

Impact of pedagogical reflection in the teaching practicum from Caquetá practitioners' perspective: a literature review

Impacto de la reflexión pedagógica en la práctica docente desde la perspectiva de los practicantes del Caquetá: una revisión literaria

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Abstract

Objective: to take a deep look at the pedagogical reflection experienced in the pedagogical practice of the English Language Teaching (ELT) program at the University of Amazonia, in order to highlight the importance and influence of pedagogical reflection to potentiate the teaching processes -learning of the practitioners. **Method:** the type of research that was used was qualitative, was carried out through a systematic search allowed to discover twelve (12) studies published from 2009 to 2016, where a series of factors involved in the reflection process emerged; a) skills acquired through reflective practice, b) the strategies used to reflect, c) cultural aspects as predictors for the preparation of both practitioners and classes and d) the implications of the modern world in teaching. **Results:** The results showed that reflective practice plays an important role when professionals in training begin to explore the educational field because it helps them to be involved in a constant learning process. **Conclusion:** The research concluded that reflective practice leads practitioners to be critical, authentic, transformers and to be self-aware of the challenges that the educational field brings.

Keywords: English language teaching, pedagogical reflection, practitioners, today world, transformative teaching.

Resumen

Objetivo: Abordar la reflexión pedagógica experimentada en la práctica pedagógica del programa Enseñanza del Idioma Inglés (ELT) en la universidad de la Amazonia, con el fin de resaltar la importancia e influencia de la misma en la potencialización de los procesos de enseñanza-aprendizaje de los practicantes. **Método:** el tipo de investigación que se utilizó fue cualitativa, la cual se llevó a cabo a través de una búsqueda sistemática y permitió descubrir doce (12) estudios publicados desde 2009 hasta 2016, en los que se hallaron una serie de factores involucrados en el proceso de reflexión; a) habilidades adquiridas a través de la práctica reflexiva, b) las estrategias utilizadas para reflexionar, c) aspectos culturales como predictores para la preparación tanto de los practicantes como de las clases y d) las implicaciones del mundo moderno en la enseñanza. **Resultados:** Los resultados mostraron que la práctica reflexiva desempeña un papel importante cuando los profesionales en formación comienzan a explorar el campo educativo debido a que les ayuda a involucrarse en un proceso de aprendizaje constante. **Conclusión:** La investigación concluyó que la práctica reflexiva conlleva a los practicantes a ser críticos, auténticos, transformadores y autoconscientes de los desafíos del campo educativo.

Palabras clave: Enseñanza del inglés, reflexión pedagógica, practicantes, mundo actual, enseñanza transformadora.

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INTRODUCTION

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.

Margaret Wheatley

The curiosity to know how to deal with the challenges presented in the daily teaching process lead us to look for strategies in order to figure out how to perform our teaching practicum as English practitioners of Universidad de la Amazonia from Florencia Caquetá. Along this search process, the idea of writing the following article arose, which is a literature review about the importance of the pedagogical reflection (from now PR) framed in in-service teachers' process. This paper is mainly made to address at and to illustrate future practitioners an avenue of factors involved in the teaching practicum and contribute to the academic growth through the writing production.

Teaching process has become one of the biggest challenges in the academic field. The dynamic world is asking for transformative teaching in order to meet the avalanche of changes experimented in today society. In this sense, [Bolstad, Gilbert, McDowall, Bull, Boyd & Hipkins \(2012\)](#) argue that "the current educational systems, structures and practices are not sufficient to address and support the learning needs of all students in the 21st century" (p.1). according to [Maussa \(2011\)](#) "teaching is conceived as a profession that demands a permanent environment and a need for progressive professional and personal changes based on the teacher's continuous self-reflection on his/her own practice" (p. 103, own translation). Consequently, the teacher role call for a professional growth in every teaching issue, which is developed through a rigorous process of reflection. However, when talking about a country like Colombia, the educational process is even harder since education should be rethought according to the regions diversity. Hence, teachers should be trained efficiently to be competent professionals to carry out an accurate performance.

In the XX century the PR emerged as the switch to turn on a big portal of opportunities for teaching improvement. [John Dewey \(1933\)](#), who is considered a key originator of the concept of reflection, referred to reflection as a problem solving process. However, as a reflection process represented an antagonist role for the traditional education, it was not fully incorporated in the teaching practice in that age. Later, in 1983 Shon followed Dewey's idea of taking the reflection act as a way to face the adversities lived in a classroom or a determined place. In the same line, many scholars, educators and researchers have figured out the pedagogical reflection as a focus of interest in the teaching process.

In this sense, [Bandura \(1986\)](#) claims reflective practice helps professionals to become more self-aware and therefore better able to monitor their own practice. Moreover, reflective practice is an understanding and learning process in which the teachers become more aware of what they already know, what they need to improve and how to bridge that gap ([Almabekova, 2010](#); [Gibbs & Coffey, 2004](#); [Karm & Remmik, 2008](#); [Killen, 2007](#); [Nicholls, 2001](#); [Pollard & Tann, 1993](#); [Postareff & Lindblom-Ylänne 2008](#); [Runhar, Sanders & Yang, 2010](#); [Sezer, 2008](#); [Wallace, 1991](#)).

The PR turned into a multifaceted process since two different stages were evolved to achieve better outcomes in the teaching practice: reflection in action and reflection on action. [Shon \(1995\)](#) defines reflection in action as an approach where educators modify and adapt the pedagogical practice according to the challenges that emerge along the class. On the other hand, he exposes reflection on action as the process of examining lived experiences into the classroom in order to develop the coming classes in a better way. Through the years, different strategies to foster an effective reflection have been implemented. As cited by [Al-Issa & Al-Bulushi \(2010\)](#), there are many strategies and approaches that can be used to develop a successful reflective practice such as:

Journals, narratives, diaries and notes ([Bailey, 1990](#); [Farrell, 2003](#); [Hatton & Smith, 1995](#); [Richards, 1992](#); [Thorne & Qiang, 1996](#)), autobiography ([Pennington, 1992](#) & [Richards, 1992](#)), teaching portfolios ([Bullock & Hawk, 2001](#)), action research ([Gebhard, 1998](#)), practical experience ([Hatton & Smith, 1995](#)), collaborative talk ([Farrell, 1999](#)) and self-observation and observation of other teachers ([Farrell, 2003](#); [Gebhard, 1998, 2005](#); [Richards & Farrell, 2005](#)) (p.45).

Consequently, the main aim of this review is to analyze the influence of the PR on the English language teaching practicum, framed in cultural and modern aspects as the key axes to address the teaching process; departing from the regional environment and taking as reference the national and international settings. Also, this document is written essentially to get pre-service teachers and tutors familiarized about the factors that the PR involves in order for them to have a reference when facing the teaching practicum. In general terms, the central focus to be addressed in this paper will be the importance of a reflective practice to achieve an effective performance in the process of in-service teachers' teaching and learning taking into account the XXI century influence in educational contexts.

Review questions

When we as practitioners get into a classroom for the first time, we start facing challenges, principally because of our lack of experience and the wrong conception about the main task in the

educational setting, which is not just teaching a determined subject but going beyond and educating. Many times we wrongly try new strategies but they do not work until the moment we learn to read the context as a result of using PR in the teaching practicum. The following questions were formulated by questioning how this kind of process has been performed along the past nine years in the different contexts (international, national and regional) in order to enrich the practitioner's perspective about teaching process.

To which extent does the implementation of reflection in the pedagogical practicum helps practitioners (and/or tutors) to perform a better teaching process framed in ELT departing from Caquetá department?

How do the cultural and modern factors influence the pedagogical practicum of English in-service teachers and what has been the impact of pedagogical reflection on their teaching and learning processes based on the regional context?

METHODOLOGY

With the purpose of writing this article, it was necessary to make a qualitative analytical and descriptive research, which was carried out through a process of recollection, focalization and analysis of different articles, thesis, journal documents and books of regional, national and international order related to the review topic. The data bases used were Redalyc™, Eric™, Scholar google™ and Scielo™ and the descriptors for the electronic research included: pedagogical reflection/ teaching practicum/ in-service teachers/ English language teaching. To synthesize this information, a meticulous reading of the collected information was made, which was gathered in a chart of analysis and synthesis created by the authors, taking into account the relevant aspects to be considered in the review article. After the reading phase, a contrast and comparison process was made among the studies to select the pertinent documents according to the authors' criteria. As a result, the studies analyzed to develop the present literature review were 12, published since the year 2009 forward. One of the difficulties gotten during the recollection process was the fact that there are not enough academic resources about reflection on teaching in the regional atmosphere. So, an exhaustive search had to be implemented in order to find a study.

With a view to guiding this article, four central branches, which were highlighted during the meta-analysis, will be embraced: Pedagogical Reflection: The Mirror of a Practitioner, Strategies Used as Scaffolding to Reach the PR, transcending beyond the classroom to conquer a transformative teaching and the modern world: dancing with post-millennial generation.

Pedagogical reflection: the mirror of a practitioner

In the view of Mar Karm (2010), the PR is a thinking process that fosters the development of the professional identity causing changes in the actions and strategies of the coming teaching practice. Furthermore, Dewey states that "Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness" (as cited by Runhar, Sanders & Yang, 2010). Therefore, when a practice is carried out reflectively, in-service teachers or/and educators get an enhanced understanding, awareness and self-knowledge about the reality implied in their role as teachers. Keeping this in mind, six of the twelve (50%) analyzed studies concluded that RP helps practitioners to develop awareness, which makes them grow professionally (Carrington & Selva, 2010; Gulnara & Valeeva, 2014; Gungor, 2016; Minott, 2011; Taole, 2012; Yıldız, Geçikli & Yeşilyurt, 2016). Hence, the PR provides the lens in which teachers or student teachers can see their teaching process in an authentic way.

The pedagogical reflection process also sparks critical thinking in the student teachers' performance. Critical thinking is a process of analysis and self-evaluation extended beyond the classroom that allows individuals to react and respond to the circumstances lived in the daily teaching practice (Boody, 2008; Brookfield, 1995; Cranton, 1996; Minott 2011; Rodríguez, 2009). According to the studies made in Colombia and Malaysia by Rodríguez (2009) and Goh and Matthew (2011) respectively, the PR helps in-service teachers to become critical thinkers, enriching their skills as educational agent. It is important to highlight that the critical reflection does not come naturally since it is necessary to provide opportunities to student teachers for reflecting (Yang, 2009). Thus, the role of the bachelor degree programs linked with Educative Institutions is to offer ST the space and the guide in their initial teaching process and student teachers need to be willing to get immersed into the reflection process to develop critical skills and reach a continuous reflective practice. On the other hand, the critical reflection turns into a tool where teachers put themselves in students' shoes (Pretorius & Ford, 2016) in order to identify the needs of the educational context and at the same time the goals to be reached.

The reflective practice plays an important role when practitioners start to explore the educational field. From our own experience as novice teachers, we could realize that the act of reflection leads us to get familiarized with the diversity of worlds present in a classroom, with the purpose of addressing the future teaching performance. Also, it enables us to identify our strengths and weaknesses making a further growth possible (Runhar, Sanders & Yang, 2010). In the same way, most studies revealed that PR masters student teachers to have a constant learning process from the daily difficulties and achievements. When practitioners are exposed to real educational

contexts difficulties, they acquire through reflection the ability to deal with the obstacles presented inside the classroom. Regarding the English language teaching, innovative strategies and methods to problem solving the current scholar setting circumstances and catch the students' attention are required. Thus, English in-service teachers should implement strategies that not only foster the language production and comprehension skills (speaking, listening, reading and writing) in students but also that generate curiosity, impact and interest tied to their context. In this sense, [Spilková \(2004\)](#) states that one of the responsibilities of a teacher is to use teaching strategies and methods that provide meaningful learning. Therefore, it should be given importance to the current education students' learning styles and preferences using the PR.

Strategies used as scaffolding to reach the PR

The implementation the PR requires to put in practice strategies as mean to develop it. A Strategy is a plan or method for achieving any specific goal (word Reference). In terms of reflection on the education field, the strategies are scaffoldings implemented as a means to collect data and to evaluate about what is done and how it is done from a deeper perspective in order to reach an accurate PR. In the recent years, several strategies have been experienced for developing a PR. Among the research analyzed, it is important to highlight that one study applied by [Gungor \(2016\)](#) in Turkey was the only one which used different strategies at the same time to promote the reflection on student teachers such as videos, microteaching sessions, reflective journals and a questionnaire. However, there is not a big difference when comparing the strategies used in the international, national and regional contexts, such strategies referred to interviews, questionnaires and journals mainly. Thus, the questionnaire is the most implemented strategy to enable reflective practice.

In the authors' case, the strategy they were asked to develop was a pedagogical e-portfolio during their teaching practicum. It consists in creating a web site, where they wrote a reflection per week about the performance as teachers in the classroom, with the purpose of analyzing carefully the different factors involved in the teaching practice. First, it was a tedious process as it represented an extra task. However, later on, the reflections written weekly for feeding the e-portfolio became a bible or main reference, because from the collected reflections it was possible to get a meaningful learning process about what to do in unforeseen situations lived in the classroom and to know how to address the teaching process. Nevertheless, in the development of the present review paper it was figured out plenty of strategies to achieve the pedagogical reflection. In this sense, it is important to highlight that all the strategies have a positive impact on in-service teachers' training, but it varies depending on what extent the student teachers take advantage of a determined strategy for their personal and professional growth. Besides, it also depends of the

importance that programs and tutors give to the students' reflections process; because it should not be taken as a simple exercise but as a motor to start a long run.

Transcending beyond the classroom to conquer a transformative teaching

When it comes to education, giving value to the cultural aspects means to write a new chapter, in which the possibility of a teaching-learning story with a happy end is reopened. By giving a general overview in terms of education, it can be said that most of the teachers are still stuck in the traditional system. Consequently, the focus of interest is the discipline content although it is far from the students' social context. However, "the goal of higher education now is not to provide information or knowledge, but also to inspire students to be curious, courageous, creative and critical" (Almabekova, 2010, p. 462). For that reason, it is necessary that teachers through reflection develop the ability of making the accurate decisions that supply the requirements of the teaching context (Cárdenas González & Álvarez, 2010, own translation) and to become an actor of change in their community (Impedovo, Malik 2016).

In the education field, there must be a constant improvement in the teaching and learning process in order to make part of the more and better educated countries. However, in Latin American countries there is not a clue of a significant improvement based on the last standardized test to international level. Based on the report of Gurría (2016) the test made in 2015 by The Programme of International Student Assessment (PISA) showed that these countries are below the required average to be in the range of a good education. Meanwhile, there are encouraging news about Colombian education, which got a higher percentage than before in the PISA test on the different tested areas. For instance, Colombia got 425 points in reading comprehension, 416 points in science and 390 points in mathematics; getting 22, 17 and 14 points respectively more than the previous tests and occupying a better positions regarding the other countries. In terms of English level around Colombia, the national test made in 2016 through Colombian Institute for the Education Assessment, (ICFES by its acronym in Spanish); showed that there was an improvement in the English language proof but the bigger percentage of students (41.09%) are still in the A-level according the standards of the Common European Framework (Ministerio de Educación, 2016). It can be said that this fact turns into a stone of philosophizing for the Minister and Secretary of Education, schools and teachers in order to reflect, analyze and rethink new strategies for enriching the education and getting favorable results for Colombia in the coming international and national assessments; causing a personal and professional growth in the society. Santillán (2010) suggests that it should be developed a personal and professional growth sense in teachers, which is necessary for the revalorization of the profession. He also stresses that if the teacher

profession is improved, the teaching quality will improve too. Then, students' performance and output in the national and international test will be better (own translation).

The educational systems do not provide a universal manual to perform the teaching practice due to the academic contexts vary in an international, national and regional level. Hence, student teachers and tutors should understand the importance of every single context, by giving a deep look at a classroom to get familiarized with the community specific needs and to know what their tasks and roles as transformative professionals within the educational context are, by immersing themselves in a reflection process. In this sense, the relationship between community and school is reciprocal. As a result, when there are changes in the student community, there must be changes in the teaching practice to copy with the challenges this represents (Karm, 2010). Moreover, when reading every single student, it cannot be ignored the fact that in a classroom there is a variety of backgrounds to talk about. For example, in Caquetá classrooms what practitioners are going to be exposed is not just simple learners but students with different realities (indigenous, displaced, low and/or middle class, disabled and/or mistreated students) that make the teaching practice changes. Then, taking the teaching process as a fragmented aspect of a society, makes training teachers fall into a monotonous teaching that does not foster the abilities to reflect about the context where they are. Through being socially connected to people from diverse backgrounds, awareness can be raised about dynamics in our society (Giroux, 1988 cited by Carrington & Selva, 2010) "where teachers can imagine their role as contributing to a better education for all" (Carrington & Selva, 2010, p. 9).

Teaching and learning English as a foreign language in a pluricultural context like Colombia is full of barriers. To be clearer, the pluricultural context can be understood as the simultaneous presence of two or more cultures in a territory and their possible interrelation (Bernabe, 2012 own translation). Based on the information mentioned in the previous paragraph, practitioners can find a variety of ethnic cultures in the Caquetá educational context, where the teaching practice turns into a complex procedure regarding to the plenty of needs that require to be met by them. According to the Administrative National Department of statistics (DANE, 2005) in Caqueta the 1, 43% of the population represents the indigenous communities (Murui, Korebaju, Inga, Embera, Nasa, Misak, Pijao and Andoque). Bringing up the authors' experience as practitioners, it is crucial to stress that the pedagogical reflection is a useful strategy to get the necessary skills to try new ways of supplying not only the cognitive but also the human needs found in the school setting. Therefore, ELT can be directed through campaigns within the educative community, where the use of the English turns out to be in a bridge to become students aware about topics like racism, exclusion, bullying, beliefs and so on, making stress in the values and its importance. In words of Núñez &

Téllez (2015), "reflection contributes to awaken teachers' positive affect by providing cognitive and affective interaction opportunities, and by humanizing teaching practices as essential pillars behind teaching and learning purposes" (p. 67). Similarly, Saavedra and Saavedra (2015) discuss that "the purposes of education are not confined to instruction and its hypothetical generation of learning, but transcend human training" (p. 216 own translation). From this perspective, English teaching should be taken as a vehicle to educate human beings rather than making it a reason for opening a wider gap between teachers and students.

Another matter of concern for in-service teachers is the struggle to Change students' paradigms about learning the English subject. In the pedagogical practicum they might find that most students have a wrong conception about English language learning. Students have been trained in a traditional way, which makes stress in the theoretical part, so it is very difficult to develop communicative competences; they ignore the fact that theory and practice go hand in hand to have a meaningful learning process. In this way, student teachers should reflect and work cooperatively within the teaching-learning context for creating new paradigms on education that change the perception related to the English learning. In-service teachers need to be in a constant interaction with the academic community to establish a dialogue with the colleagues and students' families to learn more about changing the environment and materials to support students' learning (Impedovo & Khatoon, 2016, P. 102). In the view of Taole (2012), reflective teachers can contribute to the body of knowledge regarding to teaching and learning. He also stresses the importance of collaboration among colleagues so that they can assist one another to improve their practice (p.2).

The current world: dancing with the post-millennial generation

The Post-modern world has brought significant changes that have influenced all the society fields. Then, the education field is not an exception. Nowadays, most of the students in the classrooms belong to the new generation, which is also called post-Millennials (Oblinger and Oblinger, 2005) or genZers (Tulgan, 2013). According to Koulopoulos and Keldsen (2014), "GenZers has a strong attachment to technology and the Internet. In fact, they do not know life without the Internet and smartphones" (p. 84). In this way, the technology starts to be a determinant factor in the current education. Thus, Adaptation in in-service teachers' practice as a mean to get students' active involvement in their learning process is required. Nevertheless, this exercise cannot be done if student teachers do not use the PR. Killen (2007) "defines reflective competence as the ability to integrate performance with decision-making and understanding, and adapting to change unforeseen circumstances" (p.99).

ELT Techniques, methods and strategies in order to fit in students' needs and expectations perfectly are needed to be reevaluated. Teachers need to make constantly decisions and adapt their teaching to suite the diverse needs of learners in their classrooms (Taole, 2012). First and foremost, in-service teachers are expected to rely on the PR to choose the accurate ELT strategies. Therefore, the reflection helps practitioners to select, create or evaluate materials to ponder learners' needs, language learning and teaching theories and design meaningful and engaging learning strategies to build effective learning settings (Téllez & Núñez, 2015, p. 172). So, it is vital that English practitioners/teachers interpret the context in which they are, to know students' necessities and potentials, their English level and take into consideration the today trends, with the purpose to realize what is needed stake out. In this way, they can contextualize their teaching aims in order to transmit the appropriated and most relevant knowledge to the students. According to Núñez, Téllez, Castellanos & Ramos (2009) (as cited by Nuñez & Tellez, 2015) "developing materials gives teachers the possibility to reflect, innovate, create better teaching and learning settings, and grow as individuals and professionals". Besides, reflecting about the today world represents a window to be closer to the students. Reflecting about the post-modern world enables practitioners to know and to understand the set of characteristics regarding the post-millennial generation' life and learning styles which at the same time allows them rethink their pedagogical conception and action. In the same line, Claudia Rodríguez (2009) affirms in one of her central points that:

the conditions of the world today determine that a teacher has a high degree of responsibility in the recognizing, reflecting upon and integrating the complexity of the post-modernist world into the process of the formation of her/his students, with the purpose of contextualizing her/his teaching and developing a transformative capability (p. 89).

All the past time was better. This is a saying predicated by old people, but it can be said the XXI century provides new tools in terms of education. Every single century has brought up innovative teaching methods to be implemented in the education of the respective age. The XXI century gave way to a new chapter for education due to school community is living in a post-modern world where the technology is indispensable for post-millennials. Then, using it means facilitating the ELT. When in-service teachers use the media to teach the English language, there will be an active students' learning involvement. In addition, "the use of teaching media places the learner in a better position to use all their senses during learning thus creating the opportunity for learners to become actively involved in the learning process" (Jacobs, Vakalisa & Gawe 2011:60, cited by Taole, 2012).

Nowadays, the teaching profession demands to be able to keep up with the dynamic world. Living in the globalized world, where it is necessary to establish a standard language, involves to recognize that English has become the universal language. Keeping this in mind, in-service teachers can take advantage of the importance of English in the current society to foster students' skills development, not only of English language but also of critical thinking and interest for the new millennium requirements. "Teaching English in the particular conditions of the globalized, complex and critical world determines new and urgent demands on the educational context, on the school and on the English teacher" (Rodríguez, 2009. p 81). In her study, Rodriguez also points out that "During the post-modernist age, in which we now live, the school has to prepare people to be competitive and able to work in the globalized world" (p. 81-82). On the other hand, as it has been remarked along this paper:

Teacher formation requires a reflection on the conditions in which teachers develop their work; a reflection that goes beyond the institutional context to different aspects of human life such as the social, cultural, economic, political, scientific, technological and environmental fields. The nature of the world today dictates that teachers should make an effort to participate in its improvement (Rodríguez, 2009., p. 88).

It is indispensable in-service teachers are peer to peer with the globalized world by using PR in order to meet the demands that the XXI century ELT.

CONCLUSIONS AND SUGGESTIONS

Gathering all of the implications, it is concluded that the RP enables positive effects on student teachers' teaching practicum, due to in-service teachers become critical (Rodríguez, 2009; Minott, 2011 and Goh & Matthews, 2011), and competent professionals (Hyacinth, 2013 and Yildiz, et al., 2016). Studies made in Colombia, England, Africa, Russia and Turkey figured out that pedagogical reflection enhances in-service teachers' awareness about their function as teachers. Furthermore, they enrich constantly their teaching process and self-knowledge through reflection. As a result, they get more confident. On the other hand, this study led to identify several strategies to reach an accurate pedagogical reflection in the teaching practicum. Furthermore, there is not a great variation when it comes to the strategies used at the international, national and regional contexts.

The educational context where student teachers are emerged is the core to guide their teaching practicum. Hence, We as English student teachers can conclude that the English Language teaching it is not an isolated process. On the contrary, it must be taken as a factor of the society where several factors (such as community needs, students' background and realities, cultures interacting,

problems more outstanding, region history; and so on) play an important role, since they give the starting point for practitioners to be aware in the selection of strategies to supply the needs found in the educational context. In this sense, [Lei \(2007\)](#) maintains that it should be given a central role to the students with the purpose of becoming the teaching process in a humanistic education (p.60-61).

This study also uncovered several concerns regarding to the current educational domains, where the Today world influences are revolutionizing the education paradigms and are putting practitioners' skills to the test in order to fit into the today training and its implications. Then, the role that the reflection plays for current student teachers and/or tutors of any subject in this instance, is to give them an understanding and an interpretation of the scholar setting and the reality they are, and to open the curtain and show clearly to them what pieces do not work in their teaching practice puzzle. Hence, there is a need to rethink the XXI century teachers' formation. In the words of [Gulnara & Valeeva \(2014\)](#), "the need for changes in modern education requires formation of teachers' reflexive position in pedagogical activity" (p.60).

Results in national and international tests have shown that teachers are not being well prepared. Framed in improving Colombian education quality, government approved the bachelor degree resolution 02041, which among other specifications, demands to strength the university students' teaching practice process to 50% credits minimum along the career. Taking this into account, programs of higher education need to implement the pedagogical practicum from the first semesters. Based on this fact, many questions appear like; will the programs adapt the syllabus properly to get the students ready for their teaching practicum? Will the student teachers be prepared to teach their specific field? Will they have the enough tools to face the daily classroom challenges? Then it is important to highlight that the reflection process should be taken by the programs, tutors and mostly for the practitioners so that they can get through a meaningful progression and make accurate decisions. In this order of ideas, the PR turns into a vital tool for every single practitioner of different study fields. The advisable process is that in-service teachers should carry out a systematical reflection from the beginning of their teaching practicum so that when they start studying theories related to the English teaching branches, they bear in mind the previous observations in order to associate or to choose the appropriate strategies, methods or approaches to perform their profession. In addition, we consider -after experiencing the pedagogical practicum- that Reflection, teaching and learning is the trilogy that in-service teachers need as tools for overcoming the classroom difficulties. In this sense, practitioners cannot hide behind the excuse of having lack of experience.

All the studies read to write this paper talked about the experience of practitioners in urban areas. However, it is important to highlight that there are many schools in rural areas in which practitioners can develop or are developing their teaching practicum. Therefore, we suggest for further studies make a search about the difference of student teachers' performing process in rural and urban contexts in order to establish the variable of each one of them. In this sense, it is also important to analyze if the university bachelor programs are training to the future teachers according to the current education policies and in an accurate way for facing the context where they will be exposed during their teaching practicum, taking into account an inclusive education.

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