"My Personal Teaching Principle is 'Safe, Fun, and Clear'": Reflections of a TESOL Teacher

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A B S T R A C T

Reflection and reflective practice have now become common terms used in teacher education and development programs worldwide. Reflective practice generally means that teachers subject their own beliefs and practices of teaching and learning English to speakers of other languages to a critical examination. The increase in popularity of reflective practice in the field of TESOL has also brought about an array of different definitions and approaches most of which however originate from the general education literature. Thus, Farrell (2015; 2019b) developed a holistic framework for TESOL teachers to reflect, that includes reflections on five different stages, the TESOL teachers' philosophy, principles, theory, practice, and beyond practice. This paper outlines a case study of the reflections of a TESOL teacher through the lens of this framework for reflecting on practice. Overall, the results revealed that many of Lisa's reflections in all five stages of the framework appear to be connected through two common themes: Teaching to students' needs and goals and student engagement and rapport building.

Keywords: reflective practice; teacher beliefs; TESOL teacher development

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Introduction

Reflection and reflective practice have now become common terms used in teacher education and development programs worldwide. Reflective practice generally means that teachers subject their own beliefs and practices of teaching and learning English to speakers of other languages to a critical examination (Farrell, 2018a,b). Indeed, most teacher educators agree that some form of reflection is a desirable practice for all teachers and as Tabachnick and Zeichner (2002, p. 13) have pointed out, "there is not a single teacher educator who would say that he or she is not concerned about preparing teachers who are reflective."

Within the field of teaching English to speakers of other languages (TESOL), reflective practice has also arguably become more popular in a period of 'post-method condition' where teachers can no longer (or should no longer?) rely on prescribed teaching methods to get them through lessons (Kumaravadivelu, 2003). The increase in popularity of reflective practice in the field of TESOL has also brought about an array of different definitions and approaches most of which however originate from the general education literature (Farrell, 2018a).

However, a consequence of having an abundance of models and frameworks to choose from, an 'anything goes' perception about how teachers should practice reflection has often taken hold in TESOL, from just thinking about what you do on the bus to and from work, to systematically collecting evidence from classroom teaching (Mann & Walsh, 2017). As a result of all of these sometimes bewildering approaches, the concept of reflective practice has remained somewhat of a "fuzzy concept" (Collin & Karsenti, 2011, p. 570) in terms of how it should be implemented by many TESOL teacher educators and TESOL teachers because none of the approaches were focused on TESOL (Farrell, 2019a, 2020). In this paper we discuss an approach to implementing reflective practice for TESOL teachers and outline details of a case study of how one ESL teacher in Canada implemented the framework to gain a holistic view of her practices as a TESOL professional.

Reflective Practice

The origins of reflective practice were simple: those who do not bother to reflect on their work become slaves to routine and their actions mostly guided by impulse, tradition, and/or authority (Dewey, 1933). As a result, Dewey (1933, p. 9) called for teachers to take reflective action that he says entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads." This latter sentence is not so simple however, as it means teachers must critically examine their practice by first articulating their beliefs and then comparing these beliefs to their practices, both inside and outside the classroom, to see if there are any contradictions in overall practices (Farrell, 2018a,b).

However, when it comes to implementing or operationalizing reflection, teachers and teacher educators must choose from a vast array of different approaches, usually from within the field of general education rather than TESOL, with different theoretical backgrounds that can lead to confusion about what approaches are best for TESOL teachers (Farrell, 2019b). Freeman (2016, p. 208) has recently agreed that reflection offers a way into the less "accessible aspects of teacher's work"; he also noted that the level of access actually depends on how reflection is operationalized or implemented. In the field of general education many different conceptualizations, approaches, and frameworks for implementing reflective practice have been proposed. However, when many of these approaches and frameworks are carefully scrutinized, for the most part, they tend to restrict reflection to a retrospective role and focus solely on problems in the classroom. This retrospective approach, or as Freeman (2016, p. 217) calls it "post-mortem reflection", usually consists of asking questions (such as *what, why, now what*) that limits the focus to reflection-as-

repair to address some perceived problem that must be solved or fixed in a type of 'reflection bubble'.

Although such retrospective approaches may offer a structured way into reflection, especially for novice teachers, there is a danger that reflection can become ritualized, mechanical, and even prescriptive because it is reduced to a set of recipe-following checklists and questions for teachers that defeat the original purpose of the reappearance of reflective practice in the early 1980s against such technical rationality. The 'reflection bubble' mentioned above has produced a gap between the teacher who is doing the reflecting, the problem perceived and the act of reflection itself. In other words, the perceived problem that must be solved is 'out there' away from the person-as-teacher but just as we cannot separate the dancer from the dance, we cannot separate the teacher from the act of teaching. Thus we also cannot separate the teacher-as-person from the perceived problem or the process of reflecting.

This gap in the reflective process can be removed if we consider reflection-*as*-action, where the reflective process includes "awareness of the self, the context as well as the problem to be solved" (Bleakley, 1999, p. 323). Viewing reflection-*as*-action means that the 'teacher-as-person' is included in a more holistic approach to reflective practice. Recently the first author developed one such holistic approach to reflective practice for TESOL teachers that not only focuses on the intellectual, cognitive and meta-cognitive aspects of reflection that many of the other approaches include (and limit themselves to), but also includes reflection on the spiritual, moral and emotional non-cognitive aspects of reflection (Farrell, 2015). Thus, this framework acknowledges the inner life of teachers. The framework has five different stages/levels of reflection: philosophy, principles, theory, practice, and beyond practice

A Framework for Teacher Reflection

In an effort to build a model whereby TESOL teachers could take part in structured self-reflection to better understand their teaching practices, Farrell (2015) created the framework for reflecting on practice, a five-level framework for teacher reflection that consisted of reflecting on teacher philosophy, principles, theory, practice, and critical reflection/beyond practice . The following five sections will outline the aforementioned stages of Farrell's framework.

Philosophy

To begin his framework, Farrell (2015) suggests that teachers should first consider their philosophy. He describes this as reflecting on oneself as a person to gain deeper self-knowledge. Farrell (2015) suggests carrying out this process through mindfulness and the contemplation of questions such as what in the teacher's life led them to their interest in teaching, as well as reflection upon what motivates them to continue. Furthermore, teachers may choose to reflect on questions such as what they find challenging or frustrating about their jobs. Ultimately, the goal of this stage is to promote self-awareness of the major experiences, past or ongoing, in educators' lives which form the person and the teacher that they currently are.

Principles

In the next stage of his framework, Farrell (2015) furthers the narrative of self-reflection from that of what makes one who they are as a person, towards reflecting one's principles of practice. Principles, as outlined in Farrell's (2015) framework, are the perspectives which TESOL teachers hold concerning their assumptions and beliefs about teaching and learning English as a second or foreign language. Richards and Lockhart (1994) suggest that, regarding the origins of teachers'

principles, possible factors contributing to their development include the teacher's own past experiences as a student, their background in research, their experience of what has or has not worked in past lessons, and the effects of their personality, among others. Therefore, teachers may consider sources such as these to spur and initiate reflection on their principles.

Theory

The theory stage of Farrell's (2015) framework is based on guiding teachers to recognize why they do what they do in their practice. Theory, then, considers aspects such as the methods, processes, and background knowledge teachers use in order to formulate their lesson plans before they enter the classroom. In a broader sense, theory refers to methods of teacher planning, or the way in which a teacher approaches creating a lesson. Put more simply by Brookfield (1995, p. 67), "theory allows us to 'name' our practice" and thus at its core, analyzing teacher planning involves reflecting upon the ways in which one plans their practice. Farrell (2015) described three types of teacher planning: forward, central, and backward planning. Forward planning refers to an approach in which the teacher first chooses what will be included in the lesson before deciding both the methods that will be used and the assessment of the outcome. Central planning involves first choosing the methods of the lesson delivery, followed by choosing the activities and additional content. Finally, backward planning is an approach wherein the teacher first chooses the objectives of their lesson, followed by choosing the activities and methods of delivery in order to achieve those objectives.

Practice

In the practice stage of the framework, Farrell (2015) encourages the teacher to systematically reflect on how they actually teach lessons. Among the methods at their disposal for such a systematic collection of information about their teaching, Farrell (2015) encourages teachers to audio and/or video record their lessons, transcribe relevant parts and analyze and reflect on these as part of their understanding of their own practice. Alternatively, he suggests that they may have a peer observe their lesson in person, and create a record (there are various ways of gathering information such as seating charts observation record (SCORE) charts, observer notes, and many more beyond the scope of this paper to discuss—see Farrell, 2019a,b for more on this) of their observations of what the teacher does. The teacher can use all the information that was systematically gathered regardless of who gathers it, and use this information to compare practices to the hidden aspects that they reflect upon in the other stages, as well as to observe what research may say about the potential benefits of other practices which they may be unsure about. For instance, a teacher could look at the types and frequencies of questions they ask students in the classroom, and then examine the benefits and drawbacks of different patterns in these communication practices within the literature, such as Farrell and Mom (2015) and Farrell (2009). In such a manner, TESOL teachers can make informed decisions based on all the information gathered about their practices.

Beyond Practice

The final stage of Farrell's (2015) framework encourages teachers to look beyond the immediate locality of their practice and to reflect upon their impact on society – and vice versa. Farrell (2015, p. 95) describes this stage as beyond practice; however, he indicates that critical reflection is an appropriate term as it "encompasses the whole being of the teacher", or as he says, "the contemplative, reflective, cognitive, emotional, ethical, moral, social, and political aspects of our professional (and personal) lives." This strategy of looking beyond one's practice encourages teachers to consider themselves in a larger scope as being more than simply a 'teacher'. It enables them, for instance, to more holistically observe their views of their responsibilities to their students, and to make more educated decisions in planning and executing their practice. This, in

turn, allows teachers to have their desired effect on their students and society as a whole, especially when considering the sociocultural factors of teaching students from various, highly differing backgrounds (Farrell, 2015).

Methodology

The study employed a qualitative research approach to gain further insight into the effects of reflective practice on novice teacher experiences (Merriam, 2009). The case study approach, a method commonly used by qualitative researchers (Bogdan & Biklen, 1982), was utilized because it can provide an understanding through exploratory methods (Gerring, 2007). Thus, it is a beneficial method for this research as Farrell (2018a) explains that the goal of reflective practice is not necessarily improvement, but instead to gain insight. This is further supported by the extensive use of case studies in TESOL (e.g. Basturkmen, 2012; Farrell & Bennis, 2013; Farrell, & Guz, 2019; Farrell, & Kennedy, 2019; Farrell & Ives, 2015; Farrell, & Vos, 2018; Farrell, & Yang, 2019).

Context & Participant

The context was a private ESL school in a mid-sized Canadian city, which catered to two main types of ESL student: recent immigrants seeking English instruction for general communication or to secure a job in their field in Canada; and international students seeking English instruction to obtain acceptance to a Canadian university or college.

Lisa (a pseudonym) a Canadian citizen, has a Bachelor's Degree in Political Science, a TESL certificate, as well as eight years of ESL teaching experience. Lisa also has overseas English as a Foreign Language (EFL) teaching experience. Lisa volunteered as a means of improving her teaching through self-reflection. At Lisa's place of work, the teachers are required to follow a system of pre-written lesson plans. They are separated into four types of tasks and activities: engagement, study focus, study practice, and activation. The teachers are permitted to adapt and rearrange the lesson plans to align with their teaching methods and students, so long as they teach the accompanying textbook material and meet the objectives outlined for the lesson. The lessons observed and recorded for this study were in Levels 3 (elementary), 4 (low intermediate), and 5 (intermediate) of the school's curriculum system.

Data Collection & Analysis

Data were collected over an intensive two-week period and consisted of interviews and classroom observations. One preliminary interview was conducted via email, as well as four in-person interviews. To analyze practice, three lessons taught by the participant were observed and audio-recorded by the researchers. Brief interviews were conducted before and after each lesson to discuss Lisa's plans, expectations, and thoughts about the lesson. The framework outlined by Farrell (2015) was used to structure the layout of the data collection stages.

This case study sought to answer one all-encompassing research question: What are one ESL teacher's reflections as expressed through her philosophy, principles, theory, practice, and beyond practice? This question guided the collection and analysis of the data in this research project. All audio recordings were transcribed and then coded using methods adapted from Merriam (2009). Throughout the analysis process, the data were examined and sorted multiple times to ensure complete thoroughness and accuracy.

Member checking was used as a means of confirming the validity of the data (Lincoln & Guba, 1985). In this stage of the process, the findings were shared with the participant to allow her to confirm or refute the accuracy of the data reported in each section of the findings. In addition, the participant was able to provide input or raise questions about the data as she felt necessary through this stage.

Findings

The findings are presented as answers to the main research question: What are one ESL teacher's reflections as expressed through her philosophy, principles, theory, practice, and beyond practice?

Philosophy

This philosophy section examines the findings from Lisa's reflection of the self. Lisa grew up with a social worker father, thus exposing her from a young age to the idea of pursuing a career working with people. When asked about how her childhood experiences inspired her to teach, she reflected: "My dad is a social worker… I really get excited from helping people; I really want to help people, so I really think that's who I am." In addition, because of her own difficult experiences learning a second language, Lisa said she was able to relate to and sympathize with the struggles of her students who are new to Canada and to learning English. She explained some of her own difficulties learning a second language: I remember that feeling of feeling different, feeling that I don't understand what the teacher is asking me, feeling stupid."

Lisa also expressed two major personality factors which she felt impacted her identity as a teacher: that she is both controlling and energetic. She said: "I'm a little bit more controlling… I get really irritated with cell phones… I know that [my mentors' attitudes are] that these are adults and they can do what they want, but because our classes are so small, I find it disrespectful. I can't seem to reconcile that." Lisa noted that her self-described energetic personality gives her a tendency to take on the role of an entertainer in the classroom. Because of this, she described struggling personally when students fall asleep in her class: "I like to keep the energy up high, which means I need to have high energy, which is pretty exhausting. So sometimes I feel that the classes just don't go well, because I don't have the rapport with the students."

Overall, it is evident that Lisa has had a diverse variety of experiences throughout her life, each one shaping her as a person, with strong potential to impact her identity and performance as a teacher.

Principles

This section reports on the teacher's reflections on her principles. These stated principles of Lisa's teaching and learning ESL are displayed in Table 1.

During her reflection on her principles, Lisa stated that overall her desire was to help her students to feel comfortable in their new environment as immigrants to Canada:

> *It makes me feel like I'm actually helping their struggle a little bit. Especially the students who are immigrating here [and] really are going through tremendous culture shock… if I can do anything to ease that pain, it's a worthwhile effort.*

Table 1
Lisa's Principles

Category	Principles
Beliefs About Teaching & Learning ESL	• Teachers generally should not discuss politics or personal opinions in class • Teachers should only reference controversial issues (e.g. political) if confident that everyone agrees • Good teachers are engaging and non-judgmental • Lessons are most successful when there is a good teacher-student rapport • Personal teaching motto: "safe, fun, and clear" • Cell phones should not be allowed in class but confiscation is too invasive • Effective communication is more important than perfect grammar for students • Teachers generally should not correct student oral errors unless correction supports the teaching point • Good lessons should be taught practically, customizing to students' needs, objectives, and knowledge • Lessons based on a scaffolding approach are most effective for students • Teaching based on experience of what has worked best in the past is effective • Personal principle of being available to students outside of class for questions

In order to make them comfortable, Lisa said that teachers should not discuss topics concerning politics or give their personal opinions conflicting with their presentation of lesson topics. She admitted, however, that she often finds this difficult to adhere to, as she said, "I have to always remember that my job here is to teach English." Due to this recognition, she explained her attempt to mitigate the issue as follows: "So the only politics I allow is where I think everyone is on the same page."

Lisa also explained that her background in goal-led business environments has prompted her to create a succinct motto to encapsulate her personal teaching principle: "safe, fun, and clear." This motto was inspired in part, she explained, by qualities she admired in two of her teacher role models: a friend and fellow teacher whom she described as "engaging really good and non-judgmental," and a former practicum supervisor, whom she described as "the coolest guy, really fun and funny."

Another way in which Lisa expressed an effort to create a positive learning environment was in her principle that good teacher-student rapports lead to successful lessons. She explained in one interview that, "sometimes I feel that [if] the classes just don't go well, [it is] because I don't have the rapport with the students." Lisa explained that she reinforces this in many ways in her own classrooms, one being through the execution of her classroom principle of not allowing students to use their cell phones unless instructed to do so for translation or definition. For instance, Lisa articulated that, "I tell them at the beginning why I don't want them on their cell phones and I try and get an agreement…" She explained, however, that her methods surrounding this issue have changed, as she used to immediately confiscate students' phones if they were caught using them, but has since decided that this practice is too invasive. Finally, and similarly to the principle of teacher-student rapport, Lisa described her principle that the best environment for teachers is one in which they can collaborate and share strategies and ideas with her students.

Concerning her principles about meeting students' needs, Lisa explained that a key principle of hers which is based on the approach of teacher and author Judy Thompson, particularly from her book 'English is Stupid, Students are Not' (Thompson, 2011). Lisa noted that she agreed with

Thompson's (2011) principle that students do not need to be concerned about having perfect spoken grammar, but that it is more important that they are able to effectively communicate. Connected to this, Lisa stated an additional principle that spoken errors should only be corrected if the correction supports the teaching point of the lesson. She further explained that this practice avoids interrupting the process of speaking and listening, as well as making the student self-conscious.

Another principle held by Lisa is that of being available to her students outside of class for additional assistance. She described reinforcing this with her own classes by enacting a policy in which she is available to her students for extra help each morning, in addition to her regular availability for paid one-on-one tutoring after school each day, she said: "I am available for them between 8:10 and 9:00. I want to give them an avenue to seek out help, but I want them to know that if they want me they have to work as well."

Overall, Lisa said that her principles of teaching are based on her experience of what has worked best in the past. This includes both personality factors – such as being engaging and available, as well as teaching factors such as customizing lessons to each class' overall level, needs, and objectives. She also described using specific techniques to accomplish her goals and to align with her principles, such as organizing the activities based on a scaffolding approach.

Theory

At the theory stage, Lisa focused her reflections on her lesson planning and preparation procedures. Since her workplace uses a pre-planned curriculum system, and because she has taught these lessons many times over the previous years, Lisa said that her typical approach before a lesson is to read over the lesson plan the night before she is scheduled to teach it in order to refresh her memory on the objectives and main activities of the lesson. That said, however she explained that she does not often follow the plan: "I often do not follow the lesson plans. I change them for every class. They're really good, but sometimes it just doesn't work for how I teach, or it doesn't work for the group I have, or they're struggling with something." As she is required to fulfill the lesson's objectives though, Lisa also explained that she approaches the lesson plans with a backward planning approach, paying attention first to the desired outcomes, followed by the activities and methods which will lead the students to achieving these outcomes (Farrell, 2015).

Along with adding some of her own activities and ideas into lessons when she can, Lisa also said that she often reorganizes the lesson plans using a scaffolding approach to put the easier activities earlier, leading up to the more difficult activities.

Finally, in reference to how experience has shaped her theory, Lisa said that she tries to remain open to what her students need, and to try new techniques in familiar lessons, helping her to observe which approaches work best overall. In her reflection, she described her approach of remaining impartial: "I have to remember that I'm there as an English teacher and not as a person, and my role is to help them with English and put away how I feel." This was something that she described struggling with throughout her period of reflections, but tried to remain conscious of, as she felt it was important in her overall role as a teacher.

Practice

For the practice stage of reflection, three of Lisa's classes were observed and recorded: one two-hour unit introduction lesson each in Level 3 and Level 4, and one three-hour vocabulary lesson in Level 5. Table 2 below summarizes the main observed practices in the three lessons.

Table 2
Observation of Lisa's Practice

Observed Practices	L1 (2h)	L2 (3h)	L3 (2h)
Teacher incorporates fun/humour into lesson	O	O	O
Teacher incorporates student cultural backgrounds	O	O	O
Teacher engages in informal interactions with students	O	O	O
Teacher personalizes material to students	O	O	O
Teacher expresses "no phones" rule	O	O	N
Teacher diverges from pre-written lesson plan	O	O	O
Teacher discusses controversial topics (e.g. politics)	N	O	O
Teacher makes herself available to students	O	O	O
Teacher gives students opportunity to practice speaking	O	O	O
Teacher incorporates hands-on activities	O	O	N
Teacher gauges student understanding by asking directly	O	O	O
Teacher drills pronunciation	O	O	O
Teacher incorporates additional technology into lesson	O	O	N

Key: O = Observed; N = Not Observed; L: Lesson

As summarized in Table 2, Lisa is consistent with her actual practices as she used similar techniques in all three of the lessons observed. Overall, she used various strategies to involve the students in the lessons. Examples include the practice in all three lessons of providing her students with the opportunity to practice speaking, as well as incorporating their cultural backgrounds and personalizing the material to the students when possible. Furthermore, she engaged with the students to evaluate their understanding, as evidenced by her practice in each lesson of asking them directly how much of a listening or reading activity they understood. The result of Lisa's examination of the students' understanding was observed through her drilling pronunciation in all three lessons. In addition to this, she started each lesson by assessing how much the students already knew by either asking them what they had discussed so far in the current unit (Lesson 2), or by asking them what they knew about the topic when beginning a new unit (Lessons 1 and 3).

In terms of adherence and divergence from the lesson plan, Lisa adhered, as expected by her employer, in fulfilling the written lesson objectives and completing the associated textbook pages. Her divergence from the lesson plans was often observed in her frequent re-organization of the lesson activities. Another common modification she made was to change the suggested groupings for various activities. In most cases, Lisa had changed these groupings in the lesson plan ahead of time in pen. For example, in both the first and third lessons, the opening activity outlined facilitating a class discussion of the relevant topic; however, Lisa instead split the students into small groups of two or three, giving them more opportunity to speak than they may have in their full classes of nine and eight students, respectively.

Lisa also diverged from the lesson plan in larger ways, such as with an impromptu discussion at the beginning of Lesson 1 of a song whose title sounded similar to a student's name, and a discussion of phobias in Lesson 3. In both cases, the discussion related directly to the lesson topic, but was divergent from the lesson plan. In Lesson 2, Lisa chose ahead of time to omit two application exercises in order to leave time to include an activity created by Judy Thompson. It was unrelated to the lesson, but gave the students practice with pronunciation using flash cards that they had to move and sort into categories. Additionally, Lisa personalized a discussion in

Lesson 1 on musical tastes by encouraging the students to use their phones to find examples of songs to which they could apply new vocabulary words (ex. "beat," "lyrics," "melody." "sound," "voice," and "performance"). These activities are examples of the inclusion of hands-on activities, as included in Table 2.

In addition, Lisa directly asked the students in each class how much they understood (i.e. as a percentage) of what they heard, watched, or read during the recently completed activity. In one instance during Lesson 3, Lisa had the students read through a conversation that they had just listened to with a partner, and gauged their understanding again to see if reading it aloud after listening increased their understanding. Lisa expressed surprise in the post-lesson interview that the students had responded so positively, and she indicated that she would likely use this technique again.

Throughout the lessons, Lisa was observed interacted with the students while they were discussing topics or completing activities. She commented on their responses and ideas in positive ways, thereby ensuring that they understood the tasks and showing interest by asking questions to elicit and encourage further discussion. Throughout her practice, Lisa portrayed a fun and engaging disposition. Overall, she was quite consistent among all three classes in how she used the lesson plans and addressed her students. While there were some variances, this is likely attributable to the individuality of each class and each lesson in terms of what is required of the teacher for that lesson on that particular day.

Beyond Practice

In the final stage of the framework, Lisa reflected on aspects beyond her practice. Regarding the sociocultural impacts that Lisa said she felt impacted her teaching, she described her awareness of the cultural and linguistic backgrounds of some of her students; she said: "[My] experience in [country in Asia] really helped me understand the cultural differences [such as] why students from [country in Asia] don't like pair work; or why [students from country in Asia] have problems with certain pronunciation things."

She also spoke of the sociocultural impacts that she believes she has on her students. In particular, she spoke of how she tries to combat the power dynamics that her students may be accustomed to from their home cultures: "I want them to [see] that it's okay to embarrass yourself, so I show that I make mistakes, I even try to make mistakes, and be humble about the fact that this is not easy."

When asked about her opinion on what the responsibilities of a teacher are, Lisa expressed that, "I think [a teacher]'s job is to teach students." Despite this, however, she expressed that there are responsibilities that she personally feels accountable for, the most important of which is the responsibility to help her students learn about and adapt to Canadian culture. More specifically, she said that she feels that this responsibility varies between the international students and the immigrant learners, since their goals and motivations for learning English are very different. For the international students, for instance, she said that she finds it to be important to teach them the academic expectations that they will encounter in Canadian universities and colleges. She continued: "things like being on time, being respectful of other students, the idea of pair work, which may not be correct in their culture and how to organize a speaking presentation." Alternately, with the immigrant students, she expressed that she feels a "personal kinship, because most of these people are professionals in their own country, so I try to help them get a job. I connect them up with other students from their country, or from their same occupation, I help them with their résumé." In terms of her roles as a teacher, she explained that, "I do not see my job as being a socializer. I do not generally socialize with the students. And it is not my job to be a social worker. I'm not qualified to do that."

Discussion

In this section we outline some major themes that occurred across all five stages of the framework for Lisa's reflections. Many of Lisa's reflections in all five stages of the framework appear to be connected through two common themes: Teaching to students' needs and goals and student engagement and rapport building.

Teaching to Students' Needs and Goals

Throughout her reflective journey through Farrell's (2015) framework, Lisa frequently referenced her commitment to helping fulfill her students' needs and goals. This passion, discussed in her philosophy, began at an early age with a desire to help people. It continued through her current teaching, wherein she was observed as being focused largely on goal-setting and needs-based instruction. These experiences likely influenced her teaching principle that teachers should focus on student goals and desired outcomes, in addition to her principle of the benefit of personalizing the lessons to the students whenever possible. This can be seen when Lisa explains, "I'm a really big believer in [that] the only way you're going to remember the language is to use it with your own examples," as well as describing how she implements this in her own classes, by saying, "I always try and find out why they're here, and I use whatever information they give me in the class they did presentations on their dream job [and] I used that for examples."

These philosophies and principles are in line with Lisa's theories of changing and adapting each lesson plan to the class she is teaching, which she expressed was made easier the more she taught a particular group of students. Lisa added that she tried to become familiar with students' goals as soon as possible for this reason.

Also discussed through her theory reflections was Lisa's described method of using a scaffolding approach in her lessons. Developed by Wood, Bruner, and Ross (1976), scaffolding describes the practice of assisting students through teacher support to attain a higher level of success or understanding than they would be able to without assistance. Lisa described using this to re-organize her lessons to gradually increase the difficulty of the tasks: "I assess what they know and then order the exercises based on little steps… I often re-order it, or if something is particularly difficult, I leave it to the end and give it for homework and ask them to come see me if they're having problems."

In Lisa's practice, these tenets were displayed quite directly from her reflections on the hidden aspects of her teaching. In each lesson, she engaged her expressed philosophy, principles, and theories in her divergence from the lesson plans to adapt them based on what she knew about the classes that she taught, as well as what she observed during the lesson by gauging students' understanding and placing additional focus accordingly, such as through drilling vocabulary.

Overall, Lisa's focus on students' needs was displayed through her explanation of her consciousness of student cultural backgrounds. That said, Lisa's theory of maintaining an impartial role in the classroom, explaining that her job was to meet the needs of her students in learning English, and not to let her personal feelings interfere with the lessons was also observed in her practices.

Student Engagement and Rapport-Building

The second major theme to emerge throughout the stages of Lisa's reflections is that of engaging and building a strong rapport with the students. Indeed, this may seem to conflict with the title of this paper; however, it may also be an indication of Lisa's self-described struggle with her desire to teach her students English as opposed to imposing her personal ideas about particular societal issues. Her self-description of her philosophy of being energetic and having a desire to entertain and build a rapport with her students reflects one of her primary principles: that successful lessons occur when the teacher-student rapport is strong. Moreover, Lisa further expressed this view in her overarching principle for her teaching: "safe, fun, and clear." Overall, it is evident throughout Lisa's reflection process that the theme of engaging and connecting to students through a strong rapport is a highly valued aspect of Lisa's teaching.

Overall, these themes demonstrate that through a layered reflection by using a framework such as Farrell's (2015), teachers can gain a multi-leveled understanding of their practice. Although Lisa reflected upon similar thoughts and ideas throughout the stages, it is worth noting that it was only through a combination of all stages together that a full image of the observable and hidden aspects of her practice was compiled. For this reason, teachers may benefit most by not only reflecting on their practice, but by using a framework that combines a variety of perspectives from which they can perceive their teaching, all in hopes of gaining a more thorough understanding of their practice. Finally, we would like to point out that the purpose of encouraging TESOL teachers to reflecting on their practice is *not to look for best practice*; rather it is to get a holistic view of oneself as a TESOL professional through the lens of the five stage framework for reflecting on practice; and as a result, *Lisa* herself will use the results of her reflections to make her *own* informed decision on her future practices.

Conclusion

This case study outlined and discussed the reflective journey of one ESL teacher, Lisa, as she moved through five different stages of reflection, her philosophy, principles, theory, practice, and beyond practice. The findings suggest that for the most part, Lisa's stated philosophy, principles, and theory are consistent with her practices and her reflections beyond practice. Overall, the results of this analysis of Lisa's reflection provide a positive implication of the benefits of reflection for an ESL teacher and we encourage other ESL and EFL teachers to engage in similar reflections on their practice so that they can compare and contrast while ultimately making their own informed decisions about their practice.

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