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Reflective Practice Through Dialogic Interactions: Togetherness and Belonging Within a Collective of EFL Teachers in Mexico

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Abstract

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Keywords

action research, collective accompaniment model, dialogic English as a Foreign Language (EFL), reflective practice (RP), socio-constructivism

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Reflective Practice Through Dialogic Interactions: Togetherness and Belonging Within a Collective of EFL Teachers in Mexico

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This study tackles the lack of collective models to analyze teaching practices by employing a bottom-up and collaborative approach for engaging in Reflective Practice (RP) for English as a Foreign Language (EFL) teachers in a Mexican context. The Collective Accompaniment Model (CAM; Guillemette, 2014) served to develop reflection with peers at the same hierarchical level, allowing for reflection to evolve over time. The research question was “What are the contributions of other colleagues’ interactions to support reflective practice via collective accompaniment with EFL teachers in Mexico”? The methodology employed during the inquiry was action research (AR) with nine EFL teachers who had graduated or were in the last year of the BA TESOL degree in a public university in Guanajuato in Mexico. Data collection instruments such as verbal and written accounts of reflection were employed via the CAM, and data were analyzed using inductive and deductive coding. The findings show that the CAM provided a dialogic venue strengthening the reflective process. Each participant analyzed individual aspects of their professional practice through sharing experiences, creating a sense of togetherness, and belonging. This study calls for dialogic ways to carry out RP with EFL teachers in Mexico to adjust EFL teaching practices.

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Introduction

Reflection can be a lonely process especially if practitioners operate alone or in a vacuum, relatively cut off from the rest of the world. In the field of English as a Foreign Language (EFL) teaching practice in Mexico, due to physical distance and local circumstances, EFL teachers often work as specialists in isolation without the benefit of sharing knowledge with EFL colleagues in the same field. For EFL teachers in the Mexican context, the feeling of isolation, limited time and support, classroom planning and preparation, and shortage of resources and materials contribute to a lack of reflection in teaching practice. After leaving their BA, teachers are often left on their own, lacking contact and guidance as to what to do to find resources to resolve issues in their practice. Rodgers (2002) pointed out that reflection can happen “in solitude” (p. 863) and Schön (1983) stated that a “teacher’s isolation in her classroom works against reflection-in-action. She needs to communicate her private puzzles and insights, to test them against the views of her peers” (p. 333). This feeling of isolation is problematic for teachers who are working by themselves because of the lack of opportunities for sharing experience and knowledge as there is no time and space for reflective practice (RP) to be conducted in innovative, collaborative, bottom-up, and supportive approaches.

In my experience, RP is commonly done through written journal accounts, not shared with others, and often imposed which is certainly the case for teachers completing a B.A. in

Teaching English to Speakers of Other Languages (TESOL) in Mexico. Hobbs (2007) wrote that student-teachers often espouse a negative attitude towards reflective assignments because they perceive them to be “imposed course requirements, with no real meaning for themselves” (p. 59). I believe that reflection should not be imposed, and some authors go as far as to claim that in teacher education, RP is faked by students who, as part of their classes often must engage in written reflection about their teaching practicum, producing what professors want to hear to get better grades (Mann & Walsh, 2013, p. 299). As per Hobbs (2007), if RP tasks are to become institutionalized chores, this could result in superficial engagement and inauthentic reflection such as the so-called “fake evidence” of reflection.

The problem at the base of this inquiry lies on the lack of importance awarded to reflection reported by students in an EFL teaching program (Richter, 2014), the lack of time to reflect on practice in a world in continuous *mouvance* (Guillemette, 2017), the lack of professional development opportunities for EFL Mexican teachers (Roux & Mendoza Valladares, 2014), the lack of meaningful collaborative models of reflection (Mann & Walsh, 2015), as well as the shared feeling of isolation that many teachers experience after graduating from teacher education programs in Mexico.

The purpose of my inquiry was to learn about the possible benefits of reflecting on teaching practices with other professionals, joining together to look at one’s practice with new sets of eyes and resolve one’s puzzling professional issues. In my view, the need for the study was in terms of compensating for the lack of collaborative inquiries of RP in Mexico and to provide dialogic reflection (Mann & Walsh, 2017) with peers at the same hierarchical level. I wanted to provide a forum in which teachers would first analyse their practice with others and identify specific issues that they wanted to tackle for an action research (AR) project. This way, this professional development would not be imposed and would be based according to teachers’ individual needs after having done an analysis on what was problematic in their teaching. In my research, I wanted to see if and how collective reflection would emerge within a group of EFL professionals who freely chose to participate. I was interested in learning how collaboration between teachers might impact the reflective process and teaching practices over time. I wanted to see the result of a collective reflective inquiry process to analyse teaching practices, based on data-led descriptions with reflective verbatims, giving a voice to the participants. I was also interested in discovering what the introspective continuum would evolve during a collective accompaniment approach to RP. As per Godínez Martínez (2021), collaborative reflection in English language teaching enables “engagement in reflective procedures as well as in personal continuous professional development processes” (p. 1).

Therefore, in this study I intend to present a reflective model of analysis through collective accompaniment for EFL language teachers for tangible outcomes in practices, because of dialogic and collaborative RP. This type of collective RP process has seldom been documented in educational settings within Mexico. Although this is starting to change (Dzay Chulim, 2015; Godínez Martínez, 2017, 2018), it is worth noting that from a review of 116 studies on RP conducted between 2009 and 2014 in the field of TESOL teaching, Farrell (2016a) identified only two studies in the Latin American context, from Mercado and Baecher (2014), as well as from Banegas et al. (2013). With respect to reflective accompaniment, my quest was to inquire about the possible role of collective reflection on the analysis of EFL teaching practices. Hence, this article aims to examine the possible role of collective accompaniment on togetherness and belonging in a group of EFL teachers in Mexico.

Literature Review

Dialogic Reflective Practice (RP)

Dewey established the concept of reflective practice (RP) as a systematic and rigorous process of inquiry for problem-solving “through teachers’ deliberate thoughtful dwelling on a specific event, incident or situation” (Burhan-Horasanlı & Ortaçtepe, 2016, p. 372). He stated that thoughts build upon one another in a consecutive manner determining the next ideas building in the mind. He explained that “the successive portions of the reflective thought grow out of one another and support one another; they do not come and go in a medley” (Dewey, 1910, p. 3). According to Schön (1983), RP is the ability to reflect on actions by engaging in a process of continuous learning rooted in professional knowledge and experiences (pp. 102-104). RP has also been described as “a process which helps teachers make appropriate adjustments to their methodology, adapt and supplement materials and create as ideal as possible an experience for language learners” (Mann & Walsh, 2015, p. 17).

The importance of dialogic reflection, including discourse with others has been stressed in the literature on RP (Mann & Walsh, 2013, 2015, 2017; Walsh & Mann, 2015, 2019), as well as advocating for “a more dialogic, data-led and collaborative approach to reflective practice” (Mann & Walsh, 2013, p. 291). These authors have claimed that “RP is often presented as an individual process that does not foreground collaboration or participation in a community of practice” (p. 296), situating the value of working with others in carrying out reflection as often underestimated. Mann and Walsh (2013) referred to dialogic reflection process as a form of “discourse with self” (p. 297) for the act of sharing with others can greatly enhance individual reflection since “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction” (p. 297).

In their AR study in Mexico, Dzay Chulim and Mann (2017) emphasized that participating ESL pre-service teachers sensed the usefulness of collaborative and dialogic reflection “as an opportunity to feel accompanied in the process of reflection” (p. 16). They stated that dialogic reflection “also activated personal reflection, based on others’ comments and experiences” (p. 16) in which teachers felt supported while sharing their experience in teaching practice. Research focusing on collaborative RP while reflecting with others has been conducted by another Mexican scholar who says that “RP is a cyclical and gradual process that requires input and collaboration in order to ease critical reflection” (Godínez Martínez, 2018, p. 443). RP conducted dialogically with others “requires teachers to be ‘ready’ to break with routine thinking and fixed paradigms in order to take action according to what teachers may become aware of as a result of partaking in RP” (p. 443).

Mann and Walsh (2013, 2017) have stressed the importance of dialogic discourse to develop new RP dimensions clarifying that “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction and underestimates dialogic processes of collaborative reflection” (2013, p. 297). This idea of dialogue aligns with Hatton and Smith (1995), who presented dialogic reflection involving discourse with self and others going back and forth between the two modes of reflection. Furthermore, it resonates with Kumaravadivelu (2012) as he claimed that “teaching is a reflective activity which at once shapes and is shaped by the doing of theorizing which in turn is bolstered by the collaborative process of dialogic inquiry” (p. xi). As per Mann and Walsh (2017), a dialogic approach to RP “addresses the need for more spoken forms of reflection and for a collaborative, rather than individual, approach.” (p. 41). Likewise, they have argued that:

Any future repositioning of RP should emphasize dialogic collaboration and constructivist views of professional development. Developing experiential

knowledge, we suggest, is supported by collaborative discussion where thoughts and ideas about classroom practice are first articulated and then reformulated in a progression towards enhanced understanding. In this approach, reflection on practice does not occur in isolation, but in discussion with another practitioner. (Mann & Walsh, 2017, p. 2)

Collective RP is linked to peer coaching in the sense that peer coaching involves sharing equal responsibility between the parties “to build collegiality as teachers develop themselves professionally” (Richards & Farrell, 2005, p. 152).

The definition of RP adopted in this study is founded on social constructivism as “the act of stepping back to critically examine one’s operating modes and analyze, both individually and collectively, the acts and actions carried out in the course of a professional intervention” (Lafortune, Lepage, & Aitken, 2009, p. 91). Considering the socio-cultural context where ESL teachers are generally working in isolation (Houde, 2019; Houde & Richter, 2018), I chose a socio-constructivist approach bringing people together for analyzing teaching practices was chosen.

Collective Accompaniment for Analyzing Practice

Studies conducted with collective accompaniment as the one employed in this inquiry have guided and documented the adjustment of practitioners with educators in diverse school environment settings in Canada, Belgium, Switzerland, and France (Charlier et al., 2013; Gremion & Coen, 2016; Guillemette, 2011, 2014, 2017; Guillemette & Simon, 2014; Lafortune, Lepage, & Aitken, 2009; Lafortune, Lepage, Persechino, & Aitken, 2009; Lafortune, Lepage, Persechino, Bélanger, et al., 2009; Pallascio & Lafortune, 2000; Paul, 2015). The Collective Accompaniment Model (CAM) by Guillemette (2011, 2014, 2021) guiding the reflective process is designed to develop a bottom-up, socio-constructivist, organic reflective process moving from the inside-out. This model allows participants to engage in collaborative analysis as an instrument to carry out AR. RP supports practitioners when analyzing practices to bring unarticulated concepts to consciousness and possibly adopt positive changes (Farrell, 2013). The approach fosters the co-construction of new knowledge and awareness, therefore creating a shift in thinking. Moreover, the accompaniment model provided a sequenced framework allowing reflection to emerge with other colleagues.

Because of its nature, collective accompaniment follows a socio-constructivist approach based on engaging in discussion to construct new knowledge together with others. Lafortune, Lepage, and Aitken (2009) clarify the socio-constructivist perspective by positing that participants “structure their knowledge about the change and develop accompaniment skills through their interactions with the accompaniment provider and their peers” (p. 93). Lafortune and Deaudelin (2001) have provided the following explanation:

Socioconstructivist accompaniment is [a support measure used] to build accompanied persons’ knowledge through peer interaction. This type of accompaniment entails monitoring and continuity. From a metacognitive and reflective viewpoint, [it] aims to encourage activation of previous experiences in order to foster knowledge building, to encourage sociocognitive conflict and profit from any conflict that arises during discussions, to co-construct in action, to highlight conceptions to take advantage of awareness of certain constructions. (p. 200)

Collective accompaniment has been used to analyze and adjust practices to implement long-lasting changes in educators' professional lives. During this process, participating teachers develop an action plan through AR to implement changes in their professional lives. Lafortune and Martin (2004) represent the socio-constructivist accompaniment process as a continuum where prior knowledge and professional expertise are transformed into new knowledge and new understandings to transform beliefs and practices. A new awareness is created through analytical reflection, allowing for a shift in perspective, leading to the adjustment of practices. The idea borrows from Vygotskiï's (1978) "Zone of Proximal Development" by focusing on a "puzzling" situation in current practice and moving towards a *desired* outcome to optimize pedagogical activities (Guillemette & Tardif, 2016). Starting with an issue that calls for attention in teaching practice, educators develop an action plan in their teaching context.

Author's Context

The present inquiry was situated in Central Mexico, where I have been working as a full-time professor in a public University since 2011. This study was part of my doctoral research. Previously, I had obtained a BA in psychology, and a master's in education with a focus on EFL language teaching. The participants who partook in my doctoral research were previously known to me, as they had completed or were completing a BA TESOL where I have been teaching, although not all of them had been my former students. Socio-constructivism was the basis of my inquiry because of my education and beliefs in creating better societies by engaging and collaborating with others.

Methodology

Qualitative Inquiry and Action Research (AR)

The objective for this inquiry was to look at how collective accompaniment might provide an operational framework for conducting RF collectively. The guiding question was "What are the contributions of other colleagues' interactions to support reflective practice via collective accompaniment with EFL teachers in Mexico?" My research called for direct contact with the research participants who shared reflection about their teaching practice. An AR (Lewin, 1946) methodology was indicated to see the effect of collective reflection on practices to analyze, document, accompany, and carry out the research process to implement changes in EFL teaching practices. The collective accompaniment process worked as a bottom-up approach for developing collective analysis dealing with individual's issues, working from a qualitative paradigm.

For this research inquiry process, I employed a qualitative perspective of analysis "to extract meaning from narrative discourse" (Paillé & Mucchielli, 2016, p. 13). The research design, based on a qualitative paradigm, included gathering, analyzing, and interpreting data from narrative information, focussing on narrative data using inductive and iterative techniques such as categorical and contextualizing strategies resulting in thematic analysis (Teddlie & Tashakkori, 2009, p. 6). An epistemological stance based on socio-constructivism and interpretive science contrasted well with the traditional or positivistic science (Kemmis as cited in Reason & Bradbury, 2008, p. 124), meaning that participants' voices and narratives were the basis of my study. The research method called for AR involving social change, proceeding "in a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding, about the results of the action" (Lewin, 1946, p. 38). In conjunction with Hall (as cited in

Anadón & Savoie-Zajc, 2007), the process of the AR included discussion, questioning, and analysis. AR is defined as:

A participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory, and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. (Reason & Bradbury, 2008, p. 4)

AR was a systemic process for contributing, studying, collecting data, and analyzing changes in a social setting. As Stringer (2014) claimed, it “is necessarily based on localized studies that focus on the need to understand how things are happening, rather than merely on what is happening” (p. 36). It has been implied that RP research within a positivist top-down approach falls into an “interventionist nature with generalizable and linear conclusions and implications for participants’ practices” (Godínez Martínez, 2018, p. 443).

Collective Accompaniment Model (CAM)

As the accompaniment facilitator and the researcher, I conducted the sessions guiding the reflection, facilitating exchanges, and managing turn-taking to carry out the framework of the CAM. This procedure was achieved in a setting in which listening, questioning, and giving feedback ensures common comprehension of the ideas shared (Guillemette, 2014, 2017, 2021; Guillemette & Monette, 2019; Guillemette & Simon, 2014). As the facilitator, my role was to listen actively, direct the questioning period, give feedback on what was presented, check for shared understanding, summarize information, and at times, explain theoretical concepts to understand teaching practice. Moreover, as the facilitator, I was responsible for setting up, preparing, organizing, and scheduling the group sessions and ensured that the procedure was streamlined and effective. As the teachers analyzed aspects of their professional lives, the reflective process inherent to the model provided a structure designed to deepen collective and individual reflection. I need to emphasise that listening is an integral part of the collective accompaniment process on two distinct levels, listening to oneself and to others. Listening to oneself verbalizing and exploring teaching situations while at the same time listening to others to undertake a metacognitive posture on your practice allows professionals to understand their practice better.

As per Guillemette (2014, 2017), the accompaniment model follows a particular sequence going from:

1. Preparation: preparing the group at the start of each session.
2. Presentation: to having one participant present their teaching situation, which is in turn divided into 4 moments called axis.
3. Introspection: to closing each session with a collective introspection and individual integration.

After the initial preparation at the start of each session, the second stage, called the presentation stage of this accompaniment model is the most important as it is the moment when one participant’s practice is being collectively analyzed, and each Professional Intervention Project (PIP) is developed (Guillemette, 2014; Guillemette, 2017). Within the first axis, a participant presents their teaching situation and analyzes their practice to make a systemic

diagnosis of where they stand at that moment. The situation is also interpreted by identifying the gap between the present and the desired situation.

The initial presentation of each PIP usually takes between 1½ to 2 hours. The information gathered serves to develop the teacher's intervention project which becomes their individual AR project (Guillemette, 2017). The PIP is the main instrument to keep track of the practitioner's progress, guide the initial questioning, sustain reflection, and name actions for the adjustment of practices. The PIP provides an overview of the progress in the teacher's practice, and the different elements and resources that play a role in adjusting practice. Once the analysis of a participant's individual practice has taken place, the participant moves into the implementation of their AR project (see Appendix A).

Participants

For this study, collective accompaniment was employed to co-construct knowledge with nine EFL teachers in Central Mexico. The teachers had already graduated or were in the last year of the Bachelor of Arts (B.A.) in Teaching English to Speakers of Other Languages (TESOL) program at a public university. The teachers participated voluntarily as part of their own individual professional development. They were recruited by sending over 200 email invitations to former B.A. TESOL students at a university in Central Mexico. Emails were sent to the respondents, and a cohort was created in accordance with the participants' availability and schedule. The participants were met individually or in small groups to explain the research project before the first collective accompaniment session.

The criteria for participating in the research was to agree with the ethics of the study, to be willing to participate in monthly meeting over a 6-month period, to be teaching EFL at the time of the study, and to be enrolled (3 participants) or to have graduated (6 participants) from a BA TESOL program at a public university in central Mexico. The participants were chosen on a first come first served basis according to their availability to start the sessions at a fixed date. They had different years of EFL teaching experience ranging from 3 to 15 years, at all levels from kindergarten to higher education. Their issues in practice ranged from feeling pressured to cover all class materials, dealing with mixed language levels in their groups, giving clear instructions, students' engagement in learning, learning differences and special needs learners, students' oral production and confidence in speaking English, difficult social context, code switching in class.

A conducive meeting space with an oval table was used to ensure direct visible connection and privacy to foster trust to allow for participants to feel secure. The participants had to sign a consent form to take part and keep confidentiality. They committed to not divulging the information shared during the sessions. An open, caring, non-judgmental environment was established in the meetings (Guillemette, 2014, 2017, 2021). Third-party approval was secured from McGill University Research Ethics Board (project REB # 471-0417) to ensure ethical research practice and protect participants' safety, privacy, and confidentiality.

Context and Setting

The collective accompaniment sessions lasted three to five hours, once a month, for 6 months. There was no compensation except for a light lunch and reimbursement of transportation fees to partake in the sessions. Some participants traveled over an hour to attend the research site. Some of the participating teachers lived outside the data collection site, and a few teachers missed some of the sessions. The absence of a few members did not infringe on the reflective process for the participants who were presenting their PIP at each session as other

members were involved in the reflective process. The CAM allowed them to partake in individual and collective accompaniment to carry on their action plan to improve their practice, showing a “growth mind-set” (Dweck as cited in Hall & Simeral, 2015, p. 19). According to Hall and Simeral (2015) “by truly becoming engaged in the growth process, we can build our capacity for success as both reflective practitioners and instructional deliverers” (p. 19). Some participants did not miss any of the sessions as they were fully engaged in the project.

Data Generation and Collection

Several tools were used to collect data for this study; nonetheless, the main instrument was the PIP with the verbatims from teachers sharing their professional situations. The tools for gathering data included collective spoken dialogic (Mann & Walsh, 2017) methods, PIP, individual and collective introspection reports (Guillemette, 2014), 24-hour reflective reports (Houde, 2019). The instruments employed to collect data were as follows:

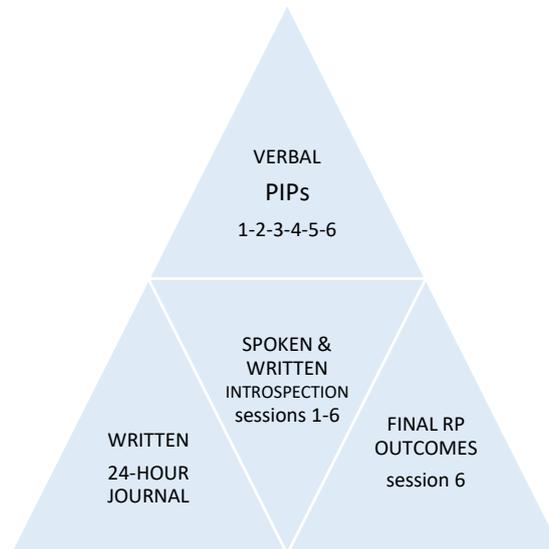
- Professional Intervention Projects (PIPs) shared verbally by the participants during each three to five hour CAM sessions depending on if one or two participants presented their PIP (audio-recorded, transcribed, and analyzed for each presenter). There were six different CAM sessions in this study. The data were the transcribed narrative as verbatim from the audio transcriptions of each session.
- Participants’ introspection-integration shared verbally with the group at the end of each CAM session used to follow participants’ progress in the reflective process. The data were the transcribed narrative as verbatim from all the participants’ contributions after PIP presentations and sharing if and how each PIP affected their thinking about their own teaching practice. I asked the participants the following questions. Where do you stand now in the analysis of your own teaching practice? What are you thinking about your teaching practice? What direction would you like to take now?
- Participants’ individual written introspection-integration reports filled out at the end of each CAM session. These included what the participants took away, what they would like to work on, and reinvest in their practice. The data were the written reports from each participant. In the reports, I asked participants to complete sections such as the following: this is what I understand or learned from what was presented, analysed, and discussed today, or this is what I would like to deepen or explore further in my understanding of the EFL teaching practice.
- An AR plan created during the CAM session and sent in writing within 24 hours of a completed CAM session sent by the person(s) presenting their PIP. No special format was required to develop this plan. In this case, the data collected were the emails sent the day after the CAM session occurred. The length of the action plan varied for each participant, and the goal was to lay out an AR plan for the PIP after discussing issues and developing a plan during the CAM session.
- Final presentations during the final CAM session to account for the impact on the EFL teachers’ professional practices and the results of their participation in the research study. This account was shared by each participant during the last session (audio-recorded, transcribed, and analyzed for each participant). The data were the transcript from that session. Each participant summarised in about 10 minutes what the impact

of their AR project had on their teaching practice. This was a reflection of their individual PIP.

The data collection instruments are represented in Figure 1.

Figure 1

Data Collection Instruments



Data Analysis

I dealt with the process of data coding and analysis to create categories in terms of similarities (generic invariants) and differences (contrasts and specificities) allowing me to make sense of the information I gathered (Guillemette, 2014; Paillé & Mucchielli, 2016; Teddlie & Tashakkori, 2009). This process allowed me to let the data speak about RP to answer the research question. As per Saldaña (2016), I used codes as “most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 4). When I was working with the qualitative data, I created codes for each category to organize the data. I worked in the same manner for each type of data set. As per Saldaña (2016), I worked with codes referring to “a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes” (p. 4).

My AR project being a collective accompaniment facilitator developed gradually over the course of the study. I will now explain how I worked with the data I collected during the study:

- At each monthly CAM session, during each participants’ presentation, I took notes about the emerging topics and events in my researcher’s journal. I noted down what was being presented to keep track of the issues to help me summarize the situation better. Between each session, I also used my notes to reflect on my role as facilitator.
- Immediately after each CAM session, I had an assistant transcribe the recorded group sessions.

- I reviewed individual participants' introspection reports filled out by hand at the end of each CAM session. I highlighted the salient topics of interest from each report.
- I read and printed the 24-hour action plan sent to my email by the CAM presenter during the previous session, and I highlighted the emerging topics about the participants' professional goals.
- I went through the transcripts and prepared myself for the next session by listening to the audio recording and reading each transcript once or twice.
- As the CAM facilitator, I prepared myself for the next session by analysing and planning my interventions and questioning techniques for each stage and axis of the CAM.
- As the CAM facilitator, I met regularly with one of my supervisors to refine and improve my interventions.
- I followed the same procedure every month after each CAM session.

I organized the written/individual reflection and spoken/collective discourse into separate documents for each participant, according to the different data collection instruments as per Figure 1. For each participant, there were different moments when the data were collected over 6 months:

- Each data instrument was transposed into Word documents, and each one was uploaded on the MAXQDA software.
- For each participant, over the course of six months, I ended up with six different word documents (basic participant information, CAM presentation, introspection report, 24-hour action plan, final session sharing impact of participation, final questionnaire).
- I treated each data set the same way and coded them in the same manner on my way to themes.
- The deep coding process on MAXQDA was done more intensely over 3 to 4 months.
- I started by assigning imposed codes to data segments from two distinct reflective frameworks (Farrell, 2014; Guillemette, 2014) to analyse the types of reflection emerging through time.
- Then, I developed new codes to match foreign elements from the two imposed frameworks.
- Gradually, I noticed similarities between specific codes and categories, and I created emerging themes. For example, a category called reflection from peer comments became part of togetherness and interconnectedness (see Figure 1).

More specifically, I followed steps when coding text segments while operationalizing the coding scheme¹. It was essential to ensure the text segments were long enough to get the whole context of where the data was from when rereading them. I underlined, used bold text, and highlighted with colors when reading the data, which was helpful as it gave extra information. I realized that it was easier to have more rather than fewer coded segments because I could delete them when revising my codes once I retrieved them, which was easier than going back and looking for the missing information. I linked some of my coded segments with other

¹ https://study.sagepub.com/sites/default/files/MAXQDA_Silver%2BLewins2e_Ch9_Step-by-Step.pdf

existing codes to look for patterns in my data. A total of 8382 coded segments from the 24 documents analyzed allowed me to see the data from various angles. I used a word search to retrieve 3402 keywords. While revising the coding scheme, I went back and forth to the data until I could not see any new ways to code. Having time and space between the collective accompaniment sessions and the coding allowed me to come back with new and fresh perspectives. For the initial coding, I followed the Kuckartz's (2014) strategies and I read the text entirely to get an overview; then, I analyzed the text with the focus on the research question and looked for relations between categories and the research question; after, I highlighted, used bold text, and underlined the keywords, phrases, and concepts; I marked and noted down valuable segments; I identified segments that were difficult to understand and verified those with original data; I examined the formal aspects and structure of the text and broke it down in smaller chunks; I identified the internal structure of the text like paragraphs, pauses; and I drew attention to the general progression of the text. I created categories to organize the data and answer the research question. The coding system is presented in Figure 1.

Regarding participants' interactions supporting reflection, this coding was deductive-inductive since this category was imposed. My intention was to find data related to the influence of participants' interaction. The sub-topics emerged as the segments of data were coded. For instance, codes like the ones used in Figure 1 were created when I was analyzing the data:

Figure 2

Codes on Togetherness and Belonging (interconnectedness) for the Research Questions

3.1 all codes q2- - collective interaction integration	191
3.2 evidence of CAM on personal reflection spoken-written	22
3.3 inter-connectedness- - I'm not alone- relating to peers	10
3.4 feeling connectedness-related with others	40
3.5 impact of participant's situations on others	56
3.6 working and reflecting in collaboration with others	22
3.7 collective influence - peer repercussion	93
3.8 reflection from peer comments	17
3.9 impact of the collective process on reflection	15
3.10 fiche introspection specific interactions that guided me	30
3.11 impact of interaction and questioning on reflection	12
3.12 role of multilogue for sharing with others	14
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Now that I have expounded the methodology, context, participants, data coding, and analysis process using the software MAXQDA, the results from the contribution of other participants' interactions which supported reflection via collective accompaniment, will be exposed. The results from the analysis are organized into themes derived from my data analysis.

Rigor and Ethics

After an initial information meeting to introduce the project, the study was launched. Participants were informed that there would be monthly meetings for a period of six months.

Since the project aimed to develop professional practices, the teachers were receiving a direct benefit in their professional lives. Participants were free to leave and disengage at any given point of the process. There was no monetary compensation for the participants. A light lunch was provided and coverage of transportation fees to take part in the sessions. Some participants traveled over an hour to attend the research site, once a month for seven months. As some of the participating teachers lived outside of the data collection site, some teachers missed some sessions. The absence of these members did not infringe on the reflective process for the presentation of the PIP at the sessions, as the members present were involved to partake in the collective reflective process.

The CAM allowed them to receive individual accompaniment to carry on their action plan to improve their practice, showing a “growth mind-set” (Dweck as cited in Hall & Simeral, 2015, p. 19). According to Hall and Simeral (2015) “by truly becoming engaged in the growth process, we can build our capacity for success—as both reflective practitioners and instructional deliverers” (p. 19). The participants were committed and engaged in the project. To protect the participants’ identities, the names of the nine participants were changed, and pseudonyms were given to keep confidentiality and their identity unknown (Alexis, Sasha, Montse, Noah, Ariel, Yael, Francis, Cris, and Joss).

Results and Findings

The collective accompaniment sessions allowed for the emergence of dialogue, enabling the thought process to evolve by generating deeper and further reflection. The sharing also promoted a sense of belonging and security among the participants, who helped analyze teachers’ practice to reach high levels of complexity and understanding. The research question was: What are the contributions of other colleagues’ interactions to support reflective practice using a collective accompaniment process with EFL teachers from a B.A. in Teaching English to Speakers of Other Languages (TESOL) in Mexico”? This section of the results presents the main findings for the question on participants’ interactions categorized into the following four themes:

1. Evidence of dialogic interactions
2. Depth of introspection
3. Sense of togetherness and belonging
4. Mutual support for the emergence of reflection

Evidence of Dialogic Interactions

The data brought evidence of dialogic interactions fomenting reflection. The analysis revealed that the role of interaction with peers as a dialogic process allowed for co-constructing learning and provided a depth of reflection. This socio-constructivist environment created a multi-layered perspective during the reflection process for teachers involved. The reflective process was co-constructed with peers’ support, on the same level, as equal partners, by listening to each other’s puzzling situations. For instance, colleagues asked open and non-judgemental questions to promote in-depth reflection based on their individual teaching experience. I am presenting results to show reflective accounts and provide evidence-based data on the impact of interaction on developing reflection.

Noah shared thoughts concerning the influence of interacting with others while reflecting on practice. She expresses the benefit of sharing with and listening to peers to allow her to view practice differently. In the following excerpt, she talks about other colleagues’ intervention via questioning, triggering separate issues.

NOAH (P4J): Listening to others' experiences give me ideas for my own teaching practice. I can say that I really enjoy this practice. I can say that it is hard for me to open myself to others; so, to some extent, the experience I had yesterday during the session, it was kind of stressing. Nonetheless, I can say that having shared my situation and after listening to the comments and questions that the rest of the group made, it has helped me to realize that there are other areas where I need to pay attention, to see what is happening and find the source of this situation (giving instructions). (PIP4-P4J, 24h-reflection, p. 5)

NOAH: The question that I found very helpful was the one that Joss made about having the time to implement ludic, reflective, or meditative activities with students. She also mentioned something about emotional intelligence, which made me think about the need to start including not only academic activities [...] which is something that could be the key point to have a good rapport with them. To be honest, I had never thought on this possibility which I think it can be very useful. (PIP4-P4J, 24h-reflection, p. 6)

Noah says that from comments and questions that colleagues contributed, she saw new areas of opportunity for her practice. So, peers who have lived similar experiences have a unique perspective to focus their attention on other colleagues' challenging situations. As Noah related, reflection could progress on a deeper level when shared with others (Burhan-Horasanlı & Ortaçtepe, 2016).

On the other hand, Cris reported how she sometimes felt disconcerted in the same manner as another participant. She discussed how a question asked by a group member made her reflect differently on teaching. She emphasized the importance of dialoguing with others to facilitate reflection.

CRIS: my most significant reflective moment was when Ariel was telling about her context, I felt that she was kind of overwhelmed, and then she said that word. I sometimes feel the same way. And when Ariel asked, "What happens with students who understand instructions and the others don't"? it was a great question because we sometimes as teachers don't realize that we have good experiences too, and in some way, we have the answer. We just need to dialogue. (PIP3-P5A-introspection, p. 34)

Cris recalled feeling a shared experience with another teacher through a question asked, speaking to our connection with professionals who have similar experiences. The idea that colleagues were able to contribute with questions to view issues from different angles conveyed a rich lens for looking at problematic issues. Other colleagues saw things from different perspectives and could help peers analyze their practice from alternative viewpoints. It appeared that the feeling of isolation and being unsure how to deal with puzzling issues alone were elements that ESL teachers experienced frequently (Rodgers, 2002; Schön, 1983). The dialogue allowed for answers to arise from within, as professionals know their context better than anyone else.

The questioning approach that emerged from the guided accompaniment allowed for shared leadership between the group members as all the participants had the opportunity to take part in the collaborative dialogue. The way the questions evolved contributed to focusing on reflection for action and to bring renewal in practice. The type of questions asked facilitated

taking a systemic view, first as a macro posture looking at the general context, and then taking a micro posture by looking more closely at the existing sub-systems (Guillemette et al., 2015, p. 53). This view of inquiry with the participants during the CAM is showing reflection as “higher order of thinking” (McTighe & Wiggins, 2013) or meta reflection, which is beneficial for bringing adjustments in teaching practice.

In this following excerpt, Sasha clarified that having another participant answer her own question made her take a new stance on actions that can be implemented in her classroom context. This type of positioning can be enhanced through the collective process of questioning and dialoguing.

SASHA: My most significant reflective moment or realization today was having Yael answering my question about putting theory versus practice. It made me reflect about something I can do in my context and classroom. My final reflection is to try to find what better works for me and try to adapt in my teaching context, students, and environments. (PIP2-P6I, introspection, p. 7)

Sasha mentioned that reflection seemed to be best achieved with others under this collective reflective process in a dialogue with others. As expressed by this participant, the outcomes of shared reflection were beneficial as the collaborative nature of the group enabled her to share critical incidents so she could analyze and interpret them with peers to generate solutions (Farrell, 2016b).

Depth of Introspection

One of the most meaningful pieces of data concerned the depth of introspection emerging from the participants’ interactions. The role of dialogue brought a depth of introspection, as exposed by Francis who described that she tended to be a solitary and lone reflective practitioner because of issues related to her age and fear of being negatively judged or criticized. The day she presented her teaching situation, she expressed that she had discussed complex issues with one colleague but then stopped sharing because she felt criticized by this colleague. To benefit our practice, the act of reflecting with others needs to be carried out with people who we respect and trust. Francis recalled an earlier discussion with a work supervisor where she felt judged and unsupported:

FRANCIS: She told me: how do you feel now? I just said: it’s going well. So instead of opening more, I decided to close. Ok, I am not going to say anything because she’s going to judge anyways. Other than that, I didn’t really say to her like I felt bad because what she said to me. She has said to me that I am very sensitive so, I don’t know, I decided to look strong in front of her, not to open. (PIP1-P7E session, p. 107)

Later, she explained quite eloquently the impact of the collaborative accompaniment process on her, as a person who used to prefer to reflect alone and not share her issues in practice. She expressed that RP should not be just a lonely process as she had mostly experienced and conveyed how the CAM allowed her to open to others:

FRANCIS: What I learned from this was to reflect in a group. I tended to be a very lonely person in the sense of reflecting or sharing the things about my teaching, because of judgmental things or like because of my age, I always found older teachers or more experienced teachers to come and tell me what to

do, but that's not the way I think reflection should be. After these sessions, at least I learned that it could be. Reflection can be done in a collaborative way, and it doesn't need to be just a lonely process but maybe something that you have thought before over a month or well, maybe when you were teaching a certain topic or whatever, something came out then you come here, you listen to different comments, and that makes sense, and I don't know how to explain it, somehow, some comments of my colleagues helped me to relate what I had previously reflected on, my colleagues here, my partners. That helped me a lot. (PIP1-P7E, final session, p. 9)

This account demonstrates the role of the CAM on this participant supporting the benefits of co-construction and dialogue between colleagues instead of receiving advice. Francis stated clearly that the fact of being with colleagues at the same level made her feel safe to open and share her thoughts. Professionals sharing issues and reflecting with others in this way find support to find answers to issues in their unique context. The collective accompaniment impacted teachers, whether they presented their PIP or acted as accompanier during sessions (Houde & Guillemette, 2020). Taking part in the group dialogues and "participating during collective sessions allows for reflection to emerge for all participants involved" (Houde & Richter, 2018, p. 326).

Another participant, Yael, made a clear contribution regarding the role of collective reflection in deepening one's introspection, by viewing teaching practice with a new perspective. He was referring to the gap between theory and practice:

Yael: Something that I believe that I took out of this I don't think it is a good thing or bad thing, but I'm becoming more critical. And I start to question a lot of theory, practice, and I don't know to what degree I should do it. Because as I'm reading theory I come across, different concepts, and I question them. (PIP2-P6I final session, p. 4)

The literature concurs with the data of the research participants' voices concerning the impact of the dialogic process in promoting a depth of reflection. The results discussed in this section explored the critical role of interaction with others in a dialogic process while co-constructing learning to allow for thoughts to emerge and flourish.

Sense of Togetherness and Belonging

Another theme for the research is developing a sense of togetherness and belonging to a community of practitioners. Additionally, a sense of belonging emerged from the support received and given by the community of practitioners. The subsequent argument from the data analysis concerns the support given, felt, and received by-with-for colleagues who put themselves in each other's shoes to understand their respective teaching situations. The sharing of situations and experiences allowed for professional growth to flourish from the interaction between peers. Participants frequently mentioned the positive role that the collaborative reflection served in their thought development and their feeling of belonging to a group of peers that could understand their professional reality. Belonging to a community made EFL teachers feel connected and not alone as there was mutual understanding, support, caring, and empathy about their existing situation.

The support given, received, and felt from others, along with empathy towards each other's situation, created a safe place for teachers to open and trust each other, allowing for a meaningful level of reflection as it was mentioned by Francis earlier. The confidentiality, trust,

non-judgemental attitude, acceptance, and active listening allowed the participants to tame into new levels of reflection and reflexivity, emphasizing “the mirroring of practice and undertaking a self-analysis” (Farrell, 2016a, p. 224). This sense of togetherness became particularly evident during the third session, when an atmosphere of unity was felt as everyone was consciously engaged and fully present. A considerable level of acceptance and empathy was sensed in the group.

During this session, Ariel explained her difficult issues in teaching. At times, it was emotional as she was recalling sensitive situations with her students which highly affected her. The group became very attentive and supportive. In her action plan to prepare her AR, she later recalled her experience from the session saying the following:

ARIEL: Leaving the session with the feeling I have clear objectives in mind and also having them written down was important for me. That new and overwhelming situation was broken down into achievable goals. It took the form of small steps to solve a problem, so to speak. I could realize how this context will be a source of learning and teaching to occur not only for my students but for me as teacher too. Facing this situation, took me out of my comfort zone and it is forcing me in a good way to develop my teaching practice more. I also feel confident about the path I am taking because some of my colleagues felt identified with me and my context; some others expressed a sense of approval and interest. All of this helped me to change my attitude. At the end of the session, I was more enthusiastic and positive about my challenging teaching situation, and I felt reassured and motivated to keep going. (PIP3-P5A 24h report position: 9-12)

The level of respect and understanding created an opportunity for opening, personal growth, and self-development in which a community gradually developed and evolved. Mutual respect, a non-judgemental attitude, openness to others, attentive listening, sharing of situational context, questioning for understanding and creating sound reflective thoughts, caring, and empathy for others were apparent in the sessions.

Likewise, Joss shared the feeling of being supported by colleagues in the group, which helped her cope with feeling overwhelmed in her teaching practice, which was a positive counterpart of the collective accompaniment process. During the presentation of her PIP, Joss shared difficult and sensitive situations and fragile contexts in her teaching. She was seeing situations with new eyes, trying to bring positive changes in her teaching. The notable element comes from the fact that Joss felt the support of the group and did not feel alone. After her presentation she shared this extract:

JOSS: Even though I felt overwhelmed in my teaching practice, it helps me also to feel more supported with my colleagues, and to be part of a teachers’ community. (Final session, p. 59)

This data segment seems to indicate that the collaborative reflection conveyed a feeling of interconnectedness, possibly growing out of the dialogic process. Feeling accompanied during the reflective process may have contributed to creating a safe and supportive community. Several participants mentioned the importance of participating in an environment free of judgment, allowing them to open internally. An example is included where Noah discussed how the trusting atmosphere created within the collective accompaniment allowed her to communicate puzzling teaching situations. She reported how supported she felt, which was consequently conducive to opening and reflecting on practice. Noah, who had shared how

difficult it was to open to others, felt well accepted in the group. This comment supports how meaningful it is to establish connections with others in an atmosphere of respect to foster unwrapping issues that are unknown and hidden from others and ourselves:

NOAH: For me this space, it was really enriching, as I mentioned because it helped me to try to open up a little more (nervous laughter). Also, because all the sessions were very respectful, non-judgmental (voice breaking) and I don't know. I really admire all of you because your work, and that's it! (The participant stopped talking because of emotions raising; PIP4-P4J final session, p. 12)

This extract brought moving and soulful feelings of intense emotional connotation, during which the participant had to stop talking to manage deep feelings. The element of togetherness is entangled in this segment of the data.

In accordance with the CAM, ethical rules were reiterated at the start of each session and were followed diligently. They included respect for differences, confidentiality of information, privacy of exchanges ensuring a relationship of trust, honesty, and openness (Guillemette, 2017). Above and beyond the ethics rules, the CAM supported the analysis of practice and the development of reflexivity from a perspective of benevolence allowing for adjustment of practice (Guillemette, 2017). Benevolence refers specifically to how we pay attention to others, namely from the standpoint of respect for differences, solicitude, and altruism which is what the participants shared in various occasions during the research process.

Mutual Support for Emergence of Reflection

The last theme is regarding mutual support enabling the emergence of reflection. Some authors validate the discourse held by the research participants about feeling supported and interconnected. Kissau and King (2015) observed that sharing content area expertise and working “together in a non-judgmental, supportive manner, encouraged a mutually beneficial partnership” (p. 158). On the other hand, Mann and Walsh (2017) stated that there are “benefits to be gained from belonging to a professional group, where reflections are likely to be of interest to all involved and where there are opportunities for the sharing of practice” (p. 123). Moreover, they claimed that having a common purpose and a defined context brings positive aspects to the collective reflection as “the advantages are increased when there is a common purpose for the group and when the context is clearly defined (p. 123).

Alexis, one of the participants, explained how the group allowed her to feel connected with others. Knowing that other teachers were going through similar experiences helped Alexis feel reassured. Sharing experiences with other teachers made her feel that she belonged to something bigger, and she mentions not feeling alone, as well as feeling sounder and reenergized by the group. She said:

ALEXIS: Well, it also gave me a sense like, you are not alone with these issues in the world. It doesn't matter the experience or the age you are, there is always problems or issues that are all the English teacher share. Like, they are counting in their teaching or in their daily teaching a process. So, it makes me feel like it doesn't matter what I need to face next year, I know there is going to be somebody else that is suffering the same situation, so it's going to comfort me somehow. (PIP1-P7E session, p. 232)

It is interesting to note the sense of comfort that Alexis pointed out. She later continued emphasizing the reassurance she felt by the others in the group. She was able to laugh about it and realised she was not alone going through puzzling issues in her teaching:

ALEXIS: When I heard your experiences, your contexts, your knowledge, it was like well, one of two, I'm not that wrong, or well, these are crazy too! But well then, now I'm not alone. I could gather with my crazy colleagues and feel so good. But, no, I found out that even if it's really hard to swim against the current, it's worth it, it's worth it. And it really helped me to put my ideas in order. It really helped me to recharge my batteries and to find out that I'm not completely wrong. (Final-session, p. 148)

Alexis described that belonging to the group made her feel that she was not wrong in her way of thinking. She could regain energy and put ideas in order from taking part in the sessions. She displayed the dimension of mutual support and belonging to a group to support her reflection process.

Francis, whose PIP was presented in the first session, conveyed an awareness about feeling connected to the other EFL colleagues in the research group. This point is critical, as reported by Francis: since colleagues were in the same profession, it was different from talking to people who are not EFL teachers. In the following extract, Francis mentioned how her coordinator made her feel. The two examples show a different positioning in terms of the support Francis felt in both contexts:

FRANCIS: This is something that I can't say to my coordinator or to my co-workers or to my family. My parents are teachers, but they are not English teachers. So, if I have someone who are, who is an English teacher, I feel much more comfortable, like you know my reality you know everything, yes, my struggle. (PIP1-P7E session, p. 208)

Here, Francis is referring to her coordinator at work:

FRANCIS: I think that's like those are some of my concerns; like everything that I do, usually she knows, she knows everything like Ok, you did this right. Fulanito (meaning anyone) told me that you did this in class or like everything that I do, she judges it in a way. And that makes me feel uncomfortable. (PIP1-P7E session, p. 17)

In touching upon not feeling supported and a sense of “unconnectedness,” I would like to point out the role of accompaniment in creating connections precisely since accompaniment² is “the idea of joining the other and offering support by nurturing each other's potential” (Guillemette, 2014, p. 63).

I have introduced the finding from the emergent principle in relation to the role of belonging and support in building reflection within a supportive community of practitioners in which participants can open themselves to analyze their practices. As it was conveyed by the participants in this research, the act of sharing with others enhances individual reflection because “learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction” (Mann & Walsh, 2013, p. 297), as a “dialogic process of

² L'accompagnement se définit par « l'idée de se joindre à l'autre, de le soutenir, mettant en lumière l'idée de favoriser le potentiel de l'un et de l'autre » (Guillemette, 2014, p. 63)

collaborative reflection" (p. 297). The findings from the participants' contributions emphasized the importance of becoming involved in an aural discourse with others through collaborative processes to promote self-development.

Discussion

In terms of what was previously known and not known about the focus of this research, the findings show that the CAM was an effective tool to provide a space and time for a collective forum that supported RP with EFL teachers in this Mexican context. As aforementioned, this accompaniment model had not been previously used to work with EFL teachers anywhere, let alone in Mexico. Moreover, this study allowed Guillemette's (2014, 2017, 2021) model to be implemented and documented for the first time in Mexico.

The limitations of this study were few. The implementation of this model had not, thus far, been applied to other Mexican research contexts. It is critical to keep in mind that participants need to fully commit and engage in reflecting on their professional lives in any enactment of the CAM. The novelty of the process, which gives a voice equally to each participant, the rigorous ethical rules, and the set structure made the participants feel somewhat awkward about intervening at first. Breaking away from expectations of hierarchical positions, where the expert in charge is supposed to regulate all the knowledge, and the participants are not given valuable roles and spaces to contribute with content knowledge, should become a priority in professional development in Mexico. Working from bottom-up approaches instead of top-down models should become more available in teacher development programs in Mexico.

The large quantity and the quality of the data gathered in this process do not allow me to present and cover everything. Because of the nature of AR and the fact that it deals with human beings, the reproducibility of the results cannot be assumed. The goal is not to generalize the results but to understand social phenomena by focusing on change and action within the research context. Describing possible transfers of the results can usually be done, but it is not the objective in AR. As interpretative scientists, AR researchers must focus on understanding the studied phenomenon holistically and comprehensively to analyze human behavior objectively.

When studying human conduct and meaning making, the aim is to produce new knowledge about people's practices and how these practices show observable evidence and outcomes. Generating results can be done by reproducing the same types of studies and seeing whether observable results are reproduced. One must leave subjectivity outside to take an objective stance to comprehend the observed phenomenon. In AR, the goal is not to measure or find one truth but to better understand the object of study and its conduct. Human studies are complex because people are complex and ever-changing, which is the reason why it is not possible to generate generalizable or transferable results. Many variables and factors interplay in producing human behaviors, but this does not prevent the possibility of reaching conclusions. It only makes it more a challenging and worthwhile exercise. The AR researcher must participate positively in co-constructing with others in bringing change and at the same time take on an objective position when collecting data and evaluating the results of the investigation throughout the development of an inquiry. One needs to have the capacity to stay neutral and take a meta-posture to understand the data better.

This research's theoretical and practical implications are essential for researchers and instructors working with pre- and in-service EFL teachers in Mexico. The purpose of collective accompaniment is to guide and support teachers during RP in an open, caring, benevolent, non-judgemental setting, creating trust and respect between the participants for reflection to emerge. The direct value was to support EFL teachers who had completed or almost completed the LEI

program in teaching EFL at a public university in Central Mexico and were looking for ways to enhance their practice. The collective accompaniment, along with the tools of questioning, listening, and offering feedback, served to support RP, develop effective action plans, and improve ESL teaching practices in Mexico.

The findings could have implications for EFL teaching and learning programs and in EFL teaching education programs in Mexico and beyond. The expected value or benefits of the research will be to continue providing support to EFL teachers who were looking for ways to enhance their EFL teaching practice through collective reflection in future research projects. I hope that this study will bring beneficial results for the development of collaborative RP in our EFL teaching contexts, as well as contribute to the adjustment of EFL teaching practices with practitioners in Mexico.

Guillemette's (2014, 2017, 2021) CAM provided a catalyst to support novice and more experienced teachers, offering them a forum, a voice, and a "set space in a set time" for analyzing teaching practices along with EFL colleagues in nearby areas. As seen in previous research accounts, the "approach and questioning techniques used during this research process serves to support RP, develop effective teaching, and improve ESL teaching practices in Mexico" (Houde & Richter, 2018, p. 327). Thus, this reflective model offers a vehicle for EFL teachers to analyze and adjust their teaching practices and focus on their professional development needs from a bottom-up approach. It is worth mentioning that the CAM is innovative to analyze RP in EFL teaching contexts, contributing a new avenue for reflecting on practices in the fields of language teaching and applied linguistics. It is hoped that this form of collaborative RP will keep developing to grant professionals the opportunity to work together towards bettering EFL teaching. Guillemette and Simon (2014) have argued that accompanying practices appear as a sign of our times, especially in response to the feeling of isolation in a world in constant *mouvance*. In situations where RP can be carried out "in community with others, the learner will broaden his or her understanding of an experience beyond where it might go in isolation" (Rodgers, 2002, p. 863).

This study presented the importance of engaging in oral discourse with others to promote self-development in a "dialogic process of collaborative reflection" (Mann & Walsh, 2013, p. 297). As illustrated, reflection through accompaniment offers a way to compensate for the lack of time and the feeling of isolation experienced by EFL teachers in their local professional context in Central Mexico. In line with Richter (2014), since RP does not seem to be valued as an "essential tool" for EFL teachers in the context where the present research took place, perhaps collective accompaniment can serve to develop RP innovatively. Mann and Walsh (2013) argue that the act of sharing with others enhances individual reflection because "learning from other colleagues is not the same as a co-constructed sense of reflecting together through interaction" (p. 297). As revealed in this investigation, dialogic interactions can generate a "depth of introspection" and bring a "sense of togetherness" and "belonging," supporting the emergence of reflection, collegiality, and mutual support with EFL teaching practitioners.

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Appendix A

The Collective Accompaniment Model follows this sequence:

1. PREPARATION PHASE: Set Context
<ul style="list-style-type: none"> ○ Group gathering – regrouping – connecting ○ Revisit rules & ethics: confidentiality – respect – nonjudgement
2. REALIZATION PHASE: Professional Intervention Project (PIP)
<ul style="list-style-type: none"> ● Axis 1: Question & Observe (10-12 min) - description of the situation
<ul style="list-style-type: none"> ○ Present the situation: one participant – active listening ○ Ask questions to understand the context (technical questions) ○ Synthesize information & verify shared understanding ○ Precise intention of analysis
<ul style="list-style-type: none"> ● Axis 2: Analyze & Reflect - no suggestions or solutions offered
<ul style="list-style-type: none"> ○ Ask questions for analyzing (open & nonjudgmental questions) ○ Set hypotheses and understanding ○ Sustain reflection with theoretical concepts ○ Clarify comprehension (open & nonjudgmental questions) ○ Synthesize plausible actions
<ul style="list-style-type: none"> ● Axis 3: Plan of Action - steps until the following session
<ul style="list-style-type: none"> ○ Choose the steps for action ○ Establish an action research plan
<ul style="list-style-type: none"> ● Axis 4: Experiment, Implement & Adjust - unfolding between sessions
<ul style="list-style-type: none"> ○ Teaching practise between sessions – new posture
3. INTROSPECTION & INTEGRATION PHASE: Awareness level II
<ul style="list-style-type: none"> ○ Collective open reflection to bring closure ○ Individual reflections (written individual reports)

Adapted and translated from Guillemette 2021, figure 20, p. 87.

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