because teachers and classmates had told me to work on it due to sometimes they could not listen to me at the back of the classroom. I achieved the experience of monitoring students and moving around talking to children without being nervous or hesitating.	<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [22,59% Coverage] Reference 1 - 12,76% Coverage Everything my students did I enjoyed it with them. For example, I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring. Reference 2 - 9,83% Coverage our class helped us because luckily we had a great class. When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level. I think I applied all I learned in the previous terms and during this course.	
Young learners	Children's learning	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [10,54% Coverage] Reference 1 - 10,54% Coverage we learned what we have to know to plan a good class and most importantly, we made a difference in their live		<Internals\\ED\\Ed Mid term letter> - § 3 references coded [29,08% Coverage] Reference 1 - 10,30% Coverage The first thing I wanted to achieve when I wrote my expectation letter at the beginning of the course without having attending none of the classes with children yet was to transmit all my knowledge to the students which I think I did successfully and let me tell you why. Reference 2 - 6,96% Coverage I consider children got the target knowledge I was to transmit during the course; they were very participative according to what I	<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [28,18% Coverage] Reference 1 - 12,76% Coverage Everything my students did I enjoyed it with them. For example, I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring. Reference 2 - 15,42% Coverage I could say that during this 30 classes passed I completed every expectation I had and know that	<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [9,61% Coverage] Reference 1 - 9,61% Coverage We constantly discussed what new things to bring for them, or how else we could introduce lessons. I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting

				asked every time we had two review the vocabulary. Reference 3 - 11,82% Coverage Students sometimes asked how they would say a word and fortunately I could answer every one the questions and so did my partner, and to have a good voice level when talking to children except when I have sore throat and my partner had to talk during two classes straight, every child would listen to me clearly.	teaching children is really my thing. I am pleased that succeed in this course and I hope to be like this semester too. I have fun in every chance I had with our students. I learned more from them when working on their needs as well as winning their appreciation to have me as their teacher.	
	Relationship	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [20,59% Coverage] Reference 1 - 20,59% Coverage we enjoyed every single day of this journey, the next one is that we learned from our mistakes, the next one is that we constructed a very strong and awesome relationship with our little beautiful persons (students)	<Internals\\ISEL\\Isel mid term letter> - § 2 references coded [28,40% Coverage] Reference 1 - 19,39% Coverage They love to talk about what they do and where they came from. They also showed a lot of interest in where I came from and what I did. I would sometimes talk about that to allow my students to get to know me better and feel comfortable. Reference 2 - 9,00% Coverage Some students immediately knew I was from an English speaking place because of my accent when I spoke English.			<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [13,05% Coverage] Reference 1 - 13,05% Coverage I feel as though we always kept the children in mind. The reflections helped me adapt my lessons and make corrections as we got to know our students. I'm surprised that I really did get rid of my preconceptions. Working with children was not at all as I expected, and our second graders did help me expand my creativity
Behaviour	Classroom management	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [32,85% Coverage] Reference 1 - 32,85% Coverage I know we need to work a lot more but that will do in the next semester so you better be ready to perfect our teaching technique and do all the adjustments we need to do to have a better classroom management and solve all the problems we still have to solve and prepare ourselves mentally to overcome any other little rock that gets in our way				
	Discipline problems		<Internals\\ISEL\\Isel mid term letter> - § 2 references coded [40,43% Coverage] Reference 1 - 18,66% Coverage Most of my students are very respectful and knew when to be quiet and when it was okay to talk. Like all kids sometimes they do not do what was asked but after some warnings they got back to what they were supposed to be doing. Reference 2 - 21,77% Coverage			

				had control over the classes while giving them and my students showed respect since day one. I am very thankful to have the students that I do and to see that they enjoy having an English class. I hope that next semester goes even better with these wonderful kids.		
	Routines					
	Attention getters			<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [11,93% Coverage] Reference 1 - 11,93% Coverage I consider I did not achieve was having the right attention getters to work with the students. There were days where no matter I did to call their attention they would not listen. I would not deny I got stressed those days and all I could do was to speak louder almost shouting to make the students pay attention.		
	Discipline plan					<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [5,19% Coverage] Reference 1 - 5,19% Coverage We had no severe disciplinary issues thanks to our planning, and the classes went smoothly and according to our long term plan

J.3 Quotes from the reflective final rendition letters in reference to meaning

Main code	Specific code	Mo	Is	Ed	FI	No
Context	Public Education				<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [1,56% Coverage] Reference 1 - 1,56% Coverage As same as in the course I am assisting to give my service, they give me a group to be assistant and that was wonderful.	<Internals\\NOEMI\\Noemi final rendition> - § 1 reference coded [2,12% Coverage] Reference 1 - 2,12% Coverage My goal to continue is not just to gain experience however. My goal is to build a good relationship with them so that when I graduate, they'll want to hire me. I am still unsure where I want to work when I graduate, but I figure keeping a foot in the door with the Colegio is a good start
	Class teachers				<Internals\\FLOR\\Flor final rendition> - § 2 references coded [7,67% Coverage] Reference 1 - 3,51% Coverage to continue being responsible and organized with my lessons in order to present a good appearance in every work apply for. I could see that this work in PROMETE also, because the principal of the school told us that we were very responsible and care of the group we had Reference 2 - 4,16% Coverage Sometimes we had some issues of the time we had to start before because sometimes they arrived too late. This happened because the teacher of our group of second grade had first grade also so that was a little issue we had but it was not that much a problem. We could organize ourselves to work well without any delays.	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [5,74% Coverage] Reference 1 - 2,12% Coverage My goal to continue is not just to gain experience however. My goal is to build a good relationship with them so that when I graduate, they'll want to hire me. I am still unsure where I want to work when I graduate, but I figure keeping a foot in the door with the Colegio is a good start Reference 2 - 3,62% Coverage What is strange, is trying to discuss things with classmates. A lot of my friends didn't understand why we took PROMETE so seriously. It was odd, getting that kind of criticism. My classmates viewed PROMETE as just another assignment, an obligation they had to complete. This was the biggest difference between me and my peers. Whereas I viewed PROMETE as a job opportunity and a chance to impress my teachers and the principal of the school, they viewed it as just another school assignment.
	Parents		<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [1,74% Coverage] Reference 1 - 1,74% Coverage I learned in my experience as a teacher was I learned how to talk with parents.			
Purpose	Lesson planning	<Internals\\MORA\\Mora final rendition> - § 2 references coded [4,93% Coverage] Reference 1 - 2,70% Coverage		<Internals\\ED\\Ed final rendition> - § 2 references coded [7,75% Coverage] Reference 1 - 4,46% Coverage	<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [3,18% Coverage] Reference 1 - 3,18% Coverage	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [5,24% Coverage] Reference 1 - 1,27% Coverage

		think outside the box, where we design lots of materials to work with in the classroom to make the learning more fun and effective, wo had to search what kind of activities could we use and with what level Reference 2 - 2,23% Coverage I learnt is that not all the activities work as planned or they just do not work at all, so you better come with a couple of more activities to mix with or to change for		**Motivate.** Children usually hate English classes so it is our duty to engage them in the process of learning a new language. Games usually work well for them, there is a wide variety of games for almost all the most common topics that could be adapted to any age. I think it is also important to reward students that will eventually motivate them to work, candies are good but there are better ways, stars work well for first graders. Reference 2 - 3,30% Coverage During the past classes we have used different methods due to the situations that showed up, I would say **Total Physical Response** was the most common, we had several warm ups where following commands was of the main goals , children would follow correctly this method focuses on the importance of listening comprehension.	I need to be well prepared in order to answer my students any doubt they have as same as getting them more involve in the language and try not to speak them a word in Spanish in order to have them more involve and get accustomed to the language	Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom. Reference 2 - 3,98% Coverage Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don't execute an activity that well because I didn´t have the time to make everything I needed. My goal is to work with a calendar and set reminders for myself in advance, to get me to do things in a timely manner. I really want to stop procrastinating and I think as a professional, I need to learn to do things in advance.
	Attitudes	<Internals\\MORA\\Mora final rendition> - § 5 references coded [17,56% Coverage] Reference 1 - 3,15% Coverage I will be working with older students than children which I am used to work with and this is a very good opportunity to challenge myself teacher and see at the end that I can do whatever a want if I do it with heart. courage and conviction Reference 2 - 1,85% Coverage I learnt a lot about myself as teacher my weaknesses and my strengths things that need to work on to improve and be the teacher I want to be Reference 3 - 3,53% Coverage I learnt is that I am too soft with students and after they know me they know how to get to me and bend me, so I need to work more in being though and not be no to afraid of telling a kid, and this happens because I have a very strong conscience and it gets very loud Reference 4 - 5,27% Coverage talking about the response I have to students, to be honest I had to work on a lot of things, the first one and even if it seems hard to believe, I had to be	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [4,28% Coverage] Reference 1 - 4,28% Coverage I also learned that what one student wants to do the other does not, sometimes it is just so he or she could get the teacher mad and all you have to do is know how to convince the student to work.	<Internals\\ED\\Ed final rendition> - § 3 references coded [11,34% Coverage] Reference 1 - 1,32% Coverage I believe one of the most important things a teacher must do is to share everything a student need to be competent in a language. Reference 2 - 2,91% Coverage **Guide** is what most teachers do with students, they have the knowledge and children must do their job to get it, teacher will be there for the students, every doubt, every comment will be assisted by the teacher, they must take children to the right path which is learning a language. Reference 3 - 7,11% Coverage I have mentioned before children ask so much, so they expect many answers every five minutes, I have always been patient, never showed if I am in a bad mood or something like	<Internals\\FLOR\\Flor final rendition> - § 4 references coded [12,52% Coverage] Reference 1 - 3,79% Coverage I have learned from my teaching practice is to be patient every time. Even more with little children. It is very important to be patient and conscious of what reactions can we have from the students when they are receiving information in another language that it is not their mother language Reference 2 - 2,46% Coverage we need to be very conscious of that and be patient to attend our student's necessities. However I think that patience it is not something I need because I am very patient with my students. Reference 3 - 3,83% Coverage I previous mentioned is to be more strict and capable to follow and respect my own rules and not being	<Internals\\NOEMI\\Noemi final rendition> - § 9 references coded [27,57% Coverage] Reference 1 - 2,96% Coverage With the conclusion of my teaching practice in PROMETE, I have come to learn quite a bit about myself as a teacher. Throughout this school year, my views of teaching have changed as well as some of my goals, short and long term alike. It was a learning opportunity as we implemented a lot of trial and error in the classroom, and I certainly came to realize what some of my strengths and weaknesses are Reference 2 - 2,64% Coverage I begin my professional practice at the Colegio Ingles, my goal is to continue to work with young children. I want to continue to gain experience and learn from my weaknesses. Despite the positive moments throughout PROMETE, I still feel weak when it comes to teaching children. I want to completely lose my reservations and get more comfortable around them Reference 3 - 0,73% Coverage

| | | more open, I am not a very expressive person(talking about feelings) and my students were very open about it, it came so natural and I was not used to that type of affection and I had to work on that, and here I am, I am not that cold anymore

Reference 5 - 3,76% Coverage
Being a teacher is a complicated, challenging and full-time job, since I decided to join the ship I knew it would be a challenge to come to this point and from now on I know what I need to do in order to become the teacher I always wanted to be to make a little difference in the world | | that, teacher must change at the second of entering to the classroom we have to treat children so well so I have always been kind. There is no need in speaking up or getting annoyed during a stress moment, I know how to deal with them, children will always notice when one speaks in a bad mood are is already mad. I respond in the best way with the best face and a happy smile, I even laughed sometimes at their ideas, dreams, comments because they made me happy, even with the most challenging child we would be kind. | so patient or see always a beautiful way to things that aren't. This is why I consider being less patient or less considerate with my students order to obey a rule and to keep a class in calm

Reference 4 - 2,43% Coverage
teaching for everyone resembles in a different way but for me is to be always aware of our students needs as some of us by letting us improve and prepare ourselves to be better teachers. | We learned a lot about admitting when we need help and taking advice from those who have experience

Reference 4 - 4,61% Coverage
I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. It was satisfying to see them greet us with so much enthusiasm. They had a very positive attitude in the class and they appreciated everything we did for them. I learned that not only was a capable of working with young learners, but I actually enjoyed it. It has been the biggest eye opener for me, and I feel this has helped me grow as a person and as a teacher.

Reference 5 - 2,78% Coverage
I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding.

Reference 6 - 2,22% Coverage
Despite everything I have learned, I still have some weaknesses as a teacher. The biggest weakness is laziness. I am not used to giving more time than necessary to a school or to a lesson. It is really hard for me to stop writing, or reading, or playing a game to think about how I can improve a lesson

Reference 7 - 2,11% Coverage
I battled this is setting timers for myself. I work on something, and then I set a timer as personal free time. When it goes off, I dedicate some time to my classes. My goal is to keep this up, until I no longer require the timers and I can work on my own without needing that "break."

Reference 8 - 3,98% Coverage |

						Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don't execute an activity that well because I didn´t have the time to make everything I needed. My goal is to work with a calendar and set reminders for myself in advance, to get me to do things in a timely manner. I really want to stop procrastinating and I think as a professional, I need to learn to do things in advance. Reference 9 - 5,54% Coverage I have had to learn to be cheerful and enthusiastic. Working with kids is rather new for me, and as a person I'm generally sarcastic and dry. This is not appropriate for kids. I had to watch my partner, Flor, a lot and learn from her. At first it was awkward. I saw her high fiving kids, so I would high five them and it felt forced and fake. As time went on, I got better at it. I had to learn to accept hugs and smile more, and I had to learn how to respond to their randomness. I used to give kids weird looks when they started talking about their home life, which would make Flor laugh. With her help, I learned to be more enthusiastic and kind. I really do owe a lot of my growth around kids to Flor, who helped me tremendously throughout the year.
	Skills			<Internals\\ISEL\\Isel final rendition> - § 2 references coded [10,32% Coverage] Reference 1 - 5,37% Coverage I have learned is that you encounter problems that you had no idea can happen to you. For example I did not think I was going to have to work with a special ed students specially because that school is not known for having those type of students. Reference 2 - 4,95% Coverage I know for sure I have is that I need to be more patient as a teacher. I need to learn that the students do not learn as fast as others and I have to explain to others personally so they could understand what is going to be done	<Internals\\ED\\Ed final rendition> - § 1 reference coded [6,18% Coverage] Reference 1 - 6,18% Coverage The next time we told children we had candy for those who worked well, I didn't remember what has happened before, that child finished his work and at the end when he was in line with his worksheet, he asked if he was going to get some, I confirmed and learned that sometimes we have to be strict and realistic with children so they can learn to gain things during a class. Moreover, I have learned to enjoy children, they are magic. No matter what mood I was in, children made		<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [4,89% Coverage] Reference 1 - 2,16% Coverage The most immediate is that I get an elementary level group for my professional practice. I have lots of experience working with teenagers and adults, but PROMETE was my only opportunity to work with young learners. I would like to continue this and gain more practice so I can grow as a teacher Reference 2 - 2,72% Coverage We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off. It was also interesting to have student ask us why we weren't playing as many games or why we weren't doing more fun activities like before?

					They certainly noticed when we slacked off, and I felt incredibly guilty.
		me forget about it as soon as I entered to the classroom, they ask a lot, they have crazy imagination, and they are amazing.			
Young learners	Children's learning	<Internals\\ISEL\\Isel final rendition> - § 5 references coded [19,44% Coverage] Reference 1 - 2,63% Coverage it will be easier for the students and me to get along and easier for them to learn because there will be no disruptions. Reference 2 - 2,22% Coverage to know how to work with kids special needs so I know how to teach them and the best way to help them. Reference 3 - 5,37% Coverage I have learned is that you encounter problems that you had no idea can happen to you. For example I did not think I was going to have to work with a special ed students specially because that school is not known for having those type of students. Reference 4 - 4,26% Coverage I also learned that what one student wants to do the other does not, sometimes it is just so he or she could get the teacher mad and all you have to do is know how to convince the student to work. Reference 5 - 4,98% Coverage I know for sure I have is that I need to be more patient as a teacher. I need to learn that the students do not learn as fast as others and I have to explain to others personally so they could understand what is going to be done.	<Internals\\ED\\Ed final rendition> - § 3 references coded [10,79% Coverage] Reference 1 - 2,85% Coverage The most important goal of teaching is to promote learning. As we know learning takes place in many different contexts and circumstances, every person is capable of learning but the student's desire of learning will be vital to master new concepts, skills and overall knowledge. Reference 2 - 3,48% Coverage I believe one of the most important things a teacher must do is to share everything a student need to be competent in a language. Of course there should be desire from the student in learning another language, if not, teacher should plant the seed in the student in order to get all that knowledge from the teacher and make it significant. Reference 3 - 4,46% Coverage **Motivate.** Children usually hate English classes so it is our duty to engage them in the process of learning a new language. Games usually work well for them, there is a wide variety of games for almost all the most common topics that could be adapted to any age. I think it is also important to reward students that will eventually motivate them to work, candies are good but there are better ways, stars work well for first graders.	<Internals\\FLOR\\Flor final rendition> - § 3 references coded [9,74% Coverage] Reference 1 - 2,93% Coverage same as letting students know how important is to learn a second language. Is some students do not like to learn a second language I will not obligated them to do is just try to let them know how fun and interesting could be. Reference 2 - 2,36% Coverage giving our students input it is very important for them and we can accommodate students to be in a better context where they are surrounded of the second language they are learning. Reference 3 - 4,45% Coverage I have learn how to respond to my students by praying attention to their needs and how to solve those problems or issues by looking for information, following our teacher's advice, by reading, etc. this is necessary to do because if we do not consider their thoughts and needs and we don't do anything, they will definitely will not learn.	<Internals\\NOEMI\\Noemi final rendition> - § 4 references coded [11,58% Coverage] Reference 1 - 1,92% Coverage Throughout PROMETE, we have had various opportunities to connect theory to practice. The first was with the fifth dimension of learning. We have always been rather skeptical about having students write reflections on their work and create plans for improvement. Reference 2 - 2,33% Coverage The students responded positively, and as time went on, their responses became more and more elaborate. They began to tell us where they struggled, how they think they should improve and what type of activities helped them learn. It helped us adjust our planning and it was great seeing it work out in the classroom. Reference 3 - 4,61% Coverage I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. It was satisfying to see them greet us with so much enthusiasm. They had a very positive attitude in the class and they appreciated everything we did for them. I learned that not only was a capable of working with young learners, but I actually enjoyed it. It has been the biggest eye opener for me, and I feel this has helped me grow as a person and as a teacher. Reference 4 - 2,72% Coverage We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off. It was also interesting to have student ask us why we weren't playing as many games or why we weren't doing more fun activities like before?

							They certainly noticed when we slacked off, and I felt incredibly guilty.
	Relationship			<Internals\\ISEL\\Isel final rendition> - § 7 references coded [26,68% Coverage] Reference 1 - 2,63% Coverage it will be easier for the students and me to get along and easier for them to learn because there will be no disruptions. Reference 2 - 1,72% Coverage I would like to learn how to establish I better relationship with the students. Reference 3 - 5,30% Coverage I learned during my teaching practice was that everyone even little kids have problems at home and that affect the way they learn and sometimes even causes them to make disruptions in class to get the attention of the students and the teacher. Reference 4 - 4,28% Coverage I also learned that what one student wants to do the other does not, sometimes it is just so he or she could get the teacher mad and all you have to do is know how to convince the student to work. Reference 5 - 2,69% Coverage I have to work on is that I need to be more loving to the students. I hate it when they hug me and little kids love to hug. Reference 6 - 4,74% Coverage I worked with little kids, they are all about 8 to 9 years old. They love to have your individual attention. Especially little girls they love to tell you what they bought like those pretty little pencils and journals. Reference 7 - 5,32% Coverage The boys are not as communicative unless you are the one who starts the conversation with them. Once the boys get to know you it is easier for them to open up to you without you being the one that has to be the one that starts the conversation.	<Internals\\ED\\Ed final rendition> - § 2 references coded [7,21% Coverage] Reference 1 - 2,91% Coverage **Guide** is what most teachers do with students, they have the knowledge and children must do their job to get it, teacher will be there for the students, every doubt, every comment will be assisted by the teacher, they must take children to the right path which is learning a language. Reference 2 - 4,30% Coverage In addition, there was also this one time when I had to deny giving one candy to a child, he didn't do anything to earn it during the class, however he was in line at the end to claim his candy as if he would've worked perfectly better than his classmates, I looked at him and told he would not get anything because he didn't work. He looked at me with a pleading look and all I could do was send him back to his seat.	<Internals\\FLOR\\Flor final rendition> - § 4 references coded [12,95% Coverage] Reference 1 - 2,91% Coverage I know that I have a lot to learn while I still teaching. So that is why I have a lot of goals to achieve and improve. Teaching is something wonderful and something that I know every day I will be rewarded with my students. Reference 2 - 1,80% Coverage because while my practice in PROMETE I could see that the students are very blackmailer so if I continue like this someday I can be fooled Reference 3 - 3,79% Coverage I have learned from my teaching practice is to be patient every time. Even more with little children. It is very important to be patient and conscious of what reactions can we have from the students when they are receiving information in another language that it is not their mother language Reference 4 - 4,45% Coverage I have learn how to respond to my students by praying attention to their needs and how to solve those problems or issues by looking for information, following our teacher's advice, by reading, etc. this is necessary to do because if we do not consider their thoughts and needs and we don't do anything, they will definitely will not learn.	<Internals\\NOEMI\\Noemi final rendition> - § 3 references coded [10,81% Coverage] Reference 1 - 2,64% Coverage I begin my professional practice at the Colegio Ingles, my goal is to continue to work with young children. I want to continue to gain experience and learn from my weaknesses. Despite the positive moments throughout PROMETE, I still feel weak when it comes to teaching children. I want to completely lose my reservations and get more comfortable around them Reference 2 - 3,56% Coverage Another thing I have learned from my teaching practice is that kids are not horrible little monsters. It seems weird to say that I had to learn this, but I was sincerely terrified of teaching children. I have always said that my goal was to teach at a high school or college level. I am incredibly impatient with young cousins, nieces of even nephews. I found kids to be annoying, whiny and out to make my life miserable. Since my teaching practice, my views have changed dramatically Reference 3 - 4,61% Coverage I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. It was satisfying to see them greet us with so much enthusiasm. They had a very positive attitude in the class and they appreciated everything we did for them. I learned that not only was a capable of working with young learners, but I actually enjoyed it. It has been the biggest eye opener for me, and I feel this has helped me grow as a person and as a teacher.
Behaviour	Classroom management			<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [2,61% Coverage] Reference 1 - 2,61% Coverage	<Internals\\ED\\Ed final rendition> - § 2 references coded [3,89% Coverage] Reference 1 - 1,61% Coverage		<Internals\\NOEMI\\Noemi final rendition> - § 1 reference coded [2,78% Coverage] Reference 1 - 2,78% Coverage

		MORA	ISEL	ED	FLOR	NOEMI
			One of the goals I have as a teacher is to though out time I learn how to manage a classroom without having a hard time.	Also, warm ups are important in language classes because they impact in children in the way of making them forget about school and learning from those games. Reference 2 - 2,28% Coverage I learnt from everyone, they have experiences to tell being so young, I would stare sometimes while they were working on something to analyze their behavior, and trying to place me back in those days where I had their age.		I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding.
	Discipline problems	<Internals\\MORA\\Mora final rendition> - § 1 reference coded [2,58% Coverage] Reference 1 - 2,58% Coverage need to work on is in control of classroom. because if the class goes out of control sometimes I do not know how to get it back and I get frustrated and then anxiety comes in and it is not pretty	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [2,04% Coverage] Reference 1 - 2,04% Coverage This will help my classroom environment and will help me not have as many discipline problems.	<Internals\\ED\\Ed final rendition> - § 2 references coded [5,10% Coverage] Reference 1 - 2,82% Coverage I have learned from situations under stress, once we had to deal with more than ten children screaming at the same time with no reason, those twenty seconds were enough to make them learn to be patient, don't go crazy, and that children only want to get fun while learning. Reference 2 - 2,28% Coverage I learnt from everyone, they have experiences to tell being so young, I would stare sometimes while they were working on something to analyze their behavior, and trying to place me back in those days where I had their age.	<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [1,80% Coverage] Reference 1 - 1,80% Coverage because while my practice in PROMETE I could see that the students are very blackmailer so if I continue like this someday I can be fooled	<Internals\\NOEMI\\Noemi final rendition> - § 1 reference coded [2,78% Coverage] Reference 1 - 2,78% Coverage I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding.
	Routines			<Internals\\ED\\Ed final rendition> - § 2 references coded [4,64% Coverage] Reference 1 - 3,26% Coverage **Make a pleasant learning environment.** It is significant for the children than the environment in the classroom in peaceful when promoting learning. In the classroom, we had routines, and attention callers to prevent any kind of undesired situation, those who didn't follow the rules are to be warned for their actions. Reference 2 - 1,38% Coverage		

			To set and respect the specific routines to do things, for instance drinking water, going to the bathroom, talking to the teacher etc.		
Attention getters		<u>\<Internals\\ISEL\\Isel final rendition></u> - § 1 reference coded [5,61% Coverage] Reference 1 - 5,61% Coverage I have to work on is that I need to be more loving to the students. I hate it when they hug me and little kids love to hug. I need to work on developing strategies to get the students attention and loose too much time so we can get through the lesson faster.	<u>\<Internals\\ED\\Ed final rendition></u> - § 2 references coded [7,08% Coverage] Reference 1 - 3,26% Coverage **Make a pleasant learning environment.** It is significant for the children than the environment in the classroom in peaceful when promoting learning. In the classroom, we had routines, and attention callers to prevent any kind of undesired situation, those who didn't follow the rules are to be warned for their actions. Reference 2 - 3,82% Coverage Time has been enough for me to tell immediately which my weaknesses are. I think one of my goals would definitely be to select the proper attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer.		
Discipline plan	<u>\<Internals\\MORA\\Mora final rendition></u> - § 3 references coded [7,09% Coverage] Reference 1 - 3,38% Coverage Along the way in our experience in PROMETE we had many opportunities to connect theory to practice for example, that time when we had to read about discipline, rules and all that things, so we could design an appropriate disciplino plan for our group level Reference 2 - 1,29% Coverage the stage that they were in and also how rules and consequences should be display in the classroom Reference 3 - 2,43% Coverage I learnt thanks to PROMETE is that if you do not apply the rules and its consequences you can teach, you have to have order and discipline in the classroom in order to teach something		<u>\<Internals\\ED\\Ed final rendition></u> - § 1 reference coded [3,26% Coverage] Reference 1 - 3,26% Coverage **Make a pleasant learning environment.** It is significant for the children than the environment in the classroom in peaceful when promoting learning. In the classroom, we had routines, and attention callers to prevent any kind of undesired situation, those who didn't follow the rules are to be warned for their actions.	<u>\<Internals\\FLOR\\Flor final rendition></u> - § 3 references coded [8,25% Coverage] Reference 1 - 2,91% Coverage The first one is to be stricter with my students. In order to have my students more controlled and of not being too sensitive with them because they can take advantage or gain enough confidence that maybe I could be damaged Reference 2 - 1,80% Coverage because while my practice in PROMETE I could see that the students are very blackmailer so if I continue like this someday I can be fooled	<u>\<Internals\\NOEMI\\Noemi final rendition></u> - § 1 reference coded [2,19% Coverage] Reference 1 - 2,19% Coverage we applied theory was in our discipline plan. We read up on all the different ways to tackle misbehavior or promote positive behavior. Some of the ideas seemed silly, but we included everything. In the end, I think it´s what made our experience so wonderful. We never had serious behavior problems

				Reference 3 - 3,55% Coverage I apply discipline strategies in my classroom in order to have my students well behave and encourage to learn. It was well received and I think I deserved it because of how I was conscious about their needs and I knew how to react before anything could happen in the class	

Appendix K Quotes from different sources related to COMMUNITY

K.1   Quotes from the reflective letters of expectations in reference to community

Main code	Specific code	Mo	Is	Ed	Fl	No
PROMETE	Emotions	<Internals\\MORA\\Mora initial letter> - § 3 references coded [37,35% Coverage] Reference 1 - 11,43% Coverage I think my patience, my good mood, my way to simplify things and my sensibility are good examples of the strengths that will help me to get to the love and attention of my future students Reference 2 - 10,39% Coverage I need to overcome my anxiety and nerves when I'm in front of a class, I will try my best to keep both of them in the low doing relaxing exercises and thinking positively Reference 3 - 15,53% Coverage I hope to achieve of all this during this semester and I know that I will not be capable to fulfill all of them without your help, I need to be on the 110 % this semester and I hope that I can get along with all plans and goals that I have set for myself	<Internals\\ISEL\\Isel initial letter> - § 4 references coded [65,76% Coverage] Reference 1 - 20,71% Coverage Participating in teaching practice makes me have a lot of mixed feelings. I do not like not knowing what to expect and going into a classroom as the actual teacher makes me feel nervous but at the same time anxious I expect to overcome any obstacle that might come up during my teaching practice. Reference 2 - 19,18% Coverage I am well aware that there will be hard times in where I am going to want to go crazy but I am pretty sure I am going to be able to go through it. I also expect to earn my students respect in class because without that in my personal opinion my classes will be a total chaos. Reference 3 - 16,25% Coverage As everyone who knows me it is not a secret I am not very patient person but I hope that my teaching practice will help change that. To end my list of expectations in my teaching practice I definitely expect to become a great teacher Reference 4 - 9,62% Coverage I cannot wait and see how I am going to do as a teacher, if I am going to be good or bad, I will just have to wait and see how that goes.	<Internals\\ED\\Ed Initial letter> - § 1 reference coded [11,56% Coverage] Reference 1 - 11,56% Coverage I expect to have fun and a good experience with the students that make myself proud to share with all my family and friends, as well as acquiring my first experience that will be helpful when I graduate and I start applying for jobs at primary schools or any other level.	<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [6,06% Coverage] Reference 1 - 6,06% Coverage Participating in a teaching practice like this it makes me feel enthusiastic and kind of nervous to make something bad. But I think that this course is for that.	<Internals\\NOEMI\\Noemi initial letter> - § 5 references coded [47,60% Coverage] Reference 1 - 9,35% Coverage I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience Reference 2 - 9,27% Coverage Take a deep breath and relax, remember that this really is (hopefully) the hardest part. I have been looking forward to this semester since I entered FLEX. It's time to put everything I have learned into practice and make use of all this planning. Reference 3 - 6,46% Coverage remember that it's about the children. I hope to get some insight into working with young learners and get rid of all my preconceptions about how awful dealing with kids is Reference 4 - 12,09% Coverage I know I have my strengths. I know I am creative, I love planning and I enjoy making lessons dynamic. I know I am not afraid of challenges and I am not easily intimidated. I have a lot of patience, which is something I am certain I will need. I have the motivation and the drive. I should not be second guessing myself now Reference 5 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.

	Implications	<Internals\\MORA\\Mora initial letter> - § 3 references coded [36,25% Coverage] Reference 1 - 10,70% Coverage Il expect to achieve a good teaching technique that may help me in the future, I expect to be a good teacher to my students and I expect to learn from my mistakes in teaching. Reference 2 - 15,16% Coverage I need to be patient and understanding when it comes to kids, the mood that you always bring to the classroom is contagious so you better wake up every day with the right foot, I need to teach with apples and I need to feel connected to my students Reference 3 - 10,39% Coverage I need to overcome my anxiety and nerves when I'm in front of a class, I will try my best to keep both of them in the low doing relaxing exercises and thinking positively	<Internals\\ISEL\\Isel initial letter> - § 1 reference coded [20,57% Coverage] Reference 1 - 20,57% Coverage Participating in teaching practice makes me have a lot of mixed feelings. I do not like not knowing what to expect and going into a classroom as the actual teacher makes me feel nervous but at the same time anxious I expect to overcome any obstacle that might come up during my teaching practice	<Internals\\ED\\Ed Initial letter> - § 1 reference coded [10,19% Coverage] Reference 1 - 10,19% Coverage I hope my lessons work properly for the students and they have fun at the same time they are learning. Talking about my weaknesses I expect to get over them as soon as possible for when I am teaching, my students may trust in the teacher.	<Internals\\FLOR\\Flor initial letter> - § 3 references coded [44,75% Coverage] Reference 1 - 9,37% Coverage To learn about our mistakes or have experience with something I will see all my life because I will be an English Teacher. That is why I seem it good to practice this way in a real environment and situation of having a group in front ready to learn. Reference 2 - 20,25% Coverage I regard in my Teaching practice are: that I have a great experience and learn a lot from students; that at the end of my teaching practice I am really sure that teaching in front of a class is really my thing, mostly with children; the children will be happy because they learn what they have to learn in English with the activities I make for them; I can develop my abilities of creativity at the moment of giving a class, by being always creative and innovative and finally that my ability of making lesson plans be easier that before. Reference 3 - 15,13% Coverage my Teaching Practice I just want to feel at the end that I develop a lot my teaching and preparation classes. This with the objective that at the time of graduate and get a job it can be easily to me to plan a class and been in front of one too. Just say to my head this will be the best experience and show what I have because this is the moment where I can show my abilities at the time of teaching.	<Internals\\NOEMI\\Noemi initial letter> - § 6 references coded [52,33% Coverage] Reference 1 - 9,35% Coverage I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience Reference 2 - 9,27% Coverage Take a deep breath and relax, remember that this really is (hopefully) the hardest part. I have been looking forward to this semester since I entered FLEX. It's time to put everything I have learned into practice and make use of all this planning. Reference 3 - 6,46% Coverage remember that it's about the children. I hope to get some insight into working with young learners and get rid of all my preconceptions about how awful dealing with kids is Reference 4 - 4,73% Coverage I need this teaching experience to prove to myself that young learners offer an incredible opportunity to expand my creativity Reference 5 - 12,09% Coverage I know I have my strengths. I know I am creative, I love planning and I enjoy making lessons dynamic. I know I am not afraid of challenges and I am not easily intimidated. I have a lot of patience, which is something I am certain I will need. I have the motivation and the drive. I should not be second guessing myself now Reference 6 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.
Teaching practice class	Planning stage	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [30,62% Coverage] Reference 1 - 30,62% Coverage				<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [26,16% Coverage] Reference 1 - 26,16% Coverage

		I'm writing to you today cause I want to be crystal clear of what I need to do to get in good shape to the finish line of this semester of the Teaching Practice class, I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners , I expect to overcome any problem that I may have when I teach my class, I expect to achieve a good grade and a good and unforgettable journey that this semester promise to me				I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience. I have everything lined out. I know how I will be managing my class, what I will be teaching and how I will be teaching it. I have chosen my partner with care, and together we both can through this. Take a deep breath and relax, remember that this really is (hopefully) the hardest part. I have been looking forward to this semester since I entered FLEX. It's time to put everything I have learned into practice and make use of all this planning.
	Tutors	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [30,62% Coverage] Reference 1 - 30,62% Coverage I'm writing to you today cause I want to be crystal clear of what I need to do to get in good shape to the finish line of this semester of the Teaching Practice class, I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners , I expect to overcome any problem that I may have when I teach my class, I expect to achieve a good grade and a good and unforgettable journey that this semester promise to me				<Internals\\NOEMI\\Noemi initial letter> - § 3 references coded [19,74% Coverage] Reference 1 - 6,38% Coverage Despite these strengths, I need to avoid cockiness. I have zero experiences with young learners and I need to keep an open mind for suggestions from those with experience Reference 2 - 2,93% Coverage I need to consult others for help and learn that I do not have all the answers Reference 3 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.
	Activities	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [30,62% Coverage] Reference 1 - 30,62% Coverage I'm writing to you today cause I want to be crystal clear of what I need to do to get in good shape to the finish line of this semester of the Teaching Practice class, I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners , I expect to overcome any problem that I may have when I teach my class, I expect to achieve a good grade				

		and a good and unforgettable journey that this semester promise to me				
Teamwork	Teaching partner					<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [2,74% Coverage] Reference 1 - 2,74% Coverage I have chosen my partner with care, and together we both can through this
	Other teaching teams					<Internals\\NOEMI\\Noemi initial letter> - § 2 references coded [16,82% Coverage] Reference 1 - 6,38% Coverage Despite these strengths, I need to avoid cockiness. I have zero experiences with young learners and I need to keep an open mind for suggestions from those with experience Reference 2 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.
	Class teacher					
	Other teachers within FLEX		<Internals\\ISEL\\Isel initial letter> - § 1 reference coded [19,32% Coverage] Reference 1 - 19,32% Coverage I am pretty sure FLEX expects me to be able to successfully give my classes with a total control over the students. To add to this list of FLEX expectations, one of the most important things I think they expect from me is to become a great teacher and for me to enjoy what I do		<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [17,05% Coverage] Reference 1 - 17,05% Coverage FLEX has regarding my work in Teaching Practice is to have a great experience as a new teacher; also to develop my ability to cooperate in school with different colleagues; develop my environment with new administrative things if the school requires it to help with; to be responsible and very punctual at the time of working in a school or anywhere else and to practice professional behaviors and getting know of the needs that different learners have.	<Internals\\NOEMI\\Noemi initial letter> - § 5 references coded [33,18% Coverage] Reference 1 - 7,17% Coverage I'm not just representing the school, but my future self as a teaching professional. I should be ending this semester hoping to impress the school and count on them for future recommendations Reference 2 - 6,27% Coverage I want to be observed and have others say, "Yes, she belongs in this setting as a language teacher." My future depends on how well I do during this teaching experience Reference 3 - 6,38% Coverage Despite these strengths, I need to avoid cockiness. I have zero experiences with young learners and I need to keep an open mind for suggestions from those with experience Reference 4 - 2,93% Coverage I need to consult others for help and learn that I do not have all the answers

					Reference 5 - 10,44% Coverage Arrogance will be my downfall and I need to remember that a part of teaching is sharing ideas and collaborating with others. I will make use of the resources available to learn to ask for help when needed. I do not, and cannot, have the students suffering because of my egotism.

K.2 Quotes from the reflective mid-term letters in reference to community

Main code	Specific code	Mo	Is	Ed	Fl	No
PROMETE	Emotions	<Internals\\MORA\\Mora mid term letter> - § 3 references coded [31,61% Coverage] Reference 1 - 14,27% Coverage me writing to you again but this time is to congratulate you for doing a good job in this semester, we have gone through a lot but we did really well Reference 2 - 10,54% Coverage we learned what we have to know to plan a good class and most importantly, we made a difference in their lives Reference 3 - 6,80% Coverage I want to thank you for this commitment you did, I really appreciate it	<Internals\\ISEL\\Isel mid term letter> - § 1 reference coded [12,77% Coverage] Reference 1 - 12,77% Coverage I am proud to say that I think my teaching experience went pretty well. It was not perfect obviously I had ups and downs but I was able to go through them.	<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [21,59% Coverage] Reference 1 - 21,59% Coverage In addition, to be honest I do not consider my lesson plans as fun as children expected to be due to sometimes there were too many worksheets in a class which children found most of the time boring except if they were coloring worksheets, we did have fun but I think I needed more creativity and games when lesson planning and that is what I will work for the next thirty lesson plans so I would say this was one of the lowest points. Despite that I felt proud of what I did and I think I will be sharing this experience with many people but I will work on improve it.	<Internals\\FLOR\\Flor mid term letter> - § 4 references coded [37,97% Coverage] Reference 1 - 9,47% Coverage I have to say that giving classes during this semester was wonderful. Definitely I accomplished all my expectations I said at the beginning of the course. I learned a lot at being for a long period in front of a class and I really like it. Reference 2 - 5,75% Coverage Although I said that I was kind of nervous by doing something wrong or bad I have to say that I grow professionally as same as my partner Noemi. Reference 3 - 7,33% Coverage Being perfectionist I could see that this was not really a weakness instead for me it was something to be more carefulness when choosing the correct activities to work with our students Reference 4 - 15,42% Coverage I could say that during this 30 classes passed I completed every expectation I had and know that teaching children is really my thing. I am pleased that succeed in this course and I hope to be like this semester too. I have fun in every chance I had with our students. I learned more from them when working on their needs as well as winning their appreciation to have me as their teacher.	<Internals\\NOEMI\\Noemi mid term letter> - § 5 references coded [36,44% Coverage] Reference 1 - 13,05% Coverage I feel as though we always kept the children in mind. The reflections helped me adapt my lessons and make corrections as we got to know our students. I'm surprised that I really did get rid of my preconceptions. Working with children was not at all as I expected, and our second graders did help me expand my creativity Reference 2 - 3,48% Coverage In all honesty, I was no longer thinking about myself in regards of impressing people Reference 3 - 3,76% Coverage My mind was always on our class, on the students. I made sure to arrive looking professional Reference 4 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck Reference 5 - 7,85% Coverage I felt that I completed every one of my expectations. I broke free of my fears and learned how to work with children. I had fun during our classes and even now I feel I have room to learn more
	Implications	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [10,54% Coverage] Reference 1 - 10,54% Coverage we learned what we have to know to plan a good class and most importantly, we made a difference in their lives			<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [15,22% Coverage] Reference 1 - 5,39% Coverage I still maintain what I said in my expectations about teaching English to children. I see that it was really my thing working with kids. Reference 2 - 9,83% Coverage our class helped us because luckily we had a great class. When I was working	<Internals\\NOEMI\\Noemi mid term letter> - § 5 references coded [36,44% Coverage] Reference 1 - 13,05% Coverage I feel as though we always kept the children in mind. The reflections helped me adapt my lessons and make corrections as we got to know our students. I'm surprised that I really did get rid of my preconceptions. Working with children was not at all as I expected, and our second graders did help me expand my creativity

						Reference 2 - 3,48% Coverage In all honesty, I was no longer thinking about myself in regards of impressing people Reference 3 - 3,76% Coverage My mind was always on our class, on the students. I made sure to arrive looking professional Reference 4 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck Reference 5 - 7,85% Coverage I felt that I completed every one of my expectations. I broke free of my fears and learned how to work with children. I had fun during our classes and even now I feel I have room to learn more
Teaching practice class	Planning stage					<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [10,43% Coverage] Reference 1 - 10,43% Coverage With my first thirty lessons at a close, I have to say I was right about the planning process. It was the worst of the experience as far as stress goes. The time spent during that time was well worth it, as it truly did make the teaching experience easier
	Tutors				<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [11,18% Coverage] Reference 1 - 11,18% Coverage Everything went well and I could realize that when I heard and followed the advice from the experts on teaching about keeping clear the classroom management and the rules since the first day of class it is really important in order to have a successful class during a whole course.	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [12,23% Coverage] Reference 1 - 3,93% Coverage I did not go out of my way to try and impress others, I feel that we did make a good impression. Reference 2 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck
	Activities				<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [9,83% Coverage] Reference 1 - 9,83% Coverage our class helped us because luckily we had a great class. When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level. I think I applied all I learned in the previous terms and during this course.	<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [6,13% Coverage] Reference 1 - 6,13% Coverage I felt that I used everything I learned , and even made adjustments as the course went on and we acquired more knowledge and ideas for the classroom

Teamwork						
	Teaching partner				<Internals\\ED\\Ed Mid term letter> - § 2 references coded [22,92% Coverage] Reference 1 - 11,10% Coverage there was this time when we barely arrived to the classroom and the main teacher asked to children "To finish the class, how do you say this color in this color in English (pointing out to a black balloon) and they answered correctly, that time I felt my partner and I had been teaching good. Reference 2 - 11,82% Coverage Students sometimes asked how they would say a word and fortunately I could answer every one the questions and so did my partner, and to have a good voice level when talking to children except when I have sore throat and my partner had to talk during two classes straight, every child would listen to me clearly.	<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [18,83% Coverage] Reference 1 - 8,40% Coverage Although I said that I was kind of nervous by doing something wrong or bad I have to say that I grow professionally as same as my partner Noemi. We helped each other and go through problems very well solving them Reference 2 - 10,42% Coverage When we had our observations I could see that my work as same as my partner's it is really shown in our grades. When I was doing those reflections on our classes they really helped me to adapt my lessons or make any correction to do it more creative and dynamic.	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [9,78% Coverage] Reference 1 - 2,70% Coverage My partner was as great help, and together we made an amazing team Reference 2 - 7,08% Coverage Flor and I were conscious of one another's strengths, and used them to our advantage. I felt we both grew professionally, and not once did I feel that I knew all the answers
	Other teaching teams					<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [8,30% Coverage] Reference 1 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck
	Class teacher				<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [11,10% Coverage] Reference 1 - 11,10% Coverage there was this time when we barely arrived to the classroom and the main teacher asked to children "To finish the class, how do you say this color in this color in English (pointing out to a black balloon) and they answered correctly, that time I felt my partner and I had been teaching good.		<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [3,93% Coverage] Reference 1 - 3,93% Coverage I did not go out of my way to try and impress others, I feel that we did make a good impression.
	Other teachers within FLEX				<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [10,42% Coverage] Reference 1 - 10,42% Coverage When we had our observations I could see that my work as same as my partner's it is really shown in our grades. When I was doing those reflections on our classes they really helped me to adapt my lessons or make any correction to do it more creative and dynamic.	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [11,78% Coverage] Reference 1 - 3,48% Coverage Our observations went well, and I feel that this degree is exactly where I need to be Reference 2 - 8,30% Coverage I used every resource I could during these 30 lessons. I never let arrogance get in the way of my development as a teacher. I took every suggestion into consideration and asked for help when I felt stuck

K.3 Quotes from the reflective final rendition letters in reference to community

Main code	Specific code	Mo	Is	Ed	Fl	No
PROMETE	Emotions	<Internals\\MORA\\Mora final rendition> - § 8 references coded [29,10% Coverage] Reference 1 - 3,57% Coverage As expected since the beginning of this journey, PROMETE has been such an experience full of highs and lows, flawless and flaws, but out of everything full of learning and amazing moments to keep in our hearts as the first group ovor in the history of our teaching career Reference 2 - 1,85% Coverage I learnt a lot about myself as teacher my weaknesses and my strengths things that need to work on to improve and be the teacher I want to be Reference 3 - 5,41% Coverage my weakness and the most trouble one, the one that my whole life i have been trying to overcome is my anxiety, because it affects everything I do and everything do not just because I want it to be perfect, worry too much about everything and that gets frustrating most when I am planning, it is annoying because I get stuck and i do not know where to go or what to search or even give a little thought about it Reference 4 - 2,58% Coverage need to work on is in control of classroom. because if the class goes out of control sometimes I do not know how to get it back and I get frustrated and then anxiety comes in and it is not pretty Reference 5 - 3,53% Coverage I learnt is that I am too soft with students and after they know me they know how to get to me and bend me, so I need to work more in being though and not be no to afraid of telling a kid, and this happens because I have a very strong conscience and it gets very loud Reference 6 - 5,27% Coverage	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [2,69% Coverage] Reference 1 - 2,69% Coverage I have to work on is that I need to be more loving to the students. I hate it when they hug me and little kids love to hug.	<Internals\\ED\\Ed final rendition> - § 2 references coded [3,96% Coverage] Reference 1 - 1,73% Coverage People would normally say it is really easy, I have received comments of students from other majors telling me I ought not to have problems with first elementary school. Reference 2 - 2,23% Coverage It was such a remarkable experience, I never thought it would be or have impact in me like it did, I loved the experience and I am of being part of it, I will miss those children and I hope they get better teachers.	<Internals\\FLOR\\Flor final rendition> - § 2 references coded [5,58% Coverage] Reference 1 - 2,67% Coverage Teaching English has been a great experience thanks to the help of the students and teachers. I have been learning a lot of things and things I know that I have to improve during my whole teaching practice Reference 2 - 2,91% Coverage I know that I have a lot to learn while I still teaching. So that is why I have a lot of goals to achieve and improve. Teaching is something wonderful and something that I know every day I will be rewarded with my students.	<Internals\\NOEMI\\Noemi final rendition> - § 9 references coded [24,97% Coverage] Reference 1 - 1,17% Coverage I believe the experience overall has allowed me to grow as an individual and learn from my decision to study here Reference 2 - 2,64% Coverage I begin my professional practice at the Colegio Ingles, my goal is to continue to work with young children. I want to continue to gain experience and learn from my weaknesses. Despite the positive moments throughout PROMETE, I still feel weak when it comes to teaching children. I want to completely lose my reservations and get more comfortable around them Reference 3 - 1,92% Coverage Throughout PROMETE, we have had various opportunities to connect theory to practice. The first was with the fifth dimension of learning. We have always been rather skeptical about having students write reflections on their work and create plans for improvement. Reference 4 - 1,27% Coverage Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom. Reference 5 - 4,61% Coverage I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. It was satisfying to see them greet us with so much enthusiasm. They had a very positive attitude in the class and they

talking about the response I have to students, to be honest I had to work on a lot of things, the first one and even if it seems hard to believe, I had to be more open, I am not a very expressive person(talking about feelings) and my students were very open about it, it came so natural and I was not used to that type of affection and I had to work on that, and here I am, I am not that cold anymore

Reference 7 - 3,12% Coverage
that had to be way more cheerful because they responded to me the way I delivered to them, so I had to have a smile since I arrived to the minute I left and believe me it was very, very hard because those days were the longest at school

Reference 8 - 3,76% Coverage
Being a teacher is a complicated, challenging and full-time job, since I decided to join the ship I knew it would be a challenge to come to this point and from now on I know what I need to do in order to become the teacher I always wanted to be to make a little difference in the world

appreciated everything we did for them. I learned that not only was a capable of working with young learners, but I actually enjoyed it. It has been the biggest eye opener for me, and I feel this has helped me grow as a person and as a teacher.

Reference 6 - 1,69% Coverage
school was stressful and we had a lot to do, but I also had a lot of moments where I would just relax at home and do absolutely nothing. Learning to dedicate more of my personal time to the classroom was something I had to learn.

Reference 7 - 3,98% Coverage
Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don´t execute an activity that well because I didn´t have the time to make everything I needed. My goal is to work with a calendar and set reminders for myself in advance, to get me to do things in a timely manner. I really want to stop procrastinating and I think as a professional, I need to learn to do things in advance.

Reference 8 - 5,54% Coverage
I have had to learn to be cheerful and enthusiastic. Working with kids is rather new for me, and as a person I'm generally sarcastic and dry. This is not appropriate for kids. I had to watch my partner, Flor, a lot and learn from her. At first it was awkward. I saw her high fiving kids, so I would high five them and it felt forced and fake. As time went on, I got better at it. I had to learn to accept hugs and smile more, and I had to learn how to respond to their randomness. I used to give kids weird looks when they started talking about their home life, which would make Flor laugh. With her help, I learned to be more enthusiastic and kind. I really do owe a lot of my growth around kids to Flor, who helped me tremendously throughout the year.

Reference 9 - 2,16% Coverage

					I am very grateful to PROMETE. I think gaining practice in a real setting and having the opportunity to put everything we've learned into play is very useful and helpful. I have learned a lot about myself as a person and as teacher, and I think the program has helped me set my goals in order
	Implications	<Internals\\MORA\\Mora final rendition> - § 7 references coded [23,48% Coverage] Reference 1 - 3,57% Coverage As expected since the beginning of this journey, PROMETE has been such an experience full of highs and lows, flawless and flaws, but out of everything full of learning and amazing moments to keep in our hearts as the first group ovor in the history of our teaching career Reference 2 - 2,60% Coverage I want to do the best can in diplomados sabatinos, and this is the most important one because in time this starts first. I want to make a difference in people's lives and what a best way to start Reference 3 - 5,54% Coverage this is a longer term goal, is after graduating I would like to start working so I want to find a job not a fancy one but not a mediocre one I want a good opportunity to let me know in the field work and people talk about me like they do about good teachers and that is how this works, but mostly that is how I want it to work, I know it will be a long and hard journey to get there but at the end of the day it pays off Reference 4 - 2,31% Coverage to keep working and working, and practicing so can acquire the experience I need to fulfill all of the goals that might come in the way as try to fulfill this goals I have set Reference 5 - 2,58% Coverage need to work on is in control of classroom. because if the class goes out of control sometimes I do not know how to get it back and I get frustrated and then anxiety comes in and it is not pretty Reference 6 - 3,12% Coverage that had to be way more cheerful because they responded to me the way I delivered to them, so I had to have a smile since I arrived to the minute I left and believe me it was very, very hard because those days were the longest at school	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [2,91% Coverage] Reference 1 - 2,91% Coverage I need to work on developing strategies to get the students attention and loose too much time so we can get through the lesson faster.	<Internals\\ED\\Ed final rendition> - § 2 references coded [5,71% Coverage] Reference 1 - 3,48% Coverage I believe one of the most important things a teacher must do is to share everything a student need to be competent in a language. Of course there should be desire from the student in learning another language, if not, teacher should plant the seed in the student in order to get all that knowledge from the teacher and make it significant. Reference 2 - 2,23% Coverage It was such an remarkable experience, I never thought it would be or have impact in me like it did, I loved the experience and I am of being part of it, I will miss those children and I hope they get better teachers.	<Internals\\FLOR\\Flor final rendition> - § 8 references coded [24,29% Coverage] Reference 1 - 2,91% Coverage I know that I have a lot to learn while I still teaching. So that is why I have a lot of goals to achieve and improve. Teaching is something wonderful and something that I know every day I will be rewarded with my students. Reference 2 - 3,51% Coverage to continue being responsible and organized with my lessons in order to present a good appearance in every work apply for. I could see that this work in PROMETE also, because the principal of the school told us that we were very responsible and care of the group we had Reference 3 - 1,58% Coverage is to be always considered and caring with my students needs in order to have them more interested in a second language. Reference 4 - 1,56% Coverage I will use different methods to teach in order to be unique and inspire, educate, motivate, and engage students to learn Reference 5 - 2,96% Coverage to prepare myself in order to get a better job and to overcome professionally. Also because by doing this I will continue with my learning in order to overcome doubts from my students and be ready to answer with no difficulties	<Internals\\NOEMI\\Noemi final rendition> - § 10 references coded [29,20% Coverage] Reference 1 - 2,16% Coverage The most immediate is that I get an elementary level group for my professional practice. I have lots of experience working with teenagers and adults, but PROMETE was my only opportunity to work with young learners. I would like to continue this and gain more practice so I can grow as a teacher Reference 2 - 2,64% Coverage I begin my professional practice at the Colegio Ingles, my goal is to continue to work with young children. I want to continue to gain experience and learn from my weaknesses. Despite the positive moments throughout PROMETE, I still feel weak when it comes to teaching children. I want to completely lose my reservations and get more comfortable around them Reference 3 - 3,24% Coverage begin building connections and thinking about my future here. I have the Colegio Ingles as a potential future, as it does seem likely that if I decide to stay here I have a guaranteed job. However, I don't know if this is the best option for me. I want to expand my options and think about what it is I want. I also have no idea how to go about building connections, but I think I need to start so I can have an easier time when I graduate. Reference 4 - 1,92% Coverage Throughout PROMETE, we have had various opportunities to connect theory to practice. The first was with the fifth dimension of learning. We have always been rather skeptical about having students write reflections on their work and create plans for improvement.

		Reference 7 - 3,76% Coverage Being a teacher is a complicated, challenging and full-time job, since I decided to join the ship I knew it would be a challenge to come to this point and from now on I know what I need to do in order to become the teacher I always wanted to be to make a little difference in the world		Reference 6 - 4,89% Coverage to be always very creative and never be too humdrum. This can bored our students and we can have a decontrolled class because the students do not see any variety and that might be boring for them. This is why I consider to be very dynamic and have variety of activities in the class so the students can have fun and not get bored of the same activities that the teacher does. Reference 7 - 1,96% Coverage I hope I can have more experience with children as same as with teenagers and adults an every time have a new reason to keep teaching another language Reference 8 - 4,93% Coverage being part of a program where I had the opportunity to rectify my decision of being teacher, it gave me the chance to guarantee my choice of being teacher for my whole life. Definitely I know that I will have a whole life full of experiences and I will be learning more in order to prepare myself to know every time how to respond to my student's needs, lacks, and necessities.	Reference 5 - 1,27% Coverage Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom. Reference 6 - 4,61% Coverage I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. It was satisfying to see them greet us with so much enthusiasm. They had a very positive attitude in the class and they appreciated everything we did for them. I learned that not only was a capable of working with young learners, but I actually enjoyed it. It has been the biggest eye opener for me, and I feel this has helped me grow as a person and as a teacher. Reference 7 - 1,69% Coverage school was stressful and we had a lot to do, but I also had a lot of moments where I would just relax at home and do absolutely nothing. Learning to dedicate more of my personal time to the classroom was something I had to learn. Reference 8 - 3,98% Coverage Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don't execute an activity that well because I didn´t have the time to make everything I needed. My goal is to work with a calendar and set reminders for myself in advance, to get me to do things in a timely manner. I really want to stop procrastinating and I think as a professional, I need to learn to do things in advance. Reference 9 - 5,54% Coverage I have had to learn to be cheerful and enthusiastic. Working with kids is rather new for me, and as a person I'm generally sarcastic and dry. This is not appropriate for kids. I had to watch my partner, Flor, a lot

						and learn from her. At first it was awkward. I saw her high fiving kids, so I would high five them and it felt forced and fake. As time went on, I got better at it. I had to learn to accept hugs and smile more, and I had to learn how to respond to their randomness. I used to give kids weird looks when they started talking about their home life, which would make Flor laugh. With her help, I learned to be more enthusiastic and kind. I really do owe a lot of my growth around kids to Flor, who helped me tremendously throughout the year. Reference 10 - 2,16% Coverage I am very grateful to PROMETE. I think gaining practice in a real setting and having the opportunity to put everything we've learned into play is very useful and helpful. I have learned a lot about myself as a person and as teacher, and I think the program has helped me set my goals in order
Teaching practice class	Planning stage				<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [3,18% Coverage] Reference 1 - 3,18% Coverage I need to be well prepared in order to answer my students any doubt they have as same as getting them more involve in the language and try not to speak them a word in Spanish in order to have them more involve and get accustomed to the language	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [5,90% Coverage] Reference 1 - 1,92% Coverage Throughout PROMETE, we have had various opportunities to connect theory to practice. The first was with the fifth dimension of learning. We have always been rather skeptical about having students write reflections on their work and create plans for improvement. Reference 2 - 3,98% Coverage Another weakness I have is procrastination. I wait until the absolute last minute to do everything. As a teacher, this applies to making plans and making material. It's a nasty habit, and sometimes it´s the reason I don't execute an activity that well because I didn´t have the time to make everything I needed. My goal is to work with a calendar and set reminders for myself in advance, to get me to do things in a timely manner. I really want to stop procrastinating and I think as a professional, I need to learn to do things in advance.
	Tutors	<Internals\\MORA\\Mora final rendition> - § 1 reference coded [2,24% Coverage] Reference 1 - 2,24% Coverage			<Internals\\FLOR\\Flor final rendition> - § 2 references coded [4,77% Coverage] Reference 1 - 2,67% Coverage	<Internals\\NOEMI\\Noemi final rendition> - § 3 references coded [8,38% Coverage] Reference 1 - 1,58% Coverage

| | | | | | Teaching English has been a great experience thanks to the help of the students and teachers. I have been learning a lot of things and things I know that I have to improve during my whole teaching practice

Reference 2 - 2,10% Coverage
I apply the different methods that our teacher taught us. We use them to have a class more dynamic, have the student doing stuff (not the teacher) and not boring | Our theories about how to prevent misbehavior were successful, and the few times we encountered issues we immediately sought advice from a teacher. Their ideas were implemented and we continued to have an easy time.

Reference 2 - 4,10% Coverage
I have already mentioned, but I think at least one should be expanded on. The biggest thing I learned was that I do not have all the answers! I'm not used to asking other people for advice or relying on someone else's expertise. If I have a problem, I find a way to solve it on my own. This mentality is excellent in school; however I have come to learn that it is horrible as a teacher. As a teacher, I needed to recognize that I am not capable to solve everything on my own. I have learned that teaching is about sharing ideas and collaborating with peers

Reference 3 - 2,70% Coverage
Speaking with other people even helps enrich lessons. Other teachers have great ideas for creative activities or better ways to teach certain things. I no longer feel strange discussing things with other people. In fact now I love sharing ideas with others and learning from other people's experiences. I think it's necessary to adapt this mentality as a teacher. |
| | Activities | <Internals\\MORA\\Mora final rendition> - § 2 references coded [6,47% Coverage]
Reference 1 - 3,26% Coverage
I first thought about being a teacher I wanted to work with children, I want to experience all ages but working with kindergartens it would be a dream come true, I have so many activities and ideas that I can applied and make the difference I want

Reference 2 - 3,22% Coverage
activities and best ways to teach children, this was the hardest because we needed to know exactly why that activity was the one learnt a lot of things thanks to this experience and it sure fulfill its objective which was to learn from mistakes | <Internals\\ISEL\\Isel final rendition> - § 3 references coded [9,65% Coverage]
Reference 1 - 3,28% Coverage
We used it when we played games for example we asked the students to write on the board the word that the teacher would say or draw instead of writing.

Reference 2 - 1,76% Coverage
They had to write down the names of the flashcards that were pasted on the wall.

Reference 3 - 4,61% Coverage
For reading they had to circle the word that was said by the teacher, putting into practice was the exam and verbal was when we asked to go in front of the class and say what they talked about with their partner. | | | <Internals\\NOEMI\\Noemi final rendition> - § 1 reference coded [4,04% Coverage]
Reference 1 - 4,04% Coverage
during the think outside of the box seminar we had to do. We had done crafts in the classroom, but when we were told to implement some of the items suggested, we were incredibly doubtful. Would slime really help students learn? How is play-doh a tool for language? We wrote ideas for activities to complete the assignment, but we weren't convinced that they would work in the classroom. We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them |

The first row of the table continues text from a previous page. The topmost visible text in the first column reads:

books do not have all the answers, sometimes you have to go around asking for advice or do the thing that you think is the right one, cross your fingers and hope it works

Teamwork					
	Teaching partner	<Internals\\MORA\\Mora final rendition> - § 1 reference coded [5,38% Coverage] Reference 1 - 5,38% Coverage teaching techniques, I think we all have our own way of teaching, I think K and mine are not that different but mine sure has a little twist, he likes to do things in paper and I like to use many more things, I think mine is like this because I learnt on my own and I know what is less complicated to teach and also like to use a lot of materials and stuff, and everything can to make it more attractive	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [5,41% Coverage] Reference 1 - 5,41% Coverage The only person I have talked to is my partner in Promete Britney and we both think the same thing. We both know that to have a successful lesson plan we have to have a lot of activities that do not require too much time and make the students bored.	<Internals\\ED\\Ed final rendition> - § 4 references coded [19,33% Coverage] Reference 1 - 3,30% Coverage During the past classes we have used different methods due to the situations that showed up, I would say **Total Physical Response** was the most common, we had several warm ups where following commands was of the main goals , children would follow correctly this method focuses on the importance of listening comprehension. Reference 2 - 3,21% Coverage we had a little of **Community Language Learning** where the relationship between children and teachers was really good, they had good relationship and built good confidence, children even though we didn't want speak most of the time in Spanish and we would make students repeat when we wanted them to speak English. Reference 3 - 6,36% Coverage happened with activities where we wanted children to go to the front and tell descriptions of drawings they had done, they were afraid to talk, and we didn't want them to do it in Spanish so we told them in English what to say and they instantly repeat. **Communicative Language Teaching** was also present during various activities during this teaching experience , we wanted children to communicate in some situations that children were most likely to find themselves in such as going to the supermarket, we had shopping activity in the food unit. For this activity, they would ask us first how to tell words in English. Reference 4 - 6,46% Coverage I did not have big problems with that but, suddenly without noticing we would have three children at the same moment because my partner		<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [10,39% Coverage] Reference 1 - 5,54% Coverage I have had to learn to be cheerful and enthusiastic. Working with kids is rather new for me, and as a person I'm generally sarcastic and dry. This is not appropriate for kids. I had to watch my partner, Flor, a lot and learn from her. At first it was awkward. I saw her high fiving kids, so I would high five them and it felt forced and fake. As time went on, I got better at it. I had to learn to accept hugs and smile more, and I had to learn how to respond to their randomness. I used to give kids weird looks when they started talking about their home life, which would make Flor laugh. With her help, I learned to be more enthusiastic and kind. I really do owe a lot of my growth around kids to Flor, who helped me tremendously throughout the year. Reference 2 - 4,85% Coverage I believe my view of teaching resembles that of Flor's. We both would agree to change certain things in our plans, or spend a few extra pesos to make the students happy. We both think that our students are worth the extra effort, time, and some money. We don't feel bad doing things for them, and we are both satisfied as long as the students are learning and having fun. Perhaps this is why we got along so well, our views were very similar. We put the students first and we do try our best to adapt lessons for them. We are of the mindset that there is always something to improve, and we would collaborate on how to do something new or something different

			and I did not communicate for telling who has gone to the bathroom or another thing. To be more dynamic with children, I would say our classes were not boring but sometimes they were kind of neutral for children, they wanted more games, movement's actions etc. that was a weakness of those who contributed in the lesson plan binder for first grade. I will attach more games, warm ups, related to the topic so they could have more interaction, communication and less black and white worksheets.		
	Other teaching teams	<Internals\\MORA\\Mora final rendition> - § 4 references coded [15,49% Coverage] Reference 1 - 2,24% Coverage books do not have all the answers, sometimes you have to go around asking for advice or do the thing that you think is the right one, cross your fingers and hope it works Reference 2 - 3,56% Coverage I do not know how my other classmates teach but I am sure we all have things in common and also different things too, I think we all keep on perfecting and designing and defining our own technique the one that works best for us. I am a true believer of the auto learning. Reference 3 - 4,97% Coverage the collaboration with other classmates. think us(tho first graders teachers) work the longer together, we get along very well. we accepted others ideas and we respected them and that is why we stuck together until the end. believe a lot in teamwork. for us has work very well we helped each other when we needed and all the activities we designed worked for everybody's group Reference 4 - 4,72% Coverage For me is very easy to accept and respect others point of view and opinions but at the end of the day I am the one that decided what to use and what not to use in my classroom and they also did the same thing. and that is the good thing about sharing ideas with other you can expand your imagination further to create new and unique activities for your group	<Internals\\ISEL\\Isel final rendition> - § 2 references coded [8,21% Coverage] Reference 1 - 1,72% Coverage I have not really talked to my colleagues about what their view as teachers is. Reference 2 - 6,50% Coverage I have collaborated with my colleagues by giving them some ideas if what they can do in some lessons to get their students attention. They have also helped me with the discipline by telling me how they deal with it in their classroom. Overall this generation is very nice and we all help each other.	<Internals\\ED\\Ed final rendition> - § 5 references coded [19,02% Coverage] Reference 1 - 3,08% Coverage Collaboration during this whole year was very important, this program gave me the opportunity to work with all teachers from the first grade, we were a group, we got together many times, therefore we spent many time after school and at home, we shared groups, in Facebook, drop box to upload our work Reference 2 - 1,98% Coverage We set due dates for the assignments everyone had and at the end everything turned out to be positive, maybe many corrections were needed but our lack of experience with children was the reason Reference 3 - 2,86% Coverage The teachers I collaborated the most was Kevin and Morayma because we shared one single group, half students for them, half for us, we met three days a week at the elementary when we had already seen each other at college, we would take chances to get the copies for all students Reference 4 - 3,89% Coverage	<Internals\\FLOR\\Flor final rendition> - § 6 references coded [13,64% Coverage] Reference 1 - 2,67% Coverage Teaching English has been a great experience thanks to the help of the students and teachers. I have been learning a lot of things and things I know that I have to improve during my whole teaching practice Reference 2 - 1,41% Coverage I apply the theory of being observer and analytic when criticizing the work of another colleague or teacher. Reference 3 - 3,29% Coverage My view in teaching resembles with other when we talked about doing the change and inspire students the importance of learning a new language. And at the same time it differs from others because when we talk about our preferences when talking about age Reference 4 - 1,54% Coverage I prefer to work with children than young adults, and some friends the other way around. Some other prefer babies, etc Reference 5 - 3,16% Coverage I have been collaborating with colleagues. From my point of view	<Internals\\NOEMI\\Noemi final rendition> - § 4 references coded [14,99% Coverage] Reference 1 - 4,10% Coverage I have already mentioned, but I think at least one should be expanded on. The biggest thing I learned was that I do not have all the answers! I'm not used to asking other people for advice or relying on someone else's expertise. If I have a problem, I find a way to solve it on my own. This mentality is excellent in school; however I have come to learn that it is horrible as a teacher. As a teacher, I needed to recognize that I am not capable to solve everything on my own. I have learned that teaching is about sharing ideas and collaborating with peers Reference 2 - 2,70% Coverage Speaking with other people even helps enrich lessons. Other teachers have great ideas for creative activities or better ways to teach certain things. I no longer feel strange discussing things with other people. In fact now I love sharing ideas with others and learning from other people's experiences. I think it's necessary to adapt this mentality as a teacher. Reference 3 - 3,62% Coverage What is strange, is trying to discuss things with classmates. A lot of my friends didn't understand why we took PROMETE so seriously. It was odd, getting that kind of criticism. My classmates viewed PROMETE as just another assignment, an obligation they had to complete. This was the biggest

				every time we arrived to the elementary school, we would met with classmates leaving and arriving to the school, we would sit outside on a table because we had fifteen to twenty minutes before the class where we would talk about many things such as, experiences with children, teaching practice homework, lesson plans, routines, misbehavior problems, even about specific children Reference 5 - 7,21% Coverage Seeing teachers finish a class and watching their children run after them was also nice to see as well, teachers having that pleasure face when they were heading the principal's office to sign and leave. Teachers from fourth, fifth, and sixth grades getting their students out to the backyard and play games for the last fifteen minutes of class because maybe their lesson ended really fast. All those little times were moments that I didn't expect to experience during this year, many ups and downs, but those experiences made me rich in the education field, in the experience of being titular of a class, and be part of children's live, the importance of remain in the memory of a children is amazing	the colleagues who I have been collaborating they have been very helpful people as same as kind, responsible, compromised, professional, hard workers, and overcoat with vocation Reference 6 - 1,58% Coverage We have been working together very well. Whenever we had a problem they accommodate their schedule in order to be abreast	difference between me and my peers. Whereas I viewed PROMETE as a job opportunity and a chance to impress my teachers and the principal of the school, they viewed it as just another school assignment. Reference 4 - 4,57% Coverage Since I did take it more seriously, I did take the opportunity to collaborate with colleagues. A few of my peers and I would exchange ideas, mostly for improving behavior. I was always curious about activities implemented in other classrooms, and I would take the time to ask others what they were doing in their classes. Some ideas we would adapt for our classroom, while others I would file away mentally for another class it could fit into. In truth we didn't have many opportunities to collaborate with classmates or the teachers of the school, but more than anything, we would try gain insight and ideas from others
	Class teacher				<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [4,16% Coverage] Reference 1 - 4,16% Coverage Sometimes we had some issues of the time we had to start before because sometimes they arrived too late. This happened because the teacher of our group of second grade had first grade also so that was a little issue we had but it was not that much a problem. We could organize ourselves to work well without any delays.	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [5,74% Coverage] Reference 1 - 2,12% Coverage My goal to continue is not just to gain experience however. My goal is to build a good relationship with them so that when I graduate, they'll want to hire me. I am still unsure where I want to work when I graduate, but I figure keeping a foot in the door with the Colegio is a good start Reference 2 - 3,62% Coverage What is strange, is trying to discuss things with classmates. A lot of my friends didn't understand why we took PROMETE so seriously. It was odd, getting that kind of

					criticism. My classmates viewed PROMETE as just another assignment, an obligation they had to complete. This was the biggest difference between me and my peers. Whereas I viewed PROMETE as a job opportunity and a chance to impress my teachers and the principal of the school, they viewed it as just another school assignment.
	Other teachers within FLEX	<Internals\\MORA\\Mora final rendition> - § 1 reference coded [2,24% Coverage] Reference 1 - 2,24% Coverage books do not have all the answers, sometimes you have to go around asking for advice or do the thing that you think is the right one, cross your fingers and hope it works			<Internals\\FLOR\\Flor final rendition> - § 2 references coded [4,60% Coverage] Reference 1 - 2,67% Coverage Teaching English has been a great experience thanks to the help of the students and teachers. I have been learning a lot of things and things I know that I have to improve during my whole teaching practice Reference 2 - 1,93% Coverage we were observed by an eight semester student from our university and gave us details of how our class went and what we needed to change or develop.	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [4,28% Coverage] Reference 1 - 1,58% Coverage Our theories about how to prevent misbehavior were successful, and the few times we encountered issues we immediately sought advice from a teacher. Their ideas were implemented and we continued to have an easy time. Reference 2 - 2,70% Coverage Speaking with other people even helps enrich lessons. Other teachers have great ideas for creative activities or better ways to teach certain things. I no longer feel strange discussing things with other people. In fact now I love sharing ideas with others and learning from other people's experiences. I think it's necessary to adapt this mentality as a teacher.

Appendix L **Quotes from different sources related to PRACTICE**

L.1   **Quotes from the reflective initial letters of expectations in reference to practice**

Main code	Specific code	Mo	Is	Ed	Fl	No
Resources	Creating materials	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [4,46% Coverage] Reference 1 - 4,46% Coverage I need to teach with apples and I need to feel connected to my students.		<Internals\\ED\\Ed Initial letter> - § 1 reference coded [4,35% Coverage] Reference 1 - 4,35% Coverage I hope my lesson plan are fun enough for the students to have a good time and acquire a new language.	<Internals\\FLOR\\Flor initial letter> - § 2 references coded [13,59% Coverage] Reference 1 - 9,26% Coverage at the end of my teaching practice I am really sure that teaching in front of a class is really my thing, mostly with children; the children will be happy because they learn what they have to learn in English with the activities I make for them; Reference 2 - 4,33% Coverage my strengths are that I am very creative. I like to have variety in my lessons by doing by doing handicrafts things	<Internals\\NOEMI\\Noemi initial letter> - § 2 references coded [13,18% Coverage] Reference 1 I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience. I have everything lined out Reference 2 I know I am creative, I love planning and I enjoy making lessons dynamic.
	Adapting materials					
	Adopting materials					
Affirming	Activity choice	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [9,60% Coverage] Reference 1 - 9,60% Coverage I expect to achieve a good experience and practice, and to know and understand what to do when it comes to planning a lesson for a specific type of learners		<Internals\\ED\\Ed Initial letter> - § 2 references coded [8,74% Coverage] Reference 1 - 4,35% Coverage I hope my lesson plan are fun enough for the students to have a good time and acquire a new language. Reference 2 - 4,39% Coverage I hope my lessons work properly for the students and they have fun at the same time they are learning.	<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [4,33% Coverage] Reference 1 - 4,33% Coverage my strengths are that I am very creative. I like to have variety in my lessons by doing by doing handicrafts things	<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [10,44% Coverage] Reference 1 - 10,44% Coverage I am wrapping up my planning process and preparing to teach second graders. The experience has already proven to be stressful, but I hope that this is the worst of it. If I've done a good job, this should pave the way for an easy teaching experience. I have everything lined out
	Activity organization				<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [3,35% Coverage] Reference 1 - 3,35% Coverage	<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [3,53% Coverage] Reference 1 - 3,53% Coverage

					I just want to feel at the end that I develop a lot my teaching and preparation classes	I know how I will be managing my class, what I will be teaching and how I will be teaching it.
	Activity modification					
	Student's learning	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [5,93% Coverage] Reference 1 - 5,93% Coverage I expect to be a good teacher to my students and I expect to learn from my mistakes in teaching.	Internals\\ISEL\\Isel initial letter> - § 1 reference coded [12,20% Coverage] Reference 1 - 12,20% Coverage Another thing is that I would like to earn is my students trust so they can feel comfortable when they are in class which will also help them when it comes to their learning.	<Internals\\ED\\Ed Initial letter> - § 2 references coded [7,68% Coverage] Reference 1 - 3,28% Coverage I hope I can correctly answer all the vocabulary questions the students ask. Reference 2 - 4,39% Coverage I hope my lessons work properly for the students and they have fun at the same time they are learning.	<Internals\\FLOR\\Flor initial letter> - § 1 reference coded [9,26% Coverage] Reference 1 - 9,26% Coverage at the end of my teaching practice I am really sure that teaching in front of a class is really my thing, mostly with children; the children will be happy because they learn what they have to learn in English with the activities I make for them;	<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [12,16% Coverage] Reference 1 - 12,16% Coverage Once I begin teaching, remember that it's about the children. I hope to get some insight into working with young learners and get rid of all my preconceptions about how awful dealing with kids is. I need this teaching experience to prove to myself that young learners offer an incredible opportunity to expand my creativity.
	Discipline	<Internals\\MORA\\Mora initial letter> - § 1 reference coded [4,40% Coverage] Reference 1 - 4,40% Coverage I expect to overcome any problem that I may have when I teach my class,	Internals\\ISEL\\Isel initial letter> - § 1 reference coded [5,72% Coverage] Reference 1 - 5,72% Coverage to be able to successfully give my classes with a total control over the students.			<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [3,53% Coverage] Reference 1 - 3,53% Coverage I know how I will be managing my class, what I will be teaching and how I will be teaching it.
Problems	Children					<Internals\\NOEMI\\Noemi initial letter> - § 1 reference coded [12,16% Coverage] Reference 1 - 12,16% Coverage Once I begin teaching, remember that it's about the children. I hope to get some insight into working with young learners and get rid of all my preconceptions about how awful dealing with kids is. I need this teaching experience to prove to myself that young learners offer an incredible opportunity to expand my creativity.
	Discipline issues					
	Classroom organization					
	General instruction giving					
	Type of activity					

L.2 Quotes from the reflective mid-term letter in reference to practice

Main code	Specific code	Mo	Is	Ed	Fl	No
Resources	Creating materials	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [5,08% Coverage] Reference 1 - 5,08% Coverage we learned what we have to know to plan a good class		<Internals\\ED\\Ed Mid term letter> - § 2 references coded [21,93% Coverage] Reference 1 - 15,58% Coverage I do not consider my lesson plans as fun as children expected to be due to sometimes there were too many worksheets in a class which children found most of the time boring except if they were coloring worksheets, we did have fun but I think I needed more creativity and games when lesson planning and that is what I will work for the next thirty lesson plans so I would say this was one of the lowest points. Reference 2 - 6,35% Coverage the one that interest me the most is about the lesson plans but since we already know the students fortunately we would plan better for their needs and their learning.	<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [10,23% Coverage] Reference 1 - 10,23% Coverage I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring.	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [24,58% Coverage] Reference 1 - 10,47% Coverage With my first thirty lessons at a close, I have to say I was right about the planning process. It was the worst of the experience as far as stress goes. The time spent during that time was well worth it, as it truly did make the teaching experience easier. Reference 2 - 14,11% Coverage Working with children was not at all as I expected, and our second graders did help me expand my creativity. We constantly discussed what new things to bring for them, or how else we could introduce lessons. I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting.
	Adapting materials				<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [10,42% Coverage] Reference 1 - 4,44% Coverage When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level. Reference 2 - 5,98% Coverage When I was doing those reflections on our classes they really helped me to adapt my lessons or make any correction to do it more creative and dynamic.	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [10,10% Coverage] Reference 1 - 6,22% Coverage I felt that I used everything I learned , and even made adjustments as the course went on and we acquired more knowledge and ideas for the classroom. Reference 2 - 3,89% Coverage The reflections helped me adapt my lessons and make corrections as we got to know our students.
	Adopting materials					
Affirming	Activity choice	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [5,08% Coverage] Reference 1 - 5,08% Coverage		<Internals\\ED\\Ed Mid term letter> - § 2 references coded [21,93% Coverage]	<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [10,23% Coverage]	<Internals\\NOEMI\\Noemi mid term letter> - § 2 references coded [24,58% Coverage] Reference 1 - 10,47% Coverage

		we learned what we have to know to plan a good class		Reference 1 - 15,58% Coverage I do not consider my lesson plans as fun as children expected to be due to sometimes there were too many worksheets in a class which children found most of the time boring except if they were coloring worksheets, we did have fun but I think I needed more creativity and games when lesson planning and that is what I will work for the next thirty lesson plans so I would say this was one of the lowest points. Reference 2 - 6,35% Coverage the one that interest me the most is about the lesson plans but since we already know the students fortunately we would plan better for their needs and their learning.	Reference 1 - 10,23% Coverage I said that one of my strengths was that I am very creative. I really used it with my students and it worked. They loved to work on different activities because our lessons where not repetitive, basically we had variety on our lessons so they weren't boring.	With my first thirty lessons at a close, I have to say I was right about the planning process. It was the worst of the experience as far as stress goes. The time spent during that time was well worth it, as it truly did make the teaching experience easier. Reference 2 - 14,11% Coverage Working with children was not at all as I expected, and our second graders did help me expand my creativity. We constantly discussed what new things to bring for them, or how else we could introduce lessons. I ended this experience adoring the class and the students, which is probably why we worked so hard on making our activities interesting.
	Activity organization					
	Activity modification				<Internals\\FLOR\\Flor mid term letter> - § 2 references coded [10,42% Coverage] Reference 1 - 4,44% Coverage When I was working on a new lesson I was always thinking in adjust them according to their knowledge and level. Reference 2 - 5,98% Coverage When I was doing those reflections on our classes they really helped me to adapt my lessons or make any correction to do it more creative and dynamic.	
	Student's learning				<Internals\\ED\\Ed Mid term letter> - § 2 references coded [34,21% Coverage] Reference 1 - 22,39% Coverage transmit all my knowledge to the students which I think I did successfully and let me tell you why. I consider children got the target knowledge I was to transmit during the course; they were very participative according to what I asked every time we had two review the vocabulary. For instance, there	<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [5,23% Coverage] Reference 1 - 5,23% Coverage In the other hand, my patience helped me a lot when working with their level of English in order to help them understand something.	<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [2,00% Coverage] Reference 1 - 2,00% Coverage My mind was always on our class, on the students.

				was this time when we barely arrived to the classroom and the main teacher asked to children "To finish the class, how do you say this color in this color in English (pointing out to a black balloon) and they answered correctly, that time I felt my partner and I had been teaching good. Reference 2 - 11,82% Coverage Students sometimes asked how they would say a word and fortunately I could answer every one the questions and so did my partner, and to have a good voice level when talking to children except when I have sore throat and my partner had to talk during two classes straight, every child would listen to me clearly.		
	Discipline	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [20,11% Coverage] Reference 1 - 20,11% Coverage do all the adjustments we need to do to have a better classroom management and solve all the problems we still have to solve and prepare ourselves mentally to overcome any other little rock that gets in our way	Internals\\ISEL\\Isel mid term letter> - § 2 references coded [15,47% Coverage] Reference 1 - 7,77% Coverage Most of my students are very respectful and knew when to be quiet and when it was okay to talk. Reference 2 - 7,69% Coverage I had control over the classes while giving them and my students showed respect since day one.		<Internals\\FLOR\\Flor mid term letter> - § 1 reference coded [11,14% Coverage] Reference 1 - 11,14% Coverage Everything went well and I could realize that when I heard and followed the advice from the experts on teaching about keeping clear the classroom management and the rules since the first day of class it is really important in order to have a successful class during a whole course.	<Internals\\NOEMI\\Noemi mid term letter> - § 1 reference coded [5,28% Coverage] Reference 1 - 5,28% Coverage We had no severe disciplinary issues thanks to our planning, and the classes went smoothly and according to our long term plan.
Problems	Children					
	Discipline issues		<Internals\\ISEL\\Isel mid term letter> - § 2 references coded [20,87% Coverage] Reference 1 - 10,88% Coverage Like all kids sometimes they do not do what was asked but after some warnings they got back to what they were supposed to be doing. Reference 2 - 9,98% Coverage It was hard sometimes to give the class when the students were to hyper but with patience I was able to get thought that.	<Internals\\ED\\Ed Mid term letter> - § 1 reference coded [17,22% Coverage] Reference 1 - 17,22% Coverage I achieved the experience of monitoring students and moving around talking to children without being nervous or hesitating. Moreover, what I consider I did not achieve was having the right attention getters to work with the students. There were days where no matter I did to call their attention they would not listen. I would not deny I got stressed those days and		

				all I could do was to speak louder almost shouting to make the students pay attention.		
	Classroom organization					
	General instruction giving					
	Type of activity	<Internals\\MORA\\Mora mid term letter> - § 1 reference coded [11,69% Coverage] Reference 1 - 11,69% Coverage we need to work a lot more but that will do in the next semester so you better be ready to perfect our teaching technique				

L.3 Quotes from the reflective final rendition letter in reference to practice

Main code	Specific code	Mo	Is	Ed	Fl	No
Resources	Creating materials	<Internals\\MORA\\Mora final rendition> - § 1 reference coded [3,34% Coverage] Reference 1 - 3,34% Coverage There's another one which was the project think outside the box, where we design lots of materials to work with in the classroom to make the learning more fun and effective, wo had to search what kind of activities could we use and with what level, etc,	<Internals\\ISEL\\Isel final rendition> - § 1 reference coded [3,63% Coverage] Reference 1 - 3,63% Coverage I would also like to learn how to design more creative materials so that gets the students interested in the assignment and as a result they will have better learning.	<Internals\\ED\\Ed final rendition> - § 1 reference coded [3,76% Coverage] Reference 1 - 3,76% Coverage **Communicative Language Teaching** was also present during various activities during this teaching experience , we wanted children to communicate in some situations that children were most likely to find themselves in such as going to the supermarket, we had shopping activity in the food unit. For this activity, they would ask us first how to tell words in English.		<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [9,61% Coverage] Reference 1 - 5,68% Coverage The third time we applied theory to practice was during the think outside of the box seminar we had to do. We had done crafts in the classroom, but when we were told to implement some of the items suggested, we were incredibly doubtful. Would slime really help students learn? How is play-doh a tool for language? We wrote ideas for activities to complete the assignment, but we weren't convinced that they would work in the classroom. We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them. Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom. Reference 2 - 3,93% Coverage I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding. We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off.
	Adapting materials			<Internals\\ED\\Ed final rendition> - § 1 reference coded [2,60% Coverage] Reference 1 - 2,60% Coverage Children usually hate English classes so it is our duty to engage them in the process of learning a	<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [4,45% Coverage] Reference 1 - 4,45% Coverage I have learn how to respond to my students by praying attention to their needs and how to solve those	<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [6,24% Coverage] Reference 1 - 5,68% Coverage The third time we applied theory to practice was during the think outside of the box seminar we had to do. We had done crafts in the classroom, but when we were told to

					new language. Games usually work well for them, there is a wide variety of games for almost all the most common topics that could be adapted to any age.	problems or issues by looking for information, following our teacher's advice, by reading, etc. this is necessary to do because if we do not consider their thoughts and needs and we don't do anything, they will definitely will not learn.	implement some of the items suggested, we were incredibly doubtful. Would slime really help students learn? How is play-doh a tool for language? We wrote ideas for activities to complete the assignment, but we weren't convinced that they would work in the classroom. We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them. Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom. Reference 2 - 0,56% Coverage We put the students first and we do try our best to adapt lessons for them.
	Adopting materials						<u>\<Internals\\NOEMI\\Noemi final rendition\></u> - § 1 reference coded [5,68% Coverage] Reference 1 - 5,68% Coverage The third time we applied theory to practice was during the think outside of the box seminar we had to do. We had done crafts in the classroom, but when we were told to implement some of the items suggested, we were incredibly doubtful. Would slime really help students learn? How is play-doh a tool for language? We wrote ideas for activities to complete the assignment, but we weren't convinced that they would work in the classroom. We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them. Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom.
Affirming	Activity choice	<u>\<Internals\\MORA\\Mora final rendition\></u> - § 3 references coded [10,18% Coverage] Reference 1 - 3,34% Coverage There's another one which was the project think outside the box, where we design lots of materials to work with in the classroom to make the learning more fun and effective, wo had to search what kind of activities could we use and with what level, etc,	<u>\<Internals\\ISEL\\Isel final rendition\></u> - § 2 references coded [7,58% Coverage] Reference 1 - 2,98% Coverage theory I put most into practice was TPR. We used this theory the most because they are little kids and this theory works best with kids. Reference 2 - 4,61% Coverage	<u>\<Internals\\ED\\Ed final rendition\></u> - § 2 references coded [5,67% Coverage] Reference 1 - 2,60% Coverage Children usually hate English classes so it is our duty to engage them in the process of learning a new language. Games usually work well for them, there is a wide variety of games for almost all the most	<u>\<Internals\\FLOR\\Flor final rendition\></u> - § 2 references coded [5,80% Coverage] Reference 1 - 1,36% Coverage We use them to have a class more dynamic, have the student doing stuff (not the teacher) and not boring. Reference 2 - 4,45% Coverage	Coverage] Reference 1 - 3,56% Coverage Throughout PROMETE, we have had various opportunities to connect theory to practice. The first was with the fifth dimension of learning. We have always been rather skeptical about having students write reflections on their work and create plans for improvement. We didn't think this would ever actually be effective. However we

		Reference 2 - 4,28% Coverage we had to learn everything, from Piaget's theories of cognitive development to activities and best ways to teach children, this was the hardest because we needed to know exactly why that activity was the one learnt a lot of things thanks to this experience and it sure fulfill its objective which was to learn from mistakes, Reference 3 - 2,56% Coverage I think mine is like this because I learnt on my own and I know what is less complicated to teach and also like to use a lot of materials and stuff, and everything can to make it more attractive.	For reading they had to circle the word that was said by the teacher, putting into practice was the exam and verbal was when we asked to go in front of the class and say what they talked about with their partner.	common topics that could be adapted to any age. Reference 2 - 3,07% Coverage I think one of my goals would definitely be to select the proper attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer	I have learn how to respond to my students by praying attention to their needs and how to solve those problems or issues by looking for information, following our teacher's advice, by reading, etc. this is necessary to do because if we do not consider their thoughts and needs and we don't do anything, they will definitely will not learn.	implemented every dimension in our classroom, including this fifth one. We started small, with a questionnaire, and then gradually moved up to reflections. Reference 2 - 3,93% Coverage I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding. We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off.
	Activity organization		[5,04% Coverage] Reference 1 - 3,28% Coverage We used it when we played games for example we asked the students to write on the board the word that the teacher would say or draw instead of writing. Reference 2 - 1,76% Coverage They had to write down the names of the flashcards that were pasted on the wall.		<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [3,22% Coverage] Reference 1 - 3,22% Coverage I need to be well prepared in order to answer my students any doubt they have as same as getting them more involve in the language and try not to speak them a word in Spanish in order to have them more involve and get accustomed to the language.	
	Activity modification			<Internals\\ED\\Ed final rendition> - § 1 reference coded [4,19% Coverage] Reference 1 - 4,19% Coverage To be more dynamic with children, I would say our classes were not boring but sometimes they were kind of neutral for children, they wanted more games, movement's actions etc. that was a weakness of those who contributed in the lesson plan binder for first grade. I will attach more games, warm ups, related to the topic so they could have more interaction, communication and less black and white worksheets.		<Internals\\NOEMI\\Noemi final rendition> - § 2 references coded [2,84% Coverage] Reference 1 - 1,25% Coverage I believe my view of teaching resembles that of Flor's. We both would agree to change certain things in our plans, or spend a few extra pesos to make the students happy. Reference 2 - 1,58% Coverage We put the students first and we do try our best to adapt lessons for them. We are of the mindset that there is always something to improve, and we would collaborate on how to do something new or something different
	Student's learning			<Internals\\ED\\Ed final rendition> - § 7 references coded [22,40% Coverage]	Coverage] Reference 1 - 4,52% Coverage	Coverage] Reference 1 - 2,33% Coverage

				Reference 1 - 1,56% Coverage warm ups are important in language classes because they impact in children in the way of making them forget about school and learning from those games.	to be always considered and caring with my students needs in order to have them more interested in a second language. As same as letting students know how important is to learn a second language. Is some students do not like to learn a second language I will not obligated them to do is just try to let them know how fun and interesting could be.	The students responded positively, and as time went on, their responses became more and more elaborate. They began to tell us where they struggled, how they think they should improve and what type of activities helped them learn. It helped us adjust our planning and it was great seeing it work out in the classroom.
				Reference 2 - 1,42% Coverage Games usually work well for them, there is a wide variety of games for almost all the most common topics that could be adapted to any age.	Reference 2 - 1,58% Coverage I will use different methods to teach in order to be unique and inspire, educate, motivate, and engage students to learn.	Reference 2 - 5,68% Coverage The third time we applied theory to practice was during the think outside of the box seminar we had to do. We had done crafts in the classroom, but when we were told to implement some of the items suggested, we were incredibly doubtful. Would slime really help students learn? How is play-doh a tool for language? We wrote ideas for activities to complete the assignment, but we weren't convinced that they would work in the classroom. We decided to try it out, and we were shocked. The students were not only enthusiastic, they remembered the lessons. It was more than just something fun for them. Our ideas for the lesson worked out and the students benefitted from this. It was an eye opener for me, realizing that I could use unconventional material in the classroom.
				Reference 3 - 2,33% Coverage **Learn** while it lasts, children have the biggest imagination, teachers listen to many stories and adventures, they also learn with every activity they apply, every reaction will be a conclusion of a kind of experiment with them.	Reference 3 - 2,36% Coverage giving our students input it is very important for them and we can accommodate students to be in a better context where they are surrounded of the second language they are learning.	
				Reference 4 - 3,29% Coverage During the past classes we have used different methods due to the situations that showed up, I would say **Total Physical Response** was the most common, we had several warm ups where following commands was of the main goals , children would follow correctly this method focuses on the importance of listening comprehension.	Reference 4 - 1,02% Coverage know every time how to respond to my student's needs, lacks, and necessities.	
				Reference 5 - 5,86% Coverage we had a little of **Community Language Learning** where the relationship between children and teachers was really good, they had good relationship and built good confidence, children even though we didn't want speak most of the time in Spanish and we would make students repeat when we wanted them to speak English. This happened with activities where we wanted children to go to the front and tell descriptions of drawings they had done, they were afraid to talk, and we didn't want them to do it in Spanish so we told them in		

| | | | | English what to say and they instantly repeat.

Reference 6 - 3,76% Coverage
Communicative Language Teaching was also present during various activities during this teaching experience , we wanted children to communicate in some situations that children were most likely to find themselves in such as going to the supermarket, we had shopping activity in the food unit. For this activity, they would ask us first how to tell words in English.

Reference 7 - 4,19% Coverage
To be more dynamic with children, I would say our classes were not boring but sometimes they were kind of neutral for children, they wanted more games, movement's actions etc. that was a weakness of those who contributed in the lesson plan binder for first grade. I will attach more games, warm ups, related to the topic so they could have more interaction, communication and less black and white worksheets. | | |
| | Discipline | \<Internals\\MORA\\Mora final rendition\> - § 3 references coded [11,31% Coverage]
Reference 1 - 4,98% Coverage
Along the way in our experience in PROMETE we had many opportunities to connect theory to practice for example, that time when we had to read about discipline, rules and all that things, so we could design an appropriate disciplino plan for our group level, we had to read about the stage that they were in and also how rules and consequences should be display in the classroom.

Reference 2 - 2,70% Coverage
the first thing that I learnt thanks to PROMETE is that if you do not apply the rules and its consequences you can teach, you have to have order and discipline in the classroom in order to teach something

Reference 3 - 3,63% Coverage | \<Internals\\ISEL\\Isel final rendition\> - § 1 reference coded [2,91% Coverage]
Reference 1 - 2,91% Coverage
I need to work on developing strategies to get the students attention and loose too much time so we can get through the lesson faster. | \<Internals\\ED\\Ed final rendition\> - § 6 references coded [18,89% Coverage]
Reference 1 - 1,51% Coverage
Make a pleasant learning environment. It is significant for the children than the environment in the classroom in peaceful when promoting learning.

Reference 2 - 1,76% Coverage
In the classroom, we had routines, and attention callers to prevent any kind of undesired situation, those who didn't follow the rules are to be warned for their actions.

Reference 3 - 1,75% Coverage
I think it is also important to reward students that will eventually motivate them to work, candies are good but | \<Internals\\FLOR\\Flor final rendition\> - § 4 references coded [17,19% Coverage]
Reference 1 - 4,59% Coverage
to be stricter with my students. In order to have my students more controlled and of not being too sensitive with them because they can take advantage or gain enough confidence that maybe I could be damaged. Also because while my practice in PROMETE I could see that the students are very blackmailer so if I continue like this someday I can be fooled.

Reference 2 - 3,57% Coverage
I apply discipline strategies in my classroom in order to have my students well behave and encourage to learn. It was well | \<Internals\\NOEMI\\Noemi final rendition\> - § 2 references coded [8,46% Coverage]
Reference 1 - 4,53% Coverage
we applied theory was in our discipline plan. We read up on all the different ways to tackle misbehavior or promote positive behavior. Some of the ideas seemed silly, but we included everything. In the end, I think it´s what made our experience so wonderful. We never had serious behavior problems. Our theories about how to prevent misbehavior were successful, and the few times we encountered issues we immediately sought advice from a teacher. Their ideas were implemented and we continued to have an easy time. We learned a lot about admitting when we need help and taking advice from those who have experience.

Reference 2 - 3,93% Coverage |

		I learnt is that I am too soft with students and after they know me they know how to get to me and bend me, so I need to work more in being though and not be no to afraid of telling a kid, and this happens because I have a very strong conscience and it gets very loud after	there are better ways, stars work well for first graders. Reference 4 - 2,80% Coverage I have learned from situations under stress, once we had to deal with more than ten children screaming at the same time with no reason, those twenty seconds were enough to make them learn to be patient, don't go crazy, and that children only want to get fun while learning. Reference 5 - 8,01% Coverage there was also this one time when I had to deny giving one candy to a child, he didn't do anything to earn it during the class, however he was in line at the end to claim his candy as if he would've worked perfectly better than his classmates, I looked at him and told he would not get anything because he didn't work. He looked at me with a pleading look and all I could do was send him back to his seat. The next time we told children we had candy for those who worked well, I didn't remember what has happened before, that child finished his work and at the end when he was in line with his worksheet, he asked if he was going to get some, I confirmed and learned that sometimes we have to be strict and realistic with children so they can learn to gain things during a class. Reference 6 - 3,07% Coverage I think one of my goals would definitely be to select the proper attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer	received and I think I deserved it because of how I was conscious about their needs and I knew how to react before anything could happen in the class. Reference 3 - 4,90% Coverage to be always very creative and never be too humdrum. This can bored our students and we can have a decontrolled class because the students do not see any variety and that might be boring for them. This is why I consider to be very dynamic and have variety of activities in the class so the students can have fun and not get bored of the same activities that the teacher does. Reference 4 - 4,12% Coverage to be more strict and capable to follow and respect my own rules and not being so patient or see always a beautiful way to things that aren't. This is why I consider being less patient or less considerate with my students order to obey a rule and to keep a class in calm. This is something I will definitely work on.	I learned that the effort I put in lessons is very evident and apparent for the students. We have had days where we put minimal effort, and the students suffer because of our laziness. We have a more difficult time with them because they get whiny and upset. And yet, when we take that time to really plan and take their interests into consideration, the classroom is rewarding. We have an easier time with the students, lessons go smoothly, and everything is less stressful. It is more work outside of the classroom, but it pays off.
Problems	Children		<Internals\\ISEL\\Isel final rendition> - § 3 references coded [13,67% Coverage] Reference 1 - 5,47% Coverage	<Internals\\ED\\Ed final rendition> - § 1 reference coded [5,86% Coverage]	<Internals\\FLOR\\Flor final rendition> - § 1 reference coded [4,52% Coverage]	<Internals\\NOEMI\\Noemi final rendition> - § 1 reference coded [5,43% Coverage]

| | | | A thing I learned during my teaching practice was that everyone even little kids have problems at home and that affect the way they learn and sometimes even causes them to make disruptions in class to get the attention of the students and the teacher.

Reference 2 - 3,22% Coverage
I did not think I was going to have to work with a special ed students specially because that school is not known for having those type of students.

Reference 3 - 4,98% Coverage
I know for sure I have is that I need to be more patient as a teacher. I need to learn that the students do not learn as fast as others and I have to explain to others personally so they could understand what is going to be done. | Reference 1 - 5,86% Coverage
we had a little of **Community Language Learning** where the relationship between children and teachers was really good, they had good relationship and built good confidence, children even though we didn't want speak most of the time in Spanish and we would make students repeat when we wanted them to speak English. This happened with activities where we wanted children to go to the front and tell descriptions of drawings they had done, they were afraid to talk, and we didn't want them to do it in Spanish so we told them in English what to say and they instantly repeat. | Reference 1 - 4,52% Coverage
to be always considered and caring with my students needs in order to have them more interested in a second language. As same as letting students know how important is to learn a second language. Is some students do not like to learn a second language I will not obligated them to do is just try to let them know how fun and interesting could be. | Reference 1 - 5,43% Coverage

I have learned from my teaching practice is that kids are not horrible little monsters. It seems weird to say that I had to learn this, but I was sincerely terrified of teaching children. I have always said that my goal was to teach at a high school or college level. I am incredibly impatient with young cousins, nieces of even nephews. I found kids to be annoying, whiny and out to make my life miserable. Since my teaching practice, my views have changed dramatically. Yes, I know that I will get an occasional student that will make my job difficult, but overall, young kids are wonderful. I loved my students! It took my some time to adapt to them and learn how to act around young children, but from the very start they won me over. |
| | Discipline issues | Coverage]
Reference 1 - 2,61% Coverage
I need to work on is in control of classroom. because if the class goes out of control sometimes I do not know how to get it back and I get frustrated and then anxiety comes in and it is not pretty, | <Internals\\ISEL\\Isel final rendition> - § 1 reference coded [2,91% Coverage]
Reference 1 - 2,91% Coverage
I need to work on developing strategies to get the students attention and loose too much time so we can get through the lesson faster. | <Internals\\ED\\Ed final rendition> - § 3 references coded [10,04% Coverage]
Reference 1 - 2,80% Coverage
I have learned from situations under stress, once we had to deal with more than ten children screaming at the same time with no reason, those twenty seconds were enough to make them learn to be patient, don't go crazy, and that children only want to get fun while learning.

Reference 2 - 4,17% Coverage
there was also this one time when I had to deny giving one candy to a child, he didn't do anything to earn it during the class, however he was in line at the end to claim his candy as if he would've worked perfectly better than his classmates, I looked at him and told he would not get anything because he didn't work. He looked at me with a pleading look and all I could do was send him back to his seat.

Reference 3 - 3,07% Coverage
I think one of my goals would definitely be to select the proper | <Internals\\FLOR\\Flor final rendition> - § 3 references coded [13,61% Coverage]
Reference 1 - 4,59% Coverage
to be stricter with my students. In order to have my students more controlled and of not being too sensitive with them because they can take advantage or gain enough confidence that maybe I could be damaged. Also because while my practice in PROMETE I could see that the students are very blackmailer so if I continue like this someday I can be fooled.

Reference 2 - 4,90% Coverage
to be always very creative and never be too humdrum. This can bored our students and we can have a decontrolled class because the students do not see any variety and that might be boring for them. This is why I consider to be very dynamic and have variety of activities in the class so the students can have fun and not get bored of the same activities that the teacher does.

Reference 3 - 4,12% Coverage | |

				attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer	to be more strict and capable to follow and respect my own rules and not being so patient or see always a beautiful way to things that aren't. This is why I consider being less patient or less considerate with my students order to obey a rule and to keep a class in calm. This is something I will definitely work on.	
	Classroom organization					
	General instruction giving					
	Type of activity	Coverage] Reference 1 - 2,57% Coverage The next one thing that I learnt is that not all the activities work as planned or they just do not work at all, so you better come with a couple of more activities to mix with or to change for.		<Internals\\ED\\Ed final rendition> - § 2 references coded [7,26% Coverage] Reference 1 - 3,07% Coverage I think one of my goals would definitely be to select the proper attention getter for students, it is very important to have a way to gains student's attention while a disturbing situation is happening, I selected the wrong ones and sometimes misbehavior in the classroom lasted a little bit longer. Reference 2 - 4,19% Coverage To be more dynamic with children, I would say our classes were not boring but sometimes they were kind of neutral for children, they wanted more games, movement's actions etc. that was a weakness of those who contributed in the lesson plan binder for first grade. I will attach more games, warm ups, related to the topic so they could have more interaction, communication and less black and white worksheets.		

L.4   *Mo* **first cycle of teaching practice reflective writings and teaching log entries related to practice**

A. **Classes 1-15**

Main code	Specific code	Classes 1-5		Classes 6-10		Classes 11-15	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials				The while activity was to build a body which was separate. They had to cut the parts and paste them on the sheet correctly (Mo, TL8) the while activity because it was to create a monster they had 2 sheets one was the monsters body and the other one was the head (Mo, TL9)		
	Adapting materials						
	Adopting materials						we continued with the family vocabulary as a pre activity we had a family member flashcard (Mo, TL15)
Affirming	Activity choice	we were thinking to do since they like a lot coloring to have a drawing related to the class as preparation for every class to use it when they have a lot of energy (Mo, RW1)	We played hot potato so they could practice the target language structure (Mo, TL1) then the song came and they loved it, they were singing and doing all movements (Mo, TL3) They while activity was a trace with different colors. The numbers in letters (Mo, TL3) After they colored we realized they love coloring (Mo, TL4) in the while activity we give the teams a set of flashcards of the alphabet and a bag of beans (Mo, TL5)	my students hared with me stuff that I did not ask for. like how they are feeling in the class or how much they liked the activity (Mo, RW2) it helps me a lot to see the impact this activities we planned for them, because I got the chance to see if all the effort we put in planning really worth the time (Mo, RW2)	This class the first activity was a song. I loved this class it was the best class so far. They loved the song they were participating and singing it was really really good (Mo, TL6) the post activity was that we had to draw the body parts from the story (Mo, TL6) This class was good as pre activity we had a song. As I said before they love songs that is why they participate and get all excited when we sing it , they enjoyed the activity and so did I (Mo, TL8) For the post activity we had Simon Says and they also liked it (Mo, TL8) we took our storytelling it is a good story (Mo, TL10) As a pre activity we had the storytelling containers which had images of some vocabulary on the book they all participated, we had	they do the activities even though sometimes they do not like them (Mo, RW3)	we played Simon Says they like that activity and the reason we liked it was because they knew what they had on (Mo, TL11) we did the matching exam (Mo, TL11) As post activity we gave them a sheet where they had to draw the family. We kept them busy in this class thanks to the post activity (Mo, TL12) As while we had them draw their family then come up to the front and present their family to the rest of the class (Mo, TL13) As post activity we had to color a family portrait. I think we did well (Mo, TL13) As post we had this little matching (Mo, TL14) we had a word search activity where they had to find the family member (Mo, TL15)

				some students pass to the front and take out a word (Mo, TL10)		
Activity organization		We thought the alphabet this session they repeated and they were very attentive (Mo, TL2)		The while activity was our storytelling from our Eric Carle book from head to toe they get involved in the story since it is a story full of action, they repeated the actions (Mo, TL6) We had 3 groups two, 1st and a 6th (Mo, TL10)		first activity we paste the family flashcards on the board and they make 2 teams they had to touch the flashcard they heard (Mo, TL14) For the while we had a worksheet where they had to draw their family members in the correct place (Mo, TL14)
Activity modification	we know how to improvise if the activity and the preparation does not work (Mo, RW1)	When the pre activity arrived we had to change it a little bit because they couldn't identify the letter sounds (Mo, TL2) In this particular class we had to change our post activity as well we used the preparation on the post which was broken phone (Mo, TL4) We had to use the coloring from the post activity because the students weren't responding to the activity they had little energy (Mo, TL4)				As pre activity we had broken phone but before we tried to do family basket but I guess the instructions where a bit hard or confusing. We played broken phone because they had already played it (Mo, TL 13) As a post activity we changed it to a coloring sheet which was about Halloween (Mo, TL15
Student's learning	our students really like to learn and they see d that we want to help them to achieve that so I think that maybe we are walking the right way in our technique to teach (Mo, RW1)	They enjoyed a lot the post activity since they had to trace the letters with different colors (Mo, TL2) We started the class by practicing the previous vocabulary and the majority of them remembered it (Mo, TL3) They identified the colors and in the post we realized our students new the numbers from 1-10 that was a plus (Mo, TL3) we taught colors and we faced the same situation that occurred with the alphabet, at the time to memorize the vocabulary they only identified basics (Mo, TL4) In our pre activity we reinforced the numbers and we noticed that they learned them (Mo, TL5) one girl that knew the majority of the letters and on the post activity with one competence we practiced colors (Mo, TL5)	all the everyday vocabulary i making a difference, they can remember what they have to say when we ask certain questions, like for example, how are you? When I call roll, when we ask yes or no questions; because they are starting to take in all the vocabulary we giv them in class (Mo, RW2) We will try to help them catch on the lesson every time we see them stumble, like explaining personally (Mo, RW2)	they could make all the movements and repeat the sentence but they couldn't memorize the only thing they could say out loud was "yes, I can do it" (Mo, TL6) They were all creative and got engaged with really fast, the activity worked really well and I felt good the kids a pretty much talking about how their work was being done correctly (Mo, TL9)	they are small they do have an open mind, they want to learn, they want to travel the world and know everything about everything, and that curiousness is the one I am thankful for (Mo, RW3)	As well we made storytelling which was about one day at the beach with my family. They realized during the story telling what we wanted them to understand. They repeated the family member as we repeated to them (Mo, TL12

			I realized how hard it was to pay attention to every single student (Mo, TL3)	the trust they have in me, they trust in us like we were part of their family, they treat us with respect and they also respect their classmates, and we haven't really use the negative aspects from our discipline plan, I think it is a good sign (Mo, RW2)	They got engaged in the activity rapidly and they barley talked which I considered a good sign (Mo, TL8)		Pre activity we had repetition for the structure, it went normal a little bit hyperactive from the students but nothing that we couldn't control (Mo, TL12)
	Discipline						
Problems	Children			there are some students that are punished and they do not have the right to enter to the class but after a few classes they returned and they are left behind by their classmates that enter to every single class and we have to go back and explained to them what does that mean, we know that we do not have any power in that because the classroom teacher is the one that gives the punishment to the kids (Mo, RW2)		A and C, because when they are sit together you do not know in which mood they are sometimes is hugs and kisses and some others they just talk and talk and that leads to an argument (Mo, RW3)	
	Discipline issues	They do talk a lot and sometimes they have a lot of energy and we do not know what to do to bring it down a little (Mo, RW1)	the use of English I had used. After times students got distracted and started to talk (Mo, TL1) We actually in this particular class we had to keep apart 2 kids because they were talking a lot, and after we did that class was heaven (Mo, TL2) it happened a little of disruption because of the song but we managed to control it (Mo, TL3)	the first one is that there are these two girls who always talk, they can be quiet a little, they talk to complain, to distract others and every five seconds they ask how they are doing, think this is a problem we have been trying to erase, but we have left only one resource, keep them apart from the others (Mo, RW2)		we plan to do is to sit them apart every class, and with my pacifist side, I have to prepare mentally that someday have to face that and I have to overcome that and since I am the teacher I have to think with"La cabeza bien fria' (Mo, RW3)	
	Classroom organization						
	General instruction giving				we stated the class with the who´s the leader game, at first they were a little confused but after the first try they all get it (Mo, TL9)	I am having a hard time to simplify instructions but I am practicing and doing my best, I have searched the web for advice on how to simplify instructions and to be clear (Mo, RW3)	As pre activity we had broken phone but before we tried to do family basket but I guess the instructions where a bit hard or confusing (Mo, TL 13)

| | Type of activity | the majority of them do not have a background of being close to the language before, it is hard to have the class completely in English (Mo, RW1) | The harder part for them were to understand the song we used in the while they did participate but they didn't know what they were saying until the post activity came in (Mo, TL1)

In this activity we noticed it is confusing and hard for them to remember all the letters (Mo, TL5) | | In the while activity it was to tell the story, it was hard (Mo, TL10)

Post activity was to make ears. We saw that we have to improve it was a good try though (Mo, TL10) | | As while activity we used bingo as a first game they were excited but when they lost the stated to lose interest (Mo, TL11)

The class was boring they were seated in their seats almost the whole hour (Mo, TL14) |

B. Classes 16-30

Main code	Specific code	Classes 16-20		Classes 21-25		Classes 26-30	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials		we did a giant word search and also we gave a sheet to every students first they did it on their own then they did it on the board (Mo, TL18)	we are looking for activities a little challenging for her so that she could learn more and go at the speed of the rest of the group (Mo, RW5)		we have plan to do next semester is to make our classes more real and fun, using real objects and things that they can manipulate I guess this is all for this semester (Mo, RW6)	
	Adapting materials						
	Adopting materials						The while activity we made a craft, which fun cause they made their own version of a crab, they made it with paper, plate, ect (Mo, TL28)
Affirming	Activity choice	my students like activities where there is something that caught their attention and something to color (Mo, RW4)	we did a story telling about frog family it was very short with lots of actions and vocabulary (Mo, TL16) we started with a song called go bananas the kids loved the song and all of them were involved doing all the movements and for sure they had fun, cause the song's funny (Mo, TL17) The next activity was creating a story with their family by cutting out images from magazines; at the end they made pretty good books (Mo, TL17) unit 3 which is about classroom objects. as first activities we had flashcards with the classroom object names we pasted them around the classroom (Mo, TL18)	they participate a lot more than usual when we play guessing games like hanging man, they go crazy every we play this game. and it is really good see your students respond in time that way to an activity because I think that is lhe main purpose of every little one activity (Mo, RW5)	pre-activity it was fun because they knew how to play it (Mo, TL22) The last activity was a Simon Says, we put flashcards around the classroom and we asked the students to bring a specific object (Mo, TL22) unit 3 about classroom objects. As first we had a Simon Says asking for objects (Mo, TL23) as post activity we did a broken phone to help the students to relax and have fun (Mo, TL23) the last unit which was sea animals, we started the class with flashcards then we asked questions, they had to point out what animal we were talking about (Mo, TL24)		we started the class with an ocean basket game, which they knew how to play perfectly; so it was a pretty good activity (Mo, TL26) we did another worksheet but know they had to color the animals according to numbers; they loved even more this activity than the others (Mo, TL26) we started with a color basket, every time we play this the kids have too much fun (Mo, TL27) we started with phonics in this first activity it was K, it was tracing worksheet (Mo, TL28) As the post activity we had another phonic worksheet but this time was letter L and it was normal, they did it fast (Mo, TL28)

			Pre activity we had an asking and answering kind of activity (Mo, TL19) as post activity was another worksheet but this time the had the help from the other worksheet (Mo, TL19) as first activity we did a hang man game it was fun because the students really knew the rules of the game (Mo, TL20) The last activity was introducing big, small, short, large etc……adjectives with a worksheet. It was easy guess (Mo, TL20)		we introduced the rest of the colors in these third classes: brown, pink, purple and orange. The first activity was a word search with the colors we introduced hidden (Mo, TL25) The last activity was a worksheet where they had to trace the color with the right color, they loved this activity (Mo, TL25)		This was our last class for the semester as first activity we had Simon says (Mo, TL29) The while activity was a review of the ocean animals which most of them knew (Mo, TL29) Then a post activity we gave them a worksheet to color with a snowman since the holidays are close they screamed when they saw the drawing (Mo, TL29)
	Activity organization		in this class we had a little more fun than usual as pre activity we had a little game called the WA they loved it even though it was confusing at first but they had a lot of fun (Mo, TL16) As post activity we made a little discussion on the story it was short so we had to give them the worksheet where they had to draw their favorite character from the story (Mo, TL16) they drew the objects they use most in school this activity also worked out really well (Mo, TL20) As a last activity we had a kind of Pictionary we divided the class in 2. It was a pretty good class. In this lesson we played Pictionary it was fun and challenging to the team because they had to remember the vocabulary the activity took a lot of time so we only did one more (Mo, TL20)		In the first activity we had a little game that was to put the objects on the desk, a student's came up to the desk with his eyes covered and touched an object then he had to say what it was (Mo, TL21) The while activity was a worksheet, was pretty easy, so they answered it fast, well some faster than others so we had to take turns to keep balance (Mo, TL22) The last activity was draw their favorite sea creature in a worksheet, come to their classmates so that they guess the animal (Mo, TL24) The next activity was: With its name, then they had to come to the front of the room and touch the color that we said (Mo, TL25)		In the next activity we had worksheets were they had to color the ocean animals with the colors that the worksheet said (Mo, TL26) Then we finished we gave them marshmallow lollipops and they had to chance to win more by participating in a review competition (Mo, TL29)
	Activity modification				The while activity was similar but this time we put them in a sweater. They had to touch and say what object it was (Mo, TL21)		
	Student's learning		They loved it and it was interesting that they did pay attention to it ((Mo, TL16)	we are knowing botter our students and how they learn and way they learn and we realized that is easier for them to remember vocabulary if they had fun in the class we saw the	This activity worked well we got students engaged (Mo, TL21) There was Miriam that knows all the words (Mo, TL22)	we have gain our students trust they confined things and they expect us to understand and help them all the way, they trusted in us to teach them another language (Mo, RW6)	It was pretty fun they were engaged in the activity, working without getting distracted (Mo, TL26) it was fun cause they made their own version of a crab, no one told

			Students were unfamiliar with word search but we did pretty well (Mo, TL18)	new vocabulary and that's maybe a sign for us to improve the next semester (Mo, RW5)	They had fun and they also saw the objects weren't that clear (Mo, TL23)		them how to do it but they did a pretty good job (Mo, TL28)
	Discipline	our students respect us and try their best to follow our instructions (Mo, RW4)	Then post was to tell the story they created we didn't have problems with class management or behaviour (Mo, TL17)				
Problems	Children	there is a variety of speed when answering the worksheets and the first time we face that at first we didn't know what to do about it but then the next time we brought some extra activities for those who are fast, and that help a lot (Mo, RW4)		Miriam finishes first every activity, and think is because she already knows how to read and the the group good and bad at the same time (Mo, RW5)			
	Discipline issues	C is a very active girl, who likes to talk to everybody and that is something that it's been causing a problem with the class, what we have plan to do is to talk to her and try to sit her alone and give her activities that can keep her engaged and that help her to learn (Mo, RW4)				M was shouting answers without being asked, and of course that caused a little disruption and we have plan to talk to her and tell her that her classmates also have the right to learn too and that she has to respect the activity instructions (Mo, RW6) everybody at the end of the class were talking too much, and this a problem we have been suffered since the beginning (Mo, RW6)	
	Classroom organization						
	General instruction giving						
	Type of activity		the next activity was a matching it is a good activity but when it involves writing it becomes harder for them because they don't know the whole alphabet (Mo, TL19)		The last activity we gave them a worksheet which had adjectives And they had to complete. We realized it was a supper hard activity (Mo, TL21) while activity we gave them the exam, which was complete and draw a line to the classroom object. They take a little while but at the end they did it (Mo, TL23) The while activity was giving clues or a little description and they had to say the name of the animal, it was easy but it got complicated when they tried to say name (Mo, TL24)		the next activity was to practice the structure we had been practicing, which is: What is it?. I have to admit it is so hard for them to remember this target structure, but they did great (Mo, TL27) The post activity we practiced phonics in this class, it was fun and boring at the same time because there was something they didn't like to learn it was just tracing words with J (Mo, TL27)

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L.5 *Is* first cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 1-15

Main code	Specific code	Classes 1-5		Classes 6-10		Classes 11-15	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						
	Adopting materials						For this unit we have used flash cards and a lot of activities that require them to move around since they always seem to have a lot of energy in them (Is, RW3) We gave them a coloring worksheet to close this unit (Is, RW3)	
Affirming	Activity choice		Their homework was to do the days of the week five times each (Is, TL2)	During these five classes we worked on cleaning supplies (Is, RW2) how excited they get when they know we are going to do an activity that they were not expecting (Is, RW2) We did our storytelling with them and they totally loved it (Is, RW2) I would like to mention how our students are willing to work more and more every day without complaining as much, the story telling really helped (Is, RW2)	Before handing out the exam we asked if they wanted a quick review and they said they didn't (Is, TL6) The unit we are going to be working on is called "clean up". We went through the first eight supplies today so it wouldn't be so hard to understand and work with (Is, TL7) The activity that seemed to work on the most today was the one where they had to write the missing letter from the vocabulary words (Is, TL10)	The activity had to do with competition and the students had to race to see who was going to be able to write the vocabulary word the fastest on the board (Is, RW3)	To end the class we asked them to study because they were going to have an exam the next day (Is, TL13) This activity really does work because our students are very competitive and always like to win This was the activity that was the most successful of the day (Is, TL13) We did a quick review with flashcards to make sure it was clear to them (Is, TL14) We handed out a coloring worksheet when they were finished with the activity (Is, TL14) and it was also the beginning of a new unit called "monsters". We were sure this unit was going to be great because of the time of the year it was given and because our class is 90% boys (Is, TL15)
	Activity organization		To end with the days of the week subject, we asked the students to make a line outside the classroom. They had to tell us the days of the week before coming in, when some				We handed out the test to each student and asked if there were any questions. We answered them and asked them to continue answering the test quietly. We went around to

			didn't know we had to give them a little help (Is, TL3)					make sure each student was doing what had been asked (Is, TL14) We had the students go around the classroom to look at the flashcards that where taped to the wall. Each flashcard had the name of it under it. They had to write all of them in their journal (Is, TL15)
	Activity modification		One of the students even wanted to cry. Since we saw they settled down, we erased their names (Is, TL3)	We are going to try and work with them little by little without having to yell to get their attention by using signals and use more dynamic activities to get them interested in the class. (Is, RW2)	We went over them once again and after decided to play a game. We divided them in two groups. Team 1 won and received an extra star on the star chart they have (Is, TL9)	we gave out the exam and saw that half of the students still didn't know the vocabulary that had to be learnt, so we decided to go over the vocabulary again and changed the exam with more pictures to make it easier for them (Is, RW3)	The ones who did great on the mini exam went outside to play with Br and the ones who are still having a hard time stayed with me. (Is, TL12) Because of the test results of yesterday's quiz, we decided to do a different type of activity. We got them together and made two different teams to go over the vocabulary. We went over it and once they got the hang of it we would give two of the students who were at the beginning of the line a "clean up" word and whoever wrote it the quickest would win (Is, TL13) In order for the students to leave the classroom they were asked to say one of the vocabulary words learnt (Is, TL13)
	Student's learning	I was grading the students' tests and saw what great results most of them had. That made me realize that we aren't doing such a bad job as teachers after all (Is, RW1)	we began with our first lesson plan which was about the days of the week. Some students knew them already and wanted to show off (Is, TL1) Before beginning our class we asked who remembered the numbers and it turns out very few did (Is, TL 4) They were asked to turn in their homework and to our surprise, most of the students did. They seem to understand what goes on in class, and I say this because it is reflected on their homework (Is, TL5) At the end of the class, everyone seemed to have gotten the hang of it (Is, TL5)	We have a student named B who loves to work in class. He is a very smart little boy and helpful. Having him in the class is always something positive because he is always participating and showing interest on what is going on in the class (Is, RW2)	While grading the exams I realized that Br and I must be doing something right because most of our students did great (is, TL6) Only one student got 100% and received an extra star on the chart and we congratulated her in front of the class (Is, TL6) While going through the flash cards, our kids seemed to understand what was being shown (Is, TL7) When we asked individually only three students knew how to answer correctly (Is, TL7) We gave them a worksheet for them to work on with the first eight vocabulary words. They turned it in so we could grade it at that moment and most of them seemed to	one of the students who had chosen not to take English decided to stay for our class for some odd reason. To our surprise, he was back again the next day! After a week that he stayed in our class, I decided to ask him why he had decided to stay after all, he answered he really enjoyed our class and wanted to continue being in it because it was fun (Is, RW3) all our students seemed to be having fun while learning (Is, RW3) the test results at the end of the unit. Almost all of the students passed the test, all except two (Is, RW3)	We noticed this when Br asked them to spell out a clean up word that she was going to pick (_Is, TL11) The reason why those three students know their ABC's is because they had private English classes in the past (Is, TL11) We decided to give them a mini test to see how much they have understood throughout the unit. Most of our students have the first eight vocab. words down. When they had to answer the other half most of them had a hard time (Is, TL12) Students seemed to enjoy what they were playing while going over the vocabulary (Is, TL13) When we asked the students what each part was, surprisingly some

						understand what they were (Is, TL8) We hope they are able to understand by the time of the exam. We have tried dynamic activities and worksheets but they do not seem to get it 100%.(Is, TL10)		students were able to answer. They were given a worksheet where they had to fill in what the name of each body part was (Is, TL15) Every activity worked out great and the students seemed to enjoy it very much (Is, TL15)
	Discipline	The second positive moment I had was to see how one of our students improved in such little time. He went from slamming his chair against the desk to asking me if I needed help on carrying the star chart in just 5 days (Is, RW1) students have improved their behavior and we are all learning how to work with each other, step by step (Is, RW1)	We went over the rules with them and most of them listened quietly (Is, TL1) We knew we needed to have some sort of consequence and warn the students that if they didn't do their homework we would have to tell the principal (Is, TL2) They were behaving better that they did last time, which made it easier to work with them (Is, TL4)	Their behavior was great and they were all willing to work without complaints (Is, RW2)			
Problems	Children	Our students are mostly boys, except for two girls; this causes the class to be disruptive at times (Is, RW1)	There is this one kid who has trouble with his classmates, so he sits alone (Is, TL2) Every student seemed to be working except this one kid. He said he didn't want to do anything. We had to stay close to him to make sure he worked (Is, TL2) They are all very smart students, you just need to push them in order to get something good from them (Is, TL 4) Only one student didn't do his homework and decided to copy it right in front of me. I didn't accept it and the student didn't seem to care. He was the only one who didn't have a star in the chart we made (Is, TL5)	another one is to see that our kids do not work unless you speak to them in a mean voice (Is, RW2)	We have two students that all they want to do is draw. They drove me crazy today (Is, TL7) They seem to work better when they are going to earn something (Is, TL8)	It was really funny to see how into the game some of the students got and how some got upset because one of their team mates did not win (Is, RW3)	I noticed that the kids have forgotten what morning means as well as some other words that were in the exam word by word and they said they understood but then again they always say they understand and forget the next day (Is, TL12)
	Discipline issues	the students laughed at one of their classmates when he asked to come into the classroom. I gave them all a warning and hope that will never happen again because that makes them loose motivation and never want to talk the language again (Is, RW1)	To our surprise, there were only 4 girls and 14 boys. I tried not to be so mean so the students won't hate me but that was a mistake, they wouldn't listen (Is, TL1) I will most definitely be meaner or else they will never listen. These kids are a handful (Is, TL1) We went into the classroom and like the day before, the kids seem		Our kids were very hyper today and it was hard to get their attention at times. These children need a lot of patience (Is, TL7) Two of our students were way to talkative, so we had to split them. We now have them sit as far as possible from each other. We also did this because when we asked	our students were totally out of control, it seemed as if they had chocolate or something before our class. It took us a really long time to get them to settle down and listen to us (Is, RW3) An action plan that we came up with for our students was to write down a report on the homework journal and have their parents sign	Our kids were extra bad today, I don't know if they had a lot of candy or something. Most of our students were given a black dot on the star chart which means they misbehaved that day. Once they saw that we were giving them black dots, they began to calm down (Is, TL11)

			full of energy, but tired of being in school (Is, TL2) I asked him to fix the chair next to him and he just pushed it away, I asked him again and he slammed against his desk. I decided to talk to his teacher to see a way to work with him (Is, TL2) our third day of class we finally got the list of students who are in our class. I had to ask the students to quiet down several times while calling out roll (Is, TL3) Some students were misbehaving and were given several warnings. Since the warnings didn't work I wrote their names on the board, it worked like magic (Is, TL3) The students seemed to be out of control today, while calling out roll I had to ask them to be quiet which didn't work until they noticed I got mad and had put an absent mark on one of their classmates (Is, TL5)		them to participate they didn't know (Is, TL10)	them. We hope this makes our students better their behavior in class (Is, RW3)	
	Classroom organization					
	General instruction giving					
	Type of activity		The day before we had given them homework and only 4 did it, we gave them time to do it in class (Is, TL2) We continued with the way they presented themselves. They had a little bit of trouble with this topic. Before leaving the classroom they were asked to say their name and their classmate's name, who was behind them using that format (Is, TL3) We tried playing hot potato but we soon realized that they are not capable of playing games, yet we still have to work on that (Is, TL4) Since this class was intended for review we went over the days of the week and the numbers. We decided to put in more time to their presentation since that is on what	our kids were having a lot of trouble comprehending the new topic that had to do with cleaning supplies (Is, RW2)	We went through the rest of the "clean up" vocabulary today. These seemed very hard for students. We went through them several times, wrote them on the board and read through them (Is, TL8) We think it's because it is almost as if it was a phrase like feed the dog and all that (Is, TL8) Those who got some wrong were asked to go correct them so they could earn a star (Is, TL8) Since we noticed that the 8 vocabulary words that were left were very difficult for them, we decided to use the whole hour just on those words (Is, TL9) we noticed they still do not know their eight vocabulary words. I don't	we gave out the exam and saw that half of the students still didn't know the vocabulary that had to be learnt (Is, RW3)	We began to review the clean up vocabulary. We came across a problem, which was that only three of our students know their ABC's (Is, TL11)

			they seemed to have more trouble with (Is, TL5)		understand why this topic seems that hard for them (Is, TL9)		
					This topic still seems hard for them, especially since most of them didn't do their homework (Is, TL10)		

B. Classes 16-30

Main code	Specific code	Classes 16-20		Classes 21-25		Classes 26-30	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials			We had to do activities in where they had to color and cut since we know that they really enjoy working in that way (Is, RW5)			
	Adapting materials						
	Adopting materials						
Affirming	Activity choice	This unit has a lot of activities that require them to understand what a sentence is saying in order to answer it correctly (Is, RW4) We noticed that when we play games with them they learn faster so instead of just having them sitting down answering worksheets (Is, RW 4)	Once they finished this activity they were allowed to finish coloring the rest of the monster. The students really enjoyed this activity because we allowed them to color (Is, TL19)	We planned a lot of games for this unit that allowed our students to recognize what each school supply was (Is, RW5)	We gave them a matching worksheet for them to work on. These types of activities were easier for them to work with than crossword puzzles (Is, TL22)	This unit took a bit more time to work with because the vocabulary was completely new to most of our students (Is, RW6)	We worked with a matching activity to see how much they understood after our explanation (Is, TL26)
	Activity organization		Once we had that done we explained when they have to use have and has respectively (Is, TL16) At the beginning of the class, we went over the vocabulary using flashcards. I only had to go over it once for the students to be able to tell me by themselves what each flashcard represented (Is, TL17) We asked them to draw a monster with whatever characteristics they wanted once they finished they had to pair up and ask about what the monster of their pair had (Is, TL17) They were given a worksheet in which they had to pick a family	we showed them the flash cards, some students knew the answers and some did not (Is, RW5)	When they were done, we said the vocabulary words out loud so they knew the correct pronunciation (Is, TL22) Today was game day for our students. We wrote the vocabulary words on the board and asked them to write them in their journal. Once they were done writing, we said the words out loud as a class. After repeating each word as a class, we split them up in two teams. The two kids that were in front of the line were the ones who had to write the word that I said on the board. Team two won (Is, TL23)		Today was Pictionary day. That was our most effective activity today. We handed out pictures of the four seasons to four students and the type of weather to the rest of the students. According to the season, the students had to choose what weather belonged where, for example: cold with winter. Once the students understood what weather went with what season they had to say a sentence with the type of weather and season (Is, TL27) Today was game day. We played the game that our students love. We got them together in two teams, we gave them a word and they had to write it on the board (Is, TL28)

			member and describe him/her. Once they were done they had to pair up and each pair had to figure out what family member they picked. Each pair had to go to the front of the class so their classmates could hear what they had done (Is, TL18)		Today was cutting and pasting day. We gave our students a worksheet where students had to choose what belongs in their backpacks. Once they knew what belonged in their backpack, they had to cut it and paste it on another worksheet where there was an image of a backpack. Once they had that done our students had to say what supplies they had included in their backpack and how they use each supply (Is, TL24) Before handing out the exams, we asked our students if they wanted to review the vocabulary. They said no. We handed out the exam and went around to see if they had any questions (Is, TL25)		While I was taking roll, Br prepared the game outside. With this game the students had to tell us what the paper on the floor meant. They had to throw in the air a big dice, according to the number they got was the number of spaces they had to move. Each space had a weather type written on it and each student had to read it and tell us what it meant (Is, TL29)
	Activity modification	we are going to use more games to make our classes more dynamic and fun for them (Is, RW4)	It was "has or have" day today. Before giving the students the worksheet, we asked them if they knew their pronouns. According to them it was something new, so we explained (Is, TL16) Today was "what do you look like?" day. Students at this age do not know a lot of adjectives so we decided to write all the ones necessary to know and describe a person on the board. We explained what each one meant using them as examples. (Is, TL18) As a reward for them, we took them outside to play "green light red light". Our students really enjoy playing this game (Is, TL20)				For our next class we are going to plan a dynamic activity to get them interested into the topic (Is, TL26)
	Student's learning	The kids were very participative in the unit, they love working with worksheets that require them to color (Is, RW4)	Over all, our lesson of the day went out great and our students are learning quickly (Is, TL16) This was the funniest activity or at least seemed like this is the one they liked the most (Is, TL17) We gave our students the unit exam today. Before giving them the exam, we reviewed with them for about 10 min. and most of the students knew the answer to everything. All of our students	it was time to say the name of the supply everyone would raise their hand to answer, some did not know the answer but still wanted to participate, which showed interest in the subject (Is, RW5) A satisfying moment was when we handed out an activity and most of the students knew how to do it with no help (Is, RW5)	When we showed them the flash cards, our students already knew the names of about half of them (Is, TL21) When we were going around, we saw that most of the students knew what vocabulary word went with the picture (Is, TL22) To end the class, students had to say a vocabulary word they learnt that day (Is, TL22)	With independent help to each student, we got this unit through (Is, RW6) see how much our students were enjoying playing a game that was also helping them learn (Is, RW6) I asked our students if they had liked what we had taught them so far and with a smile they answered that they did and that they had learned a lot with us (Is, RW6)	When we were done, we asked some students to go and write the weather words on the board. We made sure to ask if the rest of the students agreed on the way the word was written when it was not, another student would go up and write it and we would repeat the procedure (is, TL28) Most of our students knew them by now and the ones who didn't did at the end of the game (Is, TL29)

			finished the exam in under 30 minutes (is, TL20) When we came back into the classroom and handed back the test, turns out that about 10 students had gotten a 10 and were allowed to leave the classroom first (Is, TL20)		Before leaving, we told them they had to study because they were going to have an exam tomorrow (Is, TL24) It took the first student about 20 minutes to finish, and so we began grading the tests. More than half of the students got 10's on their tests. The ones who didn't do as well were the ones who were absent during the unit (Is, TL25)		
	Discipline						
Problems	Children						It's funny to see how frustrated they get when their team is losing (Is, TL28)
	Discipline issues	one of our students hit one of the girls that sits close to him. When we asked him why he did it, he just looked at us with no answer and was about to cry. We told him that if that were to happen again we were going to have to talk to one of his parents (Is, RW4)		Our students were very hyper today and wanted to be moving around the whole time (Is, TL22)		about five students would not settle down and would not be quiet when asked. Since I am the one who normally handles behavior problems, I assigned them some sentences that were to be brought next class. (Is, RW6)	Today was the start of a new unit. Our students were not very interested in learning anything today. They were really hyper and it was hard to keep them quiet (Is, TL26) Students who were misbehaving were sent back to the classroom with me where we reviewed the weather (Is, TL29)
	Classroom organization						
	General instruction giving		We worked with a monster today. Our students were given a chart where they had to tell us if they had brothers or sisters. Depending on what they had is the way they were supposed to color the monsters stomach. Some students had trouble understanding the text so we had to explain it in Spanish for some students (Is, TL19)		We had to go almost student by student to explain what they had to do. We decided not to use crossword puzzles anymore (Is, TL21)		
	Type of activity		They only had trouble with one sentence because it had two people involved (Is, TL16) Most of the students don't like to talk in front of the class because of the way they pronounce. We helped them with the pronunciation and made them keep the activity going (Is, TL18)	when we gave out crossword puzzles. For some reason, that activity was really hard for most of the students. We had to help them out (Is, RW 5)	We gave them a crossword puzzle as an activity. It was really hard for them because they are not familiar with that type of worksheet (Is, TL21) They had trouble at first but got the hang of it after two or three students had passed (Is, TL24)		Our advanced students did not have a lot of trouble completing the activity but the rest still were not sure about what belonged with what (Is, TL26) Some students had trouble with the pronunciation and we had to repeat several times how they were supposed to say the sentence.

							Overall, it was an effective activity (is, TL27)

L.6   *Ed* **first cycle of teaching practice reflective writings and teaching log entries related to practice**

A. **Classes 1-15**

Main code	Specific code	Classes 1-5		Classes 6-10		Classes 11-15	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						
	Adopting materials		I learnt songs are good resources for children because they are catchy and stay in their minds for a long time; I plan to use them every time I can (Ed, TL4)				we started the class by showing flashcards of family. We had them repeating several times and then without the flashcards we asked the children about the family members (Ed, TL11) We moved to the worksheets and they completed them successfully (Ed, TL13) I tried to do an activity that I found and I thought my children would like so we decided to try. It was about worksheets with a house drawn, they had to draw what they like to do with their parents and brothers (Ed, TL14) Then we gave them a coloring worksheet (Ed, TL15)
Affirming	Activity choice	I had them siting on the floor around me and since they are only eleven students, I felt a confident environment and happiness from the kids because all they wanted to do was to start playing (Ed, RW1)	I also learnt that children like singing but eventually they get bored and we had to move on the next activity. (Ed, TL1) we taught the alphabet to the students (Ed, TL2) we started by showing flashcards and asking the students to repeat the colors shown (Ed, TL3) We did not have an exam, we had a self-assessment and what surprises me are that there are still honest students and the most hyperactive are not (Ed, TL5)		I learned that attention getter are important to keep students attention and they work (Ed, TL6) Also, catchy songs and using TPR worked perfectly for the children to learn easier the vocabulary and they could sing (Ed, TL6) As I have mentioned before, coloring is the activity they respond easily and during a memory game they find it a little rare at the beginning because some of them never played the game before (Ed, TL7) It is sometimes difficult for them to cut out but as teachers we are always there to help them (Ed, TL8)	we were observed by the student from 7th semester. At the beginning students wondered about whom she was, I told them not to pay attention to her and focused on the class and so I decided to get the stick puppets of the family frog stick out. Suddenly they forgot about her and never again during the whole class look back at her (Ed, RW3)	We continued by storytelling, we chose puppets for this we sat the children down on the floor (Ed, TL11) We started presenting the frog family members, some scenarios and an action verb which went good (Ed, TL15)

	Activity organization		We started showing flashcards and at the same time played the alphabet song (Ed, TL2) Of course the first thing they shout was the color in Spanish, we had them repeating then and asked them what thing they knew was in that color (Ed, TL3) After we made sure they recognized the colors we gave them two pieces of paper of different colors to each children, we said aloud the color and they would hold it up (Ed, TL3) Today we started playing a video of the song five little monkeys (Ed, TL4)	children wanted to play so I organized a board race related to body parts, so put the group in to teams and I said the winner team was going to get a popsicle at the end of the class (Ed, RW2) bring extra scissors and glue for the students in order they could build a monster, I asked them I they had brought the material needed and some of them asked they did not have or their parents had not bought any so I put them to work in pairs and borrowed glue and scissors so they could work (Ed, RW2)	Today my classmate Morayma invited my children to go see her storytelling along with 6th grade and I learnt that as long as you grow up you lost interest in stories for 6th graders. They complained about everything and were a little complicated to control. I had to help controlling all the children but 6th graders would even shout things like "it is too boring" " I wanna go back to the classroom!" (Ed, TL 10)		They had a worksheet and a sticker on their backs, they had to go round the classroom to find the family members on the backs of children and write down on the worksheet to complete the word (Ed, TL14)
	Activity modification		I learnt it is always important to first model and activity or game so the children see and have an idea of what we want them to do (Ed, TL4) they did not want to review the abc, colors and numbers, all they wanted to do was to play and we did but adapting the game to the topics (Ed, TL5)				

			this first day that patience will be something really important because children work slow and as a consequence their learning will be kind of slow (Ed, TL1)	the primary school did not have English included in their programs until PROMETE, they did not have an English notebook so one day I say this little girl named Fernanda showing Regina a notebook with all the worksheets I had given them, I asked if I could see it and everything was in complete order (Ed, RW2)	I saw a girl named Fernanda showing her notebook to Regina with all the worksheets pasted so when I approached her I asked if I could see it. It surprised me because I thought nonce of the children would do it die to they did not have English notebook (Ed, TL6)	a situation I find important is that during the unit, the students have recognized very good the target vocabulary. Every time we have them telling us or reminding us vocabulary they would do it correctly (RW3)	Most of them would remember, there is this particular student Irvin that is very intelligent and answer ahead everyone (Ed, TL11)
	Student's learning		play the alphabet bingo game and I can say they enjoyed it and liked very much (Ed, TL2)				We finish the storytelling and started to ask questions about it and they could remember the action verb "jump" and frog (Ed, TL15)
			Every time children don't remember or say a color wrong, we would correct them (Ed, TL3)		the children remember vocabulary of body parts with the help of the song" head, shoulders, knees and toes and by now, they seem to start memorizing it (Ed, TL8)		
			They liked very much and after plying it several times and encouraging students do movements during the song we moved to the next activity (Ed, TL4)		Now that they had built a monster they had to draw one. Children came up with wonderful ideas and wanted to present it in front of the class (Ed, TL9)		
			During this activity they had only to put in order the numbers according what we said, they did it correctly and we rewarded them (Ed, TL4)				
			there are very clever children that learn very fast and they are always participating whenever I ask something and if they didn't, at least they try to guess (Ed, TL5)				
	Discipline	We have complete control of the class and while practicing that prepares us for the future. (Ed, RW1)	the students respected the rules for the class doing what we asked them to do (Ed, TL1)	Gerardo who is always misbehaving during all classes and distracting all the students, I do not know what is happening but it seems to us that he has been behaving better during the last two classes and that makes us really happy (Ed, RW2)		Gerardo has not behaved as he usually has since I had the chance to be his teacher; I do not know why he has started to stop complaining about everything during the whole class, he has been more participative and completed all the tasks we have him doing during the past two classes and that is why I consider important to mention it (Ed, RW3)	
						trying to get closer to Gerardo to avoid possible 362isbehaviour and stop him while bothering his classmates (Ed, RW3)	

| Problems | | ask them what kind of activities they enjoy the most for me to know on what they are good at or what they how would they like to work in the class (Ed, RW1) | The next activity was number lining up, what was confusing for them at first because we didn't model it (Ed, TL4)

I learned that children forget everything they had gone through the past four classes (Ed, TL5) | | Today children were more energetic than any other day. I think it is due to the English class is after recess so all they want to do is keep playing (Ed, TL6)

Children were excited of building it and show to have the best imagination, the responded very good to this activity, they cut the parts they wanted and pasted it on the card board (Ed, TL8)

There was this kid "Irvin" who felt really sad after his team had lost that he went to his chair to sit down almost crying. I didn't know what to do so I approached him and talked to him calming him down saying they all were going to get something at the end of the class and that there were no losers (Ed, TL 9)

my children, since the beginning of the story they were interested and participative (Ed, TL10)

I noticed was that during the post activity is that they run out of ribbon to give the children for their heads. The most significant was that one of our children wouldn't go to recess until he was given his ribbon and he was saying every ten seconds where his ribbon was (Ed, TL10) | | He doesn't follow any rule and doesn't care about learning English. We always have to be with him, working together while the other children work with the other teacher (Ed, TL11) |
| | Children | | | | | | |

		pay special attention to the children that get easily distracted and will not stop moving during the class to avoid an uncomfortable environment (Ed, RW1)	The low point of this activity was that when we asked them to repeat the color every time they forgot them, they would shout so we had to remind them not to shout (Ed, TL3)			there was a fight starred by Gerardo and Christopher; I handed worksheets to the students and I do not know who of the two lost one of theirs and started fighting for the one left. I remember I was checking a student work when I turn around and saw Cristopher sort of punching Gerardo, as soon as I saw them I stood up, separate them, holding their hands and took them with the principal letting them know before I started to talk (Ed, RW3) Also, I have this one other moment; I would not consider it worrisome but it was something that caught me off guard, there was this activity where we started by giving the chance Christopher to participate first, when it came the chance for the other students, he wanted to participate again so I told him to wait a moment until the other students finished participating. He could not wait and suddenly he started talking louder saying we never let him do anything; I reminded him he had been the first one and he did not listen, (Ed, RW3)	eventually one student started to distract everyone. I have told you about him, his name is Gerardo, he is always overreacting, he had a lot of energy (Ed, TL11) During one activity, Gerardo and Cristofer worked together, one of my biggest mistakes, suddenly. I was checking one girl's work, when I heard them arguing, when I turn myself to take a look at them and they were fighting (Ed, TL12) Today during an activity I started asking the children things and they could ask the teachers too. Every child was to ask something so suddenly Cristofer started complaining about his classmates because supposly he hadn't asked anything. He started to talk to himself but every time yelling louder. I approach him and asked what was happening, he said he hadn't asked and I tried to explain he had been the first one, all he could day is that I was lying. I decided to move him to another place, it was hard to convince him and at the end when he accepted I turned around and he stick his tongue out to me (Ed, TL13) During the storytelling we experienced misbehavior by Gerardito, he want paying attention or participating all he was doing was standing up from the circle and getting people to see him. Every time he did, I had to stop the story and say we won't continue if he didn't sit down (Ed, TL15)
	Discipline issues						
	Classroom organization			Another thing is when we wanted to finish building the monster; we arrived to the classroom and tried to get the cardboards that were on the top of a locker, they were stuck half inside the locker and half on the top. Obviously, we could not continue with the activity due to that problem (Ed, RW2)	we expected to finish the monster but when we got to the classroom we found out that the cardboards we placed on a locker ere half inside so we couldn't do anything about it because we didn't have the keys and we moved to the next activity (Ed, TL9)		they didn't change their behavior, the only thing I could do was to sit with him and work together. As a consequence we learnt that it is better to keep them separated during the whole class (Ed, TL12)

	General instruction giving	this one day we were giving instructions for an activity and while making eye contact, I turn my head right and when I looked back again to the left, there was Gerardo standing on the table (Ed, RW1)				I will try to give the instructions always in English since that was one of the feedbacks when we were observed; when children do not understand what we are saying, he will try with mimic without translating and finally if the still do not get the idea, we will tell them in Spanish (Ed, RW3)	During the while activity they got a little bit confused because I think they didn't know what to do first (Ed, TL14)
	Type of activity		Children were to repeat all of them but when I asked if they knew what letter it was in Spanish, they didn't know that was when I realized that they still haven't learn they alphabet, we still finished the introduction of new vocabulary successfully (Ed, TL2) I learnt they had problems of pronunciation with some colors such as white and green. Also, problems of recognizing gray, they forgot them very fast (Ed, TL3)		The introduction of the new vocabulary related to body parts was sort of complicated for them due to they are a little but complicated words to pronounce since they are not used to them (Ed, TL6) I learnt that not all of the time attention getters work (Ed, TL7)	we need to pay specially attention to our routines since when we were observed we were given that advice, I think Karen is right because sometimes we seem to forget them what consequently will cause us problems during the class, we were advised to work on our teacher attention signal which is raise our hand (Ed, RW3)	they had to draw what they like to do with their parents and brothers. Also, write some actions verb but that was not a big deal because we were going to help. I do not know whether they didn't want to draw or didn't want to do anything but it didn't work so we decided to move on (Ed TL14)

B. Classes 16-30

Main code	Specific code	Classes 16-20		Classes 21-25		Classes 26-30	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials					this unit was better and with more creative worksheets (Ed, RW6) we created the crab using paper plates et e have never done such a thing with the kids and I can say the loved it, they lov manipulating things, painting, and little form a crab (Ed, RW6)	
	Adapting materials		the next activity we gave every two children a magazine to find out about vocabulary of family (Ed, TL16)	we presented the introduction of the ocean animals unit, instead of using flashcards we decided to use the stick puppets we had created for the storytelling. I came out with the idea to help the students understand better and become familiarized with the puppets (Ed, RW5)			For this we used the stick puppets from the storytelling which they like very much and even want to keep (Ed, TL30)

	Adopting materials				For this activity we tried to bring all the classroom objects as realia (Ed, TL23)		
Affirming	Activity choice	repetition as way to make children questions about vocabulary, this has been working due to every time classroom answering we would hear several voices around the questions in seconds (Ed, RW4)	This class we started modeling some steps to sing and dance a song. It was go Banana (En, TL16) They had to build their own story (Ed, TL16) We started presenting vocabulary of the classroom objects that was missing; it was about pen, pencil, pencil case and ruler (Ed, TL18) During the beginning of the class we decided to show some flashcards about classroom objects (Ed, TL19) At the end students were to draw the objects they use the most (Ed, TL19) Then we moved to the answering of a worksheet where they had to color the letters G, H and I, and after that complete the words missing of the words given, hands and ink (Ed, TL20)	there was one class where students were to create the most wonderful school object seen I forgotten children have the biggest imagination ever (Ed, RW5)	During the beginning of the class we started playing what is missing using realia of the classroom objects (Ed, TL21) After that we played a board race which they love because they are moving (Ed, TL21) This class students started playing hand man, a game they are barely familiarized with (Ed, TL22) Then we moved on the next activity was about a worksheet with several classroom objects, children were to write the quantity (Ed, TL22) Last activity was fun because students were to go around the classroom seeking for flashcards. I think it was the easiest one because all they always want to do is move (Ed, TL22) After that we had students answering a worksheet where students had to complete basic vocabulary of school objects such as eraser, pencil, chair, book and ruler (Ed, TL23) We moved on by introducing four new colors and they did it great, we asked them what things they knew were of that color (Ed, TL25)	there was this one time when we decided to split the class in two to do an activity, we had two options, forming with jenga and playing with it or coloring ocean animals (Ed, RW6) This makes me prove one more time that children love activities and they enjoy spending time with that (Ed, RW6) we handed out some coloring Christmas worksheets, they were very happy and when we asked them if they wanted to color them they immediately answered yes (Ed, RW6)	. After that children were to color and answer some worksheets to work (Ed, TL 27) The next activity children had to answer the worksheet of the phonic J (Ed, TL27) Today it was storytelling day! We started showing students the stick puppets to the children to make them remember (Ed, TL29) We played spin the bottle which is similar to hot potato in the way that we ask them vocabulary we have gone through the course (Ed, TL29) Today we did an ocean basket with the children. They had played this game before so they had fun (Ed, TL30)
	Activity organization	The way we do repetition is not the traditional one, at least I think we found a way children do it without getting bored, every time we asked something would put my hand next to my ear and make as if I don't listen to them so they do it louder and they have fun (Ed, RW4) the reactions every time we play vanishing objects with children, we put the objects on a table, and at first children were to close their eyes until I found they were cheating, since then, we asked them to go out the classroom with teacher Christian while I hide one	We started this class by playing Simon says with basic commands Children already know about this game but still it never hurts to explain the game (Ed, TL17) Then we moved on the introduction of the new vocabulary. Every time we presented a school object we asked them if they could find a similar one in the classroom (Ed, TL17) Today I learnt that sometimes the activities planned might last a little more than planning (Ed, TL18)	we played the mystery bag, children were surprised as soon as I got it out, and they wanted to know what was inside. I started asking for volunteers to put inside their hand, feel the first object and try to describe it, at first nobody wanted to participate so we started modeling ourselves, when they realized it was not anything bad, all of them wanted to participate (Ed, RW5)	For the next activity which was "hint ocean animal" I dare to say they had fun playing. We started by saying characteristics of the animal and at the same time modeling. Then, we chose some students to participate, at first they were very shy but suddenly they started to get confidence and after several minutes it was them who said who was to participate (Ed, TL24)	At first we asked basic questions about Christmas and what they liked the most about it, we got some funny answers. All the children got to complete the four different worksheets we had (Ed, RW6)	We stopped the game, moved on the next activity which was a coloring and describing worksheet. Children were to color the ocean creature according with the color that is named in the worksheet and mention few characteristics (Ed, TL26) Today it was the creation of the crab! We started with the worksheets to practice the phonics K. I would say that it was a creative worksheet because they had to color the king, the letter and trace the word. I asked them if they knew what it was, after several minutes

		object, they would go back inside as fast as they can (Ed, RW4)					they finished and we continued (Ed, TL28) Another problem with this activity was with the point because a student dropped it, fortunately we had more 8Ed, TL28)
	Activity modification	talking about the acquiring of vocabulary for Gerardo and Christopher would be to review with them the vocabulary seen when they do not attend the class (Ed, RW4)	Then before finishing presenting the vocabulary I managed to stick flashcards on classroom objects and ask students to bring them to stick it on a real object (Ed, TL17) We handed out the worksheet where students had to differentiate the use of a/an. By this time we had already written on the board all the sentences (Ed, TL19)	the only thing we could do was helping those writing words on the board and makes them realize of the missing words and that helps a little bit (Ed, RW5) getting back Andres attention by getting him more into the class asking questions, or making him participate more, keep him busy so in that way he keeps focused on what he has to do rather than wanting to play and having us calling their attention (Ed, RW5) In addition, for the grammar problems with the worksheet, we would try to modify putting on the blank the words to complete the word with tracing so in this way students find more easy to answer the worksheet (Ed, RW5)	We explained the game and started with vocabulary words from the unit such as pencil pen etc. at first children started shouting out letter in English and I considered necessary to review the abc (Ed, TL22) Today children went over the recognition of different ocean animals. We decided that instead of using flashcards we would use the stick puppets for the storytelling which worked very well (Ed, TL24) We obviously had to remind them the animal in order to mime it. At the end, we asked them to draw and color their favorite ocean animal 8Ed, TL24)	I will try to bring more ideas of and to work on attention getters for the game to get them interested in the class (Ed, RW6)	They finished coloring and went over the answers. They doubt at first but with our help they completed it successfully. We wrote the complete sentence and asked them to notice the letters missing (Ed, TL27) We had this worksheet about a word search but children found it complicated and we decided not to do it instead we handed out some coloring worksheets for Christmas which they loved We had around 4 different and children wanted to color all of them. (Ed, TL30)
	Student's learning	most children repeated the vocabulary every day that as the classes passed (Ed, RW4) start looking at the table and most of them in English would say the object missing. My reactions to this are positive due to with these moments I see children learn very fast (Ed, RW4)	This activity worked well and children had fun. I like to do this kind of activity with children because they have fun (Ed, TL17) We pronounced every sentence along them and ask them which letter was before the object. Some of them got the idea (Ed, TL19) This activity came out good and students found it a little bit easy even though they still do not know to write (Ed, TL20)	There was this child who started drawing pencil that with a button became pen and also included and eraser for both, there was this another student who draw this big pen with many ink colors included not new because it already existed) I congratulate her anyway (Ed, RW5)	The only word they could guess was eraser (Ed, TL22) For the students not go get bored, we asked generally if they remembered what object it was, I could say that they already knew most of them (Ed, TL23) They were very curious even though they had seen stick puppets before (Ed, TL24) As always they responded very well to coloring activities, it was about the colors, the words were like brown and they had to color it that way. Every time they finished I would ask them what color it was (Ed, TL25)		I would say they had fun and went over the colors very good (Ed, TL27) We have been as kind of asking; what is it? And by now they seem to answer correctly, now it was time to work on writing (Ed, TL27) Children had fun even though they were some crabs that didn't look like. I will try to make little projects like this one because they're fun for children and keep them busy and interested (Ed, TL28) During this game all were very participative and most of them answered correctly (Ed, TL29) Then we did a small review of the creatures of the ocean which they already know 8Ed, TL30)
	Discipline	One of the teachers will personally spend some minutes with those students during the class, not		This introduction kept all students looking at them and paying attention, even Christopher,			

		together because they are uncontrollable (Ed, RW4)		Gerardo, Kaleb and Andrés, it made us feel that we ought to try different things to introduce new vocabulary due to eventually students get bored of flashcards (Ed, RW5)		
Problems	Children	even Gerardo, Christopher and Kaleb work on pronunciation (Ed, RW4) Christopher and Gerardo, they enjoy the activity but since they miss school a lot, therefore, they miss English classes, they would not answer in English (Ed, RW4) we lost Christopher and Gerardo in the way that instead of doing a story using family members they build one as they pleased, pasting on the worksheet everything they found funny or interesting for them (Ed, RW4) worrisome moment during these last five classes was that Christopher and Gerardo is that we could not find any other activity that suits with them because as I have mentioned before they miss school a lot (Ed, RW4)	During this class we only had 6 children due to it had been raining all day. So teachers from the other group and us decided to put together both classes which children liked it very much (Ed, TL16) Cristofer and Gerardo did what they wanted at first. We handed out another worksheet and had them seat next to me in order to complete their work successfully (Ed, TL18)	During this activity Cristopher started drawing a monster and at the end he ended up adding school objects to the monster saying those were the ones he uses (Ed, RW5)	Students were to close their eyes every time I wanted to hide something. Soon I found out they were cheating so I had to ask them to go out of the classroom with the other teacher, which make a little bit more complicated the game, now they had to think more (Ed, TL21) after several tries we managed Gerardo and made it complete it (Ed, TL23) As always Gerardo started doing what he wanted (Ed, TL25)	children had a lot of fun and were interested the whole class Christopher did not complete the activity so good because he was trying to do things too fast (Ed, RW6)	Gerardo and Cristofer would not pay attention to us, they were very energetic but once they got into the game all they wanted was to win (Ed, TL26)
	Discipline issues	We have had the experience that when we hand out worksheets where they are to complete grammar, they destroy them and do anything (Ed, RW4)		Andrés has been carried away by Christopher and Gerardo the moments they misbehave. At first he was a dedicated student willing to work on each activity we had him to do (Ed, RW5)	The low point of this activity is trying to control Gerardo, Andres and Cristofer who are always moving and distracting others. They weren't in the same line but still were playing until we called their attention (Ed, TL21) Today we started greeting the students from the beginning I noticed they were very energetic (Ed, TL25)	Kaleb and Christopher spent the class bothering each other, I do not know if they are friends but they are always arguing about what everything each does (Ed, RW6) Christopher, hit me with his pencil case, it was a hit that would not hurt me but the intention was what made me feel angry and bad, because even though he is a complicated student, I have been supporting him (Ed, RW6)	some children started to color no matter what. We stopped them and asked them to pay attention to us because we were explaining the activity (Ed, TL26)
	Classroom organization				We asked them to look at the examples and realize what the missing letters were. Some students wouldn't answer correctly because they weren't paying attention (Ed, TL23)		
	General instruction giving	Christopher and Gerardo enjoy the coloring activities but they do not					Today we started the class playing ocean animal basket. It was kind of

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		follow the instructions about how to color (Ed, RW4)					a challenge to explain the game and carry it out well. It is very hard for children to follow instruction (Ed, TL26) We started the class with a color basket which is the same of the fruit. At first it was a little confusing for them because they are not familiarized with the game, but after several tries they comprehended how to play I (Ed, TL27)
	Activity organization						
	Type of activity	there was a class where students were to cut out family members from a magazine, and since they are still little, some of them did not know how to use scissors (Ed, RW4)	Most of children didn't finish but still we got to listen two or three good stories (Ed, TL16) After that we continued with a worksheet where children had to find the hidden objects in a picture. At first they didn't understand what they had to do, then some of them remember or got familiarized with the activity (Ed, TL18) The point was for the children to get the idea of when to use a/an, which didn't work out that good. It is hard for them to understand grammar at their age. We did our best and at least they pronounced each object well using the right word (Ed, TL19) In this class students played Pictionary, obviously we had to explain how it is played. The low point of this was the there are students who find hard to draw or don't know how (Ed, TL20) To introduce the new adjectives through some drawings on the board, the problem was that I used as an example an apple instead a classroom object which had them a little confused due to the activity of the words of the new vocab. At the end we managed to make them understand (Ed, TL20)	Andrés is a clever child have come up with the conclusion that he is finding our classes boring (Ed, RW5) the grammar exercises they find too difficult to answer due to they do not know how to read even though we helped them using the board (Ed, RW5)	It was a good activity but since they don't know how to write, we had to help them by writing them on the board (Ed, TL22) One had problems with pencil case (Ed, TL23) I learnt that there are activities children find complicated. An example is the word search we gave them for the first activity. I asked them before starting if they have ever answered one and none of them had. We explained how they activity was to be done and at least they tried but they couldn't complete them (Ed, TL25)		When it came the time for the paper craft we spent time making the holes because children are too young to do it (Ed, TL28) When it came the storytelling that was when it didn't came up good. Sometimes they weren't even paying attention, I heard a little girl before starting the story to be in English which made me feel a little sad. As I mentioned before some children got bored during the story, and weren't paying attention, I would say this was the low point 8Ed, TL29)

L.7 *FI* first cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 1-15

Main code	Specific code	Classes 1-5		Classes 6-10		Classes 11-15	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials	they are very smart and react very well to the activities we made for them (FI, RW1)		I think that if we can make more games like that for our children they will learn and reinforce their knowledge better in a way they are having fun (FI, RW2)		We will try to use our different material for the thinking outside the box workshop (FI, RW3)	
	Adapting materials			we did well in having more practical and easiest worksheets for them and especially for him (FI, RW2)		We introduced Pictionary for vocabulary, as well as hangman in the classroom. We finally had them cutting out things and pasting instead of worksheets (FI, RW3)	
	Adopting materials					we did a quick activity where the students worked with clay (FI, RW3)	
Affirming	Activity choice	work in practical activities that don't make them confused (FI, RW1)	We make a little review on that and on I'm and the numbers 1-10. I think I have to be more cautious and careful with the activities I choose so they can understand the topic and don't have the chance to get confused (FI, TL5)	the work I give them is according to their level and age (FI, RW2) I see that our dollars routine had been working well and that motivated them to work hard with the correct answers in charge to win a dollar if they are the first three (FI, RW2) we have to work in doing exercises where they practice grammar (FI, RW2)	At the moment of playing the game of the "rain", I liked it a lot because I have fun with my students because they were kind of robots repeating and looking for the number we said. They were like "sixteen, sixteen, sixteen" (FI, TL6) all our kids worked well and participated more than other days and worked fast. I think this was because the activities were more according to their age and it was vocabulary nothing of grammar (FI, TL8) The students were excited to play bingo, and with it we review the topic of the feelings (FI, TL10)	to have more interactive activities. I could see that we succeed on it. This is because we played a lot of games and activities where the students had to follow direction (FI, RW3) all our activities worked well because our students received with a lot of enthusiasm. This was because they were different types of activities as the scaver hunt where No and I dresses as pirates and we hid their toys away (FI, RW3) when it came the grammar activity. It was a game where we had to divide the goup into two teams and the students had to work ordering the words correctly same as a word scramble (FI, RW3)	After they finished the worksheet they enjoyed playing Pictionary by drawing a toy that we told the volunteer to draw (FI, TL11) We first had a choosing worksheet where they had to identify the word according to the drawing. I saw that they like the activity and they worked fast (FI, TL12) At the end of the class the game seems to be great for dismissal because it gets their attention and ends the class on a fun note (FI, TL13) We review them that when we talked about one thing is "it is" and when are a lot is "they are". We explained them with drawing and they understood so that helped them also to answer the worksheet. I think it is a good explaining them grammar using the board in a correct way 8FI, TL14) We started with a new unit "shapes and colors". They loved the

						activities we made for them to work on during class (Fl, TL15)
Activity organization			we went over the numbers with a "rain game" and when playing they were very happy and enthusiastic to participate in the game and get the number we ask them to pick up (Fl, RW2) I think this happened because the activities were more practical to him I in the way of repetition and acting (Fl, RW2)	The exam was adapted because we forgot to take copies of the exam and modify it. That is why we did it orally and I think it worked (Fl, TL7)	Playing games outside the class was fun for them. One of this was the treasure hunt where No and I stole their toys and they had to find them (Fl, RW3) We had the students race to step near spaces we placed on the ground, as well as a rain game where they had to collect shapes (Fl, RW3)	Today's class was ok. This is because when we started with the month song (Fl, TL11) time runs out and we let that task for homework. I think all lessons that we had applied are more TPR because they are mostly in movement and they showed us that they understood better (Fl, TL15) Some of them didn't bring their toys and we hid them until we found it. Although they didn't bring a toy they participate in the activity, like the most brave pirates of the class (Fl, TL12)
Activity modification		The lesson went well just that we have to apply the preparation for the first activities because the video couldn't reproduce It was playing just the sound so the preparation saved us. This is where I say that preparation really works (Fl, TL2) We started the class with the topic of "how old are you?" when we pass to the front the girl who's birthday was coming, we sang her the birthday song and bite the fake board cake (Fl, TL4)	all activities in our following lessons we erase them because they do not like a lot working on them because they see it a little hard. I think that I will try to do it easier and not putting a lot of words on it so it can be easier for them in a case I really want to use a word search puzzle because I know that in some way it can be fun for them (Fl, RW2) We forgot to take copies of the exam we used preparation which was making the exam orally (Fl, RW2)	We finished in the time we had time to play they mysterious magic witch game they love it. We had good reactions from our students and we have them attentive to us by making and playing this game (Fl, TL8) Another special case today was that with Kevin we made the exam for him orally because he thought it was difficult for him in a worksheet (Fl, TL10)		Even when we had free time but we take advantage of it by playing Pictionary but with points to win a dollar. While they were working they had fun and were trying to remember the toy to win a point (Fl, TL12)
Student's learning	I enjoy teaching little children and seeing them enthusiastic to learn (Fl, RW1)	It was our first day and beginning of the class was going very nice and the children were responding well to the activities (Fl, TL1) The activities where my students respond more easily were at the moment of responding orally, "what is your name?" and get the respond to that question (Fl,TL1) I see that the children were enthusiastic to learn English because I could see that most of them like the language (Fl, TL1) my students are interested and enthusiastic about learning and	I love playing with children and at the same time they are learning (Fl, RW2) they show me that they were reminding and practicing what they have already learned in previous classes (Fl, RW2) During this class I loved that Kevin was working very well he exploded his desires to participate and show us that he was very enthusiastic to learn the something new (Fl, RW2) I have t mention that besides we talked to him in English he tries to understand us and do the things (Fl, RW2)	They reflect they have to practice more, pay more attention and to study if they know that they have an exam (Fl, TL10)	Alejandro favored all outdoor activities we had as well as Kevin seem to like the running games we played and Pictionary (Fl, RW3) Grammar is not something they enjoy, however they started to get the hang of it and managed to order them properly (Fl, RW3)	They show it enthusiastic because they were familiar with them. They worked well with the worksheet of labelling (Fl, TL11) When we got to this activity the students liked to participate and guess (Fl, TL11) Anyway, about the tasks during the day it was grammar. They respond to the activity well and they understood that they have to answer " no, it's not a.." they got help by watching a picture of the toy and the structure I saw that most of them got it (Fl, TL14)

			what we have for them to work on (FI, TL2)				They seem enthusiastic to play again "raining" but this time with shapes. They had fun and they showed that they had clear the shape names while they were listening to them (FI, TL15) At the time of reviewing the task of moving to the shape mentioned we practiced the colors and they showed that they know them (FI, TL15)
	Discipline		At the beginning of the class we gave dollars to the students who work well during the week and who finished first. Also, we gave to the students who behave well a behavior award. We try to give each one award so they become sad. We saw that after we gave them those awards their behavior went better during the class because they were conscious that if they behave well they will get more and if not they will have any. I see that our discipline plan was working well (FI, TL5)	Since we arrived to the class the routines went well and reminding them the rule that they have to raise their hand to talk or if they need help they do it without problem (FI, RW2)	All the students gave their self-evaluation one by one and I liked that they put as a goal to behave well and to correct what they did wrong as talking or not working hard (FI, TL7) I saw that in this way they reflect better about how they behave and work I can do it this was for the next lessons (FI, TL7) We reinforced the routines so they can remember them as well as the rules (FI, TL8) I think the routines and rules are working just the we have to pay more attention to the rule " keep your whole body to yourself" because we don't mind if they are stand up beside a table and working (FI, TL9)	The students were well- behaved most of the class and at the moment of participating in the activities (FI, RW3) We immediately put them in yellow and warned them that this day they had been very disruptive. They will not put back into green for good behavior, and instead they would remain in yellow for the next class. One more mishap and they would go to red where they would have stars and dollars taken away. This moment was worrisome only because it was the first time we had to really stress the importance of the spotlight although the students don't go too far. Thankfully, the spotlight scared them enough to correct their behaviour (FI, RW3)	There was a time when we played "scaver hunt" and they got fun by finding clues and making what they need to do. For example there was one moment that they had to make a funny face and they enjoy it. I saw that we have to do more activities like that to praise them of their good behaviour (FI, TL12) We started our class as usual, with morning routine of singing the days of the week and writing the date (FI, TL13) We should probably consider a routine whenever we call the students up to gather around the computer. Something to reinforce good behavior and silence would help our presentation and lesson (FI, TL13)
Problems	Children	the same child because of his tantrum he didn't put anything by his part to help him work (FI, RW1)	I don't know if he is going to ignore me or not but I try to do everything I could. He is well cognitively it is just he has a problem with his legs and I think he became desperate because he couldn't sit down when we ask for and he did his tantrum (FI, TL1) Alejandro just say that the worksheets in general were boring at the beginning of this activity but at the end he liked it (FI, TL2) we have to explain to Kevin or Ivan that they need to do the things how they are and they do whatever they want (FI, TL2) Ivan wasn't in the classroom. In a way I feel calm that we will give the	we had a problem with Alejandro that he wanted to write a sentence how he hear it instead of doing it with the right spelling. After we make emphasis in the dollars that he might get one if he do it in the right way he corrected his work and do it correctly so he could win a dollar (FI, RW2)	one student remind me a rule about having toys in the classroom because one of his classmates brought it up during class (FI, TL9) I just see that Alejandro is a little bit slow at learning well is very good but he just know it at the moment so I think we have to work on something that he can understand better and not just saying what we say (FI, TL10)		I'm just warned about Kevin he participates but little we let him work at this rhythm (FI, TL11) Kevin took some time getting into the task, and this we're certain was taken note of (FI, TL13) I encourage Kevin to participate as same as Alejandro. Actually Alejandro always participates it was difficult for him at first to understand but at the end he understood (FI, TL14) I liked that Kevin was more involved in those activities. There were more dynamic and comfortable for them (FI, TL15)

			class how we want it to be and don't have to deal with Ivan again to make him work or be quiet and without bothering others (FI, TL4)				
	Discipline issues	we couldn't calm down one child and it came that moment we didn't know what to do because we in our life have a problem like that (FI, RW1)	at the moment of explaining the rules and routines Ivan got out of control and started to get on the tables and try to disturb his classmates. We stopped him by saying that it was not correct but he did not care and start walking fast around the classroom. He took a Chinese stick and damage a poster of the classroom. What I did was to take him and talked to him about why was he doing that, if he didn't want to work or what? I played with him to calm him down and after he was calm I made a deal with him that what he did was wrong and that would never happened if not he would be in the sad face and he won't play or learn anything if he behaves always in that way (FI, TL1)

This happened with Ivan. When we started the class he was normal, he was walking around the classroom when suddenly he started to disturb his classmates and didn't pay attention to us. He didn't care that he was already in the sad face. I gave him coloring sheets about animals but he didn't respond well because the only animal that I brought for him he liked the horse and the rest not. I thought that we will calm him down with that but it worked just for a few minutes (FI, TL3)

Ivan started to destroy all the material that was pasted on the wall. At the end we talked to the teacher of the class and she told us that she will talk to his parents and with the principal of the school about what happened and if he can be removed or something (FI, TL3) | | | There was moment where Alejandro and Luis began to play during a PowerPoint presentation but we quickly acted (FI, RW3)

worrisome moment occurred with Alejandro and Luis. Having to stress the red on our spotlight with both of them. The day we played the shapes game where they had to step on each of them while walking back into the classroom, they began to play fight and Luis even fell to the floor. We quickly jumped in before it could escalate to something more serious, and scolded them about their behaviour (FI, RW3) | The class is mostly led be one person and there are moments where a few students either lose interest or begin to misbehave (FI, TL14) |
| | Classroom organization | | | | | the time of giving the students their behavior awards. The students | |

					loved received them and worked better to have more behavior awards. Our problem is that we keep forgetting to pass them every week because we run out of time (FI, RW3)	
	General instruction giving		I will be more careful with him at the time of giving him instructions and let him work at the time he wants and don't pressure him (FI, TL 1) What I have to improve is at the moment of giving instructions and try to mime clearer the order so students can understand me and do what I want them to do (FI, TL1)			
	Type of activity	I follow the advice of the USEAR teacher but he didn't respond to it (FI, RW1)	The tasks that gave us more difficulty where those where they have to write "my name is". For example, Alejandro wrote "mai neim is" he didn't follow the correct spelling (FI, TL1) they unconsciously got confused with the song of "what's your name? and they instead of answering my name is.. they answered how it goes the song with "hello hello (FI, TL2) . I would try to not to give them a lot of activities where they have to draw because they spend too much time drawing (FI, TL2) when we started the class and review the pronouns "she and he" and "her and his" they got a little bit confused. They know that her was referring to a girl and his referring to a boy, but at the moment of comparing both I saw them confused so I had to explain them in Spanish (FI, TL5)	using a word search puzzle for an activity was not a good idea because they see it too difficult to answer it (FI, RW2) we realized that they had trouble with the grammar structure, even though we had taken a review a half an hour before (FI, RW2)	At the moment of playing "word search puzzle" they didn't like it too much because they see it difficult. That is the reason I leave it for homework or just don't do exercises like that again (FI, TL6) Although they repeated the numbers they related them because of the ending "teen" and the beginning "even" followed by teen (FI, TL6) Before the exam we did a review but they didn't remember well what they learnt. While the exam we saw that most of them have difficult with the structure of the sentences. We will work on that so it can be easy for them (FI, TL7)		We usually struggle with grammar part of lessons, and we continuously try to find new ways to introduce it. Not all the students were paying attention, occasionally pausing to give them a chance to correct themselves. We certainly could have used some improvement on making it more interesting, or keeping the students sitting quietly (FI, TL13) they had to make a robot with shapes. They got confused with one rectangle that they thought it was a square, but then I explained them that a square has its 4 sides the same size and the rectangle not (FI, TL15)

A. Classes 16-30

Main code	Specific code	Classes 16-20	Classes 21-25	Classes 26-30

		RW	TL	RW	TL	RW	TL
Resources	Creating materials	To conclude our lesson we provided them one simple tracing worksheet to help them with their writing (FI, RW4)		No couldn't get the recipe right and she did a kind of "slime". She struggled with slime for days and it seemed for her very hard to make. I could see that at the end she ended up with a good thing (FI, RW5)	Today was a really nice day because we played with a shop store where they had to buy things like marzipan, candy, sandwich, lollipops etc (FI, TL23)	No designed the reading a bit long it was well-received for most of the students (FI, RW6)	
	Adapting materials				This day we told them that if they found out the trick this was a great idea because they were very enthusiastic to guess the trick and being part of the magic (FI, TL22)		
	Adopting materials						
Affirming	Activity choice	They flipped through the magazine and were excited to find all sorts of circles, squares, etc. it was nice to see them enthusiastic with the activity (RW4) during class 19. This was one of the lessons No designed to be more interesting, and it turned out well. We introduce them food vocabulary by hearing the description of the food so they had to guess (FI, RW4)	So we just applied one task with play dough where the students had to make a shape that the teachers mentioned (FI, TL 16) We started giving them a book where they had to paste things by cutting them on the magazines. They were seeing the shapes and the colors. They loved this activity and they were working pretty well and in silence. I think this happened because they be activities where they can cut and paste even where they can see colorful things like they were in the magazines (FI, TL17) we played a race making two teams. They responded well to the activity (FI, TL19) we did a scaver hunt with a lot of pictures of food they liked a lot. We played Pictionary and they liked it to and they showed us that they understood the vocabulary and grammatically they saw "I like… I don't like" (FI, TL20)	We decided to use the strange mixture she did with the detergent suggestion, and made thicker slime to hide the laminated cards and dip into the bowl (FI, RW5) It was the first time any students get a ten. It wasn't even just one student. Marlen, Danae, Jessica, Gael and Kevin got perfect scores (FI, RW5)	We started the class and we taught them "I like and I don't like" certain food they saw previous classes and pizza, spaghetti, water, tea, etc (FI, TL 21) activity to introduce this I think it went pretty well although they told us the answer with a soft voice (FI, TL21) I liked to do this activity because they showed us how they can buy in English if they were in a store using "I went". After they bought and they talked to each other about what they were eating (FI, TL23) After they finished eating they played hang man with us and we review recycled vocabulary (FI, TL23) we started a new unit and the students saw the body parts. We introduce them with flashcards and they have to touch what they heard (FI, TL25) When it came a matching activity I liked that they saw the drawing and they like it so they were encourage to do it (FI, TL25) After we did a tracing activity where I think the dollars we gave those three who finished first they are motivated to do the things and well alone (FI, TL25)	we incorporated reading into our lesson and planned out something related to Christmas for our last day as we agreed it in our last action plan. We certainly did that, and had a great success (FI, RW6) they had to draw one another to practice saying "he/she has ten fingers" and so on (FI, RW6)	Today we played bingo. I could see that they really like it so played it again after a long time ago. They enjoyed playing it. What I like the most when playing this game is that they are very attentive and quiet listening and watching if they have the word we say (FI, TL27)

Activity organization	they applied creating a color and shape book. They had to decide how many shapes and colors they want to cut for each page (FI, RW4) After they ate the food we played a food race, which overall was enjoyed in the class (FI, RW4)	they wanted to play again how we taught them last class, with games and all that stuff (FI, RW20)	This what the students would have to dig through the slime, remove it and then pull out a card (FI, RW5)	We started our class as usual with our morning routine. We had to move to another classroom because the teacher (FI, TL21) Then they drew their favorite food and after they finished the passed to the middle and told to their classmates which was their favorite food using "I like" when they finished we played magic (FI, TL22) they really like it and want to buy more things but we restricted to be just 3 things (FI, TL23)		We introduce them the new structure about "he has… and she has" with a ppp where they seem to understand it as same as reviewing the body vocabulary. When we asked them the body parts they had they understood it well (FI, TL26) we started with our routine we made a quick review and we gave them the exam. Before they started the new kids were kind of lost someway but they tried by imitating their classmates what we were doing (FI, TL29) I have to say that when I told Alejandro that he will do our letter to the teachers he got happy and didn't want us to see what he was doing for us (FI, TL29)
Activity modification	In these five last classes we tried out playing more games than just using worksheets (RW4) We also gave them some food related to the vocabulary, for example, cookies and small pieces of sandwiches (FI, RW4)	We did a review in a different way where they had to identify a certain object or a certain color so they can remember well at the moment of the exam. They identify well the shapes and colors in the classroom (FI, TL18)	We also mention not to rely on worksheets and it was something we succeeded in. we still have worksheets of course but they are just not the focus of our lesson. We use them to have students practicing their writing because we do more games and hands on activities in class. I think we have done a great job with making those amendments (FI, RW5) I have to say that we changed some lessons that seemed too boring and adapted others after having been with the students for a while FI, RW5)		Noemi decided this reading based on reading but for a second native graders not focusing on an ESL learning class (FI, RW6)	We reviewed the structure of "he has an she has" as same as "do you have and I don't have" and the body vocabulary so the new kids and Gael can remember them (FI, TL28)
Student's learning	It was more interesting for our students so I think we succeeded (FI, RW4) The surprised us because they cut for each page. They surprised us because they cut a lot of things and weren't lazy to do it (FI, RW4) They cheered when they have the worksheet so we thought it was because the excitement from the activities that made them enthusiastic for anything (FI, RW4)	Today was Marlen's birthday and we all sing her the birthday song. She loved to bite the fake cake on the board as same as blew it. We gave her a lollipop and she got happy. I liked that most of the students are learning the birthday song (FI, TL17) We drew some images about toys and we made them guess if it was "it's" or "they're". They did a great job because they could see that it refers for one thing and they for a lot of things (FI, TL18)	our students were really excited and surprised when making the slime and how they manipulated with their hands. They ran around looking for the treasure to make slime. They got messy. They asked us when we could do it again (FI, RW5) during fruit basket. We had students talk about what they like. They had to say it completely using the grammar structure, not just call out vocabulary (FI, RW5) It was the first time any students get a ten. It wasn't even just one	We started our class as usual and we gave them a review about what they had seen during the previous classes about food. They showed us that the previous classes about food. They showed us that they learned the vocabulary but we had to make emphasis on the structure "I want and I like" so they can't get confused and it worked (FI, TL24) We talked together about they are doing better at working and understanding (FI, TL24)		We graded the exams and Danae, Jessy as usual they got a 10. Gael besides he wasn't the previous classes and didn't study got a 10 too. Although the new kids weren't working previous classes they got at least three or two checks (FI, TL29)

			The moment of the exam began and all of them finished the exam very fast. we monitored them and changed places so they cannot copy each other. When the students gave us the exam we made a circle to self –evaluate themselves. They told us that the exam was very easy. We asked them why and they answered that it was because they studied and they practiced a lot during classes with us so it was very clear (Fl, TL18) our new topic was "food". The students enjoyed eating and guessing the food vocabulary by miming. When it was the time for eating the sandwich and cookies I laughed and had a great time with them because their answers were funny. They were having fun and at the same time they were learning (Fl, TL19)	student. Marlen, Danae, Jessica, Gael and Kevin got perfect scores (Fl, RW5) They remember what were them and understood with our help what means "I like .. I don't like" and when to use it (Fl, RW 5))	About this I can see that they know how is the order of the days and they one more conscious what day is today (Fl, TL25)		
	Discipline				We started the class as usual with the morning routine and then we played fruit basket. They like it a lot and they were laughing a lot (Fl, TL22) The stars routine it worked a lot well because whenever they got 6 stars they get a lollipop and they get happy (Fl, TL22) After we explained we gave them the behavior awards for those who behave well. Today we used our first award to Luis because he improved his behavior in class and he worked well we praised him for that. I like his impression because he receive something to give to his parents about congratulating him. I think it would be fair that all students who behave well can get one too for their good work and behaviour (Fl, TL24)	Alejandro did it very well because he didn't draw nothing inappropriate when drawing Jessy (Fl, RW6) Jesus seems a bit troublemaker, it was incredible watch him look around the class and take note of everyone's behavior. He corrected himself and followed everyone else's example (Fl, RW6) during the store because it caused a bit of a stir. Although it was well received few students forgot their dollars. We felt awful that those students couldn't buy anything, especially when one of them began crying. It was tempting to allow them to take something but that would mean to break our initial rule so we told them that if they lost or forgot their money that was their problem and there was nothing we could do (Fl, RW6)	the teacher told us that we have two new more students in our class. I really felt curious about how they are. We started our class by our routine and roll call as same as letting them know the rules and how the classroom management works. They were very attentive and took off all that was in their desk as one rule. They are very smart and participative (Fl, TL28)
Problems	Children	we paired Alejandro with Danae. Usually nobody wants to work with Alejandro because he is hyper but I think making Alejandro work with Danae, one of our top students, was	When it was Kevin's turn he didn't hurry up and his friends complained to him about that but it was just a little moment and after that happened he didn't want to play	Kevin. Class 25 was just not a good day for him. He didn't want to do anything; he didn't want to mime, he didn't want to dance, he didn't want to sing or anything. We let him get	We had the issue that Alejandro was misbehaving at the moment they rest of the class was participating at the moment they pass to the front. We put him in	It was when we set up the store and Marlen studied the store itself and felt sad because she had forgotten her dollar so she wasn't able to buy something. What we found amazing	. Before we started the class we saw Alejandro's mother who told us that she will take him at that moment because they would do something. In a way I feel

a great decision. We did this to try to separate the same pairs as usual. Danae was ignoring him at first, but when she could not figure out one image Alejandro had it she turned it with him and ignoring him and Danae got excited because he was right. This image made them win and her attitude towards Alejandro changed. It was great moment because we could see that Danae stopped complaining about Alejandro and he started to appreciate him as her partner. Alejandro was much applied during this activity, and he understood the lesson maybe because seeing Danae hearing her complain, pushed him to not fool around (Fl, RW4) during our food race. Kevin got close to tears. He started well the activity, he was laughing and smiling but when his turn came up and he lost the point, his team complained. I think that the pressure his team placed on him must have been too much because he sat down and his eyes got puffy (Fl, RW4) I see him do that and all the students started to get close to him so I quickly got the students attention and made everyone leave him alone. The only thing I thought he just needed was a minute to calm down. He did not cry, and the students stopped watching him which was good (Fl, RW4) Marlen got sick and started tearing up. We quickly took her to the principal's office where she could call her mom. For the activity, we let her sit in her seat with her head down until she felt better (Fl, RW4) When Kevin saw this, he decided to put his head down and pretend to be sick (Fl, RW4)	anymore and he wanted to cry. We tried to cheer him up but he start laughing and kind of wanting to cry so we stopped and leave him so he could take his time to relax himself. The only think I didn't want to see is to see him cry. The students respect him after we told them that what they were doing was wrong because they were not respecting him. But then they understood and tried to involve him too in the activity although he didn't want to because he was sad (Fl, TL19)	away with not singing or dancing because he was still in the circle and smiling along with others (Fl, RW5)	yellow because he wasn't following the rule "respect other when talking/ participating." We did this at the end of the class (Fl, TL22) Kevin didn't like cream so he just took off the cream cheese and ate the sandwich (Fl, TL23) I liked that Alejandro is more observant to his behavior and activities we so do he can reflect better what he had to do (Fl, TL24) I could see that Kevin's attitude was very unlikely to do the things we asked him to do. I am really afraid if we put him in yellow he might cry and I don't want that happened. Maybe we just have to give him his time until he want to work. What I did to not keeping him apart from an activity where one student had to paste on his/her partner a post it where the teacher asked to. I took Kevin and asked him to help me to say the body parts and to check that all the couples did it correct. And it worked he really liked to do that. So I think I managed the situation well (Fl, TL25)	was that Danae used her money to buy Marlen something she had been admiring (Fl, RW6)	comfortable and curious about how will be the class without him. Also the teacher told us that we have two new more students in our class (Fl, TL28) We sang Alejandro happy birthday and he made a wish, he blew the candles and we gave him a lollipop. He was really excited because he gave us a hug (Fl, TL30)
	Discipline issues			Alejandro. The consequence to dynamic activities and games is that		

				he gets incredibly hyper. We also let him get away with a lot of little thing, because we don't want to constantly scold him but when it came to class 22 it was awful. He was constantly speaking out of turn, jumping out of his seat and disrupting the class. We put him in yellow, which of course worked, but it was a temporary fix (FI, RW5) we called him out in front of everyone without yelling or making fun of him. No told him he had gotten worse, and that she was very disappointed in him. He immediately became serious and the bad behavior stopped. We thought the because of that he wouldn't act up anymore that way and to take things to that level (FI, RW5)			
Classroom organization	We want to mention the storytelling but we are not sure where we can fit it into our lessons. We are feeling the pressure of trying to finish lesson 30 by December so we are trying to avoid activities that not necessary because they had enough practice (FI, RW4)						
General instruction giving				Then they took a lot of time to understand what they need to do but after we explained to them and they got it. Most of them finished quickly and they reflect that they got a coloring page while the others finished (FI, TL24)			
Activity organization	We had the opportunity to play a little with the play dough but we didn't have time to use the slime (RW4) We paired the students for the scaver hunt and Kevin ignored us and did not listen to instructions (FI, RW4)	They took a lot of time cutting, choosing and pasting the images but at the end they finished. We actually didn't have time to give them the awards and to play magic so we decided to give them for next class (FI, TL17)					Then they had to draw a monster with a lot of hands and necks. However they want and they kept it for them after they finished. They are really good artists when drawing mostly Kevin (FI, TL27)
Type of activity	Although they took a long time cutting and pasting, we planned the class around that long because we knew that the activity would usurp the majority of the class (RW4)					the reading activity. This was a definitely complaining activity because they were saying that they didn't even know English. They just want to color inside the box that it was on the worksheet. I could	When it came an activity where we wanted them to introduce them reading the see it difficult. And it was a little bit because it was very long for them although pretty much of the words they knew it. I think it is

		We realized that competitive team games are definitely not good for him and if they are we will try to said them before that is a game and all the team must cooperate to help each other and do not bug each other (FI, RW4)				realize that although the worksheets and reading were attractive the reading was too long for their level (FI, RW6)	just that they are not accustomed to it. We have to work on that next class and for the next semester as well (FI, TL26) Although they tried to guess what animal it was they got it with the descriptions. It was a description of a horse when we asked them to draw it Marlen drew a seahorse (FI, TL26) After they finished playing bingo they had to draw somebody in the classroom with their respective characteristics and body parts. I think they did a really nice job. After they finished they present it to the rest of the class and some of them got shamed (FI, TL27) For some of them was difficult but it was really easy it was just that they got confused a bit with the words (FI, TL29)

L.8   *No* first cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 1-15

Main code	Specific code	Classes 1-5		Classes 6-10		Classes 11-15	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials				We had previously printed lots of extra activities, so we used those to keep the Ss busy while we called them up one by one to apply the exam orally. I was surprised by how well-behaved they were during test time (No, TL7)	FI and I were each assigned different material for the thinking outside the box workshop. As part of our assignment, and also for the students, we want to try to implement some of our Classes 18 and 20 have been designated to be our Play Dough and slime days (No, RW3)	
	Adapting materials					My personal favorite was the treasure hunt for their stolen toys. We had them also race to step near shapes placed on the ground, as well as a rain game where they had to collect shapes. We introduced Pictionary for vocabulary, as well as hangman in the classroom (No, RW3)	
	Adopting materials		they did say Ivan likes farm animals. We can try preparing some extra things featuring those (No, TL2)				
Affirming	Activity choice	We prepared some coloring activities with farm animals to keep him busy if he lost interest (No, RW1) the kids were familiar with the stoplight and they seemed very excited that we would be using one (No, RW1) we played a video for the kids (No, RW1)	We played a video for the kids, and they all seemed to enjoy it (No, TL4)	the day we played charades went especially well. He participated in acting out the vocabulary (No, RW2) we should try more hands-on things (No, RW2)	Dimension 5 was hilarious. They kept asking what they should put or how to answer. We told them to just be honest. They would look at one another sheet, and we had to remind them that there was no right or wrong answer. Some of them were pretty honest, I was glad. I think next time we should leave time for a discussion to really make it effective and can reflect (No, TL7) the start of a new unit. We introduced it with flashcards and having the kids make facial expressions (No, TL8)	according to our action plan was to have more interactive activities. I feel we succeeded on this front. We played various games outside, which had the students running and following directions (No, RW3) Kevin really seemed to like and all the running games we played. Alejandro favored all the outdoor activities as well. This was a great learning experience for us, telling us that we really do need to change our lessons (No, RW3)	We introduced toys today. Were almost having the entire class in English. We slip up with a word or two when Ss seem entirely lost (No, TL11) What made me excited was that we a game where they had to put the sentences in order. I thought they would struggle, but it turned out well (No, TL13) . We practiced the grammar with a worksheet and let them color make the worksheet more interesting (No, TL14)

					Dimension 5 was applied as a discussion. Fl led that while I had Kevin with me I think it worked out better, I'd have to ask her (No, TL10)		
	Activity organization				Prep activities are life savers! Not sure what happened to us today, but we forgot the laptop for the review and even forgot to make copies of the exam. We felt a split second of panic before writing things on the board and reviewing with naming activities. We posted our numbers from a previous lesson around the room. We were calling on the Ss and the review went well (No, TL7) I went one by one to check the grammar understanding. Only like that I did see them light up with understanding but I could tell it's difficult. We should try to find more interesting ways to present these ways to present these few grammar topics (No, TL9)	we introduced a lot of different types of activities, and have to say received with much enthusiasm. The hunt was all particularly fun for them, because Fl and dressed as pirates who stole their treasure and hid it away could definitely see that you really need to let go of all shyness When we went outside, the principal was out there. We hesitated a moment, but Fl and I remained in character and offered challenges for the clues (No, RW3) For this unit's grammar, we had the class split into two groups and work on the words correctly. It was a word scramble (No, RW3)	We tried getting them to stand in front of the class and speak up. Some were shy, but overall they seemed to enjoy the opportunity. I was amused when asking which toys were for boys, girls or both (No, TL11) I was watching one group, while Fl watched the other. They eventually got it, and the grammar didn't seem so boring for them. Next time we shouldn't leave the examples on the board. It made the other group finish too quickly and win the point. The activity did not take as long as we thought it would have, but we really didn't have enough time for an extra activity, so we gave them their stars and played more Black Magic (No, TL13) . It was the first time we didn't have them trace. They had to write it on their own. This made the Ss that usually finish quickly take a bit longer. They didn't really struggle, which was a relief (No, TL14) We took them outside to play the "rain" game, and then had them running to shapes on the ground. We would make it more difficult by calling out colors, but they followed directions well and seemed to enjoy themselves. We had them look for the shapes in the classroom, and in the end gave them shapes to color according to the specific directions. Those were then cut out and glued on to a sheet to create robots (No, TL15) We improvised our Pictionary game since we didn't have dry erase markers. It went okay. We had to reinforce silence and hand raising (No, TL11)

	Activity modification	We shortened our morning song and the kids now seem happy enough to sing along (No, RW1) Instead of multiple attention getter for the start of activities and transitions, we have one, which came to us on the spot. It is simple and rather boring, but effective (No, RW1)		I want to discuss with my partner more seriously about storytelling. We could not do it for these classes because we rushed our unit 1 and did not want to squeeze in a storytelling lesson. I think it might be beneficial to try for the next five classes (No, RW2)			To counter the worksheet and test their spelling, we played hangman. The toys vocabulary proved too easy, so we began recycling old vocabulary to challenge them. The first few times they mostly just kept guessing random letters. They'd call out letter that weren't in any of the vocabulary terms (No, TL14)
	Student's learning			he student who got a seven only made one mistake, and yet that mistake cost him. The scores were rather low and we felt bad giving was finished by class 10. We rushed the Unit to catch up to where we should board, the scores improved for the top students who received an 8.5 (No, RW2) He participated in acting out the vocabulary; he was very proud and excited. Usually he ignores the worksheets so we decided to give him two dollars because he was working right away. He completed them quickly, managing to finish them. That day was such a perfect moment in teaching having everything come together (No, RW2) We gave the students a very simple fill out. They simply had to check how they felt they did for a few different areas. We saw them thinking carefully about what was honest. Once they understood that concept areas actions, behavior, participation, etc. Some were honest admitting that they need improvement in certain satisfying having them think about how they did (No, RW2)	They definitely got the vocabulary of feelings figured out though. They recognized them; they just struggled with the structure to say someone is or isn't feeling something (No, TL9)	When we later gave a worksheet to practice writing, the students did not struggle at all. It was a great way to tackle something that had given us so much trouble (No, RW3)	During the games it was fun to call out shapes we hadn't seen. They would run, look around themselves and take a minute to realize we had tricked them (No, TL15)
	Discipline	it was decided that he would do best in the first grade group. Surprisingly, he responded very well, with the first graders he participates and they have no behavior problems with him. I didn't know how to react at first. I was pleased that he found an environment he was comfortable in,	They were familiar with the stop light so that will be a success for our class (no, TL1) We still need to work on our routines. Our morning one seems set, but it's a little long. Our dismissal always gets ruined. There just isn't enough time for	Every morning we sing the days of the week song and have the students write down the date. It is easier now that we finally bought our own dry erase markers. We complete our lessons for the day and end with black magic and the behavior stars. The students now recognize and expect our routines,	Kevin loved this, Alejandro got a bit out of control with "angry". We moved on with charades and again Kevin was very involved and interested (No, TL8)	Kevin actually participated, which left me rather excited (No, RW3)	

		which in the end it is about the student right? (No, RW1)	everything. We need to work on time management (No, TL4) We once again ran out of time but we do have our routines made up. We just need to remember to make time for them (No, TL5) We also introduced our behavior awards, which was a huge success. They loved them, and I noticed them especially well- behaved to earn more next week. It was nice to see. I don't know if it was the dollars or the awards, but Kevin was actually working today (No, TL5)	sometimes even ask about them. It is also encouraging when they seem to enjoy them (No, RW2) This was the week that we finally fell into a routine and began to give out the dollars with more frequency (No, RW2)			
Problems	Children	They just stared at us, refusing to respond. They quickly stopped singing our morning routine song and didn't really care for our dismissal (No, RW1) The first day, FI managed to calm him down by separating him and keeping his interest with individual attention and some sticks (No, RW1) we could not seem to handle this one kid (No, RW1)	Alejandro and Luis are a bit hyper, but not unmanageable (No, TL1) Ivan didn't show up today and it was a drastic difference the students were calmer and easier to work with (No, TL2) I'm a little concerned for Kevin, who seems distracted and uninterested. He didn't sing or participate at all until it came to drawing. He didn't exactly follow directions but he was working quietly (No, TL2) We gave them the little star stickers today. Those were received with a lot of enthusiasm. It was nice to see more things work out from our discipline plan (No, TL2) they moved Ivan to the first grade where apparently they didn't have any issues at all. I'm not sure how to feel about that. For the student, I'm glad he's finally calm and with a group he responds well. It's a little difficult not to take it personally though (No, TL3)	As for Kevin, I believe some work is still needed. However we did make a few changes to try and integrate him more. Some ideas worked, some did not. We are still trying to figure it out. He seems to enjoy activities that require movement, like charades (No, RW2) he first involved Alejandro. The issue also had to do with the use of English in the classroom. As previously mentioned, during our first five classes we were caving to the students and making translation for them. For these five, we set out to eliminate as much Spanish use as possible. This led to frustrating Alejandro (No, RW2) or the worksheet, work with him one-on-one and continued to mime the feelings to encourage him. Eventually he began to say them in English, but it felt like it took a lot of time and patience. He still occasionally complains about not understanding, however it is not anywhere near as bad as it was this day realized (No, RW2)	Kevin seemed okay, but he ignored he activity (No, TL6) When we moved on the worksheets, Kevin actually got straight to work. He would repeat the faces and expressions for each feeling. He loved the drawing worksheets too. It was an absolute success and he even earned dollars today (No, TL8) Alejandro was the worst. He kept talking saying he did not understand. We had to constantly shush him. On the other hand, Danae, Gael and surprisingly Luis did very well (No, TL10) Kevin was not working at all. For him, I pulled him aside and applied the exam orally. He seemed more comfortable, but still didn't do well (No, TL10)	Alejandro was definitely absorbed in the game, not acting up at all (No, RW 3)	Alejandro insisted that "monsters" were for boys because girls were too scared. Danae was quick to say monsters were actually her favorite toys (No, TL11) The PP went alright. Alejandro, Luis and Kevin were a bit bored though. I had to sit near them to keep them focused (No, TL13)
	Discipline issues	I would have to combine all the failed attempts from our discipline plan. Our attention getter didn't work, our morning routine was a bust, our dismissal didn't catch their attention and our transition plan did not work (No, RW1)	It started okay, with the Ss listening more or less, but a few would stand and walk around. Our attention getter was an immediate failure (No, TL1)	As for Alejandro, he is slowly getting more disruptive. We know we can quickly calm him down by standing near him or putting him in yellow, but it would be nice to just find something that keeps his attention enough that he is working	We took the Ss outside today. It was interesting. They were excited to be outside, but that quickly led up to screaming. It wasn't difficult quieting them, but it's something we should be mindful of (No, TL6)	The students were well behaved for the most part, and the activities he got to observe happened to be the grammar game. We thought our observation would go worse, considering we had a moment	Alejandro is speaking out of turn more often, but it still isn't entirely disruptive (No, TL11) We managed to have the entire class in English except for a situation where Alejandro refused to

		worrisome moment occurred with Ivan. We had two classes with him, and both were an absolute nightmare. He quickly lost interest, climbing on the desks pretending to be an animal trying to bite the other students. He would run around ripping the poster and would refuse to listen (No, RW1) We didn't yell at him or put him on the spot. It wasn't until he started ripping things that we approached him and calmed him down (No, RW1) The second class with him however, went even worse than the first. He ripped up our coloring sheets and threw them on the floor, he ran around screaming, he tried to bite us and he refused to calm down.	The Ss didn't like it at all, ignoring us or refusing to respond. We tried teaching them the songs for our morning routine, but they quickly lost interest. Ivan started climbing on desks. We decided to try ignoring him (No, TL1) Ivan got worse and tried biting the other Ss. We tried to calm him down, but he ran around ripping posters, it was crazy and awful. FI had to sit him down. He's going to be a lot of work. We definitely need to do something about him and fast. We tried speaking to the teacher but she wasn't very helpful (No, TL1) Alejandro is very hyper but he responds immediately to the stoplight (No, TL2) Ivan was there and once again the class was a nightmare. He was okay for the first half but then he started making animal noises. We were told to ignore him but he only got worse. We tried the extra activities but he ignored them. He crumpled them up and tossed them on the floor. He again ran around ripping signs. We tried to calm him down but nothing worked. We had to call the teacher who quickly scolded him. He quieted with her presence and the other kids helped pick up the mess (No, TL3)	and not standing or disrupting others (No, RW2)		where Luis and Alejandro began to play (No, RW3) second worrisome moment occurred with Alejandro and Luis. The day we played the games outside and had them cutting out shapes, they were especially hyper. While walking back into the classroom, they began to play fight and Luis even fell to the floor We quickly jumped in before it could escalate to something more serious, and scolded them about their behaviour (No, RW3)	work until we told him a word in Spanish form one of the worksheets. He was a little disruptive more than usual, it drove us crazy (No, TL12)
	Classroom organization			We were a bit disorganized but managed to quickly apply badly their scores turned out and we quickly realized that we needed to adjust out their progress in class had been rather great, and even d seemed to do application and proud of our students (No, RW2)	I'm a little concerned by how behind we're falling. We're not done with Unit 0, and we lost 2 days due to class cancellation. We need to manage ourselves a lot better (No, TL6) We missed our end routine again. If this continues, I'm worried we'll lose the chance to make it a routine (No, TL6)	The first was in regards our behavior awards. We know that the students love them and they have been mazing in the classroom our problem is that we keep forgetting to pass them out at end of every week, or we run out of time for them is also not something the students remind us of probably because they don't know when they should be getting them (No, RW3)	
	General instruction giving						

Type of activity				We applied two tests during this five lessons something we later was probably a bad idea. We finished our class and applied the test (No, RW2)	Charades overall seemed fine, but Gael did not really like it (No, TL8) We used simple puppets to try and show "is and isn't" it wasn't that successful. I think I should have made the puppets more interesting (No, TL9) Today we applied the exam. We thought the unit was simple and the Ss did rather well in class, but the test certainly stressed them out (No, TL10) The only part that gave trouble was the grammar (No, TL10)	They did struggle at first Grammar is not something they enjoy, however they started to get the hang of it and managed to order them property (No, RW3)	Lots of activities today. We had them watch two videos of the shapes. They didn't really like the videos, which was a shame (No, TL15)

B. Classes 16-30

Main code	Specific code	Classes 16-20		Classes 21-25		Classes 26-30	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials		Before their event, we had them creating shapes according to the colors we called out. It gave us an idea of how play dough would work (No, TL16)				
	Adopting materials						
Affirming	Activity choice	The students had to create a color and shape portfolio. We did not tell them how many items to cut into it of each page. We only cut out one item and the students could have been lazy and not wanted to see what they would do, and they surprised us. They flipped through the magazine and were excited to find all sorts of circles, squares, etc. They all cut out between 3-4 items for each page, and it was nice to see them that enthusiastic (No, RW4)	I gave them cookies and sandwiches. Kids are so strange. They didn't want to eat because the sandwiches were too cute. The food items left them excited and was great to lead into our game. The food race went well and helped with vocabulary (No, TL19) We finished with a writing worksheet, and surprisingly this lads were enthusiastic about it (No, TL19)		I set up my store. The enthusiasm sky rocketed. We gave them their money and had them each say what they wanted (No, TL23)	We had the students draw one another so they could practice saying, "He/She has two arms" and so on, Initially I was skeptical. I thought the students may use the opportunity to be mean, however no one took the activity that far. They were all very respectful and there were no instances of bullying (No, RW6) Although the store itself falls under a worrisome moment, there was an instance that Marten studied the situation and she had forgotten her	

		, I did provide one worksheet However, this worksheet was simple and mainly to help them with their writing. I was surprised that they all actually cheered when they saw it. I think it was just the excitement from the activities that made them enthusiastic for anything I felt great about this class, seeing my planning pay off like this (No, RW4)	I guess it was the food and game that had them in such a great mood (No, TL19) After that since they knew the vocabulary, we played the scavenger hunt. I liked that it made them use their colors, shapes and the new vocabulary (No, TL20) For the others, the hunt was great. Danae of course won, but the highlight for me was watching Alejandro actually help her. She didn't want to participate with him, but he still brought her the images (No, TL20)			dollars and so she was unable to make any felt sad that Danae her money to buy Marlen something purchases. What found amazing was of Danae, and it just she had been admiring. I thought it was incredibly sweet and kind example of just how really sweet the students are and just made me smile to see her do that (No, RW6)	
	Activity organization		Today we prepared "color and shape portfolios" for the Ss. We gave them booklets with the names of the 4 shapes and 4 colors we've seen. We gave them magazines and had the Ss search for things that matched. They had to cut and glue. We gave them no limit of how many items each thing could have. It was fun to see them excited, flipping through their books and pasting numerous items. They spent most of the time working on that (No, TL17)		We had them drawing next, and like last time, after having played they were excited about what we were doing next (No, TL22) We bought all the things for the store and had them hidden. I knew they'd get excited since they saw everything. We introduced it by asking them about going to stores. We showed them the structure for" I want" and gave them the handout. They protested of course because we had them writing their order. They didn't know what it was for yet, but they got through the activity (No, TL23)		The main focus for today was reading. We started with a presentation. We had the sentence structures there, and since there were activities in the slides, the Ss were paying attention. They specially loved the monsters we used as examples. It helped them be more enthusiastic about using the sentences. We had them speaking and then together we did a sample of the reading (No, TL26) After that they drew monsters and the point here was to change up their descriptions. They were of course excited and it was fun to see the different types of monsters (No, TL 27)
	Activity modification	for making my lessons more interesting, I believe I succeeded. We are using less worksheets and playing more games and doing other things in class (No, RW4) This was one of the lessons I designed to be more interesting, and I think it turned out well We introduced the vocabulary differently, making them guess by hearing our descriptors, think this helped them memorize it better, but we also gave them some food related to the vocabulary (No, RW4) it in also want to get to a point where the worksheet is just an introduction for the real activity, or a	. We went through the vocabulary with flash cards but this time I made them guess before I showed it to them (No, TL19) We played Pictionary then hot chair, which went well. For hot chair, I was no longer using images but writing the words on the board. The Ss still knew what they were (No, TL20)		Since they liked being in the center we exchanged our picnic. We sat in a circle, and when I pulled out an image I had that student stand in the middle and talk about what they drew. It went okay (No, TL22)	We decided to write out the text on the board and go over it together. We discussed as a group the words they recognized, and began underlining the phrases they were familiar with. Like this, the students were more open-minded and 1 could see them getting steadily more excited as they began to understand the text. By the end, they enjoyed it and admitted that despite being difficult it was rather fun. This is why we definitely want to implement more reading activities in our lessons (No, RW6)	. It helped them be more enthusiastic about using the sentences. We had them speaking and then together we did a sample of the reading. This is what through our timing off. We didn't anticipate going through a sample. This was the first time we gave reading (No, TL 26) All in all it went well, although I think for improvement we could try crafts so they create monsters instead of just drawing them (No, TL27)

		conclusion for quick practice. I think we're on the right track with this, slowly eliminating the importance of the worksheet in our class, but I think there a few we can still do without. If we have to include worksheets, want to try and look some up that are more attractive and interesting instead of just tracing or matching (No, RW4)				
	Student's learning		The kids liked the activity and they certainly knew their shapes and colors (No, TL16) We did a review and applied the exam. We did a mixture of things they already saw for review and noticed that the exam went much easier for them. They even told us they had an easy time with it. Later when we graded they actually got higher scores that properly reflected their efforts (No, TL 18) For dimension 5. We did the discussion again. They spoke of the activities they liked and disliked. Most weren't too crazy about running but they loved the treasure hunt we did for the toys. They liked cutting and pasting as well. It's good to keep in mind (No, TL18)		The exam was a bit confusing at first. We experimented with more writing. I think it overwhelmed then and Alejandro struggled a lot. Still it was the first time a lot of them got 10's. the exam was easy, Alejandro just didn't try when he saw the words. I tried to encourage him and he managed a decent grade (No, TL24)	when we were informed that two new students were added to our stress level immediately went up as we worried about what little time than enough they wouldn't be able to complete the activities (No, RW6)	They complained of course but as a group they figured it out. I liked seeing their excitement when the reading made sense for them (No, TL26) We put the sentences into practice and had them draw each other. I was nervous since I know kids can be mean but our kids are either too young for bullying or just too sweet (No, TL27) Our activity for today was sentence scrambling and they felt a little lost. We wrote samples on the board to help them and I was pleased that they tried. One of them even won a round (No, TL28) Test day! Naturally our new students struggled. We thought the review would be enough, but they couldn't answer, they didn't do too bad, so what I did was not write a grade. I corrected the mistakes and just told them why they didn't receive a grade. It wouldn't be fair I did praise them for what they got right though. They seemed pleased with that (No, TL29)
	Discipline				I certainly appreciate the stop light. It worked to control Alejandro and Luis. Not sure what was up with them today, but they were hyper and out of control. Once they were in yellow though angels (No, TL25)	Jesus seems to like everyone, it was amusing to watch him look around the classroom and example, which was take note behavior. He would correct himself and follow everyone else's incredibly satisfying for us. It was a validation our good classroom management (No, RW6) We told them that if they lost their money there was nothing we could do, and we spent the entire week reminding them about the store and	What was incredible though was their good behavior. A part of it is them being good kids but a bigger part was them looking around since we have the class well controlled, they followed everyone elses example. That was incredibly satisfying. Since they didn't have time with us they wouldn't be able to buy anything at the end. We asked the others f they were okay with giving the new Ss three dollars each. Of course they said yes,

					telling them to bring their dollars. Those few students decided to ignore us, and put our rule to the test. I could tell they expected us to cave and allow them to choose something anyway, but felt that to give in would be to ruin any validation we had, Instead, we reminded them that if they forgot it this time, we would be doing the store again in June (No, RW6)	which just proved what an amazing group we have (No, TL28) we gave out the certificates first, which the Ss loved. We debated about the new SS seeing as they weren't here long enough for the Special ones. We decided on just the course certificates so they get something (No, TL30) Our store was interesting. They were all excited for it, but some Ss forgot their dollars. It was tempting to give my especially when one started crying but we knew that wouldn't be fair for the others (No, TL30)
Problems	Children	Usually the students don't like to work with Alejandro because he is hyper: however we paired him with Danae, one of our top students. Danae was ignoring him at first, but he kept bringing her the mages for the hunt There was one image she could not figure out, which Alejandro held in his hand. He kept insisting, and when she turned it told her that Alejandro was right. This image won them the game, and her attitude towards Alejandro changed What liked about this moment was not just that Danae stopped her complaining and began to appreciate Alejandro as her partner, but that Alejandro actually applied himself during the activity (No, RW4) We see that he understands the lessons, he just usually pretends not to for attention. Being partnered with Danae, and maybe even hearing her complain, pushed him so not fool around and demonstrate has understanding was a perfect paring (No, RW4) we did have one during our food race Kevin actually got close to tears. It was weird because he started out well and he was smiling and laughing engaged but when his turn came up and he lost the point his team complained (No, RW4)	We'd monitor them and I sat next to Kevin to keep him working (No, TL17) in the end, Kevin almost cried. Competive team games are not for him (No, TL19) I did feel bad for Kevin. He seemed excited at first, even laughing. But when he lost the point, his team complained and he no longer wanted to participate. Everyone's attention on him also had him close to tears so we just left him alone and had the other Ss leave him alone. By the end, he was okay (No, TL19) Today went better. Kevin didn't cry at least (No, TL20) They worked in pairs, and all the Ss were involved except Marlen and Kevin. Marlen felt sick and had to call her parents. Kevin started acting the same way and sat with his head down. We felt he was faking just to avoid the activity but with Marlen sick we couldn't force him. We let him sit with his head down just in case he really was sick (No, TL20)		We had some issues Alejandro. He kept talking out of turn and interrupting. We put him in yellow, which worked for a while. I didn't want to put him in red but nothing was working so I called him out in front of everyone. I could tell he got sad and he immediately settled down. I felt little bad doing it that way, but it was effective (No, TL22) We had to sit with Kevin since he hates writing. Sometimes we let him get away with drawing but this time we wanted to encourage him to write. We know that he can (No, TL23) It was a little difficult getting Kevin involved today. He said he was sick, tired, didn't want to do anything, the past its hurt- honestly it was a little annoying. We let him call at the vocabulary and I partnered with Danae (No, TL25) When he claimed to be tired and started pouting during the worksheets, I had enough. I was stern and ignored him. I was afraid he was going to cry, but he actually got to work. It made me realize that sometimes you just need to be hard with them (No, TL25)		. I was amused by Alejandro, who drew Jessica as a princess in a castle (No, TL27) Alejandro struggled, he got a 2. It was his worst grade and he complained that he didn't know English. The frustrating this is that is asked he answers correctly (No, TL29)

		The pressure they played on him must have been too much. Then it was FI who quickly got students attention and made everyone leave him alone. She recognized that he just needed a minute to calm down. He did not cry, and they stopped bugging him which was good, but his attitude after this changed. We realized that competitive team games are definitely not for him (No, RW4) Marlen got sick and started tearing up. We quickly led her to the principal's office where she could call her Mom. For the activity we let her just sit in her seat with her head down until she felt better When Kevin saw this, he decided to put his head down and pretend to be sick I suppose could give him the benefit of the doubt and say he was genuinely sick, but it was obvious he was just trying to avoid the activity (No, RW4)				
	Discipline issues				Alejandro was acting up a lot and pretending he didn't know the vocabulary. We knew he did and he was in one of those moods where if we gave him the attention he was looking for, he'd only get worse. So we ignored him, despite his interrupting of the class (No, TL21)		
	Classroom organization	We played a little with the play dough, but we could not have our slime day. The storytelling could also not be done. The reason for this was because the day we thought would be great for storytelling was cancelled since we did not to fall behind, we decided not to do it. However we will rectify this later after we take a look at our lessons and schedule it again. As for the slime, after reviewing the lessons we realized that it would be better on lesson 21. We still plan to do these activities we just pushed for another date (No, RW4)	Today our class had to be shortened. The school organized a contest for the best representation of the dia de muertos figures. It cut into our time. We were able to take attendance and go through the days song and the date (No, TL16)				We got two new students today, which I found very strange. I was worried about our classroom synergy and naturally stressed that with our classes at an end they wouldn't get to do much with us (No, TL28)
	General instruction giving						

	Activity organization				The first activity went a little long, which had us antsy because I wanted enough time for slime. The issue was them not having glue, so I started using tape to speed up the process (No, TL21) We then did the treasure map and slime. The map forced them to focus a little, since they had to read the clues. The only problem we had is that we hid the items and taped the clues before class. So kids from other classes had already ripped of some clues (No, TL21)		
	Type of activity				We started with fruit basket, and I was shocked to see that they were actually fighting to not get a seat. They wanted to stay in the center and use the phrase we were teaching. It was interesting (No, TL22) We reviewed with vocabulary commands. I was iffy about the activity. They liked it, but I didn't think it was effective. I think it was missing something maybe more commands or something. Or maybe my mistake was having images. Should have left the words up so they can get used to reading them (No, TL24)	For worrisome moments, as I previously awful that I thougth the concept was well-received, a few students forgot their dollars. I felt bad those students could not buy anything, especially when one of them began crying. It was rule tempting to give in and allow them to choose an item, but it would have broken our initial rule (No, RW6) the students began complain. They insisted that they did not know English and that this activity was not within their abilities. Instead, they wanted to just color inside the easel of our worksheet. I realized quickly that although it looked attractive, our reading activity was too long for the level. I based the worksheet off a sample for reading activities for second graders. What I forgot, was that I needed to focus on ESL learning. The reading would have been fine in their native language, but for an English class it was a bit advanced (No, RW6)	Our review wasn't that creative, perhaps that was our mistake knowing we had the new students (No, TL29)

L.9 *Mo* second cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 31-45

Main code	Specific code	Classes 31-35		Classes 36-40		Classes 41-45	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						We started this activity first , which is called m&m game, we bought a bunch of m&m´s and the students had to take one out according to the color they had to do or say the color on the board (Mo, TL44)
	Adopting materials						
Affirming	Activity choice	What I plan to do is bring warm-ups where they had to move around the classroom and take out that extra energy we don't need, because that makes the class a loud mess and I don't want the other neighbour teacher complaining about it (Mo, RW7)	we did was hot potato and we asked questions to practice both vocabulary and structure (Mo, TL31) a worksheet where they had to select form a box the name of the animal and write them down under them (Mo, TL33) next activity was story telling which they were really attentive and we realized that they learnt the name of the animals and they remembered the sea animals. During the story we had questions. It was a sign that they really liked the story (Mo,TL33)	on lesson number 7 all the activities worked well and I realized that even though they talk and make a mess they really learn the vocabulary and the structures of unit 1 (Mo, RW8) I see that we really did a good job planning those lessons (Mo, RW8)	The next activity was to classify the animals by their size. They worked fast because it was easy (Mo, TL36) was a little review of the unit about zoo animals and the structure the first activity we did was hot potato the activity was easy because they knew they animal vocabulary (Mo, TL37) This class was all about numbers from 1-20 so it was a way to bring back all the numbers from last semester (Mo, TL39)		We started this class with a game called animal poses. And say the animal names. The next round they had to guess depending on the pose (Mo, TL42) The first activity we applied was a box with the farm animals they had to take an animal from the box and write the name of it and the sound they always get very excited and they clap (Mo, TL43) The first activity we did was to introduce vocabulary using realia the activity worked well the first 5 minutes because they wanted to play with the toys (Mo, TL45)
	Activity organization		We had flash cards but we did it differently from the other time because we thought that it might work better with a guessing game, we described the animals and its habitat and they guess in Spanish and they repeat in English (Mo, TL31) activity we handed was the tracing for phonics, we did a listening exercise. We wrote the words on		The first activity was to put the body parts on a monkey to remember a bit and we sang a song. They knew it. We pasted the numbers and they repeated them (Mo, TL36) we introduced farm animals vocabulary, we used flashcards and we did the same dynamic as zoo animals (Mo, TL38) The 2nd activity was a fast animal cracker counting was they had to		The next activity was worksheets were they had to match the sounds of unit 2 it was easy for them. We pronounced the words. We finished fast (Mo, TL43) The next activity was a phonics basket or should I say the box we made pairs to do this activity and even a couple made a box. It was a challenge anyway (Mo, TL43)

		the board and they had to trace on their sheet the word that we said (Mo, TL32)		separate animals. It was very easy and short (Mo, TL39)		
	Activity modification	I also will try to bring an extra worksheet a little easy in case they have trouble with the established one (Mo, RW7)				
	Student's learning		we started by paring up the students so we could play memory game. We gave a set of cards to each pair and they played the game they liked the game. We realized they learnt the vocabulary (Mo, TL35)		Then we did a little exam kind of like to see if they know how to write the names of the animals that all of them learned perfectly (Mo, TL37)	This moment it is about the bowling farm animal game we had, want to write about it because it was a good experience for me as a teacher and also for my students, they had fun and I had fun, they learnt and I am happy, they played by the rules and I am proud (Mo, RW9) It was everyone playing and having fun using the vocabulary we taught in class. It was really fun see my students having trouble remembering the animals' names and made them up if they didn't remember (Mo, RW9)	The next activity was to identify the animal's sound which was easy for them because they already know the sounds thanks to the old McDonald song but this time was to see them written (Mo, TL42) The next activities was a cut out activity where they had to look at the magazine for farm animals cut and paste them. They all did the activity (Mo, TL42) The next and last activity was a farm animal bowling competition it was so much fun this time we let them play outside. It was fun to see them playing and practicing (Mo, TL44)
	Discipline	The whole class went smooth most of the time even though they were really active or should I say very energetic, I think they were like that because they did not know what to do with their emotions at that moment. But that is why for me it is a moment I will not forget in a while (Mo, RW7) the way all of them were very energetic where we wanted them to be and be quiet when they should be (Mo, RW7)				
Problems	Children	we had new students, I think this was a problem because we didn't know if they had English at their last school. and what I feared was that I would get my students stuck if the new ones where new to English (Mo, RW7) pay more attention to them to see if I should walk beside them or behind them, I guess they all will have	we kept Miriam busy. I was glad this activity was challenging for her (Mo, TL32)	this kid named A, it is a new student who has giving us hell since day one, he does not know anything about English. He doesn't work, he only walks around the classroom, he goes out the classroom without asking and it is absolutely a nightmare. He's spoiled, he makes tantrums and it is very tiring and hard to deal with him (Mo, RW8)		J and S are two kids who are like flesh and bone. They can't be with one another but can't be without the other, Jesus is this one who's like a tornado he has a lot of energy but he uses it wrong. Then there is Santiago who is very lazy and only is asking for permission to get out the classroom (Mo, RW9)

		problems with the activities but I hope not all the time (Mo, RW7)					
	Discipline issues	the first one is their energy, I don't know if it is because our class is after the break but they come to the classroom shouting and doing a mess, the first time it happened it really took me by surprise because the last semester it wasn't like that at all (Mo, RW7)		I plan to do is to talk to the teacher if he has problems at home and if he behaves the same way at her class, and also ask her what she does to keep him working in class. I hope this bring some light to the problem and have finally a possible solution (Mo, RW8) they talk a lot. Since last semester we have been suffering from this problem and since last time none of our attempts had work, what I plan to do is to at least take it a notch down just a little bit with activities that they feel engaged in (Mo, RW8)	They talked a lot that is why the exam took the rest of the class (Mo, TL37) They liked the song and that made them a little hyper (Mo, TL39) We only got this far because they are slow and they talk a lot (Mo, TL40) The next activity we did was a broken phone and they went a little crazy because they are a little competitive but out of that the whole hour went pretty well (Mo, TL36)	One time I keep them apart and I saw that it doesn't work because it is worst, J was trying to talk to everybody and S was laying down on both chairs (Mo, RW9)	
	Classroom organization						
	General instruction giving						
	Type of activity		According to the image they had to choose yes, they are or no, they aren't. it has a little bit hard for most of them because they are trying to learn to read and they have trouble distinguishing letters, but out of that it was good (Mo, TL31) They worked in silence but some of them had trouble identifying the letters (Mo, TL32) The next activity we did as a bit hard because they had to remember the adjectives we saw in the last unit of last semester. It was to distinguish the big and small animals of the zoo (Mo, TL32) activity of this class was a cut out activity where they had to classify plant and meat eaters. I think this activity didn't work out well because they were too hyper, or maybe it was hard or boring (Mo, TL34) The next activity we did was to color with green the animals that eat plants and red the ones that eat meat. I realized that they were a little confused in this one because		Some of them had a hard time identifying letters and sounds but they remembered the animal names (Mo, TL38) The next activity we did was kind of a challenge for them for us as teachers too because they made a farm animal out of a plastic cup. It was a challenge because all of them needed help to identify some parts, but it was fun (Mo, TL38) The next activity was about ST. Patrick's day . what we did was put a video of a leprechaun and a pot of money they had fun watching it even though they didn't understand a thing. They had to color the leprechaun with different colors. I had fun (Mo, TL39) that we did was a song Old McDonald. It was hard for them to sing along, since it's pretty long but they really had fun making the animal noises (Mo, TL40) The next activity was worksheets were they had to cut the animals and paste them on the right place.		The next activity was a very long storytelling. We sat on the floor in a circle and got the students in the story mood. We were teaching and some of the students were tired and wanted to go out already. It was sad that we didn't have a chance to finish but this happens a lot with them (Mo, TL41)

		they really didn't know what animals eat. So we decided to help them out a bit. The activity was hard for them (Mo, TL34) The next activity was a word puzzle about what they had to do was a look at the numbers of the animals and write it in the word puzzle some students didn't know how to write in the word puzzle and some were confusing so we had to help them out a little bit and we only got so far (Mo, TL35)		We are still working on those cut out activities because they are still learning to use glue (Mo, TL40)	

B. Classes 46-60

Main code	Specific code	Classes 46-50		Classes 51-55		Classes 56-60	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials				The next activity was a shopping list what they did, was to make teams and finish theirs (Mo, TL51) The last activity was with marshmallows and took sticks to build the order of the structure. It was hard to keep them from eating the marshmallows but at the end they finished (Mo, TL54)	plan your classes but also to adapt them when the situation requires it (Mo, RW12)	
	Adopting materials	the use of realia in the classroom was also a success, saw that the connection between the toy and the word was more meaningful for them because they were touching and seeing what it really was and that is why this moment is a good one for me (Mo, RW10)					we started out with a the craft to teach students about the 5th of May holiday. We brought all the material so they could make a little piñata (Mo, TL56)
Affirming	Activity choice		we started introducing the rest of the vocabulary of this unit 7 about toys, our students had a good time because they had the opportunity to touch and really show the toys (Mo, TL46) The next activity was a bingo about toys. This activity was just so they	the reading in the third unit was very engaging for them, they all were trying to know what it was about, they were in their seats, looking at it, identifying the vocabulary and it worked wonders, have to admit at first I didn't believe they could do it (Mo, RW11)	we started out with a fun warm up so what they had to do was identify the colors when they teacher called them. It was a fun activity (Mo, TL51) we started out with they same activity as last class but this occasion was with the rest of the	the reading of Happy Birthday Danny the Dinosaur was a success because they love animals and at the end they decorated a cake (Mo, RW12)	we did another song as a warm up. That was a funny song about food and the kids really liked it and the enjoyed it very much (Mo, TL58) They created monsters with paint and then we had a little party (Mo, TL60)

			can identify the names of the toys (Mo, TL46)		vocabulary which was the most difficult to remember, but they did a good job (Mo, TL54)		
	Activity organization	one activity that worked really well with our students is one we re-named as boats and teddy bears, this activity worked wonders, they were paying attention to the instructions and they follow each and every single one of them (Mo, RW10)	We did a warm up what they had to do was name the toys of this unit. The next thing was to identify sounds through a mystery box were we hid some figures of objects (Mo, TL49)	they come around our classroom see what we are doing and then when we come out they say that it looks fun and that seems that we want to be there (Mo, RW11)	the next activity was a storytelling session and the book we choose was happy birthday Danny and a dinosaur they liked a lot this story because it was animals and a party. The last activity was to decorate a birthday cake (Mo, TL55)	They all were all engaged in the story to really understand what it was about, they were in their seats, looking at it, identifying the vocabulary and it worked wonders, have to admit since last classes they have been engaged in reading activities especially storytelling (Mo, RW12)	
	Activity modification	what we did was to change the attention getter we had to a new one and it worked really good. I hope we dont have to change again (Mo, RW10)					
	Student's learning	, it was wonderful to see them like that participative and happy, having fun but out of everything it was amazing to see that they learned the vocabulary (Mo, RW10)	they already knew all they we saw over the last unit (Mo, TL49)				
	Discipline						
Problems	Children			a girl, her name is C and she is a though little girl, one you don't want to mess up with if you were her classmate. She started to behave badly like aggressively and she wasn't like that, don't know if it is because she has problems at home or maybe because she just don't care about school anymore, she fights with everyone; what I plan to do is to talk to her first see what is triggering that behavior and see how can help her to get back in the track (Mo, RW11)			
	Discipline issues	they shout for everything, to go to the bathroom, when we arrive, to answer and sometimes they shout just because they want to shout. Sometimes it gets pretty bad and what we do is to stay quiet but that doesn't work with them so we have to shout so they can hear us (Mo, RW10)		with them outside the classroom activities are not good, they explode and become a tornado, and a big one, I think they react this way because their teacher keeps them under a tight control all the time and they just let go once outside (Mo, RW11)		C started acting badly again becoming aggressive and disruptive. I thing (I said this before) she may have been having problems at home and she has become less tolerant to any frustrating activity (Mo, RW12)	

	Classroom organization						
	General instruction giving		The first activity we did in the class was introducing prepositions they got confused but they followed directions (Mo, TL47)				
	Activity organization						
	Type of activity		The next activity we did was a reading and they had to answer 3 comprehension questions trhey had a hard time trying to understand this is why we couldn't do another activity they took too long (Mo, TL48) They spend a lot of time trying to remember the name of the boxes this was an activity in teams of 3 (Mo, TL49)		The first activity in this class was a song; they really listened to a lot of food vocabulary. What they had to do was identify their food. It was hard for them (Mo, TL55)	a reading worksheet which was too difficult for them particularly the comprehension questions. I should have included more scaffolding on the worksheet for them to understand them (Mo, RW12)	activity was a sound hunt where we gave a lot of objects to the students and they had to put them in the right cup they took a lot of time they is why this was the only activity (Mo, TL57) The next activity was pretty easy picture reading about the healthy king where they had a lot of problems to identify the vocabulary because they know it is in English (Mo, TL58) But they had a hard time with the comprehension questions so we only got this far (Mo, TL59)

L.10 *Is* second cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 31-45

Main code	Specific code	Classes 31-35		Classes 36-40		Classes 41-45	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						
	Adopting materials						
Affirming	Activity choice		We handed out a matching activity and all students completed it with no trouble (Is, TL32) We worked with: "who can and who can't", turns out this was an easy activity for them (Is, TL35)	our students seemed to have a lot of fun while playing a game. They love anything that had to do with competition, obviously the students who lost did not have as much fun as the others but they still enjoyed it (Is, RW8)	Today was storytelling day. Our students loved listening to a story and getting out of the routine. They showed a lot of enthusiasm when we told them about it, especially since they had listened to our story once before last semester (Is, TL36) Students really seem to enjoy games because they are very competitive with each other and there is always those who think they know everything and get things wrong (Is, TL40)	they enjoyed the story telling that we had for them (Is, RW9)	we gave them an interview that had to be done in teams of two (Is, TL41) At the end, to get them relaxed, we played "hot potato", where we reviewed the target vocabulary (Is, TL41) We worked on pronunciation today. The sound we worked on was "ea". The students really enjoyed cutting and pasting the figures that represented the sound (Is, TL42)
	Activity organization		We started the unit by using flashcards, we asked the students to repeat after us and decided to take them outside so they could act out the actions they just learned. We decided to do this because they got their P. E class taken away (Is, TL31) We continued teaching the action verbs, such as: "run, crawl, walk, hide, jump, play, fly, etc". Since they were able to do most actions it was easier for them to understand and remember what each word was (Is, TL32)		We pasted flashcards around the classroom with the name on it at the bottom. Students had to go around and write the name of the flashcards in their journals (Is, TL38) We read a short story to them today. The story had the vocabulary words written in it. The students seemed to enjoy the story. The students worked on a worksheet where they had to relate the target vocabulary (Is, TI39) Students worked together today. We had them paired up at the start, then divided them up into two different teams for the other two games (Is, TL40)	The students really enjoy getting out of the routine and love even more to get out of the classroom. It was really nice to see that the students were having fun when we took them outside so they could play out the actions that were on the vocabulary. They took out all that extra energy that the students had which allowed us to work better when we went back into the classroom (Is, RW9)	Today was storytelling day. We went out and read them the story. Our students really like to get out of the routine. While reading the story, we asked them to make sure they understood what was going on in the story. When we finished reading the story, we passed a ball around to one student and that student had to ask a question. We allowed them to go play at the end (Is, TL43)

	Activity modification					
	Student's learning	try and show more interest to my students so they could feel more comfortable while being in class (Is, RW7)	At the end of the class, they were not allowed to leave unless they could mention a word from the past activity (Is, TL35)	we saw the great test results of the first unit. Most of the students got either a 9 or a 10 on their test which means we are doing something right (Is, RW8) our new student Gustavo tries really hard in our classes to understand the topics, we usually have to help him out and be there with him so we decided to take turns with him (Is, RW8)	Today was test day. We reviewed with a game before the test. While our students were answering the test, we were going around making sure they were not cheating and to answer any doubts they could have. We graded the test at the same time they were handing them in and we were happy to see most of our students did great, which meant we are doing something good (Is, TL37) Overall, the students understood the new unit (Is, TL38)	we saw the Gustavo was finally able to work alone. We went every once in a while to help him out but overall he was able to work alone (Is, RW9)	Our main objective of todays' lesson was to teach our students how to formulate questions. When they were working with their partners, the students showed a great effort (Is, TL44) Today was test day. We reviewed before the test with our students with board games. We made sure our students had full understanding and what was going to be on the test (Is, TL45) We handed out the test and went around the classroom to make sure the students were not cheating. The students did not do as well as we thought so we went over the exam to clear any questions they could have (Is, TL45)
	Discipline	I am going to work on motivating the students so they do not act up as they did before. I need work especially on my patience and trying to control the students to get them to do what I want (Is, RW7)	We reviewed class rules to make sure they remembered (Is, TL31) when they were done a worksheet regarding sounds. That activity was much easier for them and were able to respond it without teachers' assistance (Is, TL34)			In order to keep order in our classroom we try to keep all students busy at all times. It allows other students who are slower to work better and the ones who are faster to practice what they already know (Is, RW9)	Anything that has to do with coloring, cutting and pasting gets them to be quiet, at least for a little bit (is, TL42) Some students were being disruptive today, but we were able to manage once they saw we were being serious about telling their teacher (Is, TL44)
Problems	Children	The first worrisome moment that we had in the classroom was when we noticed that our new student cannot read English nor Spanish. We know he understands because when we say the word out loud, he is able to tell us what the word means in Spanish, he just can't read or write it (Is, RW7) I am going to pay special attention to this student in particular to see the way to help him so he does not fall behind (Is, RW7)	We discovered a student that doesn't know how to read in our class (Is, TL33)				
	Discipline issues		Our students were very hyper today. Some students would not stop talking (Is, TL33)	a day when the students were really hyper and we noticed that a girl started acting weird, as if she is trying really hard to get our attention so she starts to act up (Is, RW8)	Four of our students were really bad and at the end of the class I had to talk with one of their mothers. Fortunately, the boys' mother was on my side and asked her son to	a student would not be quiet; he would not get his work done or allow other to work who surrounded him. I had to sit him next to me so	Some students were extra hyper today. I felt like I was going to lose it at times (Is, TL42)

Main code	Specific code					
		Our kids were extra talkative today. It was hard to get through the lesson, almost as if all of the students had had candy (Is, TL35)	Another bad moment that we encountered while teaching was a day that we were trying to quiet them down while working. Some days those kids are just too much that I want to pull my hair out (RW8)	make a deal that he was going to behave (Is, TL36) Overall, the students enjoyed todays' activity, even though some students were very hyper (Is, TL39)	he could work and allow other to work as well (Is, RW9) two students asked to go outside because one had to go to the bathroom and another had to go drink water. I went to go get them and found them playing and trying to lie about it. They got their privileges of going out taken away from them (Is, RW9)	
	Classroom organization					
	General instruction giving		Today was sounds day. We pasted flashcards and asked the students to draw a chart on their journal. At the beginning, students were confused until we gave them an example of it (Is, TL34)			
	Type of activity		We worked on another matching activity with a writing activity as well. Some students had some trouble completing the writing activity until we explained it to them and gave them another example (Is, TL33)			We used scrambled sentences with our students today. Some students had a hard time putting them together but we were there to help (Is, TL41)

B. Classes 46-30

Main code	Specific code	Classes 46-50		Classes 51-55		Classes 56-60	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials		We gave them a worksheet where they had to cut out the minute and hour arrow that indicates what time it is. When that was done, we gave them specific times they had to show. Successfully, everyone got the answers right (Is, TL50)				
	Adapting materials						
	Adopting materials						
Affirming	Activity choice	Another good moment that we had was at the beginning at the time	We continued working on time with our students today. We had them	we took them out for storytelling day. They all seemed very excited	To continue working on clothes, we gave our students a matching		We reviewed before handing out the test by playing hang man on the

		unit. Most of our students new how to tell time which made it really easy for us to explain how it worked, we practically did not have to do much (Is, RW10)	mix up time with their daily activities. They had to write about it, with our help in their journal (Is, TL50)	to listen to the story and at the end the students said they had liked what the story had been about (Is, RW11)	activity in where they had to match the word with the picture (Is, TL55)		board so we could review the target vocabulary (Is, TL59)
	Activity organization		We worked on how to pronounce the "y" words. We explained it on the board using a series of words to make sure the students understand what is being taught. After the explanation came the worksheet in where they had to choose the image that corresponded to the sound (Is, TL49)		Today was the start of a new unit, it was about clothes. We used flashcards to introduce the vocabulary to them. To make it fun, we pasted them around the classroom with the name written at the bottom. Everyone was rushing because they wanted to finish first (Is, TL54)		
	Activity modification				To mix things up a little, we began playing a board game today. The teacher would have to say a specific time and the students who were up on the board had to write it. The students loved this game, especially those who won (Is, TL51) Today was test day. We played a game to review the vocabulary and realized that the time vocabulary was still unclear. We made sure it was all cleared up before handing out the test (Is, TL53) we got the flashcards and the students had to name the flashcards that the teacher chose. Since we saw a great response from the students, we played a board game where they had to draw the clothes that the teacher named (Is, TL55)		
	Student's learning	we saw good test results from our students. We were surprised that they had done well because they seemed confused at times (Is, RW10)	We reviewed the numbers to make sure they remember using the board and a game (Is, TL46) To end the class, we had to play a game with them by giving them a certain time and they had to draw it on the board. They seemed to understand how to put together time (Is, TL46) We continued working with the time today. They were able to tell us what time it was on a worksheet. Once they finished we handed a worksheet with clocks in where they	I would like to say how glad I was to see that our students continued working really well with the time unit. For some reason they really like playing with the clocks which makes it easier for us to work (Is, RW11) At the end of the unit, like always we gave them a test about time. Out of our 20 students, 18 got all of the answers right. We were glad to see that they had learned it so well (Is, RW11)	Today was storytelling day. We took them out of the classroom to read them the story. They were all very excited. We asked questions about the story and all of the students were able to answer or at least tried (Is, TL52)	Another good moment that we had was when at the end of the unit they all passed the test with really good grades (Is, RW12)	

			had to write the time that was shown on the clock (Is, TL47)				
	Discipline	To fix the problems that was had had in the past we asked the students who were acting up to help out other students who still were not done and needed help. That really seemed to work because it kept them busy, which in the past they would begin to disrupt the class (Is, RW10)	We did not have a hard time with behavior today (Is, TL48)		the start of this unit was a success. Most students showed interest in it and were willing to work (Is, TL54)	we saw that our students were quiet and working together without making any disruptions. It was like heaven that day (Is, RW12) During these five classes we really did not have a problem with discipline. The students were calm, just in some cases they wanted to work with someone else which we permitted only if they were quiet (s, RW12)	Today we had a dancing activity to begin the class. The activity went well, it got them going and when working on a handout they were controlled and well behaved. We had no trouble today with any student, class was calm (Is, TL56)
Problems	Children	we realized that Gustavo could not tell time at all. We came to the conclusion that he might be special and needs help he already got held back one time (Is, RW10)		when I had to explain what half past meant according to time to Gustavo. I lasted about 15 minutes saying 30 minutes is the same thing as half an hour, so how much is half an hour? (Is, RW11) We still have not found a way to fix Gustavo's problem we have tried but not succeeded yet (Is, RW11)		Another bad moment we had was when a little boy tripped over his backpack. He almost hit his head with the teachers' desk. The good thing was that he admitted it was his own fault for leaving his backpack there, knowing his backpack does not go there (Is, RW12)	
	Discipline issues	we noticed that Lizbeth did not want to work. All of a sudden she started to act up as if she wanted to have our attention at all times (Is, RW10)		To fix Lizbeth's disruptive problem we decided to sit her away from the people she talked to or sit her next to me and keep her busy (Is, RW11)		there was a day when the girls just wanted to start trouble so one of them hit a boy and then went to us saying he was the one that started it. We had to ask and it turned out it was the girl who had started everything and wanted to act innocent (Is, RW12)	Our students were really hyper today, it was hard to keep them in their seats. We had a fighting situation that we had to manage by raising our voice and not allowing the students involved to talk for the rest of the class (Is, TL58)
	Classroom organization						
	General instruction giving						
	Type of activity		We showed them the difference between: "morning, noon, afternoon, night and midnight" today. A lot of students were having a hard time with identifying when it was midnight or noon, even though we wrote I on the board in Spanish and English (Is, TL48)	we saw most students were having trouble comprehending the difference between midnight and noon (Is, RW11)			

L.11 *Ed* second cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 31-45

Main code	Specific code	Classes 31-35		Classes 36-40		Classes 41-45	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials		Today students were to practice the sounds of m as in monkey, the n as in nut, and the o as in ox by repeating and answering a worksheet per every sound. They had to trace the phrases mentioned before several times, at first they got interesting due to the design of the worksheet (Ed, TL33)	children like to do art crafts, we had one or two during the past classes, children love to feel and be busy with material, they like to create things, and let their imagination control them (Ed, RW8)			
	Adapting materials	Talking about the reading part, we can support, and help the students develop the writing and reading skill, we can always adapt the activity adding a tracing for writing and sentences with pictures which help them read (Ed, RW7)	Some students did not know what some animals eat but during the past classes, we have been asking them so we only remembered that part, children were interested in class and every minute I would hear a voice asking "teacher, what does the rhino eat?", and we would help to remember (Ed, TL35)			We will look for reading activities for children to keep practicing both, children who already know how to read and children who don't (Ed, RW9)	
	Adopting materials						
Affirming	Activity choice	one new different activity where the children get fun which means they do not get bored or complain about it, feels good. I am talking about cutting out, but in the way that I enjoyed how they were really into the activity, standing up but for asking something to the teacher, or to a classmate in order to complete the activity correctly (Ed, RW7)	students had to classify zoo animals from ocean animals, one box for each, then look at the pictures that where at the bottom of the worksheet and write the corresponding name in the corresponding classification 8Ed,TL34) The next was a cutting out activity; I dare to say that they were fascinated with the activity, first we explained what they had to do which was to paste the zoo animals according to what they eat (Ed, TL35)			children liked the animal poses game, during that class we played for about ten minutes and they loved it that is what I meant with applying new and funny games for them (Ed, RW9)	we asked the children to form a circle, we told them we were going to practice some animal poses which went really well. At first, we would tell children the name of the animal because we wanted them to guess, then we asked if they knew what pose was for that animal and children tried to form something, then I would model it and children follow (Ed, TL43)
	Activity organization		talking about zoo animals, we started making basic questions				

		such as "Have you ever been at a zoo", "Do you know what animals live at the zoo"? Then, we started showing flashcards and children starting shouting their names in Spanish, we began to encourage them to say the name in English, and as well, asking them if they liked it. Also, we asked, what is it? Showing the flashcard of the animal and answering too, children would repeat every time we did it (Ed, TL31) children started drawing their favorite animal from all we presented, passed to the front and say why you chose it, an activity that didn't work due to most children are too shy to speak in front of their classmates, so we had to stop after several drawings (Ed, Tl32) During this activity we had to write all the animals on the board because students don't know, then we asked if they knew where they lived and helped them to select the box where the animal was meant to be (Ed, TL34)			
Activity modification			The things I would change is the attention getter, it does not seem to work anymore and I believe that is why we cannot control children when they are noisy (Ed, RW8)	The game was about the zoo animals, it included the picture and the word. Since most of them still don't know how to read, we had to write the animal on the board and make a little drawing so they could see if they were right (Ed, TL36) We started showing some flashcards about the birds, and encourage children to repeat, I asked if they had birds and if they have them at home, I decided to keep the questions with every animal so they didn't get bored and start misbehaving (Ed, TL39)		
Student's learning	Children were focused on cutting correctly and on making sure they pasted the animal in the correct box until they were finished (Ed, RW7)		children seem to recognize fast the vocabulary we present, we do this by using cards but we try to vary the way we use them, sometimes we have in our lap top some silhouettes of the animals or the whole picture and only by the fact of having our	The next activity was animal cracker counting, we asked children to be on teams because the crackers won't be enough; we started by saying the number children wanted to form and raise the hand whenever they were ready. Most of	there are about five children in the class ([names of students]) who read words already, which makes the activities easier. For instance, when they are answering a tracing activity they would read what the word says, what we correct is the pronunciation,	

				computer with us attracts children to be there, looking, paying attention and trying to guess more what we are trying to teach (Ed, TL8)	the time, we got very good results which made us thing they recognize numbers (Ed, TL40)	they still don't notice that English is pronounced differently as Spanish (Ed, RW9)	
	Discipline	I am glad I have made Jaime work during the last five classes even though he is always complaining about the activities we give him, I always try to encourage him by telling that he could possibly get something at the end of the class, and that he is in school to get fun and learn but now, it was the time of learning although there is times that both can be combined. Now, when he stands up and starts misbehaving I only have to look at him and suddenly he will go back his seat (Ed, RW7) To try to improve management in the classroom we would have the children close, call their attention and students who misbehave, their name will be written on the board and at the end of the class, teacher will mention their names so they take conscience about what they did (Ed, RW7)	I noticed the cut out activity kept Jaime, Irvin, Christopher and all hyperactive children busy without complaining about anything (Ed, TL35)	students came to the class, it's about Jesus, we got along very well immediately, he is very hyperactive and energetic but he works, he's always making comments like "I am not doing anything" but we know he's joking because he suddenly starts laughing (Ed, RW8)	Christopher who is always moving around the classroom making his classmates want to play, the only way we can control him is to have always an eye on him and watch his movements (Ed, TL39)	Even, during the classes when we notice children are misbehaving we would shout an animal and children suddenly have to make the pose, but only the children we command, that is when children start doing something on purpose so we give them an animal and they start making poses. We do this as a warm up or when we notice children are tired or bored (Ed, RW9) to have C separated from J try to keep him busy with the activities, we will find the way to have him seated with children who really work no matter if he gets mad (Ed, RW9) we need to keep working in organization when we asked to be lined up, we will do this by applying our new attention getter and by motivating students with rewards such as stars, candies when possible and little acknowledgments (Ed, RW9)	
Problems	Children	Another bad experience was with a new child, who even though my classmate Chris and I talked with him outside the classroom about why he did not want to be inside the classroom in English class, he appeared not to be listening which made me feel uncomfortable because I'd never had that experience before. At the end, I made him go inside the classroom, and after that starting working, he did not finish the activity though (Ed, RW7) Therefore, I was thinking of asking the full time teacher to find out if he has some kind of special need or he is only showing that particular attitude because he does not know us (Ed, RW7)	there is Jaime who is very hyperactive; he does not want to work with worksheets because he says is boring. Jesus, he started making negative comments at the beginning of the class but I got to control him and awake a little interest in the activities, so he was curious (Ed, TL31) Jaime was standing up and Christopher has gotten close to him so now we have to play close attention to them (Ed, TL32)	There is also Adolfo who at the beginning was very shy, during the first class was a little hard to have him answering our worksheets but we managed to do it, since then we noticed that he was going to be such a challenge (Ed, RW8) Andres seems not to be in the class I mean, handed the worksheet, at then day dreaming the whole time, he's talking himself, making and answering questions himself, he would not even stand up, his seat, when we get closer to see what he has done, we found out that he hasn't he stays on what he has worked at all. I try to seat with him to explain personally do, he seems to get the idea, and answers the first question or activity and then the result is the same as always, when I	Andres who lately does not want to work with any worksheet and seems to be day dreaming during most of the class, we often have to get closer to check if he's working properly and often find he hasn't even written his name on the paper (Ed, TL39)	J always saying he doesn't like school and he's only there to play, one action I noticed is that he's an attention seeker, he would walk around the classroom and then fall to the floor on purpose (Ed, RW9)	

				leave he keeps in the same way (Ed, RW8)			
	Discipline issues	there were some moments in class where class seemed to be out of control, I mean, they would not mind the times we would raise our voice and tell them to be quiet and paying attention so we could work. My partner and I would only be quiet, observing children and suddenly we would start saying we wanted all of them to be seated at the count of three, and they ended up seated (Ed, RW7)	During the storytelling we had two children misbehaving which was Jaime and Hector, they would not stay seated, they wanted to touch the flashcards and bother their classmates, my partner Chris controlled him while I was storytelling. Hector would not listen to us until I told him to come and sit next to me and that was when he started behaving well (Ed, TL34)	the class seemed to be very loud and a little out of control. We had to speak louder in order to control and make them listen, there is sometimes where it is complicated to catch student's attention because Christopher or Adolfo are misbehaving and that makes other children laugh (Ed, RW8) we did write their names on the board during the classes but since they noticed nothing bad can happen to them as a consequence they did not matter anymore (Ed, RW8)	there were also two new boys which I don't remember their names, I had problems with one of them, he was outside the classroom doing nothing, I approached him and asked if he wanted to work, to get inside, his name, and he wouldn't answer or look at me (Ed, TL36) they were very energetic and wouldn't stop moving the whole time. We told them we were going to play hot potato game, they started screaming around the classroom, Christopher began running and pushing his classmates. We acted immediately and commanded not to be noisy but children wouldn't listen, they were seated in circle shape and continued misbehaving, especially Valeria works well but has a very loud voice and laughs a lot as well as Hector trying to start a little fight with Christopher who obviously will fight back (Ed, TL38	C and J are always trying to chase each other, like if they wanted to fight but playing. It is very complicated to have them seated, we would seat around five times to C and he would stand up again chasing J and fighting, being on the floor running around the classroom, when we speak louder to C then he notices we are serious, he finishes the activity, turns it in and continues playing with J (Ed, RW9)	During the activity we faced several behavior issues with C who never wants to work, and even the teacher can't control him and has him always seated at the front (Ed, TL41) we had misbehavior from H, and R (Ed, TL43) We had to tell them several times until children finally were in groups, we had misbehavior with Irvin and Montserrat who didn't want to participate in the game (Ed, TL44) The next activity was matching where children had to relate sounds; we had problems with this activity because children were very hyperactive so we had to stop telling instructions until children were quiet or paying attention (Ed, TL44)
	Classroom organization						
	General instruction giving		We hand out a worksheet where children were to write if the animal was small or big and then the color it was. At the beginning, it was sort of confusing but since we answered together the activity, they knew what to do (Ed, TL33)				
	Type of activity	children do not still know how to read, which means there is sometimes we want to plan activities that would fit really well for children, but then we read the instructions and notice that they can't carry out due to they do not know how to read and then we stop (Ed, RW7)	second activity was working with a worksheet where students had to take a look at the pictures and answer if they really were tigers or monkeys by circling the answer etc. There were some students who found boring the activity due to they do not like worksheets and as soon as they see them they make faces in contempt (Ed TL31) , some students did not agree working with worksheets and after several minutes they started		The next activity was to answer a word puzzle of the ten zoo animals we reviewed, I can remember only one time where we played the game last semester, and children found it difficult (Ed, TL37) This time we told them to pay attention to the numbers and the proper way to write the word inside the box, at the beginning was kind of hard for them but eventually they managed to follow our commands		We started with introducing new vocabulary through flashcards which some children took with disinterest and made me think they do not like it anymore (Ed, TL41) When we got control of the class, we continue with the story, and at the end we started asking comprehensive questions which didn't responded quite well due to they didn't understand the story, we tried to explain to them what it was about (Ed, TL42)

			working, we always encourage them to work and complete everything (Ed, TL32) I heard nobody complaining about them but after a few minutes Valeria and Jaime started to say they were tired and it was too much work etc (Ed, TL33)		when we were answering together the activity (Ed, TL37) Finally, we moved to watch a video about St. Patrick's Day, at first children were really interested in watching it, they wanted to be the closest to the computer, once they heard it was in English some complained and denied to watch (Ed, TL40)	The next activity was a storytelling, we had children seated and paying attention, we started presenting the main characters of the story and then moved to it, at the beginning it was king of difficult to make students pay attention, they easily got distracted and interrupted the class a lot, I believed the story was too long an children got bored (Ed, TL42) For the last activity, we had children cut out farm animal pictures from magazines, which children didn't finish because time was not enough (Ed, TL43)

B. Classes 46-60

Main code	Specific code	Classes 46-50		Classes 51-55		Classes 56-60	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials		students were to name toys they use every day. We started by getting out some of the real toys we got and some flashcards as well (Ed, TL46)				
	Adopting materials						
Affirming	Activity choice		we decided to do the tracing activity because children were hyperactive due to chocolate and other reasons as soon as they saw the worksheet they complained about it and some were kind of neutral because it had drawings so they could color (Ed, TL50)		Then we had a worksheet designed by Mo where a hidden message was written, children had to color every box until finding out the message and write it on the board. Originally the idea was with water paint but it turned out to work well (Ed, TL54)		We had printed a word search puzzle but most of them managed to answer (Ed, TL59)
	Activity organization		We were to start by giving each children a small plastic glass so they could follow us during the activity, children were surprised wondering what they could do during the activity. Instead of practicing with a toy, we asked children to do a paper ball, then we			I started drawing it on the board with all the letters; it was the shape of an apple. Then, F and M started saying they had found one, so I asked if they could go in the front and mark it, I don't know why children got really engaged in finding all the words, you could only	

		started saying "in" and putting the ball inside the cup and so on with the prepositions (Ed, TL48)			watch that activity as a challenge for them (Ed, RW12)	
	Activity modification	we had the introduction of new vocabulary. This time it was a little more complicated for us to find the toys, we could only take a small teddy bear which caught the eye of all children who wanted to carry it all the time. We decided to pass the teddy bear around the class so everyone could hold it and repeat its name in English (Ed, TL47)			one day where we decided to change a worksheet for a word search puzzle about fruits, it was a very attractive worksheet (Ed, RW12)	They had to cut and paste, images and words, we decided to help by drawing on the board what they had to do, this activity kept them busy around 15 min and we didn't face any misbehaviour problems (Ed, TL58)
	Student's learning	they started putting out their favorite toy, and then Andres and Hector started describing it, saying they play every day with them, Christopher pulled out many little cars "I don't have a favorite one, they are all my favorite" he said (Ed, RW10)				M surprised me because every word she found she would go and show it to me (Ed, TL59) After I finished drawing the puzzle on the board, I asked children to pass to the front and circle one word they had found (Ed, TL59)
	Discipline	Andres, Christopher and Hector won't be that close because together they only want to play and be loud (Ed, RW10) we would have to get another attention getter, a very catchy one and also will get new warnings for children (Ed, RW10)	as soon as Christopher saw Adolfo working he went for a worksheet because he wanted to do the same, they cannot be separated and always do the same things, so in conclusion we had two Children who never want to work, busy with a worksheet, this positive moment made us happy (Ed, RW11)		we decided to implement as an attention getter "crick, crack" from the one of her stories, at first children didn't know how to react, we told them they had to say crack and then remain silence and as I believe it is kind of catchy, they took it well. We did several times during the class and every time children would be quiet every time (Ed, RW12) Those students who were a challenge had taught and that patience is one of the keys a teacher needs, I have to pay attention at the attention getter set specific routines because a classroom with no routines is kind of a mess (Ed, RW12)	
Problems	Children	Talking about Adolfo, he does take the class anymore, the teacher send him with the teacher who assists students with special needs or she has him seated with her, he sometimes goes to the classroom only to get material he needs (Ed, RW10)	he had attention problems and single interest for school. One day, he walked in the classroom, seated on the teacher's desk… he approached me and told me if he could get a worksheet… after fifteen minutes he finished, even the pictures were colored. He went back to me and told me "you see			

				teacher, I told you I was going to work" and I said it was alright (Ed, RW11) he hated English class and every time we arrived to the classroom, he would also shout -nos "I hate English" "leave", also as soon as he saw the worksheets, he wanted to run. I started sitting beside him every time we had a worksheet, we would talk about him, music, likes, dislikes and at the same time he worked, the next classes he asked me to have a sit next to him to do the same, obviously I didn't stay there the whole class when I could I would get close and encourage him to work (Ed, RW11)		
	Discipline issues	children would randomly start talking, we would have Hector going with Andres, coming back to their seat and stay there and do it again, then suddenly Valeria screaming with no reason, that caused that more children screamed which caused a chaos (Ed, RW10)	We lost some attention during the process of going through the story. Then we spent some extra time dealing with Cristofer and Andres who attitude towards us became bad (Ed, TL49) There was misbehavior by Adolfo and Hector who weren't following rules (Ed, TL50)	we know how hot Colima is, therefore, the classroom feels like an oven. Most children always carry with them their bottle that gets refilled every time is empty. The negative of this situation is that during two classes, I had to stop Andres and Hector throwing water with their plastic bottle inside the classroom, then Regina would join and one day she ended up with wet hair and clothes, I had to take the bottles and put them up of the book shelf (Ed, RW11) suddenly Valeria started screaming, we could never guess the reason, and then all children started screaming really loud, I looked at Chris and we didn't know what to do. We just remained in silence to wait for the children to be quiet, obviously I was kind of mad, then the main teacher came to the classroom and said the next in screaming will be punished, and told us if we couldn't control any children, we were free to send them with her (Ed, RW11)	We had the activity outside so we had children running from us and jumping. We had some children really playing like for 5 minutes. Then it was kind of a mess and every teacher helped us with the children. When we got back to the classroom, we had to deal calming the children again, they were hyperactive and all I could think for a second was to leave, then I changed my mind and started looking at them and putting my finger on my mouth as if I was telling them to remain in silence (Ed, TL51) As always it was kind of difficult to catch students attention at the beginning of the class, we had students repeating and responding questions about the favorite fruit which banana turned out to be the most popular (Ed, TL53) We asked them to form a circle and we started playing hot potato. During the game Hector started throwing people and moving around it (Ed, TL55) We had everyone paying attention because it was time for the storytelling. I knew the story so I had to read, we introduced the		there was too much trash around the classroom and Irvin was throwing o don't know what to Andres (Ed, TL56) The song was about food vocabulary, J went running to the middle of the circle and started doing weird movements, he wanted his classmates to crack up and he made it (Ed, TL57)

				characters and then had to do a pause to control misbehavior problems. After that they had to color a cake because they enjoy coloring (Ed, TL55)		
Classroom organization						we needed a lot of material. Children were to create a little piñata for the cinco de mayo. We gave them the materials; we didn't have everything needed but still went well. We explained what they had to do, I told them to put some confetti inside the plastic cup and close it with a piece of paper on the top and a rubber band. Then they decorated it the cup and paint it as they wanted (Ed, TL56)
General instruction giving		The next activity was a bingo, here we had some kind of misunderstanding because children wanted to apply their rules so we had to explain again how it was played, it was hard for children to remember and recognize some words for vocabulary so during this game there was no winner (Ed, TL47) we got children attention, we explained a new game which was boats and teddy bears, at first it was kind of confusing and children didn't like it that much so we played fruit basket (Ed, TL49)		Today's warm up activity was new, it is called Atom game, we explained the rules and took a while for us to calm the children down, children were really lost with the instructions so we decided with a try modeling and talking in Spanish to make it clear (Ed, TL51)		Then we had this reading activity which didn't work really well, they didn't know what to do and were only looking at the pictures and writing the names, we asked to follow the reading with us, which worked for a few lines, then class was starting to get out of control so we decided to play bingo (Ed, TL57)
Type of activity	children would complain sometimes about the worksheets but still work (Ed, RW10) when children complained more frequently about the worksheets, they would immediately see them and said "I don't want to do it" "teacher, let's color or do another thing" especially for the tracing ones, that happened twice within five classes (Ed, RW10)	Some of them, know how to read refused to the idea of seeing something written and having to pronounce it in a very different way so we help them with that (Ed, TL49) We had to give each student an m&m, children ate it as soon as they had it on their hands so we had to give them more, they were going to respond a question depending on the color they had, the activity turned out to be fun, they didn't understand what they had to do though (Ed, TL50)		We had flashcards again to introduce vocabulary. They were kind of bored repeating after us, even though flashcards were nice, having realia would have been better but we didn't take any because we thought it would be a mess and there were some food that was expensive (Ed, TL54) children were to go shopping but we decided not to do it, we didn't have many toys for all children to go shopping, we went straight up to the exam (Ed, TL52)	at the beginning children were kind of lost, but then I asked if they knew how to solve it and they say yes, they had answered a certain quantity before (Ed, RW12)	we moved to a worksheet which they don't like. They started complaining, saying they wanted to play, we encouraged them by saying they had to work first and then we would have time to play any game (Ed, TL56)

L.12 *FI* second cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 31-45

Main code	Specific code	Classes 31-35		Classes 36-40		Classes 41-45	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						we are trying to do different is adapting the classes and activities in order to play more because the other group just arrived to the class and a kid said that they play and we don't (FI, TL42)
	Adopting materials						
Affirming	Activity choice	My personal favorite was the vocabulary competitive game where the students had to give me the correct word I ask them to about the house vocabulary. We introduce the parts of a house vocabulary using flashcards as same as we continued playing magic (FI, RW7) they work with play dough to learn the sound –nk. When teaching this class I had a lot of fun because they were relating the sound with the ionk of a pig. I was trying not to laugh but it was impossible they were so cute and funny and they were right "oink" as the sound of the pig (FI, RW7)	Today it was a pronunciation class –nk. When we were practicing with the kids they make us laugh a lot because a student "Marlen" said "like oink" or Jessica said "stink" like when you farted. When we were practicing they had fun because of the sound(FI, TL35)			our pronunciation activity. Since we started focusing on pronunciation this the students have been working very well (FI, RW9)	We work with the sound "o" as in "rose". The Ss got the sound very well when they had to read it and listen to the words (FI, TI41) Today we worked with tracing worksheet and learning the grammar topic of "where is.." is/are/on/next to/ under/ etc… The Ss understood the point (FI, TL42) we play scramble game where they had to complete between them (teams). They were very surprised and fun playing ordering the words in order to create a question and answer (FI, TL43)
	Activity organization	For this unit's vocabulary, we had the class split into two groups and work on give to me the words I asked them to give me correctly. It was a bunch of vocabulary. We were surprised by how well they did it. What I loved about this activity aside from the students enthusiasm (FI, RW7)				we announced our students about a change in the dynamic of our classroom. We told our students that they will only talk in English. We took out teacher's advice in order to have this great change in our class. we thought that this change the students will ignore it but by the next they were trying to speak English and sometimes they forget certain words so they say things in Spanish and half in English (FI, RW9)	

					class 15 during Easter event. It was a controversy having this activity in the unit because our schedule didn't take into account our late start. However, we thought it was a great idea to have them introducing Easter day because it was fun, so we decided to do it and make it real for them. We made and hid some eggs where there were dollars, vocabulary and candy. The students found them rather quickly, they were pleased with what the eggs had inside and to break them. We could see that our students loved the activity and they had a lot of fun (FI, RW9)	
	Activity modification		. The first thing is to work on our worksheets and adapted them for the different students' needs we have. For example, having a worksheet with the same information but more challenging for those who are better at something like Gael (FI, RW8)		This was by giving a different work to Gael in order to have some different worksheets for differentiated learning. He noticed and told me that he had different work, but he didn't matter and he kept working in pace although it was challenging for him. It was very good to see how he reacted and enjoyed the change in his work. So definitely we will keep up things like this for differentiated learning in students (FI, RW9)	
	Student's learning		It was amazing how quickly they understood the difference between "are" and "is" through the examples we made (FI, TI33) Today we make a review with worksheets with the parts of the house by cutting and pasting. Most of them remember the names of the parts and accessories (FI, TI34) When they finished they practice a listening activity and all got the words right (FI, TL34)	she didn't know her efemeride in Spanish because he only memorized it in English. We didn't know that had to memorize it in Spanish too but for me it was surprising and nice when she told me that. Also I have to admit that it was easy for her to memorize the date because we have been practicing the date everyday by saying "today is Wednesday March 25th of 2015", so the students know how the pronunciation and structure is. Furthermore, she is a very great student and smart (FI, RW8)	we made a review by playing Bingo and a little bit of grammar because those topics will be on the exam. Firstly we sang the song of the days and then I explained the grammar topic. They understood it as same as the difference between "is and are" and when I add "s" to a word (fl, TL38) we gave them the exams and they did it great only 3 of them got it wrong. But I think this was because they didn't put too much attention to the exam or previous classes (FI, TL39) during the class Luis worked very well so we put him in green again and he got his star also as the rest (FI, TL40)		

	Discipline	After having introducing the rules and classroom routines to our students and worked a little bit with the new topic "the house" we think it was time to have them had a little fun. We took them out of the classroom and we first play introduce them and dance " hocky pocky" with No at the command (Fl, RW7) We know that he loves getting a silver star but this time for his behavior couldn't had one. But I think if we don't mark the classroom behavior we can lose of all our students so we did what it is mark in the discipline plan (Fl, RW7)	we remind them the routines and the rules all of them seem to remember very well each one (Fl, TL31) they were worksheets they felt them fun in order to win a dollar. This method really works with us for make them work even faster (Fl, TL32) Kevin worked all time even he started his homework. Although, during the class he was having a lot trouble with Alejandro so for next class we won't put them together (Fl, TL33)	at the moment we gave students their stickers about behavior and values during these days their behavior was pretty well when they have to do things related with their work (Fl, RW8)			. After we put them in work with pairs and they did it well. Today we don't had any misbehaving problems (Fl, TL44) They behave pretty well. I have to say that the behavior note it worked because since there Alejandro and Edwin they stop fighting each other and disturbing (Fl, TL45)
Problems	Children		Kevin worked well but a little bit slow than the rest of his classmates (Fl, TL32)		Alejandro at the beginning started complaining but at the end they put attention to it (Fl, TL36)	when Edwin started looking at Dane's work. In other words, he was cheating. This activity was to earn a dollar so this make Danae complain. Although it wasn't an exam the students like to finish their work first in order to be one of the first three students who can win a dollar (Fl, RW9)	
	Discipline issues	we had to put Kevin in yellow in the stoplight. This happens because he was playing with a leaf and disturbing Gael. So we had to put him in yellow. I had to take the leaf he had and throw it to the trash. When he saw what we put him in yellow he and the rest of the class stood quiet (Fl, RW7)	The only thing that happened with Kevin is because he was annoying Gael. So he went to yellow in the stop light (Fl, TL35)	Alejandro showed the middle finger to his classmates. I couldn't see when he did that to them but fortunately No did and she put him in yellow. I didn't know the right reason why he did that but No said that he was simulating he didn't know what that mean. No told him not to do it again because if not, he will be for the next time in red. And for the next class we will change him to green if his behavior change (Fl, RW8)	One little thing that just happened during class was that Alejandro show the "bad fingers" to some of their classmates I couldn't see why but No did so we put him in yellow (Fl, TL38)	second worrisome moment happened also with Edwin and Alejandro. It was about behavior. Recently he hasn't been paying attention to the lesson, he starts talking. When he sits with Alejandro we separated them because we know that both are a bit of challenge and they can't be together too longer (Fl, RW9)	Kevin started to disturb Edwin so we had to change them from seat (Fl, TL41) Edwin and Alejandro didn't get 2 stars because they behave very badly during the class they were misbehaving (Fl, TL43)
	Classroom organization						Also we start pressing them and start talking and speaking in English instead of Spanish (fl, TL44)
	General instruction giving						
	Type of activity	during the cut and paste activity. Usually students love this kind of activities where they have to cut and paste, however I didn't warned		At the beginning the students seem enthusiastic because they saw that I had a book on my hands. They were pretty curious what will be	We did a storytelling and they seem to like the story however, they were paying more attention to the drawings than the story (Fl, TL36)		

them to bring for next class scissors and glue so they had to go ask for material so they could work. By doing this the activity took much time than expected to finish their task because the students had to share the glue and scissors (Fl, RW7)		about. But when I sat them on the floor and begin ask them in English what they think it would be about some of them answered me and some others like Alejandro, Kevin and even Danae started making faces because I told them that I would read them the story in English (Fl. RW8)	Today we just worked on a crossword puzzle. We didn't think that the student will spend too much time working on it. It seemed pretty hard for them, but I think it was they are not very accustomed to them because although the activity was easy (Fl, TL37)		

B. Classes 46-60

Main code	Specific code	Classes 46-50		Classes 51-55		Classes 56-60	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials						
	Adopting materials						
Affirming	Activity choice	second positive moment happened when we worked the sound – th. I like his kind of activities were there see pronunciation even though they like it too. They love to make the sounds and they have fun whenever we tell them how they have to do their tongue in order to produce the sound (Fl, RW10)	we had a review on thing with some worksheets. As some as the sound –th. They got the idea very well (fl, TL49) Then they gave them some stuff to make a card for their mom. The stickers, color sheets, glue, scissors etc. they did a great job and were very proud of doing a card for their mom putting flowers on it (Fl, TL50)	the fruit basket game. With this game we make students practice their speaking and we also helped them structure their sentences. The activity went well, but what made it so amusing was the fact that the students fought to be left spotlight (Fl, RW11)	It was a good day because then we played board game where they had to find the word given by the teacher (fl, TL54) Before we start this game we gave them a practice with a scaffolding using flashcards where they had to repeat (Fl, TL54) Today was a grammar and vocabulary day. Also we did some pronunciation worksheets and they were fascinated with such activities. We saw and pronounce th sound – Sh (Fl, TL55)		they enjoyed the activity so much cutting and pasting such things like that they love to work on (Fl, TL58)
	Activity organization	. This activity we had to move it to this day because our schedule didn't take into account out late start and some days off because meeting of school. They were inspired on making their mom the best card. After they finished their card they went to their break with their happy faces and telling us that they were	Today was a storytelling day. No read "A monster under my bed"… We took them when they finished outside and we sit them in a table with chairs to have a more comfortable listening. They liked the story that they even want it to hear it twice (Fl, TL47)		I had to work and explain to Kevin the instructions. He understood quite well the grammar structure " is he wearing a shirt? " No/yes he is/is not" the rest of the class got the idea but with a little trouble we try to explain them the clearer we could and they firstly struggle but they remember that we told them that "is" or "are" comes at the beginning		We introduce them the four seasons and we make an activity where they had to match the vocabulary of clothing with the seasons and say what is according to what (Fl, TL58)

		anxious to give the cards to their mothers (FI, RW10)			when we have a question and when it is a positive or negative sentence you begin with the pronoun "he/she" (FI, TL55)		
	Activity modification	We think we just have to put them more exercises to write so in a future activity of writing they cannot take too long to complete it. I also think we have to adapt the worksheets and not work too much with scramble words because that kind of activities take longer time (FI, RW10)				Normally the students hate grammar, they don't pay attention and see it boring. And by the time the exam comes they completely fail this section. However, we tried to make it interesting and more fun so we played a game was we went through examples (FI, RW12) the season's activity. Bring it on something new and that is not on the original syllabus was very worrying for us about how our students will they enjoy them and they said they were very beautiful. I think they were the prettiest flashcards we have designed (FI, RW12)	
	Student's learning	during our storytelling. No started telling the story "A monster under my bed". Since she started showing the students the cover of the book they knew and some of them guess what the story was about. I noticed they liked it even Kevin. Most of the vocabulary they recognized it. And I know it was because of the vocabulary we saw in class (FI, RW10)	We did a review first by acting and making some drawings on the board so they can recognize the vocabulary (FI, TL46) the results were not that bad and Gael did a great job he had just one mistake and Alejandro got a bad result because is difficult for him to understand (FI, TL46)	during the reading worksheet. Of course, the students immediately began complaining. They kept insisting they didn't know how to read in English and that it was really hard. These aren't exactly things we haven't heard before so I ignored them and continued to explain what they would do. Once they realized we weren't backing down, they began to work together in figuring out the missing words (FI, RW11)	We made a review about the things they saw during the unit and some scramble words that they will see in the exam. They didn't like too much the idea of having an exam but we see that they do know the vocabulary (FI, TL52)	we mentioned doing more practice in class with things related to the exam. I have to say that we succeeded. Although this happened, we did not do some fun activities but we balanced it all well, and when it arrived the review time the students were more confident (FI, RW12)	We try to make a discussion about what they saw during the class but we couldn't because they didn't remember well (FI, TL56) we did the unit exam. They went pretty well on them but they mostly got the grammar part. And we loved that (FI, TL59)
	Discipline		During the storytelling Edwin wasn't paying attention to it and he was doing other things, and during the drawing he was talking with Kevin so we had to put them in yellow and asked then to write a report about why were they arrive to yellow and when they recognize and write it down they will return to green (FI, TL47)	we offer a dollar to everyone instead of giving one to the first three who finish their work. We told students that we will write their names on the board if they start talking or breaks the rules of the game and also they will not be able to receive a dollar (FI, RW11)			Today was our last day at school. We just gave them time to buy in the store we put them every end of the semester, we gave them their completion, homework and behavior awards as same as all the stickers of behaviour (FI, TL60)
Problems	Children	applied our previous action plan with Kevin. This was by giving him more attention but also we try to involve him more in class to participate by making him work like if we were in game. It was very				We set up the store for the students at the end of the semester to use their dollars. Usually, some students didn't earn enough dollars so we were kind of nervous about these students. This time Alejandro didn't	Hot potato game but here the Ss didn't want to take the hot potato in order not to say a structure sentence (FI, TL57)

		good to see how he reacted and enjoyed the change in his work. Definitely, we will keep up things like this for him in order to have him more participative and make him adapted to changes. We will also try the challenge to the rest of the students and they can react as Kevin did (Fl, RW10)				have many saved up. Gael had twelve dollars in total so he spent eight dollars to buy a pack of plastic toy soldiers. He immediately rushed to the desk purchased it but not for him, it was for Alejandro (Fl, RW12) Luis refused to take the exam because of the simplest reason that he didn't come to class the days we went over the material. This wasn't the case to put him in yellow but what No did was tell him that we will go over a review so that might be helpful for him. I told him that he won't fail if he pays attention in class (Fl, RW12)	
	Discipline issues	This happened with Edwin during the storytelling. We were in some seats where they usually eat outside the classroom. When No started to tell the story all the students were sit down but then Edwin didn't pay attention to the story. I told him to sit down and he did it but then he got distracted with some mangos. He didn't want to understand and we told him that he will be in yellow and that if he didn't come back to his seat and listen to the story he wouldn't be in red. He understood and went back to his seat. I think that because we told him about what he was doing wrong and he understood (Fl, RW10)			Alejandro and Luis went to yellow in the stoplight because they were misbehaving. We had to say to Danae and Marlen No calm down too. They were a bit of energetic because it was the last hour of class (Fl, TL51)		
	Classroom organization						
	General instruction giving				The see it difficult better because this time we didn't give them scaffolding in order to apply our action plan having the worksheets more challenging. Also we think this happened because they didn't practice that much (Fl, TL53)		
	Type of activity	The second worrisome moment happened with a worksheet. The students took too long to answer it. The whole class, we thought that it will be easy for them to complete it	the second activity was really an issue because it was a scramble word activity which they saw it difficult and they try hard to work on but they could so we had to give them some scaffolding they saw it	the role playing activity. We provided all the scaffolding required and helped the students as much as we could, but they didn't really try (Fl, RW11)	we saw some worksheets about Do you use earings? Yes, I do, No I don't. it was a little hard for them because it is grammar and it looks some boring for them (Fl, TL51)		Taboo/restriction we take them out to be difficult for them because they don't have the vocabulary enough to guess the word given (Fl, TL56)

		but it seems that is wasn't for them (FI, RW10)	difficult and it took it a long time (FI, TL48) They said after they finished it was difficult and I admit I didn't adapted well enough to be easy it is just that I wanted to be challenging for them in order they could think enough and not be too easy FI, TL46)	The exam wasn't that hard as they use to, it is just that this time we didn't provide a word bank for them and so their challenge was to recall the names of the items on their own. Apparently this frustrated the students and they just wrote whatever they could remember (FI, RW11)			

L.13 *No* second cycle of teaching practice reflective writings and teaching log entries related to practice

A. Classes 31-45

Main code	Specific code	Classes 31-35		Classes 36-40		Classes 41-45	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials						
	Adapting materials	Our worksheets can easily be manipulated to take into account the different strengths and weaknesses of our group. As it is, Gael always finishes his worksheets first because they are too easy for him. We create the worksheets with Alejandro and Kevin in mind. I think it would be interesting to see their reaction to getting different work catered to their needs (No, RW7)				we decided to give them an Easter egg hunt. We took the time to paint the eggs and hid candy, dollars and vocabulary in them (No, RW9)	
	Adopting materials						
Affirming	Activity choice	The students really enjoyed the Play Dough and it was nice seeing them all smiling and interested in the task. All of them were working with enthusiasm. It was interesting to see the different ways each student would manipulate the Play Dough (No, RW7) Since they had so much energy, we decided to take them outside. We taught the students how to play and sing 'Hokey Pokey' and then played "red light, green light. With both games, the students were able to release some of their energy in a fun way (No, RW7)	We introduced the vocabulary for the unit and gave students a puzzle to work on (No, TL31) We introduced grammar and to keep the students interested we played a word scramble game. I was surprised that the team I thought was weaker actually won. The students are definitely interested in competitive games (No, TL33) Today we worked with pronunciation and had a play dough activity. The students really enjoyed it and it was interesting to see how differently they used it. It was nice to see them all working and enjoying the activity. We didn't have time for magic but the students didn't mind since they got to keep some play dough (No, TL34)	It was rewarding in the end, because although a few wrote very little a lot of the students wrote long reflections. They told us about the kinds of activities they enjoyed and it really made our day that they all said they loved the class and there I was that English teachers! Impressed they could write a reflection at second grade, even if it took them a while to grasp what we wanted (No, RW8)		The pronunciation exercise was new and confusing for the students, but in this new unit they now know what is expected. They actually have excellent pronunciation skills and it's interesting to see them get excited for the pronunciation worksheet. It has helped them when they need to pronounce certain things and during their reflections, most of them mentioned that they enjoy the activity where they get to hear different sounds and distinguish them (No, RW9)	
	Activity organization	As I was passing out play dough colors, I was very careful not to give		we did include peer learning. When students completed their		We took our teacher's advice and mentioned to the students that our	The highlight for today was our Easter egg hunt. I felt odd doing it

		any student the color they were requesting. We didn't have enough of any one color, but when Marlen mentioned wanting the yellow, Luis was quick to trade with her. He was the only student willing to trade, and I know that the color he wanted was not what Marlen was given (No, RW7)		assignments quickly, we began pairing them with those that were struggling and warned them not to simply give answers. We were afraid the "experts" would simply do the work, however it really worked t was a nice way to keep all the students busy and it was very rewarding to see the "experts" actually help their classmates (No, RW8)		class will now be an English-only" zone. We spent one day going over phrases they should know and explaining that it isn't just us that need to speak English. FI and I rarely ever switch into Spanish, we respond when they speak to us in their mother tongue (No, RW9)	so late in the month, but I'm glad we did it. The moment they saw the eggs they were very excited. FI did a review with them while I hid the eggs. It was windy and the eggs with dollars and vocab kept moving so I had to be crafty. The kids had a lot of fun looking for them (No, TL45)
Activity modification		we made sure to leave room for magic. I was surprised that most of them did not want magic. Only Jessica was interested. I hope this was just for today and not a complete disinterest in the activity. We took students outside to teach them the "hockey pockey". The students really liked it (No, TL32)	during the month-celebration event. The regular teacher had asked us to teach the phrases to the students in English, so that they can have something different for the month of March (No, RW8) We usually have the students talk about their work throughout the unit and discuss how they can improve. This time, we wanted to do something a little different and since they all have strong writing abilities, we had the students write reflections (No, RW8) We have already begun making small changes to worksheets for Gael in preparation of our next five classes. In addition (No, RW8)	We gave students a drawing activity. They struggled with it a great deal. We checked the assignment it seemed basic, but they didn't have images so students had to read what they needed to draw. I feel our mistake was that we didn't go through the vocabulary enough for them to easily recognize the words. We made some spur of the moment adjustments and helped where we could (No, TL36) For dimension 5 we thought we'd try something a little different. We had the students try to write a personal reflection. Normally we have a group discussion. The response was rather split. They all kept asking what to write and complained at first. Some wrote very little, but others were surprising. I'm curious to read their ideas (No, TL39)	We managed to sneak in some different work worksheets for differentiated learning. Gael noticed he had different work than everyone else, but he didn't seem to mind. He kept in pace with the others and he was that it challenged, which was very good to see. We were pleased that he enjoyed the change in his work and didn't cause issues with the other students (No, RW9) there are small changes we can do for some of our other students as Kevin, Edwin and Alejandro need the tracing (No, RW9)	the students mostly worked on tracing since we were introducing grammar. It was also our first attempt at differentiation Gael's worksheet was a little different. He certainly noticed, but he didn't seem to mind and it kept him in pace with everyone else (No, TL42)
Student's learning			Alejandro was the first to finally understand and began counting letters and boxes to fit the vocabulary where it needed to be. I could see his excitement and he kept calling me over whenever he properly filled one in. I encouraged him to keep going and as a result, he was among the first to finish (No, RW8) He finally became an "expert" and began helping his peers that were struggling. This for me was the highlight of these classes. I felt great watching Alejandro	What was nice to see was Alejandro's excitement. The moment he figured out the boxes and to count letters, he kept jumping up to show me. He was so proud to have figured it out and pleased when the words started to fit (No, TL37)		

				experience what it is like to take on this role (No, RW8)			
	Discipline	Not only was the Play Dough moment positive in that every student was pleased to be working, but it gave me that opportunity to witness Luis kindness. Luis is usually a student that gives us a few problems and it's difficult to award him with our special rewards. Now, we have something to recognize him for which is great (No, RW7) when we got back into the classroom they were calm and settled down. I also thought this was a great time because they asked us if we could do something that involved running when we were outside. We thought quickly and settled on red light, green light' after the 'hokey pokey, I could tell they were surprised that we catered to them and I feel that I created a moment of trust between them as students and us as teachers (No, RW7)	The dollars really help in keeping students working, so I'm glad we kept them (No, TL32)		He was smiling and pretending he didn't know what it meant. I decided to put on my "no nonsense" face and told him it was very bad thing to do. I told him not to do it again. He lost his smile and got serious, so I thought that would be the end of it. As soon as I turned away I heard Dane whisper to Gael that Alejandro did it again. I was upset and I know the students could tell. I put Alejandro in yellow with further warning and told him he know exactly what he was doing, and let it be the last time (No, TL38)	We put an immediate stop to their behavior and put them in yellow. They weren't doing anything severe to be placed in/ red, however we realized that yellow was not enough of a punishment. Thinking quickly, FI asked each of them to write a short letter of apology to us where they stated what they did wrong (No, RW9) Alejandro no longer sits next to Edwin because he didn't enjoy having to write a report and he hates losing stars, while Edwin has stopped bothering others (No, RW9)	According to FI, both Edwin and Alejandro turned in that special note. One of them had forgotten, but he did it quickly right then, remembering what he did wrong (No, TL44)
Problems	Children		Kevin actually worked on his puzzle. He ignored it at first but once he saw the others working on it he got involved (No, TL31) Today Gael kept complaining about Kevin. We would stand near Kevin which would get him to stop a while, but finally we put him in yellow. He wasn't at all happy about it, but he finally left Gael alone (No, TL34)	Alejandro outshined the class during the crossword. As one of our lower-end students, we usually need to spend more one on one time with him and often he loses interest if he sees too many words in English (No, RW8)		Edwin has proven to be a troublesome addition to our class. Wherever he sits, there are issues with talking and not paying attention to the lesson (No, RW9) With Edwin, we want to find something that interests him enough to keep him engaged in the class. It is incredibly difficult to get him to do anything. He does not like drawing, he doesn't seem too interested in the games so far and he seems incredibly disinterested in English as a subject (No, RW9)	. I was amused by Alejandro and Luis though. They stopped working a few minutes and stated talking among themselves. They weren't disturbing anyone so I let them be but they still had the nerve to ask for a break (No, TL42)
	Discipline issues	we took the students outside. I believe it was our second class, and all the students were especially hyper that day. It was difficult getting them interested in things. Normally they are very excited to play 'Magic, but not on this particular day, We weren't sure how to end our day on a positive note		first was incredibly troublesome as it dealt with inappropriate behavior. Danae called me over to tell me that Alejandro began flipping students off (No, RW8)	Alejandro was flipping other students off today. I was surprised since we never have these types of issues (No, TL38)	It is worst when he sits next to Alejandro because Alejandro is already a bit of a challenge. One day in particular was especially difficult. They together and they were disruptive and bothering others (No, RW9)	At the end of the class though Alejandro and Edwin got into trouble. I didn't see what happened I just overheard FI asking him for a special note about what they did wrong. I'm curious to see if they will actually do it (No, TL43)

		without Magic, Since they had so much energy, we decided to take them outside (No, RW7)					
	Classroom organization						we took our teachers advice and announced a change in the dynamic of the class. We are pushing for an all English classroom. Jessica's face dropped and they all looked panicked, but we'll see how it goes in the coming days (No, TL43)
	General instruction giving				Our worksheet for practice had students circling St. Patrick and telling us where he is. They had it written on their sheets, but since they don't try to read the texts they were confused. Working one on one with then they were able to get it but it did challenge them (No, TL40)		
	Type of activity	worrisome moment occurred during the cut and paste activity. The students enjoy tasks like is, however not everyone has scissors or glue, As a result, the activity took much longer than expected to complete because they had to share and three students did not get to finish. It's worrisome because tasks that involve cutting and pasting are great for this group and we don't want to have to eliminate them to save on time (No, RW7)	Today the students worked on a cut and paste activity. They enjoyed it but it took a long time. Not all the students had glue and scissors so they had to share. As a result, 3 students didn't get to finish (No, TL35)	The first storytelling was a complete flop. The students were not interested at all and did not pay attention. We thought it was because the text was rather wordy and it wasn't anything they could relate to or find interesting (No, RW8) The crossword was interesting because all the students were struggling. They had the images and a word bank written out for them, however they kept getting confused by the grid. Students were ignoring boxes, squeezing 5-letter words into a 3-box grid or placing 3-letter words in a 7-block grid (No, RW8)	Today we had a storytelling session. It didn't go as expected. The students immediately lost interest when they saw it was in English. They wouldn't really pay attention and the looked bored. I don't know if it was just the story they didn't like, or hearing something in English (No, TL36) We did another storytelling this day. It went a little better because it was about Aladdin and the students recognized him, but too much text quickly bores them. They continue to complain that they don't understand although at the end they are able to summarize it just fine. I think maybe more interaction during the reading might help, along with shorter text (No, TL40) We thought crosswords would be fun and interesting for them and that it would be quick. Instead it turned into an activity that took most of the class time. They had a very difficult time with it, although they didn't seem bored. I found it interesting that the puzzle aspect really threw them. They wouldn't pay attention to the boxes and kept trying to squeeze 10 letters into a 5 box line,		in practice the students struggled. A part of this is because the activity was listening. Although they find it challenging, I think it's great practice for them to begin understanding by listening and reading (No, TL41)

| | | | | or leave empty space with a 5 letter word in a 9 box grid. I addressed the issues as a whole group when I saw the pattern for mistakes (No, TL37) | | |

B. Classes 46-60

Main code	Specific code	Classes 46-50		Classes 51-55		Classes 56-60	
		RW	TL	RW	TL	RW	TL
Resources	Creating materials					The worksheet looked more interesting than in the past and overall, the students were more enthusiastic. I was impressed by how easy it was for them during practice, and by the time the exam came, most of them did very well (No, RW12)	
	Adapting materials	Although students are especially talkative and disruptive on Tuesdays, they do get a little out of hand during other activities. They stand up and approach us with unrelated questions; they call out instead of raising their hand silently, etc. These are little things that are within our control, and honestly mostly our fault that they exist in the first place. When our teacher suggested that we turn every assignment into a game, and offer dollars only to those who work quietly, I was intrigued (No, RW10)				Normally the students hate grammar, they don't pay attention and by the time the exam comes they completely fail the section about grammar .This time however, we tried really hard to make it interesting. We played a game, we went through examples, we explained it on the board a little differently and went around the room asking them questions (No, RW12)	
	Adopting materials		The storytelling went better than in the past. I was surprised when they asked to hear it again. I think the biggest difference was the content, since they story was about monsters (No, TL47)		The worksheet they responded well to since it had images from the movie Frozen. It was nice seeing them excited to work on it (No, TL54)		
Affirming	Activity choice	The students surprised me, immediately catching on to the sound when I modeled it for them. After, when we wrote words out for them to read aloud, they began					We started today with pronunciation. It was a little different and so the students were more attentive. They enjoyed making the sound (No, TL56)

		correcting themselves and dropping the normal -t' sound they usually make for the proper -th' sound. After this class, we referenced back to this moment and students continued to properly use the sound. I was ecstatic over their mastery and I hope they keep it in practice and don't make the mistake my peers make over this sound (No, RW10)					We spent a lot of time reviewing with Bingo and some activities on the board. We really wanted to give them chances to succeed (No, TL59)
	Activity organization	They were instantly interested when they saw them and circled them that is what was going on throughout the cover of the book and would point and discuss reading. By the end of it, they even asked for us to read it again. I decided to do it, since I was just excited that they were finally interested in a story (No, RW10)		positive moment happened during our fruit basket game. This game put in practice speaking for the students, and we helped them structure their sentences. It went well, but what made it so amusing was the fact that the students fought to be left standing (No, RW11)			We wrote the structures on the board and had students finding similarities differences and helping us write them out. We did various examples and they all seemed to get it (No, TL57)
	Activity modification	. We had them making cards for their moms, and we provided a lot of fun, extra material for them. We provided everything that was required so they wouldn't complain, and went over some common phrases to include (No, RW10)	They kept just randomly writing letter hoping to get them right. I found it amusing. We let them struggle a while before drawing pictures to help them out. When that didn't work, we wrote the words and they just had to write them in the proper spaces. I was surprised that they struggled so much (No, TL48)		We tried to play Taboo but the game was a little difficult. We didn't want to let them describe in Spanish but they lacked the vocabulary. To help, we eliminated the restrictions. In the end the game was okay (No, TL55)	At first, I was worried that introducing something not on the original syllabus would confuse them. We played a video that the students loved though, and they really enjoyed the flashcards. I think they were the prettiest flash cards we've designed thus far. The activity was enjoyable since they got to cut and paste, and in truth, we weren't throwing anything too out of the box at them (No, RW12)	We were nervous since we were introducing something not on the syllabus. Their reaction was positive however. They loved the video and the flashcards and learned the season quickly. The worksheet was cutting and pasting which took a little bit of time we simplified our original plan so they would only have to paste one outfit in each box (No, TL58)
	Student's learning		The exam was easy for them, but they did struggle a little on the reading part (No, TL46)	They kept insisting they didn't know how to read in English and that it was really hard. These aren't exactly things we haven't heard before, so I ignored them and continued to explain what they would do. Once they realized we weren't backing down, they began to work together in figuring out the missing words. The activity did take them a while to complete. Between their complaining and the difficulty of the worksheet, it took more time than we expected. However, by the end the students managed to remember the missing words and even told us what the story was about (No, RW11)	We had our exam today. The students were a little upset since we hadn't warned them that we'd have an exam. Since they didn't get to study we had an extensive review. Still the results were very low. Almost everyone failed the exam. I don't think it was because of the surprise. We didn't give a word bank this time and it's something they're used to (No, TL53)	when it came time for the review the students were confident. Their scores overall were great. Kevin and Alejandro struggled a bit ordering the sentences, but they did place a few words correctly (No, RW12)	We played a video to help with grammar and the excitement of the students was evident. It was easier getting them to associate the grammar with the video. When we called on students to answer questions and out the structures in practice, they did very well (No, TL56)

Their scores overall were higher and they were all in good spirits (No, TL59) |

				Our set of classes went more smoothly overall with the games and activities, and although they demonstrated understanding of the material, their scores were horrid (No, RW11)			
Problems	Discipline					We played a game as well which helped them focus their energy. I think games during this have definitely helped since they're hyper after having their recess (No, TL51)	Instead I just asked him to turn around and I spoke one on one with him. I told him the score didn't really reflect his work, because I know he tries hard and he usually does well. But I couldn't have him talking back and refuse to take it because I'd have to send a note him, and I really didn't want to do that (No, RW12)	
	Children						We were nervous since some and students, Alejandro in particular, didn't have many saved up. In fact, Alejandro only had one dollar and he expressed interest in wanting to buy a toy. None of the toys were priced at dollar. I really surprised us though. Gael has twelve dollars in total, and eight of those he spent immediately to buy a pack of plastic toy soldiers. He was the first one to rush up the desk, purchase the item and rush back. He gave the pack to Alejandro, and didn't have much left for himself (No, RW12)	Today we presented awards and finally set up the store. The students were very excited although some didn't have many dollars. The highlight for me was Gael spending 8 dollars to something for Alejandro. It was so considerate and sweet that we had to reward him. I was very much impressed. Paola also gave her dollars to Danae so we rewarded her as well (No, TL60)
	Discipline issues	I'm going to simply call curse Tuesdays." It was during this set of classes that I came to realize that the students are especially "wild" on Tuesdays. It is difficult to get their attention and especially hard to get them to work. After some reflection, we feel that the reason behind this is that it's the only day we give class after their recess. The students have a lot of leftover energy and they don't want to focus (No, RW10)	Once in the classroom the students got bit by crazy! There were super hyper and it was difficult keeping them focused (No, TL47) We have slight issues with listening. They don't pay attention when we explain things, so we told them if they ask questions later we could not be helping them (No, TL49)			They were a little out of control today and I had to threaten them that is they go to yellow they now have to write a report (No, TL51)	during the exam. Luis outright refused to take it and even started talking back. He was angry and purposely sat turned around facing Gael in a show of defiance. At first I didn't know what to do. We could have threatened him with the stoplight, but honestly, this behavior was unusual for him. Instead I asked him what was wrong, and he said it wasn't fair to take the exam when he didn't come to class the days we really went over the material (No, RW12)	
	Classroom organization							
	General instruction giving							

	Type of activity	This activity scrambled the letters of the vocabulary so students had to spell the word out correctly and draw them. It was very difficult for them, and we actually had to make adjustments because it was taking them too long. We slowly provided more and more scaffolding until the students were able to answer them correctly. I was worried by how long it took them and how difficult they found it, since our exam would be using activities like this (No, RW10)	To make things challenging we had them work on a scramble worksheet. They had fun drawing although some drew completely random things but they words gave them trouble (No, TL48) They had trouble remembering the words. We offered images for scaffolding but they couldn't remember. In the end, we wrote a word bank on the board to help them (No, TL49) They weren't too interested in the storytelling which wasn't much of a surprise. It didn't have interesting content and I was a poem they didn't understand (No, TL50)	The first was the role playing activity we attempted. We provided all the scaffolding required and helped the students as much as we could, but they didn't really try (No, RW11) We didn't provide a word bank for them, so they had to recall the names of the items on their own (No, RW11)	We finally introduced reading worksheets. The students complained of course but they worked and by the end they even guessed the meaning. I think it went overall well after they stopped complaining (No, TL51) We had them doing role playing and they weren't pleased. They complained as we were explaining it saying it was too hard. We got them into pairs to do the task. They managed to get it done, but most of the dialogues were identical. I don't know if it's because they've never done something like this or if they just didn't enjoy it (No, TL52)		

Appendix M   **Final Interview quotes related to MEANING, COMMUNITY, and PRACTICE**

Theme	Main code	Specific code	**Mo**	**Is**	**Ed**	**Fl**	**No**
Place of work			Diplomados sabatinos y vespertinos	Privately funded bilingual school Diplomados sabatinos y vespertinos	PIN (Children Language Program) University of Colima	Privately funded bilingual school Diplomados sabatinos y vespertinos	University of Colima at Centro Especializado de Idiomas
Level and age group			Adults Young learners between 6-8 years old	Third grade of primary school Teenagers and Adults	I have pre-teens 8 they are around 13 to 15 years old	Preescolar Pre-teens	High school and university students who attend the centre.
Choice of language			**English**	**English**	**English**	**Spanish**	**English**
MEANING	Context	Public Education		would the similarities they have is that they both enjoy games, they love to play outside, they love to make their own material and the differences that are you can tell their economic difference and how it affects them because when I was working in PROMETE it was a public school and students seem like they need more attention and you can tell by their own discipline it's very different in the (name of a school)because here you can tell that their parents are very aware of everything they are doing and if there's a question students don't understand they let you know about it (Is, Fl)			
		Class teachers					
		Parents		differences I came up with PROMETE are that we weren't sure if the students had questions or they understood because the parents never told us anything about how the students were managing their second language (Is, Fl) I got In touch with one of them, it was a mom a little boy's mom and he was being very disruptive and we figured and the mom told us that it was like that because he was in Campo Verde before, so everything we			

				were teaching the kids he already knew, so it was really easy and he finished his activities really fast and he started to disrupting the class. We talked to the mom about if she could talk to her son and we during the class we were going to allow the student to help other students finish their work (Is, FI)			
	Purpose	Lesson Planning		well I learned that your first lesson plan when you plan and you don't know your students they are not going to work out or at least not all are going to work out like I said before you don't know your students so you have like these perfect activities and perfect lessons plans plan out and you get into the classroom and it's like ok I know my students now I know what they like so I learned that your first lesson plan may not work out or they may work out but is throughout time when you are going to start learning what is that works and what doesn't work during your class (Is, FI) In my lesson plans most of the activities in where they had to work individually were changed into groups or we had to take them outside because it was the last hour at school and it was afternoon school, so the kids were very tired it was really hard to get them to work, so we had to either taught if they finish quickly we could go play outside or going playing outside with a specific topic (Is, FI)		Pues uno cuando planeas te imaginas todo bien bonito jejeje pero ya al momento de llevarlo a la practica salen cosas que uno no espera (FI, FI) Si, eso pongo en practica, es lo que digo con esto y ya (FI, FI)	During PROMETE I was also getting more more excited because we kept learning new strategies kept trying new things with the kids and it forced to me to get more comfortable around young kids (No, FI)
		Attitudes	When I started PROMETE I was very motivated, I saw myself as a very dynamic teacher and I felt like committed with the group (Mo, FI)	the most difficult thing I think would be patience I was not a very patient teacher it was very hard for me especially if one kid was standing up the other kid it was talking the other kid it was throwing a tantrum because he didn't want to be there and he want to go home with his mom. So throughout PROMETE I developed a certain point of patience and where I know how the students have to behave and how me as a teacher has to be, so I can overcome those tantrums and those students talking and to have an overall a good class (Is, FI) : I'm still a strict teacher but I'm soft in certain areas where I didn't think I would be. I'm strict in the point where I am teaching the students have to be sitting down or	Having to deal with the experiences or with the reactions of children which were kind of unknown for me because I wasn't familiarized being with children so the reactions to commands are the things that freak me (Ed, FI)		mostly adaptability right now I'm tutoring in the Language Center and my students are mostly in high school and in the university so I don't have to deal with a lot of the problems as far as the kids were concern but as a tutor I do have to focus on each individual needs and try to come with more dynamic ways of teaching them certain things or having them understand different things so that kind comes from PROMETE (No, FI)

			doing what they have to be doing obviously it doesn't always turn that way and sometimes they are like " miss or teacher we couldn't do this, can we do it later" and then they explain the whole scenario of what had happened and I'm like ok. Before would have been like not I left it today and you supposed to turn it today and you haven't other option. I can't because they look at you with those big eyes and their smile and they are like please. So I'm not strict as I would have planned to be but I'm still a strict teacher (Is, FI)			
	Skills		how to control my class was I think at the top of the list, as a an accomplishment, because is not just as a teacher I have a very loud voice but is not just having a loud voice because you can scream and scream but your students are going to scream way louder than you and you are just one and they are like thirty in a classroom. So you learn how to use your voice to get them settled down and then once you get them to settled down you put like a spark so this is what we are going to do you guys have any idea of what this is and they start thinking about it and while your teaching they are like Oh yeah! That's what you were talking about, so I learned how to get them interesting in what is going to be seeing during the class (Is, FI)	I wasn't that confident but I know I had the tools to share my knowledge to children and I was nervous but with the time we learned through experiences (Ed, FI)		
Young learners	Children's learning	We saw that most of the children in our class learned and they liked the language so that felt like we were doing something good (Mo, FI) Realizing that students learnt made me feel that is one of the accomplishments that kept me going to finish the career and to see myself as a teacher in the future (Mo, FI)	: it was throughout time you start to develop experience and you get to know your students so while you're planning the students didn't want to do this and then you start thinking about the other students and how they reacted about your activity, you are maybe reading aloud is not something the kids want to do and is not going to work out so let's just take it off and I started planning activities in where they have to get in groups they have to be competitive with each other because at that age through time I learned that they like to be competitive and they like to be the best and they like to be the center of attention. So we started planning that kind of activities instead of individual activities (Is, FI)	The knowledge they got I feel they had learned colors, some basic topics for their age and they were happy with that (Ed, FI) It is a great experience, it made me feel proud of myself because even though I didn't think they were going to learn something, because they seemed not to be really interested in English but at the end we had to do more for them to be paying attention and we did it, I did it and I feel happy for them (Ed, FI)	Yo vi que en el PIN, están tantito mas interesados, es lo que yo vi, y en PROMETE hay unos niños que pues no, osea no era tanto el interés de algunos y fue mas que nada eso. O el numero de estudiantes también. Es mi problema ahorita pues yo siempre estuve con niños de entre ocho y once niños y ahora vengo aca al colegio y tengo sesenta niños, y si es como un cambio bien drástico de que a ver como le hago (FI, FI)	
	Relationship		it's good it's a very nice experience especially because little kids are so loving			

				all the time and you can tell when they like something and when they don't like something. Apart from that it makes you feel really good about yourself because since the kids are so expressive with everything if you see they are happy doing an activity you planned for them it makes you feel happy as well not just like Oh they happy and you just go on with your life (Is, FI)			
	Behaviour	Classroom management		I saw myself as a very strict teacher and I always wanted things to go how as I planned them to be I didn't imagine how or what other way things could have been. For example a day when we were working on an activity which was we had to paste pictures on the wall and the students had to go up and look it up the pictures and write down with the word, I didn't imagine that there was going to be kids running around children I picture every one like good little kids writing what was supposed to be on the pictures (Is, FI)		Pero al principio sentía de que iban a ser nuevos retos con los niños para conocerlos al principio y sobre como poder trabajar con los niños osea que necesidades iban a tener…y pues mas que nada era eso asi como al principio era conocer a los niños para ver que estrategias iba a utilizar después en la manera de enseñarles el idioma (FI, FI)	
		Discipline problems	I had some kids who were problematic, they had like discipline problems, there were one especially who didn't care about the class, because the problem started from the teacher in the classroom that didn't say anything to him and he went out the classroom whenever he wanted it and he stayed out (Mo, FI)				
		Routines					
		Attention getters					
		Discipline plan					
COMMUNITY	PROMETE	Emotions	At some point I felt hopeless because I didn't know what to do and how to motivate him to get into class (Mo, FI)	(seeing myself as a teacher) not really I thought it was going to be very difficult because I had third graders and I was like Oh my God! What I'm going to do because I didn't know them I didn't know how they going to behave we expected to have a perfect class to have our lessons go how we thought it was, but once you are in there it's totally different you don't know what you expect you don't know your students sometimes your lessons plans don't work out because you don't know your students so the activity you may have planned out	It is a great experience, it made me feel proud of myself because even though I didn't think they were going to learn something, because they seemed not to be really interested in English but at the end we had to do more for them to be paying attention and we did it, I did it and I feel happy for them (Ed, FI)	Tambien perder el miedo a estar enfrente, porque antes como que ponía roja y ya rápido ya… sobre la practica ya se me fue como que… no se… un niño no entendiera algo y asi pues que iba a hacer pero atendia el problema y ya pues se resolvia… si soy buena para esto, es lo mio (FI, FI)	before PROMETE I was terrified I didn't know what to expect and I remember that other students we tell us that we were going to these schools with a lot of problem children so I thought I wouldn't be able to handle any type of problems that arose behavioral problems mostly and I was nervous about being with children because I knew we were in elementary schools so all of that was going through my mind before (No, FI) absolutely, definitely a positive experience (No, FI)

				your students don't like it you don't have a good class over all (Is, FI)			I don't think I can ever find the proper way to express just how grateful I am to PROMETE in my case because I always had that fear with kids I do know that some of my peers struggled a lot and some people knew from the start ¨I'm never working with children¨ so I wonder if maybe PROMETE can be improve by giving us the choice of maybe working with someone little bit older but that's an issue completely unrelated, me personally I truly grateful and I find PROMETE as it is very useful (No, FI)
		Implications	Realizing that students learnt made me feel that is one of the accomplishments that kept me going to finish the career and to see myself as a teacher in the future (Mo, FI) At the end of PROMETE I saw myself working in Diplomados Sabatinos, that was one of my goals, to finish the career and work here, and maybe somewhere else, right now I have accomplished that (Mo, FI) I saw myself working maybe in a public school because I'm going to try to apply to SEP and I see myself working there, and here, if they don't fire me, and just keep working and getting better and better (Mo, FI) It helped me to have the wide idea of how teaching is, like the real experience, because before we haven't had that and that made me saw all like beauty and the bad of teaching, it opened my eyes (Mo, FI)	it was very stressful because sometimes I was do I really want to be a teacher and then I was like maybe I want to be a teacher I just don't want to be a third grade teacher it was enough I wasn't sure. We had good days those good days I loved being a third grade teacher then with the bad days I was like ok I'm done with kids I don't want to be a third grade teacher anymore (Is, FI) : I'm happy that I am strict teacher because not just for little kids but when you are teaching teenagers and adults and if you are not strict and if you don't go by the rules and sustain what you said students start to not disbelieve what you said, but they are like teacher if you talk to the teacher we are going to be able to turn it Friday or if we talk to the teacher we are going to be able to do this. If you are a strict with the students now if you say one day you have to turn it that day even if they are cases in where students talk to you and you find it reasonable to let them or extend the due date then you would but they have to come with you with a good reason why. Not just because I couldn't or because I didn't have time or I fell asleep. They have to come with a real reason (Is, FI) I just think it's a useful experience before you graduate and where you actually think about whether or not you are a teacher if you like being a teacher if you don't like that experience then you know you are not going to be a teacher because PROMETE is an actual real life situation in where it's you with the students and you are not going to have a perfect class in where students	Now that I had been through the experience I see myself probably not working with children right now but I know that at some point I would do it, I like children but I feel with that experience that every teacher has to be part of (Ed, FI) Because I think for a teacher they have to be through the different teaching levels in English and it is important, because it is very different for children and for adults the acquisition of a second language so children are very energetic and all they want to do is play and that's it (Ed, FI) PROMETE helped me for the experience for being in front of a group and well, being in the program, it was like a formal thing we couldn't play with it because we were in charge of the group so that gave us the experience for a bit, it was an unknown thing for us, and probably some of my classmates were very familiarized working with children but I guess the experience what I got from the program (Ed, FI)	Pues a mi me sirvió como tengo varios niños que son asi, la mayoría, porque de esa edad entre cuatro y cinco son de que tienen que estar jugando a cada rato y no se pueden estar todo el rato sentados, asi cuando se este….presenta un caso asi me acuerdo este de la manera en que teníamos que planear un mi classroom management tengo que tener algo, mmm algo antes de dar la clase no? Osea como ¿de que manera se puede controlar eso? Asi que si, si nos ayuda bastante (Fl, FI) Si, al principio, desde un principio dije voy a ser maestra, yo decía de preescolar cuando se presento de ingles, dije mejor quiero ser de ingles y eso me sirvió muchisimo lo de PROMETE asi como que reforzar lo que ya tenia en mente y dije no esto es lo mio (Fl, FI) Pues termine… yo digo que si. Yo sentía que con eso ya tenia la probadita de lo que iba a ser estar enfrente de un grupo porque te lo hacen de manera que es publico… osea te llevan a la realidad, lo que es la realidad lo que se asemeja dije no pues de ahí en mas (Fl, FI)	During PROMETE I was also getting more more excited because we kept learning new strategies kept trying new things with the kids and it forced to me to get more comfortable around young kids (No, FI) Afterwards now looking back I think I always kind reflect on it and I'm grateful for PROMETE because I realize that all those fears I had about dealing with kids about trying to plan fun dynamics activities it's something I can do and is something that it's not easy but is something that I can now call one of my strengths like yes I can do it we went through this experience (No, FI) on a one hand I was excited because we were finished and I thought I am a teacher but at the first moment I said to myself I am a teacher this is it this what I want to do is this is what was able to do and on the other hand it was that sadness of saying goodbye, before I was terrified then afterwards I was like I never going to see these kids again and I remember my cousin who told me that you always remember your very first class like those are the students that are going to stay with you and is so true I still remember each and everyone (No, FI)

				are all going to be listening to you and doing every activity you do and that way you learn well that maybe not all your activities are going to work out but that doesn't mean that you are a bad teacher just mean that you do not know your students before you went into the classroom (Is, FI)		
	Teaching Practice Class	Planning stage	I think it was a really good experience planning and seeing all the background that you have to do before actually going to class, and the results, so that was a really good experience (Mo, FI)			
		Tutors		you guys were always very helpful for example when we were with Al because he was our teacher that graded our lessons plans for semester and he always measure that everything was perfectly correct like if the picture was blurry we had to change it because in some way affect what the student were seeing in your worksheet and if it was all very nice with every single period at your sentence well it really does make a difference. And when we had you, you were always helpful in a way like "how about you guys change your activity and make it this way" not only can you work what you intentionally work but you can also reinforce previous knowledge that they had for example I remember one activity where we had design a think it was a bear and they had to write stuffs on their stomach and you were like "why don't you integrate colors into that activity" so rather than just focusing on one topic you can focus in that topic and reinforce something they already know (Is, FI)		Ah pues decía que llegaron unos de ahí de tu facultad, por eso me comento, la verdad se los tragaron a los maestros. Es que están empezando le digo, asi también uno les pasaban cosas, pero te fijas al final les va a ir bien si aplican todo lo que les dicen aquí osea las estrategias que tienen que utilizar para que les vaya mejor en el salón ya les va a ir mejor. Si al principio si te lo creo le dije es por eso que al final ya los observan de que, osea de que tanto avanzaron de si si seguían igual o de a tiro ya lo mejoraron (FI, FI)	honestly I felt like just considering the way my peers will speak about it too I think a lot of is in our responsibility if we want the support of our teacher in this case it was you and Alex I know that anytime I had a problem I think mostly with Alex sometimes we would ask you and I felt that you guys were always very willing to help us (No, FI)
		Activities				Yo digo que los teaching logs y los reflective writings me sirvieron bastante porque al inicio fue de que teníamos que poner algo negative y algo positive o algo asi… ¿verdad?... y sobre esas cuestiones trabajaba lo negativo osea como se podría mejorar y esas aplicaba en el salón. Y ya las aplicaba y veíamos que si funcionaba y entonces surgían cosas nuevas pero conforme íbamos sacando esas cositas que nos hacían la traba en la clase al final ya no sabíamos ni que poner. Osea cosas negativas porque le digo no pues ya esta	

| | | | | | | todo funcionando se trabajo en lo que se puso en el reflective… si me sirvió muchísimo (FI, FI)

Que PROMETE si es como que si ayuda mucho en cuanto a ver si en verdad quieres ser maestra, si es lo tuyo pues, y este sobre que te estas en una área mas o menos real lo que te destina cuando egreses si si ayuda bastante como practica porque también te piden experiencia… y entonces pues yo tengo experiencia pues dando clases en un programa de ahí de la escuela y pues si (FI, FI) | |
| Teamwork | Teaching partner | We started planning, me and my partner, started planning different activities and we observed him what type of activities he liked and we prepared activities that he would feel attracted to come into class (Mo, FI) | yes, with my teaching partner we were... I find maybe very good partners I was in charge of the discipline usually and she would be in charge of explaining what will be change. She would help control like making sure everybody was paying attention or it someone was talking she would go stand next to them. So we were complement each other we switch roles it was pretty cool (Is, FI) | | Ayer estaba acordándome, de que tengo una compañera alla en el ISENCO y llevan sus practicas observando o algo asi. Y nosotros también hacíamos un reflective writing y teaching logs y la verdad si nos ayudaban bien mucho. Osea salían cosas ahí como que un niño salio con esto, o le paso a un niño esto, o como se trabaja, y ya sobre eso ya lo volvíamos a escribir y lo aplicábamos y eso nos sirvió bien mucho (FI, FI) | During PROMETE I had one instance where some of my fears got confirmed we had that one student that threw a tantrum started running around and in the moment we didn't know what to do, but since were partners FI was the one that took them outside and calm them down and kept from .. so I was saying during there was a moment but I thought we handled it well and after that I felt like if we can get through that we can get through anything (No, FI)

I always felt at first I felt kind of bad because I always write so much I always felt like I'm sorry for writing a novel I thought it was useful because a lot of times we wouldn't we realize how things were affecting us and so we sat down and started writing and in my case we wouldn't write together but in a lot of times I would ask FI my partner like I remember we had this problem what do you remember and then she would tell me like how about when we had this problem oh! You're right and so I would go and I would remember everything and then I would write it down and sometimes we were actually go back and think like ok we handled this problem in this way back in march now we are having this similar problem let see what else we can do something different (No, FI) |
| | Other teaching teams | | some of them that were working in different schools were very frustrated because they had special kids and they had to learn how to overcome and get them learn into your class. Some of them had a plan and extra activity for the special kid and it was very frustrating for them because they really | | | I can collaborate with the other people that weren't in the same grade than me we were just doing different things at different phases (No, FI) |

				didn't know, so they had to go to the Teaching Practice teachers to ask them what were the positive activities what was the positive way to handle that situation with those special kids (Is, FI)		
		Class teacher	I had some kids who were problematic, they had like discipline problems, there were one especially who didn't care about the class, because the problem started from the teacher in the classroom that didn't say anything to him and he went out the classroom whenever he wanted it and he stayed out (Mo, FI)	we didn't have much contact with her because as soon we went into the classroom she would get out of the classroom and she would wait outside. There were only one time she was outside and she noticed that one of the students that she regularly have problems with was acting up so she just went to the classroom and took him outside and we just continue with our class (Is, FI)		
		Other teachers within FLEX		I remember my French teacher since it was also a new language we were learning some of the activities he did with us are some of the activities I do know as a teacher for example there is one that I really like it and he did it. He put a video on and some students were facing the video and the others students were facing back facing the back of the video, so the people who were looking at the video were supposed to explain to the other student what they were seen, but in that specific language so it was a way of practicing speaking skills and it wasn't so boring it wasn't just like in a typical classroom were you just sit there and repeat what the teacher is telling you to do (Is, FI)		Yo la verdad me sentía asi como que… al principio pues ya tenia la preparación que nos dan aquí en la facultad y dije espero que ya con eso me pueda servir ya empezar a dar las clases pues con lo que ya me enseñaron para ponerlo en practica (FI, FI)	
PRACTICE	Resources	Creating materials				
		Adapting materials				
		Adopting materials				
	Affirming	Activity choice		: it was throughout time you start to develop experience and you get to know your students so while you're planning the students didn't want to do this and then you start thinking about the other students and how they reacted about your activity, you are maybe reading aloud is not something the kids want to do and is not going to work out so let's just take it off and I started planning activities in where they have to get in groups they have to be competitive with each other because at that age through			Afterwards now looking back I think I always kind reflect on it and I'm grateful for PROMETE because I realize that all those fears I had about dealing with kids about trying to plan fun dynamics activities it's something I can do and is something that it's not easy but is something that I can now call one of my strengths like yes I can do it we went through this experience (No, FI)

				time I learned that they like to be competitive and they like to be the best and they like to be the center of attention. So we started planning that kind of activities instead of individual activities (Is, FI)			
		Activity organization					
		Activity modification	We started planning, me and my partner, started planning different activities and we observed him what type of activities he liked and we prepared activities that he would feel attracted to come into class (Mo, FI)				
		Student's learning	We saw that most of the children in our class learned and they liked the language so that felt like we were doing something good (Mo, FI)		The knowledge they got I feel they had learned colors, some basic topics for their age and they were happy with that (Ed, FI) It is a great experience, it made me feel proud of myself because even though I didn't think they were going to learn something, because they seemed not to be really interested in English but at the end we had to do more for them to be paying attention and we did it, I did it and I feel happy for them (Ed, FI)		
		Discipline		how to control my class was I think at the top of the list, as a an accomplishment, because is not just as a teacher I have a very loud voice but is not just having a loud voice because you can scream and scream but your students are going to scream way louder than you and you are just one and they are like thirty in a classroom. So you learn how to use your voice to get them settled down and then once you get them to settled down you put like a spark so this is what we are going to do you guys have any idea of what this is and they start thinking about it and while your teaching they are like Oh yeah! That's what you were talking about, so I learned how to get them interesting in what is going to be seeing during the class (Is, FI)	Talking with them, probably, sometimes sitting next to them about what they were doing wrong as well as make them reflect about their mistakes at that age (Ed, FI)	Pero de ahí en mas, el éxito de nuestra clase fue mas que nada porque el classroom management que teníamos sentí que si funciono (FI, FI) como aquí ahorita en el colegio que estoy los niños platican mucho, es lo que tiene ese salón platica muchísimo y es de que tengo que buscar rápido un attention getter para poder captarles la atención, osea no… si estoy hablando no me van a hacer caso asi que tengo que buscar un attention getter donde ya rápido me presten atención y vuelvan a seguir trabjando (FI, FI)	
	Problems	Children	At a point we succeeded in bringing him back, but then he lost him again like the wanting to be in class (Mo, FI)	would the similarities they have is that they both enjoy games, they love to play outside, they love to make their own material and the differences that are you can tell their economic difference and how it affects them because when I was working in	Having to deal with the experiences or with the reactions of children which were kind of unknown for me because I wasn't familiarized being with children so the reactions to commands are the things that freak me out (Ed, FI)	Pero al principio sentía de que iban a ser nuevos retos con los niños para conocerlos al principio y sobre como poder trabajar con los niños osea que necesidades iban a tener…y pues mas que nada era eso asi como al principio era conocer a los niños	mostly it was the patience and it was learning how to adapt ourselves to our students like we have some students that if you try to call them they would start crying so we had to really learn how adapt our games and everything for each one and I

				PROMETE it was a public school and students seem like they need more attention and you can tell by their own discipline it's very different in the Colegio Inglés because you can tell that their parents are very aware of everything they are doing and if there's a question students don't understand they let you know about it (Is, FI)	Now that I had been through the experience I see myself probably not working with children right now but I know that at some point I would do it, I like children but I feel with that experience that every teacher has to be part of (Ed, FI) I think for a teacher they have to be through the different teaching levels in English and it is important, because it is very different for children and for adults the acquisition of a second language so children are very energetic and all they want to do is play and that's it (Ed, FI)	para ver que estrategias iba a utilizar después en la manera de enseñarles el idioma (FI, FI) Asi que siento que fue un reto el solamente los niños que son especiales, la manera de como debemos de tratarlos, mas que nada eso (FI, FI)	think that's probably one of the biggest thing that we learned how to handle (No, FI)
		Discipline issues	I had some kids who were problematic, they had like discipline problems, there were one especially who didn't care about the class, because the problem started from the teacher in the classroom that didn't say anything to him and he went out the classroom whenever he wanted it and he stayed out (Mo, FI)	the most difficult thing I think would be patience I was not a very patient teacher it was very hard for me especially if one kid was standing up the other kid it was talking the other kid it was throwing a tantrum because he didn't want to be there and he want to go home with his mom. So throughout PROMETE I developed a certain point of patience and where I know how the students have to behave and how me as a teacher has to be, so I can overcome those tantrums and those students talking and to have an overall a good class (Is, FI)	It was fun and I felt it was normal, it was a normal stage they were going through and I only felt I had to solve all they were asked me (Ed, FI)	me sucedió de que tenia un niño muy hiperactivo y salio de que rompió cosas y eso fue como algo muy asi de shock y como que que hago pero tenia que resolver el problema rápido asi que… buscamos algo para poder controlar eso después. Y ya este con los teaching logs que hacíamos y asi…dije este tiene una solución eso… dije tiene que haber una solución y si se resolvió (FI, FI)	During PROMETE I had one instance where some of my fears got confirmed we had that one student that threw a tantrum started running around and in the moment we didn't know what to do, but since were partners FI was the one that took them outside and calm them down and kept from .. so I was saying during there was a moment but I thought we handled it well and after that I felt like if we can get through that we can get through anything (No, FI)
		Classroom organization					
		General instruction giving					
		Type of activity			It helped me for the experience for being in front of a group and well, being in the program, it was like a formal thing we couldn't play with it because we were in charge of the group so that gave us the experience for a bit, it was an unknown thing for us, and probably some of my classmates were very familiarized working with children but I guess the experience what I got from the program (Ed, FI)	fue mas que nada… como que al principio como tenia miedo que los niños, yo hablara y no me entendieran nada osea…de que iba, no se, a empezar a hablar ingles o a dar la clase y no me iban a prestar atención pero cuando uno ya siente que los niños prestan atención y están interesados fue como que el mayor logro que tuve (FI, FI)	

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