

Luis Fernando González-Beltrán
(Organizador)

Educação no Século XXI:

Perspectivas
Contemporâneas
sobre
Ensino-Aprendizagem

VOL V



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PRÓLOGO

El presente volumen de **Educação no século XXI: Perspectivas Contemporâneas sobre Ensino-Aprendizagem** reúne un conjunto de investigaciones que dialogan con uno de los grandes desafíos de nuestro tiempo: repensar los procesos de enseñanza y aprendizaje en un contexto marcado por la transformación tecnológica, la diversidad de trayectorias educativas y la necesidad de innovar en las prácticas pedagógicas.

A través de los trabajos aquí compilados, se pone de manifiesto que la educación superior y los espacios formativos contemporáneos no pueden comprenderse desde enfoques estáticos, sino como escenarios dinámicos en los que convergen metodologías, tecnologías y experiencias que redefinen constantemente el acto educativo.

En este sentido, el volumen se organiza en tres ejes complementarios. El primero aborda el papel de la innovación pedagógica y de las tecnologías educativas en la enseñanza superior, destacando tanto el uso de plataformas digitales (principalmente Moodle) como el desarrollo de estrategias que promueven una participación más activa del estudiantado y una evaluación más significativa de los aprendizajes, incluyendo el formato invertido, la evaluación, y las aplicaciones didácticas.

El segundo eje se centra en las prácticas docentes y en los procesos de aprendizaje, poniendo en relieve la importancia de la didáctica como espacio de construcción, experimentación y mejora continua. Los estudios incluidos evidencian la diversidad de estrategias que pueden implementarse en distintos contextos educativos, así como los retos que enfrentan docentes y estudiantes en su interacción cotidiana y su futuro trabajo profesional.

Finalmente, el tercer eje se orienta hacia la formación docente, la identidad profesional y el desarrollo de competencias, subrayando que la enseñanza no es únicamente una práctica técnica, que debe transferirse a diferentes contextos, sino también una experiencia profundamente humana, atravesada por dimensiones emocionales, reflexivas y éticas, donde los docentes requieren construir una confianza en sus habilidades, que represente su autoeficacia.

En conjunto, este volumen ofrece una mirada amplia y actual sobre la educación, invitando a pensar la enseñanza no solo como transmisión de conocimientos, sino como un proceso complejo, situado y en constante transformación. Se trata, por tanto, de una contribución que busca fortalecer el diálogo entre teoría y práctica, y aportar nuevas perspectivas para la construcción de entornos educativos más pertinentes, inclusivos e innovadores.

Dr. Luis Fernando González Beltrán

Universidad Nacional Autónoma de México (UNAM)

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PEER COACHING AS A STRATEGY FOR REFLECTIVE PRACTICE IN EFL PRESERVICE TEACHERS' PRACTICUM

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ABSTRACT: The aim of this study was to inquire how peer coaching promoted preservice teachers' reflective practice during their practicum. From a qualitative approach through a case study and interpretative approach, six voluntary preservice teachers in the seventh semester of the Teaching English as a Foreign Language Undergraduate Program from Universidad Nacional de Loja (UNL) were selected. A content analysis method assisted the researchers in organizing the transcriptions from pre-observation and post-observation meetings and registrations from classroom observation guides. Findings revealed that peer coaching promoted EFL

preservice teachers' reflective practice, especially during peer classroom observations when preservice teachers assumed the role of observers, allowing them to have more time to reflect and realize the negative and positive teaching events performed by their peers.

KEYWORDS: constructive feedback; peer classroom observation; peer coaching; reflective practice.

A MENTORIA ENTRE PARES COMO ESTRATÉGIA PARA A PRÁTICA REFLEXIVA NO ESTÁGIO SUPERVISIONADO DE FUTUROS PROFESSORES DE INGLÊS COMO LÍNGUA ESTRANGEIRA

RESUMO: O objetivo deste estudo foi investigar como a mentoria entre pares promoveu a prática reflexiva de futuros professores durante o estágio supervisionado. Adotando uma abordagem qualitativa por meio de um estudo de caso e uma abordagem interpretativa, foram selecionados seis futuros professores voluntários do sétimo semestre do curso de Licenciatura em Ensino de Inglês como Língua Estrangeira da Universidade Nacional de Loja (UNL). O método de análise de conteúdo auxiliou os pesquisadores na organização das transcrições das reuniões pré e pós-observação e dos registros dos guias de observação em sala de aula. Os resultados revelaram que a mentoria entre pares promoveu a prática reflexiva dos futuros professores de inglês como língua estrangeira,

especialmente durante as observações em sala de aula realizadas pelos pares, quando estes assumiram o papel de observadores, permitindo-lhes ter mais tempo para refletir e perceber os eventos de ensino positivos e negativos realizados por seus colegas.

PALAVRAS-CHAVE: feedback construtivo; observação em sala de aula por pares; mentoria entre pares; prática reflexiva.

1. INTRODUCTION

The practicum provides opportunities to get involved in professional learning in the classroom where preservice teachers (PSTs) can improve their teaching skills by creating supportive learning environments (Heikonen et al., 2020). Therefore, the practicum is a crucial component for the initial formation of English as a foreign language (EFL) preservice teacher who need to apply their knowledge base to real teaching experiences (Razeq, 2022). In this regard, Philip et al. (2019) claim that EFL preservice teachers' knowledge base consists of such key elements as knowledge of the students, pedagogical content knowledge (PCK), and general pedagogical knowledge. Although knowledge and experience have traditionally been the main pillars of EFL teacher education, they should be mediated by reflection to grow professionally (Castro-Gárces, 2022).

Overall, teacher education provides PSTs opportunities to experiment with their theoretical knowledge in authentic classroom contexts. Each program's use to immerse their PSTs into these settings varies depending on its affordances and constraints. Similarly, the undergraduate program for EFL teacher education in Ecuador, specifically at Universidad Nacional de Loja comprises 360 hours divided into 4 semesters: the third, the sixth, and the seventh semester with 80 hours each, and the final semester with 120 hours. During the third and sixth semesters, PSTs are limited to observing and assisting the cooperating teachers. It is not until the seventh and final semesters that PSTs start to impart their lessons. It is worth mentioning that half of the total hours are devoted to planning and systematizing the experiences during the practicum, and the other half is the actual practicum in which PSTs observe, assist, or impart their lessons in primary and secondary schools.

From the experience of the researchers as teacher educators, PSTs receive guidance to conduct their practicum. They design a chronogram with some activities that include elaborating and implementing lesson plans, instructional materials, and legal documentation to access the educational institution. As previously mentioned, the research participants of this study were the seventh-semester students who had to carry out their practicum during 80 hours from which they had to impart their lessons

during 40 hours, and to plan and report their teaching experiences in the other 40 hours. Thus, the time PSTs have to achieve or refine their teaching skills is too short. Teaching is a complex process, especially for prospective teachers who are supposed or expected to gain teaching competencies by putting theory into practical experiences in authentic classrooms (Flores, 2019). Moreover, PSTs usually get confused and disengaged when they find disagreement between theoretical knowledge and real practice, and in-service teachers' reluctance to change (Abou Shaaban, 2022; Çapan & Bedir, 2019; Sulistiyo et al., 2021).

Concerning assistance and observation to cooperating teachers, empirical studies have revealed that preservice teachers claimed that it was useless because they (cooperating teachers) demanded PSTs to use their teaching strategies, such as repetition drills and translations from English to students' mother tongue (Çapan & Bedir, 2019). Likewise, the researchers of this study have observed Çapan and Bedir's issue in the Ecuadorian context, where some cooperating teachers, especially the ones with too many years of experience, refused to change their teaching performance and felt threatened by young PSTs who usually make an effort to manage the class by implementing innovative teaching techniques. What is more, they force PSTs to apply their techniques because they do not want to change the pace of their teaching style. Nevertheless, it is worth mentioning that some other cooperating teachers, even the most experienced ones, have opened their classroom doors to let PSTs implement new teaching practices and have enhanced collaboration through peer coaching without being judgmental, but proactive.

Furthermore, Loman et al. (2020) reported that large classes of prospective teachers are an issue for teacher educators whose supervision time is too limited to observe every PSTs' practicum. In this respect, Çapan and Bedir (2019) claimed that traditional supervision hinders PSTs' collaboration among them to reflect on their teaching performance.

These constraints have also been found in the teacher program of English as a foreign language at Universidad Nacional de Loja in which the researchers as teacher educators attempted to solve these issues by implementing peer coaching among the seventh-semester PSTs with the aim to foster collaboration and reflection during their 80-hour practicum.

Previous studies confirm that peer coaching improves not only PSTs teaching skills but also enables them to reflect on their teaching experiences to overcome their weaknesses mediated by their dialogic interaction before and after their lessons (Abou

Shaaban, 2022; Çapan and Bedir, 2019; Sulistiyo et al., 2021). Since most of these past empirical studies have been done in Asian countries such as Turkey, Japan and Indonesia, this research fills a critical gap by addressing this topic in the Ecuadorian context whose standards demand EFL teachers reflect on their practices and work collaboratively to improve the educational system in teaching and learning English as a foreign language (Ministerio de Educación, 2012).

Therefore, this research aimed to inquire how the stages of peer coaching promote seventh-semester preservice teachers' reflective practice during their practicum. This objective generates the following research questions:

- What aspects of teaching are reflected during the peer coaching stages?
- Which peer coaching stage is the most and least powerful to involve preservice teachers in reflective practice?

2. METHODOLOGY

This investigation employed a qualitative approach that tried to explain preservice teachers' experiences during their practicum embedded by a social context that framed their teaching performance (Tomaszewski et al. 2020).

Six preservice teachers in the seventh semester of the Teaching English as a Foreign Language Undergraduate Program from Universidad Nacional de Loja, Ecuador (UNL) were the research participants of this study. Even though the sample size was small, they provided the required information to delve in-depth into their experiences during the peer coaching process and their practicum (Sarfo et al., 2021).

A content analysis assisted the researchers in organizing the transcriptions from pre-observation and post-observation meetings and classroom observation guides. Data were organized in four broad themes: openings, sequencing, pacing and closure. Each theme contained somewhat similar categories and codes depending on each peer coaching stage (Kleinheksel et al., 2020).

Procedure

First stage: Peers identification by affinity

Preservice teachers were allowed to choose their peers by affinity to guarantee confidence to be observed, and to give and receive feedback.

Second stage: Pre-observation meetings

These meetings had the the purpose of agreeing the items to be observed.

Third stage: Classroom observations

The observer had a classroom observation guide to register the agreed events in the previous stage.

Fourth stage: Post-observation meetings

At the end of each lesson, preservice teachers had to reflect on the observed items for future improvement. The practicum lasted 12 weeks in which preservice teachers completed 40 hours of instruction.

3. RESULTS AND DISCUSSION

3.1. RESEARCH QUESTION 1: WHAT ASPECTS OF TEACHING ARE REFLECTED DURING THE PEER COACHING STAGES?

Table 1. Teaching aspects agreed for the observation during pre-observation meetings.

Themes	Categories	Codes	f	%	
Openings	Warmups	Students' engagement towards the initial phase of the lesson	3	3%	
		Subtotal	3	3%	
Sequencing	Instruction	Proper organization and implementation of the lesson, the topic, and the objectives.	25	28%	
		Eliciting students' responses	1	1%	
		Observe student engagement with flashcards	2	2%	
		Supporting understanding of new words	6	7%	
		Content explanation	5	6%	
		Grammar explanation	2	2%	
	Practice activities	Assessment	Integration of instructional materials throughout the lesson	2	2%
			Subtotal	43	48%
			Grouping arrangement & collaboration	9	10%
			Ensure students' active participation and interaction	12	13%
			Subtotal	21	24%
Assessment	Assessment	Observe the assessment methods	3	3%	
		How mistakes are corrected	3	3%	
		Subtotal	6	7%	

Pacing	Instructional time	Check if the teacher implements all the stages of the lesson plan.	1	1%
		Length of the activities according to the scheduled time	9	10%
		Transitioning to new topics	6	7%
		Subtotal	16	18%
Closure		na	0	0%
		Total	89	100%

A variety of aspects were agreed to be observed from which three broad themes emerged from the analysis: openings, sequencing, and pacing. The theme of sequencing recurred throughout the data since it came up with several categories such as instruction, practice activities, and assessment. It seems that preservice teachers were more concerned with the way they presented and explained the lesson; rather than the strategies for opening or closing the lesson which were the least recurrent categories during the conversations in the pre-observation meetings. In fact, the closure of the lesson did not even emerge in this first stage. There must be a balance at each stage of the lesson. This is consistent with Showers and Joyce (1996) who after years of experience on teachers' peer coaching, found that pre and post- meetings were ineffective because teaching performance in real-life classrooms is versatile and dynamic.

3.2. RESEARCH QUESTION 2: WHICH PEER COACHING STAGE IS THE MOST AND LEAST POWERFUL TO INVOLVE PRESERVICE TEACHERS IN REFLECTIVE PRACTICE?

Table 2. Peer classroom observation. Actual events observed during the lesson.

Themes	Categories	Codes	f	%
Openings	Warmups	No warm ups*	10	3%
		Students' disruptive behavior during warmups*	10	3%
		Students showed interest during warmups	18	5%
	Lesson objective presentation	No presentation of lesson objectives*	20	6%
		Presentation of lesson objectives	32	9%
		Subtotal	90	26%

		Questioning to recall students' previous knowledge	8	2%
		Clear revision of the topic	4	1%
	Instruction	Inductive approach for presenting the topic	8	2%
		Deductive approach for presenting the topic	2	1%
		Using flashcards to present vocabulary	12	3%
		Eliciting students' responses	15	4%
		Subtotal	49	14%
Sequencing	Practice activities	Explanations with examples in English and Spanish	14	4%
		Solving practice activities from the textbook	28	8%
		Students write their sentences	14	4%
		Group work activities	7	2%
		Peer evaluation	8	2%
		Individual work	16	5%
		Giving feedback	9	3%
		Some activities were not clear, and teachers did not provide help*	6	2%
		Subtotal	102	30%
	Assessment	Homework in the textbook	11	3%
		Homework in the notebook	12	3%
		Monitoring students	18	5%
		Subtotal	41	12%
Pacing	Instructional time	Good and clear transition of the topics	13	4%
		The teacher checks if everyone worked on the activities in the allocated time	25	7%
		Some students cannot finish activities in the allocated time*	5	1%
		Students were noisy and the teacher lost control of time*	6	2%
		Students interrupted the teacher's explanation*	7	2%
		Subtotal	56	16%
Closure		Ends the class with a summary of the lesson	6	2%
	Subtotal	6	2%	
Total			344	100%

Note *=negative event.

Table 2 shows the sequencing dimension as the one with the largest number of registrations; inside it, the section for practice activities got the highest rate. According to the listings, most events performed by preservice teachers during practice activities seemed to work. For instance, solving comprehension exercises from the textbook was the most recurrent practice activity. In addition, some individual, pair, and group activities

were developed to reach the lesson objectives. Even though most events during the sequencing dimension were effective for students' learning, the observer noticed that sometimes instructions were not clear enough for students to solve the exercises. This is in agreement with Capan and Bedir (2019) who demonstrated that PSTs' lack of experience hindered them in managing the pacing dimension of the lesson which weakened their classroom management skills.

Table 3. Post-observation meetings.

Themes	Categories	Codes	f	%
Openings	Warmups	The warm-up was attractive enough to engage and motivate students	38	22%
		Warm-up caused students' disruptive behavior*	5	3%
	Lesson objective	Students were aware of the objectives of the lesson.	18	10%
		Subtotal	61	35%
Sequencing	Instruction	Unclear teachers' questions or instructions to elicit students' responses*	13	7%
		The instructional materials facilitated the lesson development	25	14%
		Subtotal	38	22%
	Practice activities	Worksheets helped students practice the lesson contents	9	5%
		Implementation of effective activities during the lesson	22	13%
		Students' disruptive behavior during practice activities*	10	6%
		Subtotal	41	23%
	Assesement	Formative assessment to monitor students' progress	16	9%
		Summative assessment to evaluate students' knowledge	4	2%
		Subtotal	20	11%
Pacing	Instructional time	Lesson objectives were partially achieved*	4	2%
		Activities not completed in the allocated time*	12	7%
	Subtotal	16	9%	
Closure	Closure	na	0	0%
		Subtotal	0	0%
Total			176	100%

Note *=negative event.

Table 3 illustrates the aspects under reflection during the post-observation meetings after every lesson or classroom observation. These results seem to imply, that preservice teachers were aware of the significance of starting a lesson with a strong

sense of achievement; even so, some students' disruptive behavior appeared to block the overall effectiveness of a lesson as shown in the development of the lesson.

The results obtained from the sequencing dimension demonstrate that preservice teachers reflected on the positive and negative impacts of their teaching performance. For instance, even though they managed to get students involved in the lesson through a variety of instructional materials, they failed to elicit students' responses during the instructional time because their instructions or questions were not clear enough. Their focus of attention was on the sequencing dimension of the lesson in which reflections about students' disruptive behavior seemed to delay practice activities. In consequence, the pacing dimension seemed to be the most controversial one as preservice teachers' conversations demonstrated they were not able to control the time according to the scheduled lesson plan. The frequency of not pacing the lesson correctly was fairly high which revealed that PSTs' conversations were not constructive enough to plan properly for future lessons. These results agree with the findings of Loman et al., (2020), who considered that peer coaching generated reflection and collaboration among peers during the lessons; however, they did not plan to improve the negative items for their future lessons.

4. CONCLUSIONS

Pre-observation meetings revealed that preservice teachers prioritized the sequencing dimension but overlooked openings and closures, highlighting a need for balanced practice and peer-supported reflection.

Peer classroom observations revealed important insights into the reflection process. Preservice teachers emphasized lesson sequencing and student engagement but struggled with instructions, pacing, classroom management, and closures, highlighting the need for improved formative assessment and balanced lesson delivery.

Post-observation meetings focused on lesson strengths and weaknesses, but preservice teachers failed to plan improvements, rendering discussions ineffective. Due to limited time from academic demands, this peer coaching stage should be omitted in future research, with more time allocated to peer coaching training and practicum.

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