

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING PROGRAMME

**REFLECTIVE FOREIGN LANGUAGE TEACHER
DEVELOPMENT: A CASE STUDY**

DOCTORATE DISSERTATION

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Ankara-2008

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Ayşegül Amanda Yeşilbursa'ya ait “Reflective Foreign Language Teacher Development: A Case Study” adlı çalışma jürimiz tarafından İngiliz Dili Öğretmenliği Anabilim Dalında DOKTORA TEZİ olarak kabul edilmiştir.

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ABSTRACT

This dissertation describes a piece of action research conducted with three English Language Teaching university instructors looking for a way to develop themselves professionally while continuing with their normal workload. The data, which consisted of the transcribed post-observation conferences held between pairs of participants and the entries in the personal reflective journals, were coded by the researcher; and the sections relevant to the research questions were analysed statistically to find how the reflective codes identified by the researcher clustered around the variables of role and context of reflection. There were three types of findings that emerged from this study: those of the qualitative analysis, those of the statistical analysis, and those of the action research process. The qualitative analysis produced a list of reflective modes that each participant was engaged in, and a list of categories that describe the content of their reflection. The findings of the statistical analysis show that certain reflective categories occurred more frequently in particular contexts, that each participant had different patterns of reflection, and that there was no linear relationship between their private and collaborative reflections. The findings of the action research process shows that each participant achieved change mostly at the level of awareness, although one participant noticeably changed. The findings are significant in that they show how and on what aspects of their practice instructors reflect; that collaborative reflection can provide alternative reflection patterns to private reflection; and that they present a simple framework for instructors to engage in self and collaborative development.

Key Words: English Language Teaching, Reflective Teacher Development, action research, case study, peer-observation, reflective journals, university instructors

ÖZ

Bu tez, günlük iş yüklerine devam ederken, mesleki olarak kendilerini geliştirmek için yol arayan İngiliz Dili Eğitimi bölümünde görevli üç üniversite öğretim elemanını tanımlayan bir eylem araştırmasıdır. Araştırmaya ait veriler, katılımcıların birbirleriyle yaptıkları gözlem sonrası görüşmelerin yazılı olarak kaydedilmesi ve kişisel yansıtma günlüklerin araştırmacı tarafından kodlanması; ayrıca araştırma sorularıyla bağlantılı olan bölümlerin araştırmacı tarafından belirlenen yansıtmacı kodlarla yansıtmanın bağlam ve rol değişkenleri etrafında nasıl kümeleştiğini analiz edilmesi amacıyla istatistiksel olarak incelenmiştir. Çalışmanın sonucunda üç çeşit bulgu ortaya çıkmıştır: nitel analiz, istatistiksel (nicel) analiz, ve eylem araştırma süreci. Nitel analiz, her bir katılımcının katıldığı yansıtma şekillerinin listesini ve katılımcıların yansıtmalarının içeriğini tanımlayan kategorileri üretmiştir. İstatistiksel analizin bulguları, belirli yansıtma kategorilerin belirli bağlamlarda daha sıklıkla gözlemlendiğini, her katılımcının farklı yansıtma modelleri olduğunu, ama kişisel ve ortak yansıtmanın arasında doğrusal bir ilişki olmadığını göstermiştir. Eylem araştırması süreci, bir katılımcıda anlamlı bir değişiklik olduğunu, ve tüm katılımcıların daha ziyade farkındalık seviyesinde değişiklik sağladığını göstermiştir. Sonuçlar öğretim elemanlarının uygulamalarında neyi nasıl yansıttıklarını göstermede, ortak yansıtmanın kişisel yansıtma alternatif bir yansıtma modeli sağlamasında, ve öğretim elemanlarının bireysel ve ortak gelişimlerine yalın bir çerçeve sunması konularında anlamlı sonuçlar vermiştir.

Anahtar kelimeleri: İngiliz Dili Eğitimi, Yansıtıcı Öğretmen Geliştirme, eylem araştırması, örnek incelemesi, akran-gözlemi, yansıtma günlükleri, üniversite öğretim elemanları.

To Behçet Kemal, the initial;
and Elif Eylül and Atahan, the ultimate motivation.

ACKNOWLEDGEMENTS

There are so many people who have contributed to this dissertation in some way; it would require an extra volume to mention them all. However, I would like to express my deepest gratitude to the following people who have made it possible for me to complete this study.

I am greatly indebted to my supervisor, Prof. Dr. Aydan Ersöz for her patience, understanding and guidance at every stage of this dissertation. She gave me valuable feedback on my work without delay, and was always available when I needed her advice. Words cannot express my gratitude.

The members of my dissertation progress committee, Prof. Dr. Abdülvahit Çakır and Assoc. Prof. Dr. Gülsev Pakkan provided a lot of invaluable help and advice that helped this study to take on its final shape. Their positive outlook made the six-monthly committee meetings an event to look forward to.

Without my colleagues Sema and Fahrettin, this study could not have happened. They were willing to put their teaching practice under scrutiny and spend extra time helping each other to develop amidst such a stressful, hectic life. I am deeply grateful to them.

I would also like to thank my other colleagues who were involved at various stages of the research: Assoc. Prof. Dr. Arif Altun, Assoc. Prof. Dr. Hamit Coşkun and Assist. Prof. Dr. Altay Eren for their extremely valuable advice on statistics; Res. Assist. Anıl Rakıcıoğlu Söylemez for her help in the reliability checks and in the construction of the diagrams used in this study, and for her endless moral support; and to Res. Assist. Sedat Akayoğlu for his help in the reliability checks, and for teaching me aspects about computers that made life easier. My thanks also go to Res. Assist. Selmin Söylemez, who always succeeded to keep my morale up.

I would not like to forget my course tutors who made all the travelling to and from Ankara worthwhile. They have all had a contribution to making me who I am today as a professional and an academic. Thanks also to Prof. Dr. Necdet Hayta and

Mrs. Ceylan Konuk for all their assistance and advice. Also many thanks to Mrs. Gülcan Şahingöz for making her home my ‘home away from home’ during the time I was taking the courses. My studies have gained me a strong friendship in addition to a qualification.

Finally, thanks to the first-year students of the 2007-2008 academic year who participated in the video-recorded lessons. Their enthusiasm and eagerness to learn is what gives meaning to our profession.

TABLE OF CONTENTS

ABSTRACT	ii
ÖZ	iii
DEDICATIONS	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF ABBREVIATIONS	xiii
LIST OF TABLES	xiv
LIST OF FIGURES	xviii
CHAPTERS	
1. INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.1.2 The current undergraduate ELT programme taught in Turkish universities	2
1.1.3 The structure of the FLE department involved in this study.....	2
1.2 The problem	3
1.3 The aim and scope of the study	4
1.4 Method.....	5
1.5 Significance of the study	6
2. REVIEW OF LITERATURE	8
2.0 Introduction	8
2.1 Teacher training, teacher education, teacher development	8
2.2 The ineffectiveness of the traditional approach in bridging the gap between theory and practice	11
2.3 Reflective practice.....	12
2.4 Models of reflective practice.....	16

2.5 Research in the social sciences.....	23
2.6 The nature of qualitative research	25
2.6.1 Gathering qualitative data	27
2.6.1.1 Personal teaching journals	27
2.6.1.2 Peer observation.....	28
2.6.1.3 Student feedback.....	32
2.7 Case study research	33
2.8 Action Research	37
3. METHODOLOGY.....	40
3.0 Introduction	40
3.1 Overall research design	40
3.2 Research questions	41
3.3 Data sources	41
3.3.1 Participants.....	42
3.3.2 Instructors.....	43
3.3.3 The students	44
3.4 Data collection procedures	44
3.4.1 Weekly observations	45
3.4.2 Post-observation conferences.....	46
3.4.3 Reflective teaching journals.....	46
3.4.4 Student feedback.....	46
3.5 Data analysis procedures	47
3.6 Reliability and validity issues of the current study	47
3.6.1 External reliability.....	48
3.6.2 Internal reliability.....	48
3.6.3 External validity.....	49
3.6.4 Internal validity	50
3.7 Steps in the coding process	51
3.7.1 Initial set of codes	51
3.7.2 Cross-checking of initial codes	52
3.7.3 Re-coding of data with new categories	52
3.7.4 Reliability check	53
3.7.5 Review of the coding system	53

3.7.6 Cross-checking of coding system	54
3.8 Quantitative analysis of the transcribed post-observation conferences and journals	55
3.9 The limitations of the study	55
4. DATA ANALYSIS AND RESULTS	57
4.0 Introduction	57
4.1 The codes	57
4.1.1 Role category	57
4.1.2 Reflective category	58
4.1.3 Content categories	61
4.2 Qualitative data analyses	71
4.2.1 Biker	72
4.2.1.1 Language Teachers' Beliefs System	72
4.2.1.2 An overview of the actions	74
4.2.1.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research	75
4.2.2 Bookworm	87
4.2.2.1 Language Teachers' Beliefs System	87
4.2.2.2 An overview of the actions	89
4.2.2.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research	90
4.2.3 The Brit	103
4.2.3.1 Language Teacher's Belief System	103
4.2.3.2 An overview of the actions	105
4.2.3.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research	106
4.3 Results of the quantitative analyses	119
4.3.1 Quantitative data analysis for Biker	120
4.3.1.1 Cross tabulations of role and reflective categories for post-observation conferences	120
4.3.1.2 Cross tabulations for role and reflective categories in the reflective journal entries	123
4.3.1.3 Cross tabulations of reflective categories and context for the post-observation conferences between Biker and Bookworm	124

4.3.1.4	Cross tabulations of reflective categories and context for Biker's journal entries.....	126
4.3.1.5	Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between Biker and Bookworm	128
4.3.1.6	Frequencies of occurrence of consecutive reflective codes in Biker's reflective journal	130
4.3.2	Quantitative data analysis for Bookworm.....	131
4.3.2.1	Cross tabulations of role and reflective categories for post-observation conferences	131
4.3.2.2	Cross tabulations for role and reflective categories in the reflective journal entries.....	133
4.3.2.3	Cross tabulations of reflective categories and context for the post-observation conferences between Bookworm and The Brit	135
4.3.2.4	Cross tabulations of reflective categories and context for Bookworm's journal entries.....	136
4.3.2.5	Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between Bookworm and The Brit	138
4.3.2.6	Frequencies of occurrence of consecutive reflective codes in Bookworm's reflective journal	140
4.3.3	Quantitative data analysis for The Brit	141
4.3.3.1	Cross tabulations of role and reflective categories for post-observation conferences	141
4.3.3.2	Cross tabulations for role and reflective categories in the reflective journal entries.....	144
4.3.3.3	Cross tabulations of reflective categories and context for the post-observation conferences between The Brit and Biker	146
4.3.3.4	Cross tabulations of reflective categories and context for The Brit's journal entries.....	148
4.3.3.5	Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between The Brit and Biker	150
4.3.3.6	Frequencies of occurrence of consecutive reflective codes in The Brit's reflective journal	152
5.	INTERPRETATION OF DATA AND FINDINGS	153
5.0	Introduction	153
5.1	Findings	153
5.1.1	Findings related to reflection	153
5.1.1.1	The amount of reflection.....	154
5.1.1.2	Type of reflection.....	156

5.1.1.3 Private and collaborative reflection	159
5.1.2 Findings related to action research.....	160
5.2 Answer to Research Question 1: How do the participants reflect collaboratively and privately on their perceived problems?	167
5.2.1 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between Biker and Bookworm..	168
5.2.2 Consecutive reflections occurring in the context of reflection on problems in Biker's reflective journal	171
5.2.3 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between Bookworm and The Brit	173
5.2.4 Consecutive reflections occurring in the context of reflection on problems in Bookworm's reflective journal	176
5.2.5 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between The Brit and Biker	178
5.2.6 Consecutive reflections occurring in the context of reflection on problems in The Brit's reflective journal.....	182
5.3 Answer to Research Question 2: How do the participants reflect collaboratively and privately on the change in their practice?.....	187
5.3.1 Consecutive reflections occurring in the context of reflection on change in the post-observation conferences between Biker and Bookworm.....	188
5.3.2 Consecutive reflections occurring in the context of reflection on change in Biker's reflective journal	190
5.3.3 Consecutive reflections occurring in the context of reflection on change in the post-observation conferences between Bookworm and The Brit .	191
5.3.4 Consecutive reflections occurring in the context of reflection on change in Bookworm's reflective journal	193
5.3.5 Consecutive reflections occurring in the context of reflection on change for The Brit	196
6. CONCLUSION	198
6.0 Introduction	198
6.1 Summary of the study.....	198
6.2 Findings related to the research questions.....	199
6.3 Findings on the research design	200
6.4 Implications for practice.....	203
6.5 Implications for further research	204
REFERENCES.....	207

APPENDICES	216
Appendix A. The current ELT undergraduate programme	216
Appendix B: Biker's chart of initial reflections	217
Appendix C. Bookworm's chart of initial reflections	218
Appendix D. The Brit's chart of initial reflections	219
Appendix E. Language Teachers' Beliefs Systems.....	221
Appendix F: Example of a coded post-observation conference transcript.....	223
Appendix G: Example of coded reflective journal entry	228
Appendix H. Examples of student feedback	229
Appendix I. Summary of the reflections in the post-observation conferences between Biker and Bookworm.....	230
Appendix J. Summary of the reflections in Biker's reflective journal.....	236
Appendix K. Summary of the reflections in the post-observation conferences between Bookworm and The Brit	238
Appendix L. Summary of the reflections in Bookworm's reflective journal.....	249
Appendix M. Summary of the reflections in the post-observation conferences between The Brit and Biker	253
Appendix N. Summary of the reflections in The Brit's reflective journal.....	263

LIST OF ABBREVIATIONS

AIBU	Abant İzzet Baysal University
DTEFLA	Diploma in Teaching English as a Foreign Language
EFL	English as a Foreign Language
ELT	English Language Teaching
FLE	Foreign Languages Education
LTBS	Language Teachers' Beliefs Systems
UCLES	University of Cambridge Local Examinations Syndicate

LIST OF TABLES

Table 1: Cross tabulations of the role and reflective categories for the post-observation conferences between Biker and Bookworm.....	120
Table 2: Cross tabulations of the role and reflective categories in Biker's reflective journal	123
Table 3: Correlational statistics for the cross tabulations of the role and reflective categories for the post-observation conferences and reflective journal of Biker.....	124
Table 4: Cross tabulations of the reflective categories and context of reflection in the post-observation conferences between Biker and Bookworm.....	125
Table 5: Cross tabulations of the reflective categories and context of reflection for Biker's reflective journal	127
Table 6: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation conferences between Biker and Bookworm.....	129
Table 7: Matrix showing the percentages of occurrence of pairs of reflective categories in Biker's reflective journal.....	131
Table 8: Cross tabulations of the role and reflective categories in the post-observation conferences between Bookworm and The Brit	132
Table 9. Cross tabulations of the role and reflective categories in Bookworm's reflective journal entries.....	133
Table 10: Correlational statistics of the cross tabulations of the role and reflective categories for the post-observation conferences with Bookworm as the observee teacher	134

Table 11: Cross tabulations of the reflective categories and context of reflection for the post-observation conferences between Bookworm and The Brit. 135

Table 12: Cross tabulations of the reflective categories and context of reflection for Bookworm's reflective journal 137

Table 13: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation categories between Bookworm and The Brit 138

Table 14: Matrix showing the percentage of occurrence of pairs of reflective categories in Bookworm's reflective journal..... 140

Table 15: Cross tabulations of the role and reflective categories for the post-observation conferences in which The Brit was the observee teacher 141

Table 16: Cross tabulations of the role and reflective categories for The Brit's reflective journal 144

Table 17: Correlational statistics for the cross tabulations of the role and reflective categories for the post-observation conferences and reflective journal of The Brit 146

Table 18: Cross tabulations of the reflective categories and context of reflection for the post-observation conferences between The Brit and Biker..... 147

Table 19: Cross tabulations of the reflective categories and context of reflection for The Brit's reflective journal..... 149

Table 20: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation conferences between The Brit and Biker 150

Table 21: Matrix showing the frequency of occurrence of pairs of reflective categories in The Brit's reflective journal 152

Table 22: The list of reflective categories used in the current study and their codes.....	168
Table 23: Examples of the most frequently occurring consecutive reflections in the post-observation conferences between Biker and Bookworm.....	170
Table 24: Examples of the most frequently occurring consecutive reflections in Biker's reflective journal	172
Table 25: Examples of the most frequently occurring consecutive reflections in the post-observation conferences between Bookworm and The Brit	174
Table 26: Examples of the most frequently occurring consecutive reflections in Bookworm's reflective journal	177
Table 27: Examples of consecutive reflections from the post-observation conferences between The Brit and Biker	180
Table 28: Examples of the most frequent consecutive reflections in The Brit's reflective journal	184
Table 29: Similar and unique consecutive reflections for all participants in the post-observation conferences	186
Table 30: Similar and unique consecutive reflections for all participants in the reflective journals.....	187
Table 31: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in the post-observation meetings between Biker and Bookworm	189
Table 32: Examples of most frequently occurring consecutive reflections in Biker's journal	190

Table 33: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in the post-observation conferences between Bookworm and The Brit	192
--	-----

Table 34: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in Bookworm's journal	194
---	-----

LIST OF FIGURES

Figure 1: Wallace's (1991) model of reflective teacher development.....	17
Figure 2: Ur's (1997) cycle of optimal teacher learning.....	18
Figure 3: Bailey's (2006) cycle of observation and feedback in the teaching event.....	31
Figure 4: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between Biker and Bookworm.....	169
Figure 5: The most frequently occurring consecutive reflections in the context of reflection on problems in Biker's reflective journal	171
Figure 6: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between Bookworm and The Brit	173
Figure 7: The most frequently occurring consecutive reflections in the context of reflection on problems in Bookworm's reflective journal.....	176
Figure 8: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between The Brit and Biker.....	179
Figure 9: The most frequently occurring consecutive reflections in the context of reflection on problems in The Brit's reflective journal.....	183
Figure 10: The most frequently occurring consecutive reflections in the context of reflection on change in the post-observation meetings between Biker and Bookworm.....	188
Figure 11: The most frequently occurring consecutive reflections in the context of reflection on change in Biker's reflective journal	190

Figure 12: The most frequently occurring consecutive reflections in the context of reflection on change in the post-observation conferences between Bookworm and The Brit 191

Figure 13: The most frequently occurring consecutive reflections in the context of reflection on change in Bookworm's journal..... 194

CHAPTER 1

INTRODUCTION

1.0 Introduction

This study investigates how and on what a small group of English Language Teaching (ELT) instructors reflect when involved in action research carried out with the ultimate aim of helping them to understand and improve aspects of their teaching, and how they reflect on the change. The idea for the research topic arose when the researcher, also a participant in the study, observed that the academic staff teaching on the programme often openly reflected on and shared their teaching experiences on an informal basis. It was also not unusual for them to visit each others' lessons with the aim of observing their colleagues both to help them take another perspective on their practices, and also to gain new insights on their own teaching. Such an environment of trust, openness to criticism and willingness to develop provided a suitable background for the researcher to carry out a study encouraging more systematic reflection on a regular basis. This chapter presents background information to the study. It introduces the ELT programme that has been in operation since September 2006, the structure of the Foreign Languages Education (FLE) Department of the university where the study was carried out, the problem which forms the core of this research, and the aims, scope and significance of the study.

1.1 Background to the study

This section will give information on the new ELT programme taught in the faculties of education of Turkish universities and the structure of the FLE department of the university where the research was carried out.

1.1.2 The current undergraduate ELT programme taught in Turkish universities

The undergraduate ELT programme currently being taught in all the FLE departments of Turkish universities was introduced in the autumn semester of the 2006-2007 academic year (see Appendix A). The first two semesters consist of language skills courses: Contextual Grammar, Advanced Reading and Writing, Listening and Pronunciation and Oral Communication Skills. This first year of study acts as a bridge between the largely knowledge-based approach to the language teaching of the high schools, and the university environment in which English is the medium of instruction. The courses of the second year of study are the traditional feeder-fields of ELT, English Literature, Linguistics and Language Acquisition, in addition to an Approaches to ELT course. The focus in the third year moves toward teaching courses, with Teaching English to Young Learners, Teaching Language Skills, and Literature and Language Teaching. In the final year, along with the Language Teaching Materials Adaptation and Evaluation, and English Language Testing and Evaluation courses, students are given the chance to put what they have learned in theory into practice with the School Practice and Teaching Practice courses.

At the time of investigation, the previous programme that had been introduced in 1998 was being taught to the students in the third and final years of study. Since the current study was concerned with the teaching of the basic language skills courses taken by the first year students of that time, it is not considered necessary to include a description of that programme.

1.1.3 The structure of the FLE department involved in this study

The FLE Department of Abant İzzet Baysal University (AIBU) in Bolu consists of an ELT programme only, which has been accepting approximately 31 students each academic year onto its regular section since 1999. In 2005, an evening

section of the programme was opened and at the time of the current investigation there were approximately 220 students studying in both sections.

The academic staff teaching on the programme consisted of 1 assistant professor, 5 instructors and 1 research assistant when the data for the current research were collected. 3 of the instructors were responsible for the Contextual Grammar I, Listening and Pronunciation I, Advanced Reading and Writing I and Oral Communication Skills I courses taught during the first semester of study. Although these instructors also taught content courses to students in other years of study; for the purposes of the current investigation it was decided to focus only on these basic language skills courses, because it was thought that if content courses had been observed, there might have been the tendency to focus on the content knowledge of the instructors rather than on their language teaching skills. While this decision excluded the remaining members of staff from the study, it did ensure that the participants were actually peers, which was important because peer observation was one of the main ways to encourage reflection on practice in this particular investigation.

1.2 The problem

Staff development programmes in Turkish universities are not very widespread, and generally it is usually private universities in the major cities that run them. Instructors in the state universities of smaller towns are generally left to their own devices once they have been employed, and keeping up with the rapid changes in their fields is usually a matter of conscience. Opportunities for development for those in the field of ELT, as in other fields, include attending conferences or seminars, following academic journals, or enrolling on postgraduate courses, though none of these are usually actively encouraged by the university administrations. While following the recent literature is now both free-of-charge and simple with institutional enrolments to large electronic databases, attending conferences that are usually in the larger cities of the country can be costly and time consuming for instructors in small town universities. Furthermore, they may not address the

perceived needs of individual instructors in their everyday teaching, and may not encourage reflection and self-development. Completing a postgraduate course, again more often than not in one of the larger cities, can be difficult in the midst of a busy teaching schedule.

Time constraints, family commitments, a heavy workload and lack of funding generally mean that instructors on ELT programmes at provincial Turkish state universities will have to look to themselves if they want to develop, and development in this world of rapid changes means survival. In an informal conversation with the researcher, one of the participants pointed out that it is much more difficult to be a student and a teacher these days. There are more distractions for the student: a multitude of television channels, computer technology, the Internet, mobile phones; and they have higher expectations of their teachers. The ‘chalk and talk’ of years gone by has to be replaced by more interactive classrooms and teachers have to be aware of the new knowledge and innovative practices of their field if they want their students to pay attention to them and learn.

The problem addressed by this study is how instructors teaching on an undergraduate ELT programme can find time in their normal workload for reflection and self-development in order to review their practices and avoid burnout.

1.3 The aim and scope of the study

It is the aim of this study to provide a framework for the already existent reflection that the instructors of this ELT programme are involved in so that they may improve their practice in areas they determine themselves, and to observe how they reflect as a result. The study will do so by making use of three readily available resources: the instructors themselves, their colleagues and their students. It is structured as action research, because it is the practitioners themselves, including the researcher, who are investigating their own teaching in their own environment. It is also presented as a case study because of the small number of participants and the rich nature of the data collected over a period of time.

The research questions can be stated as:

1. How do the participants reflect collaboratively and privately on their perceived problems?
2. How do the participants reflect collaboratively and privately on change in their practice?

The study was carried out with the three instructors teaching the basic language skills courses to the students in their first year of study on the ELT programme of the FLE department of AIBU during the first semester of the 2007-2008 academic year.

1.4 Method

First, there is an extensive review of the literature on foreign language teacher development, reflective teacher development, qualitative research, action research and case studies which provides a theoretical background to the study. The first stage of the data collection process involves distributing introductory information to the participants to brief them about the aim of the study and what is expected of them. They will also be asked to take time to reflect and complete a chart, given at the end of this information sheet, about the aspects of their teaching they are pleased about, and those they are not so pleased about (see Appendices B, C and D). In addition to this, the participants will be asked to complete an open-ended questionnaire based on Richards and Lockhart's (1996) Teachers' Belief Systems (see Appendix E). The action research cycle starts with an initial conference during which the participants discuss the charts they had filled in about their own teaching and about what could feasibly be observed. At the end of this conference, each participant will decide on what aspect of their teaching they would like to have observed, and who will observe who. Over the following 7 weeks, each participant will have one hour of their lessons a week video recorded for their observer, they will reflect on it in their reflective

journals, and meet once a week with their observer in a post-observation conference to discuss the lesson in terms of the pre-decided focus. This conference will also act as the pre-observation conference for the next stage in the action research cycle. Students will also be asked for feedback on the lesson. At the end of the 7 week cycle, the transcriptions of the conferences and the entries in the journals will be coded, and these codes will be analysed in order to determine the patterns of reflections of each participant. Finally, the pedagogical implications of the study and suggestions for further research will be discussed.

1.5 Significance of the study

Reflective teacher development became a popular area of research in the field of ELT following the publishing of Michael Wallace's book on training foreign language teachers in 1991. This popularity is reflected in literature toward the end of that decade (e.g. Pennington, 1995; Richards and Lockhart, 1996; Norrish, 1996; Numrich, 1996; Hall, 1997; Stanley, 1998; Farrell, 1998, 1999; Cosh, 1999; Gebhard and Oprandy, 1999), and it has by no means lost its impetus in recent years (e.g. Richards and Farrell, 2005; Akbari, 2007; DeSonneville, 2007; Vacilotto and Cummings, 2007).

In the Turkish context, reflective teacher development in ELT is a relatively untouched subject. Atikler (1997) focuses on how action research helped one instructor in the Department of Basic English (DBE) of the Middle Eastern Technical University (METU) reflect on her practice. Sungurtekin Eröz (1997) worked with teacher trainers and trainees on the pre-service course at the DBE of METU to discover how change in the trainees' practice could be observed through reflection. İskenderoğlu Önel (1998) investigates the effect of action research on the becoming reflective of the instructors at the English Language School of Başkent University, Ankara. Göde's study (1999) researches the use of video recording as a tool in self-observation for achieving reflection in teaching with 4 teachers at the Foreign Language Centre of Çukurova University, Adana. Önez (2001) worked with the teacher educators on the METU DBE's pre-service course to investigate how action

research could help to initiate change in the educators' presentation skills. Özçalı (2007) researches the effect on an in-service training programme on the teacher efficacy and reflective thinking of EFL teachers at various foundation schools in Istanbul. Atay (2008) reports successful results with instructors at the Preparatory school of Marmara University who were involved in a classroom research-oriented in-service training (INSET) programme.

As can be seen, the majority of these studies were conducted in the institutions providing preparatory English as a Foreign Language (EFL) courses in the universities of the largest Turkish cities. None of them were carried out with instructors in an FLE department providing training to pre-service EFL teachers, and none of them have used peer observation as a major source of data. The findings of this study can contribute new knowledge to the area of reflective teacher development in terms of how instructors teaching on ELT programmes reflect when engaged in peer observation; and on what aspects of their practice such instructors reflect and how. The fact that the instructors are teaching future EFL teachers provides an interesting dimension to how they view their practice and its effects. The conducting of such an action research project within the department could initiate further action research cycles involving other instructors teaching other courses on the programme, thus helping them to reflect and gain new insights on their practice. Finally, another aspect of this study that makes it significant is that, unlike the participants of the studies mentioned above, one of the three participants in the current study is male and another is a native speaker, factors that should enrich the case study data.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

In order to provide a conceptual framework for the study, this section will discuss the literature on the concepts of teacher training, teacher education and teacher development; the ineffectiveness of traditional approaches to teacher development and how reflective practice offers an alternative way to develop professionally; reflective models of teacher development; the place of qualitative research in the social sciences; gathering qualitative data; case study research and action research.

2.1 Teacher training, teacher education, teacher development

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the educational goals. There is a strong tendency among the authorities and society to see the teacher quality as the most important school-related factor influencing student achievement. Hence, ‘teacher development’ has become increasingly emphasised recently, and since it is the starting point of this study, it would be appropriate to distinguish this concept from ‘teacher training’ and ‘teacher education’, concepts which are often used interchangeably in the literature, as in Wallace (1991).

Over twenty years ago in his criticism of the teacher preparation programmes in English Language Teaching (ELT) of that time, Widdowson (1984: 88) referred to the concepts of training, education and development. Training was the process of helping future teachers to master certain classroom techniques. However, in his opinion, education in how these techniques related to theoretical principles was also necessary to show teachers how these principles were subject to continual reappraisal

and change. This education was necessary both during initial courses and throughout “the continuing development of teachers through classroom experience” (Widdowson, 1984: 89). A similar call had been made by Scarbrough (1976) nearly a decade earlier, when he complained “too many EFL teacher-training courses are too severely limited to a form of methodological indoctrination. Teacher trainers in EFL sometimes appear to behave like Gurus dispensing their wisdom” (104). For Widdowson, then, teacher education is a process that must be found during pre-service training and in-service development in order for teachers to make informed decisions about how they act in the classroom.

It must be remembered that while Scarbrough (1976) and Widdowson (1984) were making these appeals, the field of ELT was at the height of the age of methods, each method having a set of practical techniques that were thought easy to equip teachers with. As Freeman and Johnson (1998: 398) point out, most classroom-research on language teaching at that time aimed at describing effective teaching behaviours, positive student outcomes, and teacher-student interactions that were believed to lead to successful foreign language learning. The contributions of the teacher as an individual were not part of the equation. However, with the “postmethod condition”, a phrase coined by Kumaravallivedu (1994), emerging in the 1990s, it began to be realised that teachers should be empowered with the knowledge, skill and autonomy to decide for themselves what practices work in their own particular situations.

Ur (1996: 3) defines ‘training’ as having the specific goal of preparing a person for a particular profession, and ‘education’ as involving the development of the “moral, cultural, social and intellectual aspects of the whole person as an individual and member of society”. In other words, ‘training’ and ‘education’ can be said to be two complementary parts of the same process aimed at preparing professionally competent individuals ready to take on their role in society, usually in the form of bachelor’s degrees from a Faculty of Education, as in the case of Turkey.

Development, according to Wallace (1991: 3), is something that can only be done by oneself for oneself, implying that it is an ongoing process that can continue

after formal training and education without the need of an expert. Ur (1997) concurs with this distinction, saying that training is an externally imposed process that does not directly involve the participant or his/her previous experience at any stage, from syllabus design to evaluation; that assumes learning is the blind acceptance of knowledge; and that acts to disempower the teacher. Development, on the other hand, is a self-initiated process involving the participants, who determine the syllabus, provide the input and take part in their own evaluation; views learning as a collaborative process; and ultimately empowers the teacher. Teacher empowerment is the teacher being seen as “an autonomous professional, responsible for, and an authority on, professional learning and practice, rather than subordinate to external authority and expertise” (Ur, 1997).

Some researchers in the field of general education and in the field of ELT view teacher training and teacher development as two different approaches to teacher education, which they see as an umbrella term covering pre-service and in-service education. Korthagen and Russell (1999: 3), for example, state that teacher education became known as teacher training because an important part of the professional preparation process has been the dissemination of an extensive theoretical knowledge base by experts in a university to candidate teachers. This view is echoed by Cochrane-Smith and Lytle, cited in Burbank and Kauchak (2003: 501), who point out that such an approach has been true for both pre-service and in-service education. Richards (1989: 1-2) points out that the training approach assumes that the trainees or teachers entering them would have some kind of deficiency in terms of subject matter or competencies; that effective teaching skills could be described discretely and be taught directly in a prescribed way to teachers, who could and should be changed, by experts who were the soul source of new information, skills and theory.

For Korthagen and Russell, development is “an ongoing process of experiencing practical teaching and learning situations, reflecting on them under the guidance of an expert and developing one’s own insights into teaching through the interaction between personal reflection and theoretical notions offered by the expert” (1999: 5). It is interesting to note that the researchers do not disregard the role of

experts completely; they shift the emphasis on the experts to accommodate the teacher's knowledge and experience. Richards' (1989: 8) view of development is of a continual, non-prescriptive, holistic, bottom-up process which utilises the personal knowledge base of the teacher and aims at awareness rather than improvement. Differing from Wallace (1991) and Ur (1996, 1997), who focus more on development as process occurring after initial professional certification; Korthagen and Russell (1999) and Richards (1989) argue that effective pre-service teacher education should discard a training approach in favour of a development approach. The focus of the current study, however, is on in-service teacher development.

Despite the different views on where the terms 'education', 'training' and 'development' fit into the picture as a whole, all researchers concur on the fact that training is essentially an external, prescribed, top-down process disregarding the participants' previous knowledge and experience; whereas development is a self-initiated, non-prescribed, bottom-down process based on the previous knowledge and experience of the participants. All agree on the point put forward here that the traditional training approach as described here has been largely ineffective, and the following section will discuss why this is so.

2.2 The ineffectiveness of the traditional approach in bridging the gap between theory and practice

Schön (1991) refers to the traditional approach to training as described above by Richards (1989) and Ur (1997) as 'the model of technical rationality', an epistemology of practice firmly rooted in the positivist tradition which sees the knowledge base of any profession as "firmly bounded, scientific, and standardized" (1991: 23). In this model, techniques for solving problems in teaching are developed from the application of the findings of empirical research in basic science, hence Wallace's (1991: 8-10) preference to call it the 'applied science model'.

The reason why such approaches have proved ineffective on teaching practices is, as Schön (1991: 48-49) claims, because the lack of success in bridging

the gap between theory and practice lies in the very positivist nature of these approaches. Simply put, the problems in the real world of practice are unique, unfixed and cannot be categorised by applied science. In a similar vein, Osterman and Kottkamp (2004: 5) claim that a faulty approach to change is to blame. In their opinion, although many professional development programmes may have been based on sound research and have been committed to their goals, they have failed to involve the individuals in the developmental process and assumed that change in practice comes about by simply presenting new ideas and strategies. In order for change to take place, professional development initiatives have to relate to the particular problems faced by the participants themselves, and they should allow the participants to make their own active decisions as to what works for them in their own situations. Calling for deeper awareness rather than improvement, which he considers to be a judgementally loaded expression, Richards (1989: 4) questions what change actually is, citing Freeman as saying “change does not necessarily mean doing something differently; it can be affirmation of current practice”. That is to say, teachers sometimes do things that work without realising why. Their realisation of what they are doing effectively counts as change.

This being the case, the question of how change can be achieved springs to mind. Schön (1987, 1991), Brookfield (1995), Richards and Lockhart (1996) and Osterman and Kottkamp (2004), among many other researchers in the fields of mainstream education and ELT, argue that reflective practice is a more effective way to bring about lasting change in teachers’ practices. Why reflective practice is essential for teacher development, reflection being “a key component of teacher development” (Richards, 1989:6), is the topic of the following section.

2.3 Reflective practice

Reflection is by no means a new concept in the field of education, and there appears to be no consensus on its meaning, with some views being contradictory. Brookfield (1995: 214-215) remarks that reflective practice is based on the Enlightenment idea that it is possible for humans to stand outside themselves in order

to see more clearly what they do and who they are; with elements of constructivist phenomenology, which claims that identity and experience are moulded culturally and personally, rather than being objective; and American pragmatism, which emphasises the importance of context in practice while criticising standardised models of good teaching.

Although Fendler (2003: 17-18) and Brookfield (1995: 214) trace its roots back as far as Cartesian rationality, reflective thinking is most frequently attributed to the American philosopher and educator John Dewey. Differentiating reflective thought from the loose string of ideas that go through our minds, he defines it as the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends” (Dewey, 1991: 6). That is to say, reflective thought is not a random string of ideas, but rather an organised sequence of thoughts; each thought acting as a starting point for the consequent one. For Dewey, reflective thought is a civilising force which gives the possibility of deliberate and intentional activity, being “the sole method of escape from purely impulsive or purely routine action” (Dewey, 1991: 14), which gives the possibility of systematised foresight, and which assigns meaning to physical objects and events (1991: 15-16). Dewey’s view of reflective thought is as a means to make rational, scientifically-based choices (Fendler, 2003: 18).

However, from the literature (e.g. Wallace, 1991; Brookfield, 1995; Pennington, 1995; Ur, 1997; Osterman and Kottkamp, 2004) it would seem that Schön’s works of 1983 (1991) and 1987 have had the most influence in the field of teacher development as it is today. Schön (1991: 49) suggests that, rather than trying to preserve the applied science model while bridging the gap between theory and practice as some researchers have done, the whole epistemology of practice should be changed to incorporate the “artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness and value conflict”. Unlike Dewey, Schön sees reflection as an artistic, intuitive process.

As opposed to practice as applied knowledge, or ‘received knowledge’ to use Wallace’s (1991) term; he talks of ‘knowing-in-action’, which Wallace (1991) calls

‘experiential knowledge’, stating that although practitioners may not be able to describe what they know; their knowledge is implicit in their actions. Developing this point further, Schön (1991: 54) claims that practitioners can not only think about doing something, but also think about doing something while doing it, a process he terms ‘reflection-in-action’; as well as thinking retrospectively about action by ‘reflection-on-action’ (1991: 277-278).

Schön (1991: 59-60) extends the concept of ‘reflection-in-action’ to that of ‘reflecting-in-practice’, stating that professional practice is performance in a variety of professional situations, but at the same time involves a certain amount of repetition. Over time, having come into contact with a variety of situations with common characteristics, the practitioner builds “a repertoire of expectations, images and techniques” (Schön, 1991: 60). Knowing what to look for and how to respond in a given situation, the practitioner becomes less surprised by what s/he comes across and his/her “knowing-in-practice tends to become increasingly tacit, spontaneous, and automatic”, which leads to specialisation (Schön, 1991: 60).

There are, however, undesirable effects of this specialisation. Practice can become repetitive and routine, and the increasing spontaneity of knowing-in-practice may deprive the practitioner of valuable opportunities to think about what s/he is doing. A practitioner can get stuck in a rut, some of his/her practices being ineffective. Leaving incidents that do not match his/her experiential knowledge unexplored can lead to boredom and burn-out, a phenomenon Schön (1991: 61) calls ‘over-learning’.

It is in such situations that reflection can help the practitioner to take a step out of his/her situation to criticise the tacit assumptions that have emerged as a result of repetitive practice. There are as many objects of reflection as there are phenomena facing the practitioner and systems of experiential knowledge that s/he brings to the situation. When the phenomenon does not exist within the practitioner’s experiential knowledge, the practitioner will criticise his/her initial understanding of the phenomenon, then construct and test a new description of it to arrive at a new theory. When stuck in a problematic situation, s/he will construct a new way of setting the

problem to make it manageable. When faced with incompatible or inconsistent demands, s/he will reflect on his/her own contributions to the situation as well as those of others (Schön, 1991: 62-63).

Reflection-in-action frees the practitioner from the restrictive dichotomies of traditional practice. By reflecting-in-action, the practitioner becomes a researcher within his/her own context of practice. No longer dependent on established theory and technique, s/he can construct his/her own theory for each unique situation. Means and ends are not separate, but can be defined interactively when setting a problem. Neither is thinking separate from doing, as decisions must later be converted to action (Schön, 1991: 68).

Ur (1996: 318) sees reflective teacher development as a tool for survival during the first stressful years of teaching, and, echoing Schön (1991:61), during the later years when teacher burn-out can be a problem. More positively, it contributes to teachers' feelings of success and satisfaction. England (1998) expresses similar views, stating that most teachers "intrinsically want and need to participate in ongoing development and change in their own professional lives". Farrell (1998: 16) also agrees, and drawing on the views of both Dewey and Schön, lists four benefits of reflective development: it helps release teachers from routine and impulse behaviour; it allows teachers to act deliberately and intentionally; it distinguishes teachers as educated human beings; it helps them grow beyond the initial stages of survival by allowing them to reconstruct their own personal theories from practice.

Osterman and Kottkamp (2004: 7-9) claim that reflective practice can bring about meaningful change, which can only take place if there is a change in the ideas and beliefs of educators. Reflective practice claims that thought influences action, that is, an individual's personal theory about how things in the world are will affect the way s/he behaves. In reflective practice, theories are not abstract concepts separate from the real world, but are closely related with every day experiences and phenomena which everyone possesses.

Emphasising the collaborative problem-solving aspect of reflective practice and the need for collegial support and communication, they go on to define reflective practice as being:

“... about individuals working with others to critically examine their own practice to resolve important problems. To engage in reflective practice requires an environment of support. It requires an organizational climate that encourages open communication, critical dialogue, risk taking, and collaboration” (2004:21).

In short, a teacher’s professional knowledge consists of theory-based received knowledge and practice-based experiential knowledge, both of which are crucial to his/her development. In order to close the gap between theory and practice, which has been enhanced rather than diminished by traditional applied science models, more emphasis needs to be placed on the experiential knowledge of the teacher. When the teacher intentionally takes a step to the side to reflect on the problematic areas of his/her practice, s/he has the possibility to construct a personal theory for that particular unique situation which can be more effective than the received theory presented by experts. Reflection should not be a lonely process, however, and is enhanced by collegial collaboration in an atmosphere of trust.

Since Schön’s works of 1983 (1991) and 1987, there has been much research done on how teachers reflect in practice. The following section deals with some of the studies conducted in the field of ELT.

2.4 Models of reflective practice

In the current educational atmosphere which accepts that knowledge is constructed collaboratively rather than transmitted unilaterally by “those who know” to “those who do not know”, models for reflective practice have begun to be developed. These models are essentially based on trust and aim to facilitate communication, because participants need to feel confident enough to share their perceived problems. The emphasis is on collaborative problem solving rather than unilateral control and open communication rather than private thought. The assumptions behind such models are that everyone needs opportunities for

professional growth, that all professionals want to improve, can learn and can assume responsibility for their own development, and that people do in fact need and want information about their own performance (Osterman and Kottkamp, 2004: 71-75).

There are several works on reflective practice in the field of foreign language teacher training. Wallace's milestone work (1991: 48-59) suggests a two-stage reflective model for both teacher education and development (see Figure 1), based on Schön's model (1991).

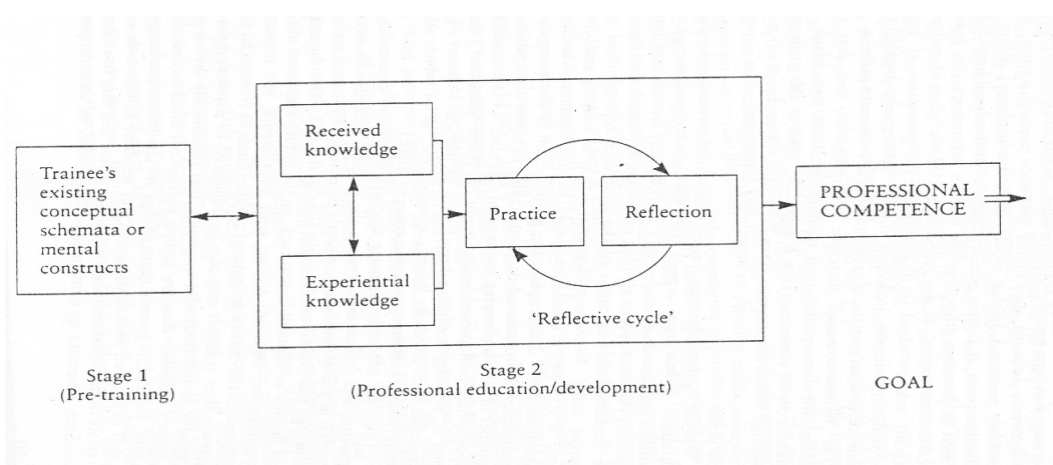


Figure 1: Wallace's (1991) model of reflective teacher development

The first stage accounts for what the trainee/teacher brings to the training/development process. Unlike the applied science model, the reflective model does not assume that teachers enter the development process with blank minds and no attitudes, and the existing conceptual schemata need to be taken into consideration. The second stage is the reflective cycle in which trainees/teachers are given the chance to reflect on both received and experiential knowledge in the context of practice. This reflection is a continual process and can take place before, during or after practice. By directly involving the teacher in the process, the teacher is encouraged to become a 'researcher', thus lessening the gap between expert and practitioner which had become a consequence of the applied science model. The goal of this model is professional competence. According to Wallace (1991: 58), professional competence can be the fixed 'initial competence' required to gain a teaching certificate; and it can be the 'moving target' to which all teachers head

towards during their careers. This being the case, Wallace stresses that it is essential for trainees to be equipped with techniques to continue developing after acquiring the initial competence.

While Ur (1997) criticises the traditional approach to training, because neither does it take into account the teacher's reflection and initiative, nor is it in line with the constructivist view of learning as the construction of our own understanding of reality through social interaction; she is also critical of Wallace's (1991) reflective model, claiming it plays down the role of received knowledge and "allows full rein" to the thinking and initiative of the teacher more than is necessary, leaving the teacher to "reinvent the wheel" on their own in extreme cases. She says that optimal teacher learning takes place when both external and internal sources of knowledge are taken into consideration, that is, when elements of training and development are combined. It must be remembered that the purpose of reflective practice is not to reject theory, but to promote practice to the level of theory (Akbari, 2007: 202).

Figure 2 below shows Ur's model. Her cycle of optimal learning allows knowledge gained as a result of theorising to be put into practice by means of "active experimentation", which then brings about concrete experience that can be reflected upon and lead to more theorising on the part of the teacher. External sources of information gleaned from theory, empirical studies and expert experience are fed into the cycle at all stages.

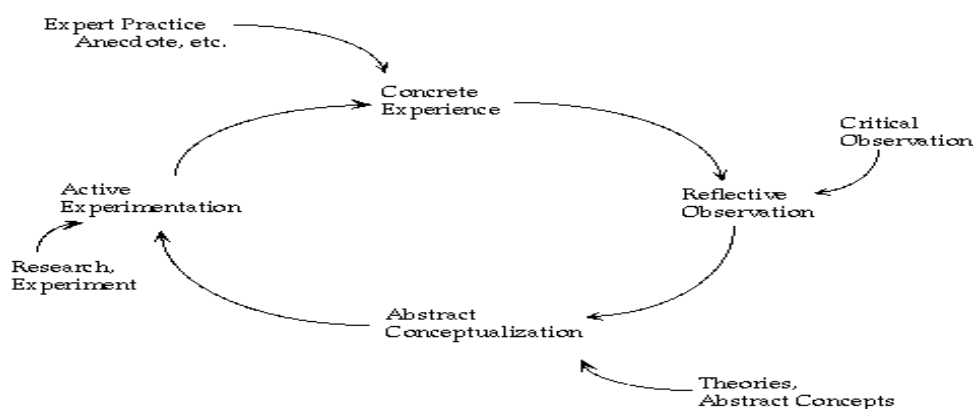


Figure 2: Ur's (1997) cycle of optimal teacher learning

This model shows similarities to the definition of teacher development given by Korthagen and Russell (1999: 5), involving the guidance of experts and the inclusion of theories.

In her reflective study with eight practicing teachers in Hong Kong, Pennington (1995: 705-706) remarks that for teachers to be able to change and develop, they need to be aware of both the necessity for change and of the available alternatives. This awareness is influenced by the teacher's experiences and personal philosophy of teaching. She claims that permanent change is only possible when teachers are able and motivated to experiment with new things, reflect on the consequences, and adjust their thoughts and practice accordingly. In her opinion, innovation and critical reflection work together to bring about change.

From the findings of her study, Pennington identified three hierarchical stages of development, which she names after what the teachers appeared to be reflecting on: the procedural stage, in which the focus is mainly on techniques and materials; the interpersonal stage, which focuses on the feelings, roles and responsibilities of the teachers and students, motivation and classroom atmosphere; the conceptual stage, in which the teachers arrive at their own personal meanings, explanation and integration of theory and practice (1995: 718-720). It seems that the first matter of concern for teachers experimenting with innovative teaching techniques is the practical aspect. Having reflected on the most effective ways of carrying out certain practices, teachers then move on to the interpersonal level to reflect on the effects of these techniques on the students' and their own feelings and motivation. Finally they move onto the conceptual level, at which they arrive at their own personal theories regarding the procedure and effects of the new techniques. Pennington (1995: 721-726) elaborates on Schön's model of reflective practice to incorporate these three stages.

Hall (1997) also proposes three levels of reflection, but with a focus on the depth of reflection rather than the issue being reflected on. The first level is 'everyday reflection – fleeting' which goes no deeper than remembering and talking about things with others, although it plays a role in the other levels of reflection. The

second level is ‘deliberate reflection – committed’. This involves the deliberate participation of an individual in some means of reflection on practice, but it might not lead to change. The third level is ‘deliberate and systematic reflection – programmatic’, which is the participation in some kind of reflection on or about action in a sustained way, by means of a development group or project. Hall (1997) maintains that while the literature would suggest that the third level of reflection is the most effective in bringing about change, each level has its value in reflective teaching practice, and its use would be determined by purpose.

Farrell (1998, 1999), in a study with a teacher development group in Korea, proposes five components of a reflective teacher development programme. They are: first, provide a wide range of opportunities for teachers to reflect; incorporate ground rules into the activities; make provisions for individual, activity, development and reflection time. These were modified to individual, development and frames for reflection in Farrell (1999: 168). Finally, echoing Ur (1997), provision of external input is foreseen; as well as provision for a low affective state, in order to reduce the component of threat and anxiety related to having one’s teaching investigated (Farrell, 1998: 13-16).

Stanley (1998) proposes a conceptual framework for teacher reflection as the result of a longitudinal study involving six experienced teachers. The first is ‘engaging with reflection’, or the conscious decision to scrutinise one’s beliefs and practices. ‘Thinking reflectively’ is not simply thinking about what happened and expressing feelings about it, it involves deeper probing into why things were done as they were, what the consequences of a particular decision might have been, and what possible alternatives could have been taken. In the ‘using reflection’ phase, teachers apply what they have found beneficial to their practice in the previous phase. ‘Sustaining reflection’ is crucial in the commitment to developing reflective teaching practice, because teachers will often encounter situations in which they will feel threatened by reflection precisely when it is needed. Over time and with practice, reflection becomes an inseparable part of teaching, and teachers find they are ‘practicing reflection’.

In her study tracing the development of one teacher during a teacher development programme, de Sonnevile (2007) describes the four phase transformative learning process suggested by Myers and Clark, who draw on the work of Piaget. Phase 1 is 'unconscious lower level competence', characterised by the acquisition of knowledge and facts, but without a change in perception or interpretation. Phase 2 is 'conscious lower level competence' at which teachers become aware of the gap between what they think they do and what they actually do, thus providing an opportunity for them to view their practice critically. Change can actually take place at Phase 3, 'conscious higher level competence', during which teachers consciously try out new practices. The new behaviours become internalised and used unconsciously at Phase 4, or 'unconscious higher level competence'. It is the move from Phase 2 to Phase 3 which holds the potential for change in teacher development. The reason why change does not take place in teacher development programmes, according to Myers and Clark (cited in de Sonnevile, 2007), is because most teachers are concerned with acquiring new facts rather than being involved in processes that might bring about lasting change.

Together, these studies provide different lenses through which to view the reflective development process. Wallace (1991), Ur (1997) and Pennington (1995) suggest practical models which can be used to encourage reflective practice. Stanley (1998) and Myers and Clark (cited in de Sonnevile, 2007) focus on the hierarchical stages of the reflective development process, and in fact their phases overlap and complement each other. Stanley's 'engaging in reflection' and 'thinking reflectively' fits in between Myers and Clark's phases 2 and 3; Stanley's 'using reflection' corresponds to Myers and Clark's phase 3; Stanley's 'sustaining reflection' comes between Myers and Clark's phases 3 and 4, while Stanley's 'practicing reflection' parallels Myers and Clark's phase 4. While Hall (1997) emphasises the levels of reflective thought from fleeting, everyday thought to programmatic reflection; Pennington (1995) focuses on what teachers actually reflect on, noting that they shift their reflection from a procedural to an interpersonal to a conceptual level. Farrell (1998, 1999) makes practical suggestions to consider when engaging in reflective development.

As shown so far, when Schön (1991) proposed his reflection-in-action model for professional development in 1983; he was met by great enthusiasm in the field of teacher education. Subsequently, a great deal was written on reflective teacher development, in the field of ELT as well as in that of mainstream education, examples of which have been given above. More recently, however, warning bells have begun to chime, and studies are appearing in the literature (e.g. Fendler, 2003; Akbari, 2007) which suggest that we take time to reflect on how we have been reflecting so far.

While Fendler's (2003) argument has a largely political focus which is beyond the limits of the current study, her reminders of how care should be taken not to revert to traditional power roles when engaging in reflective development are certainly relevant. She points out that since there is no consensus on the term 'reflection' in the field of education, there is a discrepancy in the way reflective development is carried out.

Akbari (2007) claims that a lot of practical and theoretical considerations have been overlooked in the attempt to empower teachers, and he categorises the problems arising from current reflective development practice as conceptual and practical. Conceptually, he echoes Fendler's (2003) view that there is a lack of agreement on the meaning of the term 'reflection', and it can often have conflicting interpretations. For Dewey, for example, reflection is a mean to replace blind, impulsive, repetitive actions with rational, scientifically-proved alternatives. For Schön, on the other hand, reflection is a personal, non-rational activity, and knowledge is derived from action, not scientific approaches (Akbari, 2007: 196). He cites Conway's (Akbari, 2007: 197) view that reflection is 'temporally truncated', that is, it is only retrospective and does not allow for teachers to use their imaginations and creativities to reflect upon the future. He also calls for more focus on the critical aspect of reflection, encouraging teachers to think about the social and moral consequences of their actions.

Practically, Akbari (2007: 198) claims that while there is a plethora of evidence in the literature for the effectiveness of reflective practice on the teacher's

job satisfaction, interpersonal relations and sense of self-efficacy, the same cannot be said for its effectiveness on learning outcomes. Neither, he continues, is there any evidence to show that reflection really leads to innovation and change. Rather than looking for new practices, he claims, teachers will try to justify and rationalise what they are already doing (Akbari, 2007: 198-199). Another criticism he has is that reflection is often reduced to a set of techniques (2007: 201). Indeed, a quick glance at some of the studies quoted above would seem to confirm this. Fendler (2003: 18) accounts for this phenomenon as a result of the expression of the Cartesian approach to reflection in formal methodological terms. That is to say, when reflection is coupled with rational thought, it leads to the assumption that all teachers will reflect in the same way, which in turn leads to the reduction of reflective action into step by step models. This is ironic, since the spirit of reflective movement is based on the rejection of such models. Akbari (2007:201) argues that teacher personality factors need to be taken into consideration, as it is the missing variable in a lot of these models. Other criticisms are the emphasis on how to reflect over what to reflect on, and the need to research how affect can hinder or facilitate reflection (Akbari, 2007:202).

Finally, concurring with Ur (1997), he stresses the importance of theory in teacher development, stating that propositional knowledge has a key role and should not be dismissed entirely. Leaving teachers alone to construct their own personal theories on teaching based on their own personal experiences will ultimately result in their isolation from the discourse community. “Teachers need to be familiar with the metadiscourse of the field in order to challenge existing theories and construct their own personal view of practice” (Akbari, 2007: 203).

2.5 Research in the social sciences

The debate about the nature of research in the social sciences is a very lively one. Social research methods have their roots in the philosophical branches of epistemology, the study of what we know and how we know it, and ontology, the study of what exists to be known. It follows that differing views on the nature of

knowledge leads to differing views about the way it can be observed and analysed. Epistemology has been the subject of polarisation relating to the status of human subjectivity and scientific methods, as mentioned in a previous section. The *positivist* approach is an objective one which applies the laws of the natural sciences to social reality in order to test theories and establish scientific laws. The *interpretivist* view, on the other hand, recognises that subjective meanings have a significant role in social actions and it aims to reveal interpretations and meanings (Walliman 2005: 14-16).

Similarly, there are two opposing aspects to ontology: *objectivism*, which states that social phenomena exist independently of social actors; and *constructionism*, which puts forward that social phenomena are in a constant state of change due to their being reliant on social interactions as they take place. The way in which research questions are formulated and the way in which research is carried out largely depend on the ontological viewpoint of the researcher. An objective approach will put emphasis on the formal properties of a system; while a constructionist standpoint will stress “the way that people themselves formulate structures of reality, and how this relates to the researcher him/herself” (Walliman, 2005: 16).

These differences in approaches to what knowledge is and how it is known have lead to the apparent dichotomy of the quantitative and qualitative paradigms: the former being based on the scientific method of testing hypotheses by collecting and analysing ‘hard’ numerical data separate from their contexts; the latter being based on interpretivist methods, collecting and analysing ‘soft’ data in context from which to derive theories (Brown and Rodgers, 2002: 15; Bogdan and Biklen, 2007: 44).

However, it must be remembered that research methods in the social sciences, like the human behaviour they investigate, cannot always be conveniently fitted neatly into fixed categories. Brown and Rodgers (2002: 15) warn against oversimplifying the distinction, pointing out that both qualitative and quantitative research methods themselves can be sub-divided into different approaches. Moreover, they state that the dividing line between the two types of research is not

always distinct, and a number of techniques and types of data can be used in either. Silverman (2006: 38) argues that many quantitative researchers would actually reject the idea that they are following a positivist approach and are trying to form a science of laws similar to mathematics or physics, but that they are only trying to “produce a set of cumulative generalizations based on the critical sifting of data”, thus reducing the differences between the two approaches. In a similar vein, Yin (2003: 15) states that there is a strong common ground between the two approaches. Flyvbjerg (2006: 242) sees the cause of the separation between the two approaches as pragmatic, and accounts for it as “an unfortunate artifact of power relations and time constraints in graduate training”, rather than what students actually need to know and do. He continues to say that the social sciences should be opposed to an either/or stance and in favour of a both/and stance where quantitative and qualitative research are concerned; although there is still a bias in favour of the former.

The next section will deal further with the nature of qualitative research and why such an approach is necessary when researching teacher reflection.

2.6 The nature of qualitative research

Bogdan and Biklen (2007: 4-8) use the term qualitative research as an umbrella term to cover a number of research techniques showing some of the following five characteristics, reflecting the interpretivist-constructionist views of knowledge mentioned in the previous section. First, qualitative research is *naturalistic* as it takes actual settings as a source of data. Qualitative researchers give importance to the context in which the data is collected, believing that any action is best understood when it is observed in its setting. Second, the data collected is *descriptive* and takes the form of words and pictures or diagrams rather than numbers. Descriptions can be very rich and full of detail since “the qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied” (Bogdan and Biklen, 2007: 5). Third, qualitative researchers are more concerned with *process* rather than

final outcomes. It is how change takes place that is emphasised over the actual change itself. Fourth, data is not collected with the aim of proving a hypothesis posited at the beginning of a study, but rather with the aim of forming a theory. That is to say, qualitative research takes an *inductive*, bottom-up approach, and the qualitative researcher can never really know exactly what to expect from the research. Finally, meaning holds a significant place in this approach since researchers using this approach are concerned with how people make sense of their daily lives. In other words, qualitative research puts the participant at the centre of the study, reducing the distance between researcher and participant.

Whether to follow a quantitative or qualitative approach depends largely on the nature of the research subject, as each approach lends itself more to certain issues, being advantageous in certain situations but disadvantageous in others (Silverman, 2006: 39-47). The reasons why a qualitative approach has been preferred for the current study on will be discussed below.

As mentioned in an earlier section, when Schön (1991) put forward the concept of reflection-in-action, he rejected the positivist paradigm completely, saying it failed to link theory to practice in the social sciences. Professional reflection itself is based on an interpretivist view of the world, so it would follow that it is best observed using qualitative methods.

Referring back to Bogdan and Biklen's (2007) five characteristics of the qualitative research approach, first of all, this study was naturalistic because it was carried out with instructors teaching their normal workload in their normal working environment. The data was descriptive, being recordings of classes, pieces of discourse in the forms of recorded discussions and journals. It was concerned with the process of change: how an instructor reflects and thinks about what aspects of his/her teaching s/he would like to have observed with the aim of changing it; how s/he tries to incorporate new practices suggested during conferences with peers before observations; and how s/he reflects on the effectiveness of these new practices in post-observation conferences with peers. It was inductive, because there was no definite hypothesis from which to start off; rather, theories were formulated in the

light of the data collected. Finally, the whole process involved an investigation of how the participating instructors reflected on their practices and gave meaning to their actions in a given situation.

2.6.1 Gathering qualitative data

Data are the raw material that researchers collect from the world they are studying and form the basis of analysis. Since we are constantly under bombardment from data, the key to successful qualitative research is to gather them systematically and rigorously using the most appropriate methods of data collection (Bogdan and Biklen, 2007: 117; Walliman, 2006: 83).

Of the range of qualitative data collection methods available (e.g. Bogdan and Biklen, 2007; Silverman, 2006), researchers on reflective practice in mainstream education and ELT list many tools to gather information, including journals, video/audio taping, surveys, questionnaires, peer observation (e.g. Brookfield, 1995; Gebhard and Oprandy, 1999; Richards and Lockhart, 1996; Richards, 1997; Richards and Farrell, 2005). This section will deal with the personal teaching journal, peer observation and student feedback, the methods used for data collection in this study.

2.6.1.1 Personal teaching journals

Richards and Farrell (2005: 68) describe the teaching journal as “an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, or electronic mode, which serves as a source of discussion, reflection or evaluation”. The point of emphasis should be the teacher’s reflections on the events of a lesson, rather than a simple narrative of what happened.

Keeping a journal helps the teacher to document classroom events and observations, enabling him/her to benefit from the experience of successful and not so successful teaching as a basis for further learning. Because of the ongoing nature of a journal, teachers can monitor their teaching behaviour over time and discover

any recurring patterns in their beliefs and practices, which can then be discussed with colleagues in order to encourage reflective inquiry and facilitate problem solving. One disadvantage is that people may find it difficult to write reflectively and may also be put off by the time demands (Richards and Farrell, 2005: 70).

Gebhard (1999: 80-84) describes two types of teaching journal: the intrapersonal journal and the dialogue journal. In the former, the teacher is both the writer and the audience. In addition to focusing on how the events of a lesson were perceived to have happened, it is also possible to write about beliefs about teaching and learning, the students, personal experiences and anything related to teaching. Gebhard (1999: 80) recommends using both ‘stream-of-consciousness’ and methodical writing in order to include planning and predictions. The dialogue journal, on the other hand, aims to gain awareness by means of interaction with others, either a teacher educator or other teachers (Gebhard, 1999: 82).

Although teaching journals are often suggested for pre-service or novice teachers (e.g. Numrich, 1996), Bailey, Curtis and Nunan (1998: 549-550) describe how one experienced teacher was able to realise that she was actually unaware of some of her classroom practices by keeping a regular teaching journal. As one of the authors puts it:

“...first, in order to understand fully what is going on in the classroom, one needs subjective accounts from teachers (and also from learners); and second, that the complex, evolving relationships between teachers and learners over time are crucial in identifying what it is that makes teaching successful. The relationships cannot be captured, either by the observation of a single lesson or by the analysis of external videotaped data, without the perspectives of the participants themselves” (549).

2.6.1.2 Peer observation

The word ‘observation’ is one that can strike fear in the heart of even the most experienced of teachers. It is unfortunately rich with the connotations of observers, usually superiors, writing copious notes during class and focusing on the strengths and weaknesses of the teacher’s performance and what could have gone better, often with the aim of evaluation. Indeed, the ‘Supervisory Approach’ to

observation, as described by Freeman (1982: 22-23), assumes that a language class should be conducted in a specific way; and thus has very clear standards and aims at the improvement of particular teaching skills. However, the implied power relationship can often be a source of friction and be counterproductive. Furthermore, while such an approach may be useful for pre-service teachers during their initial training when they are concerned about ‘what’ techniques and strategies to use when they teach (Freeman, 1982: 26-27), it is not as fruitful for in-service teachers who are more concerned with ‘how’ and ‘why’ they teach the way they do (Richards, 1997: 1). Rather than being a much dreaded experience heavy with the baggage of evaluation, observation should be seen as a learning tool which provides access to a whole range of experiences and processes which can lead toward the professional development of both the observer and the observed (Wajnryb, 1992: 1).

The practice of peer observation has been suggested by many researchers in the field of ELT (e.g. Richards and Lockhart, 1996; Richards, 1997; Farrell, 1998, 1999; Gebhard and Oprandy, 1999; Richards and Farrell, 2005) as well as in mainstream education (e.g. Brookfield, 1995; Osterman and Kottkamp, 2004) as a more appropriate way to understand with more depth the ‘hows’ and ‘whys’ of teaching. To use Richards and Farrell’s (2005: 85) expression, peer observation “refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction”. That is to say, the aim of peer observation should be the professional development of the teacher rather than a judgement on their performance. Thus, peer observation should be descriptive rather than evaluative. Moreover, as Cosh (1999: 4) emphasises, the aim of peer observation in a reflective context as being to encourage self-development and self-awareness in teachers about their practice, rather than impose an outsider’s opinion of how teaching should take place. Peer observation:

“stimulates awareness, reflection, a questioning approach, and it encourages experiment; it may also make us aware of exciting techniques that we are temperamentally unable to implement. This approach ensures the observation of good practice, which is likely to be more productive than overt or even covert critics.” (Cosh, 1999: 4)

Norrish (1996) also stresses the importance of a non-judgemental approach to peer observation. Describing the work carried out at the University of East Anglia, he points out that teachers have to tolerate a certain lowering of self-esteem when realising that there is a gap between what they aspire to do when teaching and what they actually do. This is what Gebhard and Oprandy (1999: 163) refer to as the ‘destabilisation’ that must occur if learning at a higher level is to take place. However, they are more likely to be able to deal with this loss in self-esteem if there is an environment of trust and they know the observer will not attribute any value to what they have observed. They are more inclined to be open to observer feedback and thus be more willing and able to bring about fundamental changes in their practice. In his own work, he discovered that trainee teachers found being observed by someone they regarded as a colleague was less threatening and that issues could be discussed in a non-judgemental sense (Norrish, 1996: 4-6). However, peer observation is not beneficial for pre-service teachers alone. As Fullerton (2003: 227) points out, it is advantageous for both the inexperienced and experienced alike. Among the benefits of the practice, she lists discussion and collaboration of ideas, mutual support between colleagues, feedback on solutions to problems and focused reflection on teaching sessions. Lockhart (1990: 46-47) also emphasises a positive affective environment for teaching and placing the responsibility for the initiation of improvement on the teacher rather than the supervisor as advantages.

Richards and Farrell (2005: 93-94) and Richards and Lockhart (1996: 24-26) suggest a number of guidelines for the implementation of peer observation. The overall pre-observation – observation - post-observation structure they describe is reminiscent of clinical supervision, which Stoller (1996: 3) defines as being

“designed to engage the supervisor and teacher in a supportive and interactive process that 1) provides objective feedback on instruction; 2) diagnoses and solves instructional problems; 3) assists teachers in developing strategies to promote learning, motivate students, and manage the classroom; and 4) helps teachers develop a positive attitude towards continuous professional development”

The three basic steps of the clinical supervision process are the *planning stage*, during which the supervisor and the supervisee get together to agree on a focus

for the observation; the *classroom observation*, during which the supervisor collects data on the objectives agreed in the previous stage in a systematic and non-judgemental way; the feedback conference, when the supervisor and the supervisee analyse the data from the teacher's point of view with the aim of diagnosing and solving instructional problems (Stoller, 1996: 3). This stage should be a dialogue, rather than a monologue (Bailey, 2006: 92).

Figure 3 shows Bailey's (2006: 93) representation of the processes of observation and feedback in the form of a flowchart.

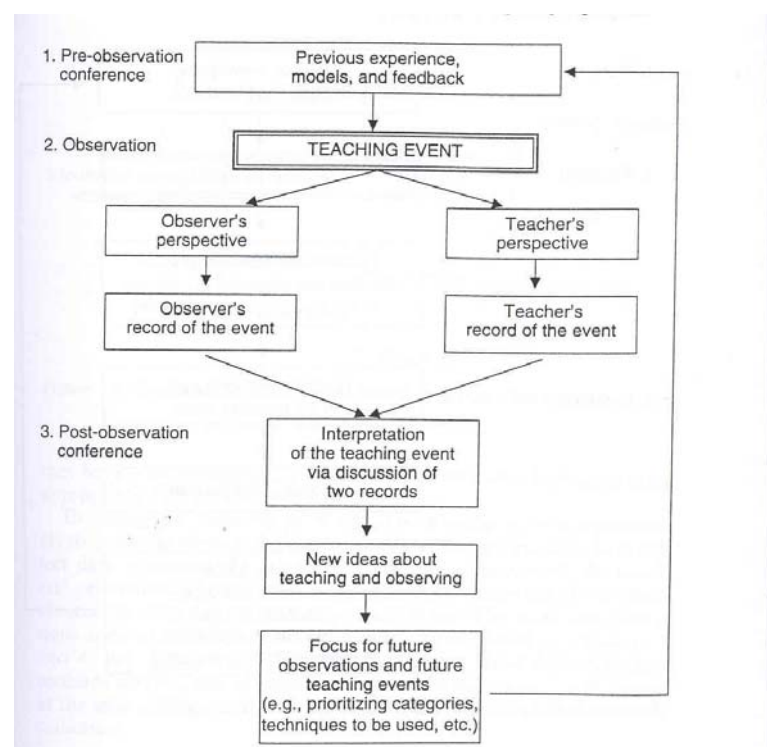


Figure 3: Bailey's (2006) cycle of observation and feedback in the teaching event

The figure clearly shows that the teacher's practice is likely to be affected by factors such as previous experience, models and feedback; that the observer's and teacher's interpretations of the teaching event are likely to differ; and that the purpose of the post-observation conference is to interpret the events of the observed lesson as seen through these two different lenses with the aim of producing new

ideas about teaching and observation, and coming up with a new focus for future observations.

In a study investigating the effectiveness of peer coaching for reflective teacher development with pre-service teachers, Vacilotto and Cummings (2007) found that observing peers in a team teaching context facilitated the exchange of teaching materials and approaches, fostered the development of teaching skills and stimulated the rethinking of personal teaching methods and styles. However, they point out the time consuming aspect of the technique, stating that it was not clear whether this was due to the peer coaching itself or the team teaching, and suggest that the effectiveness of peer coaching with full-time employed teachers in a real teaching setting should be investigated.

DeSonneville (2007) describes how engaging in collaborative learning conversations with peers as part of a teacher development programme provided an opportunity for a teacher to take time to observe her own teaching in order to learn about it. Her acknowledgment of the gaps between her aspired and actual practice, facilitated by the collaborative aspect of the programme, was the critical step leading to the change in her teaching.

2.6.1.3 Student feedback

The third side of the reflective teaching triangle is how students see a particular teacher's practice. While it is common practice in many institutions to distribute end of year surveys on teachers' performances, such surveys are summative, and if there is a problem that needs to be addressed, there is no chance to do so with the same group of students (Brookfield, 1995). Furthermore, more often than not these surveys are appraised not by the teachers themselves or their peers, but by their superiors, which again is not in keeping with the reflective spirit.

Student surveys for reflective practice can be designed to gather information about how the students see the particular aspect of a teacher's performance that the teacher may wish to reflect upon, from error correction to perceived discriminative

behaviour toward students, and they should be evaluated by the teacher him/herself with their peers and their students (Brookfield, 1995; Richards and Lockhart, 1996).

Rather than using surveys or checklists which focus on specific points provided by the researcher/ teacher, Öñiz (2001: 45), in her study with three teacher educators, asked the teachers and students participating in the study to write what they liked and disliked about the teacher educators' presentations on slips of paper. In this way, she was able to collect rich data to accompany those collected from the educators' journals and meetings.

2.7 Case study research

In the preface to his milestone work which presents the case study as a rigorous method of research, Yin (2006: xiii-xiv) touches upon the stereotype of the case study as the 'weak sibling' among research methods in the social sciences, warning researchers who might want to use the method to be ready to be challenged and for their insights to be unappreciated. After meeting with such attitudes, Flyvbjerg (2006) conducted an extensive amount of research into what he refers to as "the conventional wisdom about case study research" (219), which he summarises as the following five 'misunderstandings':

Misunderstanding 1: General, theoretical (context-independent) knowledge is more valuable than concrete, practical (context-dependent) knowledge.

Misunderstanding 2: One cannot generalise on the basis of an individual case; therefore, the case study does not contribute to scientific development.

Misunderstanding 3: The case study is most useful for generating hypotheses in the first stage of a total research process, while other methods are more suitable for hypotheses testing and theory building.

Misunderstanding 4: The case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions.

Misunderstanding 5: It is often difficult to summarise and develop general propositions and theories on the basis of specific case studies." (Flyvbjerg, 2006: 221)

He then continues by refuting these arguments one by one as follows. First, he distinguishes between 'context-independent' and 'context-dependent' knowledge,

terms which parallel Wallace's (1991) 'referential knowledge' and 'experiential knowledge', and he states that humans make a 'qualitative leap' (2006: 222) in their learning processes from the former to the latter. As mentioned in an earlier section, both types of knowledge are important in the development of any professional, but the higher levels of learning can only be achieved through personal experience. It is this experience which lies at the heart of the case study. The closeness of the case study to real-situations and its richness in detail are important "for the development of a nuanced view of reality, including the view that human behaviour cannot be meaningfully understood as simply the rule-governed acts found at the lowest levels of the learning process, and in much theory" (Flyvbjerg, 2006: 223). To draw a parallel to Wallace's (1991) reflective model of teacher development, each reflective cycle can be thought of as a separate 'case' during which the practitioner reflects on his/her action in the classroom toward the goal of professional competence.

Second, he maintains that individual cases are important in the falsification of initial hypotheses, reminding us of Popper's famous black swan example. He also claims that formal generalisation is overstated as the main grounds for scientific progress at the expense of "the force of example" (2006: 228), stating that it is only one of many ways to gain and accumulate knowledge. In his opinion, a purely descriptive case study that makes no attempt to generalise can be valuable in the process of accumulating knowledge and "has often cut a path toward scientific innovation" (2006: 227). Examples of this type of study in the field of English Language Teaching (ELT) are the early exploratory works of O'Malley et al (1985) and Politzer and McGroarty (1985) into what 'good' foreign language learners did to be successful. It was this groundbreaking case based research that lead to a great interest in the field of language learning strategies, which began to mature with the works of O'Malley and Chamot (1990) and Oxford (1990).

Third, while case study is certainly useful for initial fieldwork, it is certainly not limited to it and can be used to test hypotheses. Flyvbjerg says that rather than selecting a representative case or a random sample, "atypical or extreme cases often reveal more information because they activate more actors and more basic

mechanisms in the situation studied” (2006: 229). To continue with the example of language learning strategies, Vann and Abraham (1990) conducted a study with two unsuccessful language learners, rather than successful ones, to gain more insight on the nature of these strategies.

Fourth, the bias toward verification exists in all methods, though qualitative methods are seen to be less rigorous than quantitative methods, allowing more room for the subjective and arbitrary judgements of the researcher. However, Flyvbjerg (2006: 235) claims that case study research has its own rigour which is just as strict as that of quantitative methods though it may be very different. He goes on to say that, in fact, case study research more often than not falsifies the preconceptions and assumptions of the researchers.

Finally, the fact that case study research is reported by complex narrative which is difficult to summarise, draw conclusions and generate theory from is not a problem in his opinion. On the contrary, the thick description that appears from a case study is a sign that the researcher has “uncovered a particularly rich problematic” (2006: 237).

To sum up, Flyvbjerg’s arguments show that viewing case study research from a quantitative, hypothetico-deductive perspective leads to a number of misunderstandings about the method’s viability and its place in social science research. Looking at the case study, as with other qualitative methods, requires an epistemic shift from a positivist stance which sees the participant divorced from his/her context with no effect on reality, to a constructionist one in which the thoughts and actions of the participant directly shape his/her reality and which has its own standards to be met. Instead of trying to prove the superiority of one approach over the other, or to defend the preference of the use of one over the other, we should perhaps recognise that both quantitative and qualitative research methods provide us with different, but equally valid, tools with which to view the world. While the former gives us breadth in terms of representative random samples and statistical logic, the latter provides us with a depth of experience, insight and rich description lacking in the former. However, to be credible, the data collection and analysis in

case studies must be carried out rigorously, and Yin (2003) provides us with a framework to do that.

The above discussion of Flyvbjerg's 'misunderstandings' about case study research has served as an introduction to the issue, and it would be pertinent at this point to continue by defining what a rigorous case study actually is, what the advantages of using one is and why such a method is appropriate for the current study.

While Bogdan and Biklen (2007), Silverman (2006), Flyvbjerg (2006) and Brown and Rodgers (2002) classify the case study as a qualitative method and define it rather vaguely, Yin aims to disentangle it as a research tool from qualitative methods, claiming it goes beyond them (2003: xiv), often employing both qualitative and quantitative methods and evidence; and gives a precise, operational definition of the case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" and which "relies on multiple sources of evidence, with data needing to converge in a triangulating fashion" and which "benefits from the prior development of theoretical development of theoretical propositions to guide data collection and analysis" (2003: 13-14). It is clear from this definition that the case study is not merely a means of research design or of data collection alone, it is a "comprehensive research strategy" (Yin, 2003: 14) in its own right.

Nunan (1992: 77) cites Stenhouse's typology of case studies: the neo-ethnographic, or the in-depth investigation of a single case by a participant observer; the evaluative, or the investigation of a policy or practice; the multi-site case study, which is carried out by more than one researcher at several sites; and teacher research, which is classroom action research carried out by a practitioner on his/her own professional context with the aim of building skills of observation and analysis. It is this last type which is relevant to the current study.

Nunan (1992: 78) again cites six advantages of using the case study method as proposed by Adelman, Jenkins and Kemmis. First, it is very close to reality, meaning that the content will be appealing to practitioners; second, it is possible to

generalise about an instance, or from an instance to a class; third, it represents many different viewpoints that can support alternative interpretations; fourth, it provides a database of materials that can be used by other researchers; fifth, the insights gathered can be used for a number of purposes “including staff development”; and sixth, it is usually more accessible than conventional research, meaning it can benefit a number of different audiences. The first and fifth advantages are particularly relevant to the current study, which is based on practitioners’ action and aimed at their professional development.

This section has dealt with the case study as a research method in its own right. How some of the common misunderstandings about the approach can be refuted has been discussed, showing that the case study, when it is carried out in a planned and rigorous way, can contribute to scientific knowledge by providing thick descriptions that are lacking in quantitative research. It has been shown that there are different types of case study, one of them, classroom action research, which is appropriate to the current study. The advantages of using this method have also been put forward. The following section will deal with action research in more detail, providing a definition, describing its aims, and showing how it can be used in an educational setting.

2.8 Action Research

Action research is inextricably tied to reflective practice. As Carr and Kemmis (1986: 162) put it, “action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out”. Parker (1997: 39) states that action research is a means by which reflection can bring about change. The current study takes the form of action research because it involves English language instructors who collaborate in their real working environment with the aim of understanding and improving their classroom practices.

The term action research was first coined in 1952 by Lewin, who described the process as a spiral of cycles of analysis, fact-finding and conceptualisation about problems; planning and execution of action programmes; more fact-finding or evaluation. He foresaw the three important characteristics of modern action research, namely its participatory nature, its democratic drive, and its immediate contribution to social science and change. However, later action researchers took exception to certain aspects of Lewin's formulation of these characteristics. Namely, they believed that group decision-making should be a matter of principle rather than technique; action research should not be seen as a technique to bring about democracy, but rather an embodiment of democratic principles in research; finally, they regarded Lewin's discourse as positivistic and therefore incompatible with the aims and methods of social and educational science. Thus, the definition of educational action research was reformulated, while preserving the Lewinian spiral, as a group of related activities involving the identification of strategies of planned action which are subsequently implemented and systematically put through observation, reflection and change, with the participants being integrally involved at all stages (Carr and Kemmis, 1986: 162-165).

Another distinguishing characteristic of action research that separates it from positivistic research is that it is concerned with an actual population rather than one which is random or representative. Thus, "action research constitutes systematic and public reflection on practice which recognises and celebrates the uniqueness of the situations it investigates" (Parker, 1997: 37). Each situation being unique, it is not possible to explain them in terms of universalising theories, so the reflective practitioner must construct his/her own theories when trying to understand, evaluate and bring about change (Parker, 1997: 38). As Elliott (1991: 46) points out, generalisation denies individuals' everyday experiences and constitutes a threat to teachers' power to define what can be considered as knowledge about their practices. Kumaravalliedu (2001: 550-551) echoes this point when he states that action research is "initiated and employed by practicing teachers motivated mainly by their own desire to self-explore and self-improve" and that its goal should be the continual

recreation of personal meaning rather than the reproduction of ready-to-use, pre-packaged knowledge.

The basic aim of action research is to bring about change, improvement in practice, rather than to produce knowledge. However, bringing about improvement in practice is not merely limited to outcomes, but involves processes as well. This is particularly applicable for teaching, which is not simply concerned with learning outcomes, but also with the manifestation of certain qualities during the educational process itself. That is to say, for example, while higher rates of student achievement in tests is most certainly a desirable outcome, whether or not all students have had equal access to the process that leads to this outcome should also be investigated. When the improvement of practice is seen as the realisation of the values which define its ends into action, a continuing process of reflection is necessary, because values are not static, but constantly open to reinterpretation through reflective practice (Elliott, 1991: 49-50).

Gebhard (1999: 62) sees action research as a process that goes beyond the teacher's classroom practices and whose results should bring about changes in curricula where necessary. Indeed, Elliott (1991: 3) remarks that the action research movement in England emerged as a result of dissatisfaction with the curriculum.

Action research also needs to be collaborative. People should be willing "to talk with each other about problems and find solutions, as well as assist each other in implementing classroom centred action research projects" (Gebhard, 1999: 62). The current study involves the willing collaboration of three colleagues to discuss and find solutions for their perceived problems.

CHAPTER 3

METHODOLOGY

3.0 Introduction

The aim of the current study was to find out how three instructors teaching on an ELT programme in a Turkish faculty of education reflected on their teaching when they were engaging in action research with the aim of dealing with some of the problematic areas they perceived in their practice. This chapter will deal with the overall research design, the research questions, data sources, data collection procedures, data analysis procedures, reliability and validity issues and the limitations of the study.

3.1 Overall research design

The study was designed as action research because it set out to see how a small group of English Language instructors collaborated in their real working environment to with the aim of understanding and improving their teaching. It was also carried out as a case study and did not attempt to randomly select participants due to the nature of the research topic. Such a design also allowed the researcher to participate in the planning, design and execution of the study. The data collection procedure took place over an eight-week period during the autumn term of the 2007-2008 academic year. However, a total of seven observations for each participant was possible due to mid-term examinations and one participant being absent for one week when she took part in an International Agency life-long learning programme in Spain.

3.2 Research questions

In the university environment it is often difficult for instructors to find time for their own professional development. The need for instructors on an ELT programme to develop themselves professionally is two-fold in that their practices both affect their students' learning outcomes, while at the same time provide a teaching model for these prospective teachers of English. The three instructors involved in this study, who had varying experience and qualifications, found that they had not been able to set aside any time in their work schedules for self-reflection and development in a structured way.

The purpose of this study was to investigate how three instructors on an ELT programme collaborate to reflect on and improve their teaching practices in a systematic way using action research. The central questions of this study were:

1. How do the participants reflect collaboratively and privately on their perceived problems?
2. How do the participants reflect collaboratively and privately on change in their practice?

3.3 Data sources

The framework of the study was the action research cycle suggested by Elliott (1991: 86-87). The structure of this framework assisted the instructors in their reflection and was self-perpetual in that each step of action led to the next one. There were various sources of data involved at each stage of the procedure, including weekly video-recorded lessons, the weekly entries in the reflective journals kept by the instructors, student feedback collected after each lesson and audio-recorded weekly post-observation conferences between the instructors. In this way, triangulation of data was made possible.

Data triangulation is one of the three principles of data collection mentioned by Yin (2003: 97-99) that can help deal with the problems of the construct validity and reliability of case studies. He states that “any finding or conclusion in a case study is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory mode” (Yin, 2003: 98); that is, converging on the same set of research questions. Similarly, Walliman (2006: 56) says that triangulation is a process involving using a number of sources of data converging on the same event to check for reliability and completeness of a qualitative study. Elliott (1991: 82) refers to triangulation as a “method for bringing different kinds of evidence into some relationship with each other so they can be compared and contrasted”. Denzin and Lincoln (2000: 5. Cited in Silverman, 2006: 292) remind us that triangulation should not be considered as a way of obtaining a ‘true’ representation as is sometimes suggested, but it “is best understood as a strategy that adds rigor, breadth, complexity, richness and depth to any inquiry”.

Not all researchers are so willing to use the term, however. Bogdan and Biklen (2007: 115-116) warn against using it, saying it “confuses more than it clarifies, intimidates more than it enlightens”, and advise researchers just to describe what they do. However, in spite of these reservations, the term ‘triangulation’ will be used in the current study.

3.3.1 Participants

As mentioned earlier, due to its nature this investigation was carried out as a case study, so there are not a large number of randomly selected participants. The main participants in this study were the three instructors teaching the basic language skills courses (Contextualised Grammar, Advanced Reading and Writing, Listening and Pronunciation, Oral Communication Skills) in the first semester of the new ELT programme (YÖK, 2007: 215) at a Turkish state university. The other participants included the first-year students attending the courses given by these instructors. In accordance with the nature of action research, the researcher took on multiple roles in the study: she was an instructor; a participant in the action research; an observer of

one of her colleagues; and finally a researcher, responsible for the design of the research and the collection and analysis of the data.

3.3.2 Instructors

At the time of the investigation, three instructors were responsible for the four basic language skills courses. To protect their identities, they took on pseudonyms which they chose themselves: Biker, Bookworm, and The Brit.

Biker is a 56 year-old Turkish male who entered the department in 1999 with the first intake of students. He is currently responsible for the Contextualised Grammar I and II, Listening and Pronunciation, Materials Development and Adaptation, and Phonetics and Phonology courses. His previous ELT experience before joining the department include 5 years at the preparatory school of the same university; 4 years at a private college in Istanbul; 7 years teaching English to the employees of an oil company in Saudi Arabia as part of their in-service training; a year teaching the cadets at Kuleli military academy in Istanbul; and 2 years at a private language school teaching adult learners, after his graduation.

Bookworm is a 35 year-old Turkish female who joined the department in 2001. She is responsible for the Advanced Reading and Writing, Short Story Analysis and Teaching and Novel Analysis and Teaching courses. Previous to that she had spent four years teaching on the ELT programme at a Turkish state university, and a year teaching at a state high school after graduation. She holds a master's degree in ELT.

The Brit, a 40 year-old British female holding Turkish citizenship, joined the department in 2003. She teaches the Oral Communication Skills I and II, English Literature I and II and Drama Analysis and Teaching courses. Her ELT experience prior to that includes five years teaching General English at the Faculty of Education of a Turkish state university; one year teaching Turkish adults learners at a private language school; one year teaching overseas students on a university language course in Manchester; two years teaching on the University of Cambridge Local

Examinations Syndicate (UCLES) First Certificate of English (FCE) and Preliminary English Test (PET) courses and basic literacy courses at a college of further education in Manchester; four years teaching young and adult learners in private language schools in Taiwan. She holds the University of Cambridge Local Examinations Syndicate (UCLES) Diploma in Teaching English as a Foreign Language to Adults (DTEFLA), a master's degree in ELT and was at the dissertation stage of her doctoral studies in ELT during this investigation.

3.3.3 The students

The students involved in this study were in their first semester of study on the ELT programme. There was a day and an evening group, each with 31 students. The investigation was carried out mostly with the cooperation of the day group, though the evening group was sometimes involved. Care was taken, however, to make sure that the follow up session after post-observation reflection was carried out with the same group that had been involved in the preceding session to ensure continuity in student feedback.

3.4 Data collection procedures

The main sources of data for this study were video-recorded lessons, audio-recorded post-observation conferences, personal reflective journals and student feedback cards. The participants were also asked to respond to 20 open-ended questions on Language Teachers' Belief Systems (LTBS), adapted from Richards and Lockhart (1996: 32-37) (see Appendix E). This form was sent by the research to the participants via electronic mail. Being willing to operate in an electronic environment, the participants completed the form using a computer and returned it to the researcher via electronic mail. In addition to this, the participants were asked to make a list of the aspects of their teaching they were pleased with and those they perceived as problematic areas (see Appendices B, C and D). This list served as input for the first conference of the action research process.

The initial stage of the action research took the form of a conference between the three participants in which they discussed the list of perceived problematic areas that they had prepared. In this way, it was possible to decide on which areas could feasibly be observed and attempted to be changed within the limitations of the investigation. The observation responsibilities were also decided during this conference. Due to the time constraints imposed by the teaching schedule, it was decided that each participant be observed by only one of the others, and in turn be responsible for the observation of the remaining participant. That is to say, each participant would be observed by one and in turn observe the other. Exactly how many aspects would be observed was not made definite at this stage, because it could not be pre-determined how long it would take for the participants to feel satisfied with the change made in a particular area. The decision of whether or not to continue to focus on a particular aspect was left to the weekly post-observation conferences, which also acted as the pre-observation conference for the next session due to the spiral nature of action research. The investigation concluded with a final reflective conference between all three participants.

3.4.1 Weekly observations

Every week, each participant decided which one hour period of the three-hour session to have observed. This lesson was recorded onto the memory stick of a digital camera by a different student every lesson. In this way, the observer did not have to be present during the session, and there was a permanent record that both the observer and the observee could view as many times as necessary at their own convenience before the post-observation conference. An advantage of using a digital camera was that the recording was in MPEG format and could be easily transferred to the personal computers of the other participants immediately after the lesson, thus rendering the use of extra video materials and equipment unnecessary. It also facilitated the storage and organisation of data for the researcher. The files were named with the initials of the instructor and the date of observation.

3.4.2 Post-observation conferences

As soon after the recorded lesson as possible, the observee and observer met to discuss their reflections on the pre-decided aspect of the observee's teaching. These conferences took place in the offices of the participants and were recorded using a digital voice recorder. The WAV format sound files were transferred to the researcher's personal computer, named with the initials of the observee and observer, and then transcribed into Word documents in preparation for analysis. Although these conferences were named 'post-observation', they also served a pre-observation purpose because of the ongoing nature of action research. The discussions led either to the decision to continue to work on the same aspect, or to change focus for a new cycle of action.

3.4.3 Reflective teaching journals

Following each session, the participants were asked to write an entry in their reflective journals. They were willing to complete these in electronic format, which facilitated the storage, duplication and coding processes. They were given no strict guidelines to follow when writing their entries, but they were asked to concentrate on their thoughts about the particular aspect of their teaching that they had decided on prior to the recorded lesson. Writing in the journals also helped the participants to collect their thoughts together before the post-observation conference with their observers.

3.4.4 Student feedback

The third side of the data triangle consisted of data collected from the students. In keeping with the rich data collected from the conferences and the journals, it was decided to collect the students' feedback in the form of anonymously written answers to open-ended questions on a slip of paper, after Öniz (2001). The students were told to focus on the pre-decided aspect of their instructor's teaching at

the beginning of the lesson in order to raise their awareness, and then the slips of paper were distributed at the end of the session to be collected immediately by the instructor. The researcher stored the comments in separate envelopes, which she labelled with the initials of the observed instructor and the date of observation. The student feedback was not analysed, but served as an extra point of view on the participants' practice and sometimes formed the basis of the decisions made on what to focus. See Appendix H for examples of student feedback.

3.5 Data analysis procedures

The main data consisted of the transcribed weekly conferences between the participants. The sound recordings of each conference had been transcribed in Word and initially stored in separate files for each week, then later collected in separate documents named after each pair of participants. The participants also made weekly entries in their reflective journals, which were also stored in Word format. These transcriptions and journals were then coded using the "insert comments" facility of Office 2003. See Appendices F and G for an example of a coded transcribed post-observation conference and an example of a coded reflective journal respectively.

3.6 Reliability and validity issues of the current study

Qualitative research is the frequent target of the criticism of researchers following the positivist tradition, who say it lacks reliability and validity, key methodological issues necessary for the credibility of quantitative research. Miles and Huberman (1994: 2) mention some qualitative researchers who choose not to dwell on issues of data analysis on the grounds that they consider it impossible to determine absolutely the validity of the findings; or because they believe that there exists no unambiguous social reality independent of how the social actors involved describe it, so there is no need to invent 'methodological canons' to explain it. However, a significant number of those involved in qualitative studies, for example LeCompte and Goetz (1982), Miles and Huberman (1994), Nunan (1997) and

Silverman (2006), suggest that qualitative studies should be designed and carried out in ways that reduce threats to reliability and validity, while still being consistent with the epistemological stance of qualitative research. LeCompte and Goetz (1982) offer carefully detailed criteria in order to account for the internal and external reliability and validity of qualitative research, and it would be pertinent at this point to describe how threats to these aspects of the reliability and validity of the current study have been minimised as much as possible.

3.6 1 External reliability

External reliability refers to the extent to which a study can be replicated by independent researchers. LeCompte and Goetz (1982: 37) point out that while qualitative research can only ever really approach rather than attain external reliability, it is possible for qualitative researchers to enhance the external reliability of their data by recognising and addressing five problematic areas: researcher status position, informant choice, social situations and conditions, analytic constructs and premises, data collection and analysis methods.

In the current study, the researcher is also a participant in the study and is an inextricable part of the context, a factor which enhances the external reliability of the data. The informants, that is, the participants of the study, have been carefully delineated. The theoretical constructs behind the study have been carefully defined in the literature review, and the codes used in the analysis of the data have been described in as much detail as possible. Finally, the data collection and analysis methods have been carefully described.

3.6 2 Internal reliability

Internal reliability is the extent to which independent researchers would arrive at the same conclusions after analysing the data of a particular study. Since standardised instruments of measurements are very rarely used in qualitative

research, agreement on description of events rather than frequency is sought after. LeCompte and Goetz (1982: 41) suggest five strategies to reduce threats to internal reliability: low-inference descriptors, multiple researchers, participant researchers, peer examination, mechanically recorded data.

In the current study, these strategies have been employed in the following ways. Journals written by the participants themselves were used, and the conferences conducted between participants were transcribed verbatim rather than depending on high-inference researcher comments. Independent coders, research assistants in the field of ELT who were familiar with qualitative data analysis, were consulted at several points during the coding process in order to reduce the ambiguity of the coding system. Results of similar studies in the field have been referred to, and ultimately the results of this research will be presented in the form of a doctoral dissertation in order for other researchers to access the data. Finally, the data was collected in the form of Word documents, MPEG video files and WAV sound files which were all stored in the researcher's personal computer.

3.6.3 External validity

External validity is related to the degree to which the results of one study can be generalised to the entire population. As Myers (2000) points out, qualitative research often comes under attack for lacking generalisability, but she goes on to say that problems of sampling and generalisability are not necessarily relevant to the goals of this type of research and the reality of the study. These ideas are in concurrence with LeCompte and Goetz (1982: 43-44), who add that other reasons for qualitative researchers ignoring the problems of external validity include the fact that the qualitative researcher sets out to describe in detail aspects of a single phenomenon, and that s/he enters the field having suspended all existing knowledge of the field, altogether meaning that "the credibility of research, which is contextual, theoretically eclectic, and comparative is threatened by and grounded in factors different from those pertaining to experimentation and other forms of quantitative research". LeCompte and Goetz (1982: 51) list the threats to the external validity of a

qualitative study as being: selection effects, setting effects, history effects and construct effects.

In the current study, the researcher has eliminated the threats of selection effects by deliberately choosing the participants to focus on. The setting effect is not considered as a negative factor, because the aim of the researcher in conducting this action research study has been to focus on a particular setting and the changes occurring in it. As for history effects, the researcher accepts that the participants in this research have their own personal histories of teaching EFL meaning that they are unique and cannot be truly compared to other groups. The construct validity of the study has been addressed by triangulating data from multiple sources, and by having independent coders to cross-check the coding system developed by the researcher, as well as asking the participants to read the interpretations of the findings that were arrived at after analysis of their discussions and journal writings. In this way “the interpretation of mundane phenomena are examined rather than assumed” (LeCompte and Goetz, 1982: 53).

3.6.4 Internal validity

Internal validity is related to the problem of whether the observer and the participants share the conceptual categories, and the threats it faces include history and maturation, observer effects, selection and regression, mortality and spurious conclusions (LeCompte and Goetz, 1982: 44).

In the current study, the aim has been to observe and describe any changes in the participants’ teaching practices, that is, their ‘maturation’. Observer effects have not been considered as a problem, because the researcher has been a participant, and the other participants have been involved in observation. Since all participants are peers with established professional relationships and have no personal gain from trying to impress the researcher, it has been assumed that they behaved normally during their observed lessons and audio-recorded conferences. The participants have been selected in accordance with the aims of the study, to observe change in

instructors responsible for the language skills courses as a result of action research, thus reducing threats due to selection effects. Because of the nature of the current study, mortality has not constituted a threat; the three participants remained constant throughout the study.

3.7 Steps in the coding process

According to Miles and Huberman (1994: 56), “coding is analysis”. The coding process involves the dissection of field notes in a meaningful way without severing the relationships between the parts. Codes are labels that assign meaning to, retrieve and organise chunks of the descriptive information gathered during a study. Organisation of these chunks requires a system of categorisation enabling the researcher to retrieve, extract and cluster the segments in relation to the research questions. Reading through the data, it is possible to identify certain words or phrases, patterns of behaviour or ways of thinking that repeat and stand out. Codes are assigned to represent these topics and patterns (Bogdan and Biklen, 2007: 173). It is this clustering and display of condensed chunks as codes that prepares the researcher to draw conclusions (Miles and Huberman, 1994: 57).

The following sections will describe the coding process employed in the current study, for which Öñiz (2001: 53-59) was taken as an example.

3.7.1 Initial set of codes

The transcribed post-observation conferences were read through once in order to get a rough idea of what was being talked about and how. While in a reflective study such as the current one it is not feasible, or indeed possible, to approach the coding process deductively, Miles and Huberman (1994: 58) suggest that a rough list of initial codes, or a ‘start list’, can be kept in mind. Since the current study dealt with language teacher development, the researcher could reasonably expect areas such as “the teacher”, “the students”, “learning”, “language”, “classroom

management” and “materials” to appear. Similarly, since the research questions focused on how the instructor reflected on perceived problems and change, a category of codes related to reflection was expected, although the details were not apparent until the transcription and coding processes were underway.

3.7.2 Cross-checking of initial codes

10% of the data were given to two independent coders, research assistants familiar with the process of qualitative data analysis and who were continuing their doctoral studies in the field of ELT at the time of the current study. They were not given any codes, but were asked to read and code the data in any way they thought would represent the meaning of the content. Then the researcher and the two coders came together to discuss the extent to which the categories they had assigned coincided and to make any necessary revisions to the researcher’s initial set of codes. It was noticed that the independent coders focused more on the content rather than the mode of reflection.

There appeared 3 overall categories that answered the questions “who?” “how?” and “what?”. The first of these categories was named “Role category”, the second “Reflective category” (Öniz (2001) calls this the “Mental Mode” category), and the third “Content category”. Under each of these categories were a number of sub-categories of codes that were assigned to represent all the meanings that were being communicated by the utterances. The researcher tried to make this list as detailed as possible in order to increase the reliability of the coding system.

3.7.3 Re-coding of data with new categories

The researcher coded the transcriptions once more using the new list of codes in order to prepare the data for the reliability check.

3.7.4 Reliability check

In order to account for the reliability of the new coding system, 10% of the uncoded data were given to the independent coders along with the detailed description of the codes as an electronic document. They were requested to use the ‘track changes’ facility in Word so that the coded data could be sent to the researcher by e-mail. In this way it was possible to check whether:

- the researcher had assigned the codes consistently;
- the codes themselves had been described adequately;
- the codes could be used practically;
- there were any ambiguities in the codes.

The researcher then used the information arising from the reliability check to make amendments to the coding system.

3.7.5 Review of the coding system

As a result of the reliability check it was observed that there were a number of discrepancies between the coding of the researcher and that of the two independent coders between the codes of the reflective categories rather than the content category. These differences seemed to centre around the reflection on change (RC), reflection on the problem (RP), reflection on solution (RS), reflection on new discoveries (RN) and Commitment (Com) codes. For example, what the researcher perceived as reflection on change was perceived as positive reflection by the coders, e.g. “The Brit: What I noticed about this lesson was that you got the students into smaller groups so they can work on tasks more easily” (Bookworm-The Brit, p.10). In this utterance, the researcher interpreted The Brit’s meaning as acknowledgment of a change in the positive direction (RC+) in the events of the class under discussion

when compared with a previous class; however, the coders saw this as only a positive reflection (R+). Another interesting discrepancy was one that resulted from the 10% of data being taken out of its context when given to the coders. For example, one coder interpreted the utterance “The Brit: This time you were walking around more, perhaps because of the set up of the classroom” (Bookworm-The Brit, p. 11) as negative reflection (R-), whereas the whole context suggested that this was a positive change (RC+) because the aim of that particular cycle of the action research was to get Bookworm moving around the room and away from the front of the class.

It was decided that these codes needed to be more clearly defined and exemplified to help the coders differentiate between them. RC was defined in order to emphasise more clearly the change in the participant’s behaviour and its affects as a result of the action research. One code, “Reflection in action” (RIA) was removed completely because it was a source of confusion. A lot of utterances assigned the RS code were examples of reflection in action, and since the research questions necessitated the RS code over RIA, the latter was eliminated. The RP and R- codes appeared to be the most ambiguous, so it was decided to remove the RP code completely and leave the R- code. The Com code proved difficult to assign, so the researcher emphasised that it could refer to any utterance made by a participator indicating that they have made some kind of conscious decision to make changes to their teaching behaviour in order to solve their perceived problems. The commitments form the starting point of the next cycle in the action research spiral. The RN was defined as the participator as observee’s reflection on something new they had discovered about themselves, rather than something the observer had discovered about the observee.

3.7.6 Cross-checking of coding system

The new coding system was given to the independent coders along with the original 10% of the data with the utterances needing revision having been highlighted. Since the utterances are so contextually-bound, the researcher did not want to remove the utterances from the original context. As a result of this second

reliability check, a much higher level of 83% concurrence was found. The researcher then revised the coding of all of the data accordingly to prepare it for the final analysis stage.

3.8 Quantitative analysis of the transcribed post-observation conferences and journals

After the coding process was finished, the researcher read through each transcribed conference and journal entry. She isolated the extracts that related directly to the research questions, that is, how the participants reflected on their problems and on change, and examined the reflective codes to check for any emerging pattern of reflection. This was achieved by quantifying the coded data and then calculating the cross tabulations for the role and reflective categories, and the context (problem or change) and reflective categories in each source of data for each participant using the Statistical Programme for Social Sciences (SPSS) version 13.0. In this way it was possible to determine which reflective categories were used more often by which role and in which context. The cross tabulations found for the reflective codes used by each participant in the role of teacher in the post-observation conferences were then correlated with those of their reflective journals to discover if there was any relation between them. The researcher manually constructed matrices in order to determine the frequencies of occurrence of consecutive reflective categories. In this way she was able to construct diagrams representing the reflective patterns of each participant for the post-observation conferences and the reflective journals. For the purposes of the current study, only the role and reflective categories were used in the quantitative analyses. The findings of this data analysis procedure are discussed in detail in the next chapter.

3.9 The limitations of the study

The limitations of the study can be listed as follows:

1. The study was limited by the structure of the department involved to three instructors teaching the basic language skills courses to the first-year students.
2. The data collection period was limited to one 14-week semester. This period was further reduced to 7 weeks due to national and religious holidays, mid-term examinations, the fact that one participant attended a 7-day working visit in Spain with the International Agency, and because a few weeks were necessary at the beginning of the semester for the participants and the first-year students to get to know each other.
3. While it is realised that having a second observer would obviously help in providing a different perspective on the same events, due to the workload of the participants each participant was observed by one other participant only,
4. Again, due to the workload of the participants and the other members of department, it was decided not to have the video-recordings observed by an independent observer to check for the reliability of the observations made by the participant-observer as Öñiz (2001) did. To a certain extent, it is inevitable that in a practice such as peer observation that events will be perceived and interpreted from the observer's point of view; indeed, it reveals something of the reflective patterns of the observer.
5. Although qualitative data is rich and can be analysed from many different perspectives, the data analysis procedures in the current study focused only on how the instructors reflected on change related to the perceived problematic areas they had chosen to have observed.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter describes in detail the main data, the codes and the qualitative and quantitative data analysis procedures. It also includes detailed description of the case reports, consisting of the participants' belief systems as determined by the LTBS questionnaire (Appendix E), and the patterns of the participants' reflective processes during the post-observation conferences and in their reflective journals.

4.1 The codes

During the coding process described in section 3.7 of the current study, the researcher found that the data could be described under three main headings: the role category, reflective category, and content category. These headings will be explained in more detail and exemplified in the following sections.

4.1.1 Role category

Since the main source of the data was the conferences between peer observers and observed teachers, it was necessary to distinguish the roles taken on by each participant. This was the "who?" aspect of the coding. The utterances of the participant were coded "Obs" when they were in the role of observer, and "T" when in the role of observed teacher.

4.1.2 Reflective category

The aim of this study was to investigate the way in which a group of instructors reflected on their practice when involved in action research; hence this category, named the “Mental Mode category” by Öniz (2001) represented the “how?” aspect and formed the core of the analysis process. The following codes were used to assign meaning to the reflective processes of the participants in order to reveal the way in which they were thinking about a particular aspect of their teaching.

Positive reflection (R+): This code has been assigned to all utterances indicating a positive attitude or preference for an event or situation, such as the results of using a particular teaching strategy, student performance or behaviour, or an idea suggested by the observer. Examples include: “you see they do get involved if they’re writing, if you get them to read and write and do this kind of thing everybody does involve themselves” (The Brit, “The Brit-Biker”, p.2); “Well, generally you were so systematic that everyone had to participate overall to the class is general. So that I can say that you first made a revision of the last session which was good because it was clear for all the students I mean they can have a link to the next session...” (Bookworm, “Biker-Bookworm”, p.1).

Negative reflection (R-): All utterances that indicate directly or indirectly that the participant did not like an aspect of an event or situation, or was not pleased with an aspect of his/her performance, both as an observer and an observee, such as: “I think in this big group she was at a loss” (Biker, “The Brit-Biker”, p.6); “I can see myself teaching and I can see myself doing this revision...it should be I think more student-centred, I can see that it is teacher-controlled rather than student-centred: me asking the question or me asking something and asking the student to complete it, whereas I think there should be more student interaction during this revision or review part of the lesson” (Biker “Biker-Bookworm”, p.1). “Yes, that’s one thing I know I don’t. I’m aware of that; it’s one thing I wrote on my list at the beginning that I maybe don’t spend enough time on pronunciation” (The Brit, “The Brit-Biker”, p. 12)

General reflection (R): Non-judgemental reflections on events or situations. “The activity sort of lends itself to setting up groups of students according to their energy levels so they can talk together and discuss why...” (The Brit, “The Brit-Biker” p. 3); “I try to make eye contact or ask raise your hands if you’ve got a question and such questions” (Bookworm, “Bookworm-The Brit”, p. 6)

Inquiring reflection (R?): Because of the conversational nature of the data, a certain amount of the reflection takes place in the form of questions and answers. This code has been assigned to utterances indicating an inquiry about an event or situation. Examples include: “So did you do each one separately and get the answers?” (The Brit, “Bookworm-The Brit”, p. 7); “Right, but wouldn’t you like to elaborate on the language?” (Biker, “The Brit-Biker”, p. 17). It must be emphasised that not all utterances punctuated with a question mark were true examples of inquiring reflection, e.g. “So you might have the impression that the message is not getting across, is that the reason?” (Biker, “The Brit-Biker, p. 1”, this utterance was coded as “RR” because the main focus was on the reason for a particular behaviour. Nor were all examples of inquiring reflection punctuated with a question mark. For example, “I don’t know if it works well or not, I’m not sure of that!” (Biker, “The Brit-Biker”, p. 19)

Reflection on reasons (RR): All utterances indicating an elaboration on or a search for the reasons behind a particular action. “Maybe because you’re a native speaker when you get the message you’re satisfied” (Biker, “The Brit-Biker”, p. 12); “Right. It’s because I didn’t want to spend much time” (The Brit, “The Brit-Biker”, p. 11).

Reflection on solutions (RS): These are utterances that either suggest or discuss the feasibility of solutions to the participants’ perceived problems they see in their teaching practice. “You could have rated, or you could have asked the students to rate so that the other groups can be involved” (Biker, “The Brit-Biker”, p. 10); “I think what I could do when doing group work is to set them up randomly” (The Brit, “The Brit-Biker”, p. 13)

Reflection on new discoveries (RN): Any utterance indicating that either of the participants had discovered something new about themselves as a result of the observations was given this code. “One thing I’ve noticed is that I tend to repeat myself twice. Immediately. I mean this is what I noticed when I was watching this video...” (The Brit, “The Brit-Biker”, p. 1); “I’ve noticed that when I’m thinking about what to say I sort of scratch my nose!” (The Brit, “The Brit-Biker”, p. 3).

Reflection in the form of metaphor (RM): During the initial coding of the data, it was noticed that the participants sometimes used metaphors to communicate meaning. This code was assigned to such utterances. “It’s what I call the “Sistine Chapel” effect. In the Sistine Chapel in the Vatican, you’re meant to be quiet there...there’s a whole crowd of tourists there making a lot of noise, and then one of the caretakers tells everybody to be quiet so everyone shuts up, but minutes later there’s a crescendo again...and it goes up and down, up and down. I mean I try to tell them, look you’re going to perform...” (The Brit, “The Brit-Biker”, p. 9); “Just like parliament, the MPs. There are people from different backgrounds, from different regions acting differently from each other, in the classroom you have students from different backgrounds, cultures even” (Biker, “The Brit-Biker”, p. 25)

Reflection on change (RC+/-): Since this study was carried out as a piece of action research, change is an essential aspect and a major focus of reflection. Utterances referring to the recognition of change in the participants’ behaviour as a result of the action research were assigned this code. For example, “giving instructions, putting them in groups before giving instructions, I think it works quite well. As you say it avoids commotions, chaos in the class” (Biker, “The Brit-Biker”, p. 6). These utterances tend to utilise comparative structures, e.g. “The general atmosphere of the class was much more participative this time. There were a lot more different students participating...” (The Brit, “Bookworm-The Brit”, p.10). While these utterances were coded “R+”, there were some examples of regression such as “But as usual I spent more time than what is actually needed doing this review part” (Biker, “Biker-Bookworm”, p.14) which were coded “R-”.

Commitment (Com): Reflection on a perceived problem and its possible solutions led to the participant as observee making a commitment to change an aspect of their teaching. Such utterances were marked “Com”. For example, “Maybe I could work on elaboration at the input stage” (The Brit, “The Brit-Biker, p. 19); “I want to change it, because this is a problem” (Bookworm, “Bookworm-The Brit, p.11”.

4.1.3 Content categories

The subject matter of reflection was also coded. The researcher categorised this “what?” aspect of reflection under the following seven main headings: the teacher, the students, language, classroom management, the participant’s self, teaching techniques, materials. These headings were divided into further sub-categories, all of which are described below. It must be pointed out that it was possible to assign more than one content code to a single utterance

Teacher (t)

This code was assigned to any utterance that was made in reference to any aspect of the observed teacher. It is usually used followed by one of the following sub-categories

Language (t-lang): this refers to the actual language used by the teacher for example, “Do you find you switch to the mother tongue in your lessons?” (Bookworm, “Biker-Bookworm”, p. 12). “Lexical items related to the credit card. Credit card konusunda olsaydı mutlaka verirdim mesela “issue”..err, “give” ama it’s a matter of register I know that, depending, err “the bank issues...” or when “one is issued a credit card without him asking for it” daha çok vocabulary dururdum. Burada hep dikkat ettim hep “give” vocabulary hep “give” ile sınırlandırılmış” (Biker, “The Brit-Biker”, p. 14).

Talk (t-tlk): this code refers to teacher talk and is also further divided into “speed” (t tlk spd), for example “But you still speak pretty fast” (The Brit,

“Bookworm-The Brit”, p.13); “time” (t tlk tim), “Maybe you could integrate them. That’s just one way of doing it, and I think it’ll limit the amount of talking you have to do” (The Brit, “The Brit-Bookworm”, p.5); and “content” (t tlk cont), “Do you think those anecdotes are worth giving? Or do you think they’re a waste of time and that the students aren’t interested? Or do you think the student can benefit from them?” (The Brit, “The Brit-Biker”, p. 20).

Attributes (t-attrib): this code was assigned to any utterance that mentioned the personal characteristics of the teacher, for example “you tolerate a little bit of noise” (The Brit, “Bookworm-The Brit”, p. 20).

Paralinguistic features: These were “gestures” (ges) such as facial expressions, for example “That blank look is a kind of feedback, yes”, (Bookworm, “Bookworm-The Brit, p. 30); and “body language” (bl) “I just have this natural tendency to face this way, to turn away from the window side” (The Brit, “The Brit-Biker”, p. 22).

Actions (t-act): This category refers to what the teacher is doing during the lesson, for example distributing worksheets or writing on the board. For example, “this is what I mean, you see you’re handing out the copies one by one” (Biker, “The Brit-Biker”, p. 1); “And when giving an explanation you announce the shift, that’s good” (Bookworm, “Biker-Bookworm”, p.1).

Quick thinking (qt): This code was assigned to reports of incidents in which the teacher had to make a quick decision during the observed lesson, for example “so I had to come up with a clever answer for Tülin!” (The Brit, “The Brit-Biker”, p.1).

Give opportunities (opp): This code was assigned to utterances mentioning any kind of opportunities for student learning created by the teacher, for example “I think I give them more chance for reshaping things in mind” (Bookworm, “Bookworm-The Brit”, p. 15); “so I mean this gave them a chance to try out language” (Bookworm, “Biker-Bookworm”, p. 15); “I wonder if I should have divided them into a further two groups so there’d be more chance for interaction and then they could come together later maybe” (The Brit, “The Brit-Biker”, p.3).

Control (t-ctrl): Utterances making any mention of the teacher's control in the classroom was given this code. For example, "I can control everyone. I can see everyone's face" (Bookworm, "Bookworm-The Brit", p.8); "...it should be I think more student-centred, I can see that it is teacher-controlled rather than student-centred" (Biker, "Biker-Bookworm", p.1).

Treat students (t-trt-st): Any instances in which the instructors' behaviour toward the students was mentioned were grouped under this category. For example, "You made encouraging remarks" (Bookworm, "Biker-Bookworm", p. 21); "There are some shy students, I don't want to push them, because I'm a shy person and I feel nervous and hesitant, so..." (Bookworm, "Bookworm-The Brit", p. 22); "I mean how can you actually force somebody who is over 18 years old to do something?" (The Brit-Biker", p. 8).

Planning (t-pln): References made to the planning aspect of teaching was assigned this code, "So maybe I do need to sit down and think beforehand what I need to say, what kind of vocabulary might come up rather than depending on my spontaneity" (The Brit, "The Brit-Biker", p. 14); "Well, I had the whole lesson in my mind. Planned out. And I tried to carry it out" (Biker, "Biker-Bookworm", p. 5).

Students (st)

As can be expected, another major content category was the students. Utterances making references to the students were assigned this code, usually along with one of the following sub-categories.

Learning (st-lrng): This code was assigned to utterances in which any aspect of the learning process was mentioned. Examples include "This way I can get them mentally involved in this learning process" (Biker, "Biker-Bookworm", p. 2); "I mean, it's the students who have to work, they're doing the learning" (The Brit, "Bookworm-The Brit", p.13)

Language (st-lang): Any reference to the language produced by students was assigned this code, for example: "And I was surprised because some students did

respond to me in English, not in Turkish” (Biker, “Biker-Bookworm”, p.13); “Their language wasn’t very good because they hadn’t sat down and prepared and thought about what they were going to say” (The Brit, “The Brit-Biker”, p. 9). This code had further sub-categories, that of the accuracy of the students’ language (st-lang-acc), for example “When I just watched for a while, I mean, you sometimes focus on the students’ accuracy a lot” (Bookworm, “Biker-The Bookworm”, p.3); and that of the fluency (st-lang-flu), such as “Next time I should pay more attention to fluency then” (Biker, “Biker-Bookworm”, p.3).

Comprehension (st-comp): This category includes any reflections made about the students’ comprehension, of the instructors’ language or of the instructional material. Utterances coded under this category include “Yes, I wanted to check their understanding. I put one or two quiz items on the board” (Biker, “Biker-Bookworm”, p.5); “Well, yes, maybe when they’ve heard that they think ‘well, I’ve got it right’ and it’ll confirm their comprehension” (The Brit, “Bookworm”, p. 5).

Affect (st-aff): Remarks made about any aspects of the students’ emotions were grouped under this heading. Examples include “sometimes I notice that they get put off, they get discouraged you see. So I feel that I shouldn’t overdo it” (Biker, “Biker-Bookworm”, p. 3); “They were not tense, they were not nervous, they were having fun” (Bookworm, “Bookworm-The Brit”, p. 21).

Behaviour (st-bhv): This code was assigned to utterances referring to the physical behaviour of the students during the lesson. For example whether they responded to instructions, seemed to be listening, or the way they got themselves into groups. For instance, “There were a few problems here as some of the students were sitting in the wrong places” (The Brit, “The Brit-Biker”, p. 4); “One thing that I did notice though, to a certain extent, even though they were in their groups they didn’t do group work. They didn’t work together” (The Brit, “Bookworm-The Brit”, p. 10).

Performance (st-perf): This code refers to any aspect of the actual performance required by a particular learning activity; for example, the students’

performance during a class discussion or an intensive pronunciation exercise. Examples of utterances assigned this code include “I think this group is much better prepared, but they’re not as good at the role playing” (Biker, “The Brit-Biker”, p. 10); “In my opinion the students generated the ideas for discussion, the students gave their opinions, they completed the sentences” (Bookworm, “Biker-Bookworm”, p. 1).

Participation (st-prt): Utterances mentioning the involvement of the students in the lesson as a whole and in activities were grouped under this category. For example, “Yes, yes. He was more responsive. And more students involved in the lesson and seem engaged in, that’s what I feel, they seem engaged in the lesson” (Bookworm, “Bookworm-The Brit”, 14); “Well, in general participation was more than usual” (Biker, “Biker-Bookworm”, p.3).

Individual differences (st-ind diff): Utterances making references to the acknowledgement of or address to the personalities or learning styles of the students were included in this category. “There might be some visual students there who need that kind of visual display” (The Brit, “Bookworm-The Brit”, p.4); “She’s very, very shy. I wonder if there’s any way to encourage her” (The Brit, “Bookworm-The Brit”, p. 25).

Responsibility (st-resp): This code was assigned to utterances referring to the responsibilities of the students for their own learning, for example “And the practice is their responsibility, because in this limited class time there’s a limit to what you can do” (Biker, “The Brit-Biker”, p.29); “I mean, it’s the students who have to work, they’re doing the learning” (The Brit, “Bookworm-The Brit”, p. 13).

Motivation (st-mot): This code was assigned to any references made to the students’ motivation, such as “And I noticed with most of the students, especially in the first year, and I think in the other years as well, I normally expect them to be integratively motivated, but they’re not. They’re instrumentally motivated” (Biker, “The Brit-Biker”, p.30).

Language (lang)

Despite being a sub-category of both the “teacher” and “student” categories, language was also distinguished as a separate category in its own right. The language referred to in this sense is that which is being taught as subject matter, since after all the classes that were being observed were all language skills classes. This category was further divided into the following categories:

Content (lang-cont): This code was assigned to utterances mentioning the actual language being taught during the observed lesson. “Is the language point restricted or can they use anything?” (Biker, “The Brit-Biker”, p. 9); “The language point here is the passive voice and the use of the passive voice and in what kind of situations is this passive employed, and when do we prefer to use the passive voice rather than the active voice” (Biker, “Biker-Bookworm”, p. 7).

Speaking (sp): Utterances referring to the speaking skill were assigned this code. “I’m looking at it from a speaking point of view, so I don’t really mind what structures they use. It’s a fluency activity” (The Brit, “The Brit-Biker”, p. 11); “...which they might make use of when expressing themselves, I think this will contribute to their speaking skills.” (Biker, “The Brit-Biker”, p. 13)

Listening (lis): These are utterances referring to listening as a language skill, as opposed to listening to instructions. “It was probably the material actually. This vocabulary material in the listening. The subject matter is an unusual vocabulary item which this person is talking about, describing. How the word is used and everything, so I think for language students this topic was interesting. Because at least the passage wasn’t something unrelated to what they are doing...” (Biker, “Biker-Bookworm”, p. 16).

Reading (r): These are utterances referring to the reading skill. “They’re reading the paragraph, and they’re going to find out the topic sentences” (Bookworm, “Bookworm-The Brit”, p. 1)

Writing (wr): These utterances include references to the writing skill for example “In fact I usually do that for writing, but not for reading” (Bookworm, “Bookworm-The Brit, p. 4).

Grammar (gr): This code covers utterances referring to the grammatical aspect of language, for instance “I know that this is a grammar course and that you should pay attention to accuracy, I know that because it’s the content...” (Bookworm, “Biker-Bookworm”, p. 3); “Because sometimes at advanced level the grammar points are very difficult, to get the message across in Turkish and English” (Bookworm, “Biker-Bookworm”, p. 10).

Vocabulary (voc): This code was assigned to references to vocabulary. Examples include: “In the warm up stage of this lesson, if you rephrase the target vocabulary items maybe you could prepare them...” (Biker, “The Brit-Biker”, p. 1); “Well you could do a bit more grammar, a bit more vocabulary, more elaboration on vocabulary and its grammatical patterns...” (Biker, “The Brit-Biker”, 13).

Pronunciation (prn): Pronunciation was a frequently addressed issue, and utterances relating to this point were grouped under this category, such as “For instance, you talk about pronunciation, and that poor pronunciation hinders communication, and that you could discuss it later on Friday” (Bookworm, “Biker-Bookworm”, p. 1); “In the feedback part of the lesson, you don’t make pronunciation corrections” (Biker, “The Brit-Biker”, p. 12).

Self (slf)

At various points, in the role of either observer or observed teacher, all participants reflected on aspects of themselves. This category was divided into the following sub-categories that cover these various aspects.

As Teacher (slf-t): This category covers references made by participants to aspects of their own teaching, “Because I sometimes switch to the mother tongue to clarify meaning and to create a supportive environment for my students. Sometimes I do it unconsciously” (Bookworm, “Biker-Bookworm”, p. 13). A further subcategory

was expectations as a teacher (slf-t-exp), referring to comments about what the participant expected, usually from the students; for example, “OK, one thing, about myself, what I expected is to say ‘Get into groups’ and expect sort of immediate action with the getting their chairs and...but they don’t” (The Brit, “The Brit-Biker”, p. 3).

As learner (slf-lrn): This category includes utterances in which the participants refer to their own learning styles or experiences as a learner. For example, “This depends on my previous learning experiences as a learner. I just learned that way, I mean. The teacher talked and I listened. He was the source of information and just...transmitted” (Bookworm, “Bookworm-The Brit”, p. 8); “it’s related to my approach in general, my teaching approach, my learning approach, because as a learner as well I’m very individualistic” (Bookworm, “Bookworm-The Brit”, p. 9).

Beliefs (blf): This category was yet further divided into the categories of “belief about learning” (blf lrng), “Because I believe they should be involved in the learning process otherwise learning would be minimised” (Biker, “Biker-Bookworm”, p. 16); “belief about teaching” (blf tchg) “I mean, just because somebody’s got an individual learning style, you don’t stick to them, you have to encourage other learning styles” (The Brit, “Bookworm-The Brit”, p. 26); and “belief about language skills” (blf skl) “But in a way they need to be drawn, because it is a speaking class, it’s production, a productive skill class. With reading, listening and writing it’s not that much of a problem, but with speaking you do actually need to speak” (The Brit, “The Brit-Biker”, p.24).

Attributes (slf-attrib): Utterances in which the participants reflected on their own characteristics were assigned this code, “some people can do that, but personally speaking I can’t” (Biker, “The Brit-Biker”, p.7); “Right...I can’t walk and chew chewing gum at the same time, I just do one thing at a time.” (The Brit, “The Brit-Biker”, p. 7).

Non-teaching life (non-t): This category includes references to the participants' lives outside the school environment, for example "Well, this is how I treat my kids also" (Bookworm, "Bookworm-The Brit", p. 21); "This is what I do anyway in my non-teaching life. I get an idea and think it'd be better to do it this way, and then think 'oh well, next time'" (The Brit, "The Brit-Biker", p. 6)

Classroom management (cm)

This category covered any references to the way in which learning in the classroom was organised. The following sub-categories were identified:

Group work (gw): Utterances referring to any aspect of group work were assigned this code, which was further divided into the following codes: "organisation" (gw-org) "the getting into groups business should be more sort of tick tick tick...a bit more organised, so I don't have to spend a lot of energy afterwards"; "noise level" (gw-noise) "One thing I'm not quite sure of, during this group work, I mean there is naturally some noise, I wonder if it impedes their concentration. Or do you think it's some kind of productive noise?" (Biker, "The Brit-Biker", p.8).

Timing (cm-tim): References to the timing of the lesson were assigned this code, for instance "No, you didn't spend time excessively this time" (Bookworm, "Biker-Bookworm", p. 6); "well, I mean for me as a learner the pace is a bit slow" (Bookworm, "Biker-Bookworm", p. 6).

Interaction (cm-int): Any mention of interaction, between the teacher and students, or between the students themselves was assigned this code. Examples include "Me asking the question or me asking something and asking the student to complete it, whereas I think there should be more student interaction during this revision or review part of the lesson" (Biker, "Biker-Bookworm", p.1); "There was more participation, but there was no interaction between students" (The Brit, "Bookworm-The Brit" p.11); "But in a language lesson you need to have this interaction, I think, between the teacher and students to keep the lesson moving" (The Brit, "The Brit-Biker", p.24).

Teaching techniques (tech)

This group of codes was given to utterances referring to the techniques used by the teachers, and was further divided into the following sub-categories: “instructions” (inst) “At the end of the lesson there was a problem with the instructions” (Bookworm, “Bookworm-The Brit”, p.20); “feedback” (fdbk): “I did give them some feedback, do you think it was appropriate or not?” (The Brit, “The Brit-Biker”, p. 10); “error correction” (ec) “Because there was so little input err output there were so few errors to deal with, that’s what I thought with this one” (The Brit, “The Brit-Biker”, p. 14); and questioning techniques (qtech), “So I wonder if our students expect to be chosen? We sort of throw a question out and expect them to volunteer an answer, but maybe they’re expecting to be chosen” (The Brit, “Bookworm-The Brit”, p. 31); “I think I just ask for a volunteer to answer the question first and then I ask if they agree or disagree to the whole class. I ask individual questions too” (Bookworm, “Bookworm-The Brit”, p.1).

Materials

Any mention of teaching and learning materials were assigned one of the relevant codes: “course book” (mat-cb) “Then when it was the practice stage, we did the exercises in the book. Mainly it was textbook based practice” (Biker, “Biker-Bookworm”, p. 7); “blackboard” (mat-bb) “So when I went round the groups, I was listening for erroneous utterances and wrote them on the board” (The Brit, “The Brit-Biker”, p. 17); “OHP” (mat-OHP) “This happened on Monday, because I just used an OHP and it happened this way. I don’t know why, but I stood just near the OHP” (Bookworm, “Bookworm-The Brit”, p. 19); “pictures” (mat-pic) “They had pictures for example, you could give them some questions to discuss about the pictures in groups first” (The Brit, “Bookworm-The Brit”, p. 14)

Miscellaneous

These categories that did not fit under any of the above headings were also identified.

Observation (obs): Several times the participants made references to the observation process itself, such as what they had wanted observing, what they had learned as a result of the observation. This code was assigned to such utterances; for instance, “those are the bits that I wanted to have observed. The setting up of the group work, getting students involved and that group size business” (The Brit, “The Brit-Biker”, p.6); “This observation helped me a lot in this way. I mean, to find out what I am missing or lacking” (Bookworm, “Bookworm-The Brit” p.18).

Other courses (oc): This code was assigned to any instance in which the participants referred to the other courses they taught in the department, for example “For Short Story class we’re having fun and asking questions, but when we’re reading between the lines again I’m a traditional teacher” (Bookworm, “Bookworm-The Brit”, p.21); “Right, in Literature I don’t bother with group work. It’s just “Listen to me!” (The Brit, “Bookworm-The Brit”, p. 27).

Other teachers (ot): When the participants referred to other teachers, their utterances were given this code, “Because I think Biker has a seating arrangement so that he can walk around” (Bookworm, “Bookworm-The Brit, p. 7).

The learning activity (acty): Utterances reflecting on the learning activity of the lesson were grouped under this heading, “But the whole thing was based on these textbook exercises. I don’t know if I should have devised some more communicative...” (Biker, “Biker-Bookworm”, p. 8).

4.2 Qualitative data analyses

In this section, the qualitative data collected from each participant is described in detail case by case. The responses to the Language Teachers’ Beliefs System (LTBS) are given; how the participants reflected on their perceived problems and on any change they underwent, if at all, during the post-observation conferences and in their reflective journals are described; and an account is given of the student feedback collected after the observations of each cycle. The analysis has been organised within the framework of the action research cycles rather than the sources

of data, because it is thought that it would be easier to see any convergences of data in this way.

4.2.1 Biker

Following are the descriptions of the data collected from Biker's participation in the action research. They include the LTBS, descriptions of the transcribed post-observation conferences, the entries in his reflective journal and the feedback collected from the students immediately after each class.

4.2.1.1 Language Teachers' Beliefs System

In response to the questions on beliefs about language, Biker says that he thought English is an important language because of technological advancements and the globalisation process, which have made the world smaller place and have lead to an enormous accumulation of information in English to be shared. He does not believe English is more difficult to learn than any other language; in fact, he states, the vast amount of input available in the English language today should actually make it easier to learn. For Biker, "A good vocabulary store with proper choice, register, collocation and pronunciation" (Biker, Language Teachers' Beliefs Systems, p.1) are the most difficult aspects of English to learn. While he thinks British English is more prestigious, he does not think it matters which dialect of English is taught, as long as it is standard. He does not believe native-like pronunciation is essential, but he claims that clear and correct pronunciation is essential for the optimisation of comprehension. He acknowledges that the students on the ELT programme are language-oriented and generally have positive attitudes toward the language. The quality that makes English different from other languages is, in his opinion, the fact that its spelling system is not a good guide to its pronunciation.

According to Biker, learning is obtaining knowledge through self-study or class-study, and is not complete until that knowledge is put into use. He believes that the best way to learn grammar is to carry out subject matter-related tasks, once the

basics have been provided. In his opinion, the best type of language exposure is “exposure to pieces of language – authentic and/or designed but taken from real life situations and from fiction and/or non-fiction with focus on the target” (Biker, Teachers’ Belief Systems, p.2). While he thinks intelligence plays a role in success in his courses, he says that students who are curious, motivated and focused usually perform better. When it comes to language learning strategies, he mentions that he encourages his students to come up with their own strategies for learning, but he particular recommends students try to make associations between the knowledge they learn and real life, as well as using a variety of strategies. He discourages the use of the same methods, and the mere retention of knowledge. Just as it is the teacher’s job to teach some how, so is it the learner’s to learn. He thinks they should take on the role of explorer of their subject-matter.

As a teacher, he sees himself as a facilitator, not just an imparter of knowledge. The way he approaches the material to be learned is to present the language within a context and to clarify points of difficulty, while involving the students in the process at the same time. He says he tries to arrange activities communicatively, ensuring that the students gain proficiency through communication and interaction. He believes that English should be the medium of instruction. When teaching, he refers to all resources available, including himself, the students, the Internet, books, real life situations, materials from all fields of study; as well as the traditional classroom aids. For Biker, effective teaching is “the kind of teaching that involves learner autonomy. Instead of the teacher supplying every piece of target knowledge bit by bit, the learner should be taught how to monitor his or her own learning, reaching the source and exploiting it in his or her kind of way, and producing an outcome not just in the target area but also in personal conduct desirable and appropriate” (Biker, Teachers’ Beliefs System, p.3). Concerning classroom management, Biker points out that there is a fine balance between the correct dose and an overdose of stress that needs to be maintained for learning to take place. He aims to set a good example in terms of punctuality, attendance and teacherly conduct, and expects the same from his students. He believes a relaxed but disciplined atmosphere is best for learning, and he tries to create this by maintaining

a neat classroom environment. He keeps a neat seating arrangement, and uses pair work and group work when relevant. He believes that there are two types of qualities that make a good teacher: personal and academic. A good teacher should be approachable, punctual and presentable, as well as being able to empathise. While he believes a sound knowledge of the subject-matter is indispensable, he thinks it is ineffective in the absence of effective and flexible teaching skills.

4.2.1.2 An overview of the actions

During the initial conference, each participant discussed the perceived problems in their practice and decided on a problem as a focus for the first cycle. It was important that each participant made their own decisions on this matter as opposed to having a focus for observation imposed on from outside. Although a number of problems were discussed during the initial conference, the participants realised that different potential focuses could arise as a result of the ensuing observations; so no attempt was made at this stage to decide on all the problems to deal with during the study. Following is the plan of action for Biker.

Cycle 1 / 31 October 2007: Does the teacher elaborate too much on language points and go off track during the lesson? The decision was made to focus on the revision part of the lesson and increasing student interaction.

Cycle 2 / 07 November 2007: Is the revision section too long? Is there more opportunity for student interaction? The decision was made to focus on the way Biker approached the practice exercises to see if there is any way he could do them more effectively.

Cycle 3 / 22 November 2007: Could Biker's approach to the practice exercises in the course book be more effective? Do the students feel under pressure when they speak during the practice exercises?

Cycle 4 / 07 December 2007: A general view of the Listening and Pronunciation course. Decision made to try choral repetition as well as individual repetition. (Follow-up: Listening and Pronunciation class, 28 December 2007).

Cycle 5 / 11 December 2007: A focus on using only English in the Contextual Grammar course. Decision made to try using Turkish for clarification points.

Cycle 6 / 26 December 2007: How do the students find the teacher's use of Turkish for clarification of language points?

Cycle 7 / 28 December 2007: Do the students find choral repetition beneficial for pronunciation exercises?

4.2.1.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research

In this section, the narrative descriptions of the extracts isolated for analysis from the post-observation conferences between Biker and Bookworm, Biker's reflective journals, along with accounts of the student feedback collected immediately after Biker's observed lessons are presented.

Cycle 1: Post-observation conference

Bookworm was responsible for observing Biker's classes throughout the data collection procedure. The focus of the first observation was on whether or not the teacher elaborated too much on language points, however, as a result of the observation, Biker noticed some other aspects of his teaching that he saw as potentially problematic. The reflection on these aspects will also be described, because they initiated further cycles in the action research chain. There are three extracts (extracts 1-3) for analysis. For the table showing the summary of the post-observation conferences between Biker and Bookworm, see Appendix I.

In the first extract, Bookworm started by making positive comments on the systematic nature of Biker's approach. They continued to discuss the teacher-centred nature of the lesson, Biker thinking that he was initiating all the interaction, but Bookworm claiming the opposite.

In extract 2, they discussed the focus of the observation, whether or not Biker deviated from the target of the lesson. Biker admitted that he had to control himself when a pronunciation matter arose, then Bookworm commented on his explanation of the “verb 1” and “verb 2” expressions, asking if this could have been done in a different lesson.

In the third extract, there is a discussion about how a focus on accuracy seemed to discourage the students. Biker ended with a commitment to “take away some of the pressure” next time (Biker, “Biker-Bookworm”, p.3).

Cycle 1: Reflective journal

Biker begins his entry with a description of how he approached the review part of the lesson at the beginning, saying the students performed well; but that since he had not spent enough time planning, he admitted that some of the contexts he devised might not have quite served the purpose of the lesson. Yet, overall he felt that he had achieved his goal. He admitted, however, that the revision section of the lesson had gone on for longer than had been planned. He then went on to describe how he drew attention to the language point of the lesson, and that at the end of the lesson he did not have enough time to do the practice exercises in the course book, so he had to chose some of them and leave others out. He concluded by saying that the lesson could have been more successful had he spent more time preparing. For a summary of Biker’s reflective journal entries, see Appendix J.

Cycle 1: Student feedback

31 students gave written feedback immediately after the lesson, of which 9 (29%) responded directly to the question put to them by Biker asking if they thought he went off the topic at any point during the lesson. These 9 students remarked that the teacher talked about grammar and pronunciation during the lesson and that they found it very beneficial for the teacher to talk about different matters in class.

Cycle 2: Post-observation conference

The focus of this observation was the revision part of the lesson, which Biker had noticed was too long the previous lesson. There are 7 extracts (extracts 4-10) for analysis.

The conference opened with Biker referring to how he thought he had taken too long with the revision part of the previous lesson, and how he had tried to make it as short as possible in the current lesson (extract 4). Bookworm noted that it only lasted for 5 minutes, which they both agreed was enough for this particular lesson.

In extract 5, Bookworm brought up the issue of Biker's overemphasis on accuracy and how in this lesson he accepted the students' answers without correcting them. Biker said that he had made an effort not to correct the students directly, but provided the correct answer himself hoping they would catch it themselves.

Bookworm then pointed out another positive change in extract 6, the fact that there was more student-student interaction in the lesson. The previous lesson had been more teacher-directed, but this lesson involved the students more in the generation of new scenarios and situations.

In his journal entry, Biker had referred to how he had felt that he had not planned the lesson enough. In the seventh extract of the conference, he talked about how he had included an evaluation part to the lesson, and about how he felt more prepared, having the whole lesson planned out in his mind.

In extract 8, Bookworm commented on how Biker had managed to control himself and not elaborate on language points. He said that there had been a few pronunciation errors, which he had mentioned but not dwelled upon excessively. They both discussed a few examples, and they concluded that he had not spent a long time on these points.

In the ninth extract, Biker asked if he had managed to involve all the students, to which Bookworm replied that the pair work activity had ensured that all students were participating. Biker then raised the issue of his concern that he might treat his

students unequally, allowing more time to the participative students. Bookworm replied that she thought he had made an effort to involve all the students. While in the previous lesson only 4 or 5 students had been responding, in the current lesson there was more participation due to the pair work activity. Biker then asked if she thought the group work had been enough, to which she replied she had found it sufficient.

The conference concluded with extract 10. Biker said that one of the positive aspects of the lesson was the fact that he had not deviated from the focus of the lesson, elaborating on language points. He also repeated that he had allowed more interaction, included an evaluation section, and had not spent too long on the revision part.

Cycle 2: Journal entry

Biker began his entry with a description of the target language point of the lesson and a revision. He then described how he introduced the language point, and then how he got the students in pairs to write their own situations in which the language could be used, a new technique for him. He remarked that all the students seemed to be involved in and enjoying the activity. Another change he noted was in the students' affect. When they had not been able to produce the target language, he offered them options to choose from; this seemed to make them feel "less pressurised" (Biker Reflective Journal, p.2). On the whole, he remarked that he was happy with the lesson and its learning outcomes.

Cycle 2: Student feedback

31 students gave written feedback at the end of the lesson, 21 (67.7%) of who directly answered the questions of whether the time allotted for the revision section was too long, and whether the teacher went off the point during the lesson. 20 (64.5% of the whole group) of these students said they thought the teacher had spent enough time on the revision, 1 (3.2% of the whole group) made the remark that it could have been longer. 7 (22.6% of the whole group) of these students made reference to the teacher going off the point, and only 1 (3.2% of the whole group)

thought he did. However, it became apparent from some of the comments that perhaps the students had not understood the question entirely, as 1 student wrote that a teacher should not talk about Mathematics or History in an English lesson (“Derste sadece o dersle ilgili konuşulmalı; ders İngilizceyse, tarihten matematikten bahsedilmemeli. Çünkü konsantre olmayı zorlaştırır bence”), whereas the question had meant to inquire into whether or not the teacher elaborated on language points so much that he deviated from the main topic of the lesson.

Cycle 3: Post-observation conference

In an informal, unrecorded conversation between Biker and Bookworm, the latter mentioned that so far she had only seen Biker presenting and explaining language points, and that she was interested in seeing how he approached the practice exercises. This became the focus point of the third cycle in the action research plan for Biker. There are 4 extracts (extracts 11-14) which were analysed.

Biker opened the conference in extract 11 by talking about the target structure, the passive voice, for that particular lesson, describing how he revised and elaborated on the structure. He provided the students with an opportunity to practice the language by means of the practice exercises in the course book, which he stated he had to do selectively because of the lack of time. He described how he changed his approach to getting the answers to expose them to different ways of handling practice exercises, since they were candidate ELT teachers. Bookworm remarked she had noticed the students becoming more relaxed when doing the pair work, and that this way ensured more participation. Biker acknowledged this.

The next extract (extract 12) is a direct continuation of the previous one. Biker mentioned his doubt about only using the course book exercises and wondered if he should have devised some more communicative activities. Bookworm reflected on this idea, echoing Biker’s words, but Biker admitted there was a time constraint and that he was not willing to put the book to one side to do a communicative activity, because the students would then ignore the book. Bookworm asked him if he thought it was not appropriate to do communicative exercises with students at this

more advanced level, to which he replied that he thought the course book provided sufficient practice activities for language students at this level.

The thirteenth extract also continues on directly from the previous one. They discussed possible areas for change. However, Biker was satisfied with the way he conducted the practice activities, and in answer to Bookworm's suggestion that he did more communicative activities, he said there was a time constraint and that he was already behind schedule.

The final section (extract 14) continued on directly with Bookworm asking Biker what he would like to focus on for the next lesson. He said that he always used English as the medium of instruction, and he wondered if any communication problems might arise because of this. He made a commitment to try using Turkish for clarification points to see what the students think. After Bookworm reminded him of the communicative activities, he made a commitment to devise some freer activities.

Cycle 3 Reflective journal entry

Biker started his entry with a brief description of the target structure for that particular lesson, and how he aimed to focus on its meaning rather than the typical focus on mechanics. He mentioned that the revision part was much shorter than usual, and that he proceeded to the course book exercises. This is followed by a description of how he handled the exercises: first calling on students one by one; then asking for volunteers; finally asking the students to work in pairs. Although the students made pronunciation errors, Biker pointed out that he did not dwell on them too much in order not to disturb the flow of the activity. The students responded well to the activity, and the lesson as a whole was successful.

Cycle 3: Student feedback

The students were asked to think about the following questions: "Do you feel involved in the practice exercises?"; "Do you find your teacher's approach to the practice exercises effective?"; and "Do you feel pressurised when you speak?". 30

students gave written feedback at the end of the lesson, 28 (93.3%) of who responded directly to these questions. In answer to the first question, 12 (40% of the whole group) said they were involved enough in the practice exercises; 8 (26.7% of the whole group) of them replied that they were not involved, which they put down to the fact that there was a lot of students in the group (1 student), or because they lacked self-confidence (1 student), or because they did not understand the teacher's questions (1 student). The remaining students overlooked this question.

In reply to the second question, all 28 students reported that they found the teacher's approach effective. 26 students (86.7% of the whole group) responded to the final question, 14 (46.7%) said they felt no pressure from the teacher; 7 (23.3%) of the students said they sometimes felt pressure; 5 (16.7%) said they felt pressure, 1 of whom said they thought it was good for them to do so.

Cycle 4: Post-observation conference

Although Biker had been responsible for the first-year Grammar course since he entered the department 7 years ago, this was the first time he had taken the Listening and Pronunciation course; so he and Bookworm decided to take a look at one of his lessons just to see how it was going in general. The original focus had been on whether he should use Turkish in his lessons, but this appeared to be more suitable for a grammar lesson than a listening and pronunciation lesson, and he later had a grammar class observed with this aim in mind. There are 2 extracts (extracts 15-16) which were analysed.

Biker opened the conference in extract 15 by introducing his beliefs about pronunciation, the general aims of this particular course, and what he had done in this particular class. This was followed by a general discussion of the activity. Bookworm noted that the students seemed to be enjoying themselves, and then suggested Biker try using choral repetition. He admitted that he did not usually use this technique in his classes, but he could see how such an activity might help the shier students, who might feel more comfortable producing the sound in groups.

In extract 16, Biker focused on the way he had approached the activity, saying that he had done so deductively (he had used the word “didactically” in the conference, but the researcher asked him for confirmation on his meaning during the transcription), focusing on the problematic sounds then expecting them to catch them in the dialogue. Bookworm said that he had given explicit instructions, but Biker still wondered if he should have started with the dialogue first and said he would try it the next time, along with the choral repetition.

Cycle 4: Reflective journal

In this entry, Biker focused more on the stages of the lesson rather than on any particular problem. At the end, he mentioned that he had asked for feedback on whether or not the deductive approach to the activity had worked, and when the students told him they had mixed feelings, he decided that he should vary his approach.

Cycle 4: Student feedback

30 students gave written feedback to the original question of whether the teacher should use Turkish in his classes, and all of them replied relevantly. 18 of these students (60%) expressed that the teacher should only use English in class, because they realised they could become accustomed to the sound of the language in this way, and they recognised that speaking Turkish at high school had made it more difficult for them to learn English. The remaining 12 (40%) stated that while they believed the teacher speaking only English was beneficial, they thought that he could use Turkish to explain more complex concepts.

Cycle 5: Post-observation conference

The focus of this cycle’s observation was Biker’s use of only English in his lessons to see if there might have been any times when using Turkish would have been more effective. There are two extracts (extracts 17-18) for analysis.

In extract 17, Bookworm directly asked Biker if he ever switched to Turkish while he was teaching, and they discussed the possible reasons for doing so and the

points in the current lesson at which he could have used Turkish. This idea was new to Biker, who always used English only in his lessons, though he admitted that this could be a short cut instead of him supplying more examples for clarification purposes. They then talked about other aspects of the lesson, and Biker finished with a commitment to try to use Turkish (extract 18), “So next time I will use the mother tongue, yes I will. For a change!” (Biker-Bookworm, p.13).

Cycle 5: Reflective journal entry

In his entry for this week, Biker made no references to the issue at hand, that is, using only English to explain language points. He did, however, make reference to how he has continued to keep up some of the changes he made in the previous cycles of the research. Namely, varying the way he handled the practice exercises, not deviating from the target language point, and providing the students with a chance for self-correction of errors.

Cycle 5: Student feedback

27 students gave written feedback after the lesson, and all responses were relevant to the question. 17 (63%) of the students said that the teacher should only use English in class, because they realised that they could improve their language ability in this way, and because they did not find it a problem to understand the explanations. The remaining 10 students (37%) expressed that while they understood the importance of the teacher’s speaking English in class, they would sometimes appreciate the teacher giving Turkish explanations for complicated issues. These results of the evening group show striking similarity to those of the day group who were asked the same question the previous week.

Cycle 6: Post-observation conference

This conference was conducted after Biker had tried using Turkish for clarification reasons in his Grammar class with the evening group. The whole of the transcript of the conference can be divided into three extracts for analysis extracts (extracts 19-21).

In extract 19, Bookworm started by asking Biker how he had felt about code switching. He said he had found it a good change for the students. They had felt more relaxed. To his surprise, some students still responded to him in English. Bookworm attributed this phenomenon to the fact that speaking English was a classroom routine for them, and she said that she had observed the students' surprise at Biker using Turkish. Biker said he had learned that the teacher should occasionally come up with surprises. Bookworm commented on the fact that there had been no breakdown in communication, and that the students had seemed relaxed, but not too much so.

In extract 20, Biker brought up the matter of the revision part of this lesson, saying that he thought he had gone back to his old ways and spent too much time on it, meaning there was not enough time for the practice exercises.

Biker brought the topic of the conference back to code switching in extract 21, and concluded that he thought it was a strategy he could use from time to time for clarification of difficult concepts and for a change to break the monotony, but that he did not think that he could always use it. Bookworm commented that she had noticed his own surprise, to which he admitted that he had difficulty expressing himself in Turkish.

Cycle 6: Reflective journal

Biker began his entry with a description of the language point that was to be taught in this lesson. He admitted he had slipped back into keeping the revision section at the beginning too long, something he put down to the fact that he felt the need to reinforce the other uses of adverbial clauses. He mentioned the students' surprise at him using Turkish, and how the code switching had seemed to please some of them. He also admitted his surprise at some of them responding to him in English when he had spoken in Turkish. He concluded the entry with the comment that it had not been a tiring lesson for either the teacher or the students, but that the lesson could have been better if he had planned for time for the practice exercises.

Cycle 6: Student feedback

24 students returned written feedback at the end of the lesson, and all of the responses were directly relevant to the question of what they had thought about the teacher using their first language during the lesson. 19 (79.2%) said they had found the teacher's use of Turkish effective in the explanation of complicated points, but they admitted that this should only be from time to time, because they were aware of the benefit of listening to explanations in English. One interesting comment came from one student who admitted that s/he had always wanted the teacher to speak English, but after this lesson s/he realised that sometimes it was good for him to use Turkish because s/he could understand better, and s/he was reminded that the teacher was "one of them", since his speech was no different from a British person's. The remaining 5 (20.8%) commented that they preferred him to use English only.

These results are quite interesting in that, when compared with the previous lesson when the teacher had used only English, the percentage of those who would like him to use Turkish for explanation of complex language points increased from 63% to 79.2%.

Cycle 7: Post-observation conference

In this final lesson of the action research for Biker, he had decided to employ the choral repetition technique in his Listening and Pronunciation course, a decision made in cycle 4 of the data collection. There are three extracts (extracts 22-24) of the transcribed conference that directly relate to the research questions.

In extract 22, after having mentioned that the students had been more encouraged to get involved in the lesson, Bookworm commented that the choral repetition had seemed to make the students relax, because it helped them "to explore their voices in a kind of safe environment" (Bookworm, "Biker-Bookworm", p. 15). Biker agreed that they probably felt more comfortable, and added that he should provide them with opportunities to work all together, because they usually perform better. However, he pointed out a disadvantage in that it was not possible to gauge individual performance. Bookworm remarked that this was not a problem, because

he already asked individual students anyway. Biker said that what could be gleaned from this experience was that teachers should vary the way they handled activities.

After discussing how Biker had tried to involve the students in the lesson, and how the listening material had encouraged more interaction, in extract 23 Bookworm brought the topic of the conference back to choral repetition when she asked him if he would use the technique more in his classes. He replied that he would, because individual repetition on its own was not sufficient. They both acknowledged that the environment had been safer, and Bookworm concluded by commenting that even the shier or more silent students had responded in this lesson.

Cycle 7: Reflective journal

Biker gave a description of how he conducted his lesson in this entry, beginning with a statement on how he viewed listening lessons. Although he did not reflect on his use of choral repetition, he did make two observations about the students. First, he noted that they had poor note-taking skills, something he felt they needed more training in. Second, he noticed that the students were very apprehensive about the listening exercise, no matter how much pre-listening activities they had done; and this, he believed, hindered their comprehension. Third, he observed that they needed a lot of help with listening strategies to help them comprehend the passage, something he admitted he could have spent time doing before the activity. These could be starting points for further cycles of action research.

Cycle 7: Student feedback

22 students gave written feedback, and all of them responded to the question of whether they had found choral or individual repetition more beneficial. 5 students (22.7%) said they preferred choral repetition to individual repetition, because they felt less pressurised; 4 (18.2%) said they thought both were equally beneficial; 7 (31.8%) said that while they felt more comfortable repeating sounds chorally, they thought individual repetition was more beneficial; and 6 (27.3%) said they preferred individual repetition. These results suggest that using choral repetition together with individual repetition would be beneficial for the students in this course.

Final conference

After all the cycles of action research had been completed, the three participants met to discuss what they had learned about their teaching and what changes they thought had occurred as a result of the study. Biker started by making a confession, saying that he thought that over the years of his teaching career he had developed some bad habits. He claimed that he found himself to be overconfident where the lesson content was concerned and admitted that he often relied on his spontaneity. As a result of observing himself, he realised that he had to be better prepared and spend more time on focusing on what was to be done in the lesson. He said that he found his teaching “tatty and haphazard”, and that he had as a result started to pull his teaching together. A second thing that Biker had discovered was that he often distracted himself, and by extension the students, by elaborating unnecessarily on vocabulary and pronunciation. He said that he was now more content-focused.

4.2.2 Bookworm

This section reports the data collected from Bookworm. It includes an account of her responses to the Teachers’ Beliefs System, an overview of the actions taken for her perceived problems and narrative descriptions of the extracts from the post-observation conferences and journal entries subjected to analysis.

4.2.2.1 Language Teachers’ Beliefs System

To summarise her beliefs about language, Bookworm thinks that English is an important language because of its being the most spoken language in the world, and the fact that it provides access to world knowledge, and she thinks it is easier to learn than some languages because of the alphabet and the basic structure of the English sentence. In her opinion, the most difficult aspects of the language to learn are achieving success in the productive skills and pronunciation. While she states that she emphasises comprehensibility over dialect, she writes that she thinks British

English should be preferred for an academic environment. However, she does not think native-like pronunciation is essential, because it is rarely achievable. Again, she states that comprehensibility is important. She then claims that her students value accuracy in grammar and pronunciation, but they have negative attitudes toward reading and writing, adding that they are not motivated to read in their own language. In terms of what sets English apart from other languages, she refers to the conventions in academic writing.

For Bookworm, learning is “developing knowledge using reasoning and applying and connecting it to new settings” (Bookworm, “Language Teachers’ Beliefs Systems”, p.2). She finds a process writing approach the best way to teach writing, and she thinks critical thinking and strategy training are essential for teaching reading. With regards to exposure, she thinks dealing with authentic listening and reading texts best facilitate language learning. In her classes, students are “critical thinkers who can develop and support arguments, evaluate statements, ask questions; and attentive listeners who have good note taking strategies” (Bookworm, “Language Teachers’ Beliefs System”, p.2. She tries to encourage critical thinking skills and questioning in her students, while she discourages rote learning, taking in knowledge without questioning and poor note taking skills. Her students are expected to analyse and synthesise knowledge, ask questions, reflect, use strategies and listen attentively.

Concerning her beliefs about language teaching, she sees her role as to present clear lectures and to facilitate learning by modelling effective strategies. In her reading classes, she implements a teacher-centred lecture-based approach, whereas she prefers a more student-centred approach in her writing classes. As for resources, she uses all kinds of literary and academic works in order to expose the students to different cultural contexts and to stimulate discussion. For her, effective teaching is “enthusiasm about subject matter, clear explanations, easy to outline lectures, and student achievement” (Bookworm, “Teachers’ Beliefs Systems”, p.3). Her approach to classroom management is to avoid distractions, because once they occur they are difficult to deal with. She tries to keep her students on task during

group work by monitoring them. Finally, in her opinion, effective teaching involves enthusiasm, competence, openness, flexibility, creativity and the ability to self-reflect.

4.2.2.2 An overview of the actions

This section gives details of the plan of action for Bookworm. During the initial conference, she had stated that she was aware of talking a lot during her lessons and that she would like to have this observed. As the weeks unfolded, she became aware of other aspects of her teaching, and some of these were observed as part of the research.

Cycle 1 / 05 November 2007: For this first observation, Bookworm had her lesson observed for the amount of teacher talk in her lessons. It was noticed that she was at the centre of the class for most of the lesson and that she was doing most of the talking. The decision was made to have the students sitting ready in small groups to do the reading exercises collaboratively, with the aim of increasing student interaction and decreasing student talk.

Cycle 2 / 22 November 2007: The lesson was observed to note any changes as a result of the decision to carry out the reading exercises as group work. It was observed that while the students were sat in groups, they were not interacting. The decision was made to try to increase the interaction in the groups. Bookworm also said she would try to slow down her speech.

Cycle 3 / 30 November 2007: It was noticed that Bookworm's activities encouraged more interaction within the groups and that she monitored more, which led to more student participation and less teacher talk. She had also made an effort to speak more slowly. Two focuses for observation arose during this lesson: Bookworm's feeling that she was not allowing the students enough time to answer her questions; and The Brit's observation that rather than asking direct questions, Bookworm tended to begin a sentence for the students to complete, but then

complete it herself, a practice that seemed to be causing some confusion. These were the focuses for the observed lessons of the following two cycles.

Cycle 4 / 5 December 2007: The focus for this cycle's lesson was whether or not Bookworm gave the students enough time to answer her questions. It was observed that she had made an effort to wait longer for the students to answer. Bookworm said she had the feeling she tended to talk to one part of the class more than the other, this was the focus for Cycle 6.

Cycle 5 / 11 December 2007: In this lesson, Bookworm made an effort to ask more focused, direct questions, rather than expecting the students to complete her sentences. The observation showed that she made an effort to elicit information from the students by using the question form rather than expecting them to complete her open-ended sentences.

Cycle 6 / 18 December 2007: The focus of this observed lesson was whether or not she tended to ignore one part of the class. Since no inequality in her attention to the students was observed, Bookworm and The Brit decided to find ways to involve the quieter students more in her lessons.

Cycle 7 / 28 December 2007: Bookworm thought one of her problems was that she did not push quiet or shy students to participate in her lessons, so this was the focus of the final observation.

4.2.2.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research

This section presents the narrative descriptions of the extracts isolated for analysis from the post-observation conferences between Bookworm and The Brit, Bookworm's reflective journals, along with accounts of the student feedback collected immediately after Bookworm's observed lessons.

Cycle 1: Post-observation conference

The first of her perceived problems that Bookworm wanted to have observed was the amount of teacher talk in her classes. She had the impression that she was doing most of the talking, and she wondered what she could do to reduce this. The conference following the observation was the longest in the whole research, totalling almost 10 pages when transcribed. There are a total of five extracts (extracts 1-5) to be analysed. For a summary of all the post-observation conferences between Bookworm and The Brit, see Appendix K.

In extract 1, one of Bookworm's behaviours noticed by The Brit that seemed to increase her talking time was the fact that she answered her own questions, while the students nodded in confirmation. The Brit said that she had noticed that the students did not look as if they knew whether she was expecting an answer when she asked open questions. In extract 2, they discussed the reasons for Bookworm's helping the students to the extent she did, and The Brit suggested she gave some of the burden of learning to them. In the third extract, they discuss the use of visuals as a means to increase student participation, and Bookworm admitted that while she used visuals for her Writing course, she did not so for Reading. She also admitted that she was acting as a transmitter of knowledge, but that the students might not necessarily be receiving it. Extract 4 focuses on the discussion about Bookworm constantly being at the front of the class. The Brit suggested conducting group work so she could go round the class and monitor the students' performance, saying that this could increase participation, because only 4 or 5 students were contributing at that time. She also suggested assigning all of the exercise for the students to complete in groups, rather than dealing with them one at a time, a practice that was slowing the pace of the class. In extract 5, Bookworm talks about how her experiences as a learner at university had influenced her approach to teaching, and how she preferred individual learning. She also admitted that she had realised something was not going right during the class, and that now she could see what it was, "I can realise that now when I was listening to that, I mean on Friday in my

classroom. I thought something was wrong, but I wasn't aware of what happens..." (Bookworm, "Bookworm-The Brit", p.9), and she made a commitment to change.

Cycle 1: Reflective journal entry

Bookworm structured each entry of her reflective journal in the same way, starting with a description of the activities involved in the observed lesson, followed by a section entitled "What happened", describing the events of the lesson, and then another entitled "How I felt", which described her feelings about the lesson. See Appendix L for a summary of Bookworm's reflective journal entries.

The first entry can be divided into 5 extracts (1-5) for analysis. The first is a description of the activity; and in the second, she describes how she found the topic of the lesson interesting and how she gave out extra material. Extract 3 centres on how she found the lesson to be monotonous with a lot of teacher-talk, because of the silence she was met with. In extract 4, she focused on the reasons for the lack of response from the students, saying that she spoke too quickly. She thought she could have allowed the students more time to answer the questions. In extract 5, she wrote that she focused on individual students rather than the whole group, and admitted that she felt uneasy about being recorded. She also stated that she thought her practice was affected by the way she had been taught herself, a recurring theme in the journal and the post-observation conferences.

Cycle 1: Student feedback

After this lesson, 29 students gave written feedback, 19 (65.5%) of which directly referred to the question posed to them asking whether or not they thought the teacher talked too much. 5 students (17.2% of the whole group) said they thought the teacher did not speak too much; 14 (48.3% of the whole group) said they thought her talking too much constituted a problem, 2 of these (6.7% of the whole group) blamed themselves for their comprehension difficulties during the class. Of all the feedback gathered from the students during the current study, the feedback gathered after this particular lesson most indicated that the teacher's perceived problem was actually a real problem for the students.

Cycle 2: Post-observation conference

As a result of the previous observation, Bookworm made the commitment to reduce her talk time and increase student participation by assigning the reading exercises to students as a group work activity, enabling her to monitor them and encourage them to talk more. In order to facilitate this process, she decided to set the students up into groups at the beginning of the lesson ready for group work. There are four extracts to analyse (extracts 6-9).

In extract 6, they comment on how the atmosphere of the class seemed more participative this time, with more students joining in. In extract 7, The Brit points out that she had noticed Bookworm assigned the questions in the exercise one by one; and that although the students were sitting in groups, they were not actually doing group work and Bookworm was still speaking for them. Bookworm said this would take time, and when The Brit asked if she wanted to change this aspect, she replied that she did because she saw it as “the most important problem” (Bookworm, “Bookworm-The Brit”, p.11). The focus of the eighth extract is teacher control, and Bookworm explained how she felt in control and able to teach when in front of the class, and gave her reasons as wanting to help the students. The Brit said that this was very tiring and that she could help them while monitoring group activities. Bookworm admitted that she was not happy with this approach and wanted to change it, so they decided to continue focusing on this aspect and try to increase interaction during group work. The ninth extract of this conference was related to the speed with which Bookworm spoke during her lessons. She said that this was something she wanted to change, and that she spoke quickly in Turkish also. The Brit agreed, saying it must be because her thinking processes were quick.

Cycle 2: Reflective journal entry

In this entry, there are 2 extracts for analysis (extracts 6, 7). In extract 6, Bookworm describes the changes she made in this lesson, remarking that the students looked engaged. Extract 7 focuses on how although she thought the lesson had gone on well, she realised that she was still jumping in too soon to help the students. She

admitted that she did not give over any of the control to the students, and that this might take time for her.

Cycle 2: Student feedback

30 students submitted written feedback at the end of the lesson. Their comments were largely not focused on the question of whether they were able to participate more in the lesson as a result of the group work activity. 12 (40%) made some mention of the fact that they had found this lesson more effective than the previous one because of the group work activity, the game Bookworm had set up at the beginning and the supplementary material she had provided. 7 students (23.3%) commented on their being unable to understand what the teacher said because she spoke very quickly; while 2 (6.7%) said they had no problem understanding her. This feedback suggests that the group work activity had incurred some kind of positive change in the students' participation, but that there was still a problem with the teacher's talk.

Cycle 3: Post-observation conference

In the previous post-observation conference, Bookworm made the commitment to allow more time for the students to interact in their groups by assigning the whole of the exercise for them to work on together rather than dealing with each question one by one. In the meantime, she would try to get away from the front of the class and monitor the students' performance in their groups. In this transcribed conference, there are 5 extracts (extracts 10-14) directly related to the research questions to be analysed.

This time, Bookworm opened the conference by reflecting on the change that had occurred in this lesson (extract 10). She commented how her allowing more time for the students to complete the exercises in their groups and her monitoring them had led to more student interaction and less teacher talk. They both noticed that the students were in general more responsive than they had been previously. Extract 11 centres on Bookworm's slowing down her speech, and how this had seemed to make the students ready to answer her questions. In extract 12, Bookworm said she thought

she still did not allow the students enough time to answer the questions. The Brit mentioned that she had noticed her asking questions and then providing the answers still, something which she thought might be related to the fact that Bookworm's questions were not really questions, but incomplete sentences. They both decided that Bookworm could try to ask more obvious questions by using the question form. In the thirteenth extract, The Brit pointed out that the dynamics of the lesson were much different, with a lot of different activities and types of interaction. Bookworm acknowledged this, saying that the class dynamics had changed in a positive way and students were "working at their own pace, together, improving their ideas" (Bookworm, "Bookworm-The Brit", p.16). She felt the lesson had been more beneficial. Extract 14 includes a discussion on whether or not Bookworm felt she had lost control of the class during the group work. She said she now believed it was not just what the students learned that was important, but also how they learned: "In fact, as I said before, what they learn is very important for me. If they focus on irrelevant things, or if they are off task, I feel as if they will lose control. They won't be on the task, that was my assumption. But how they learn also helps them to get the answer. So it was more student-generated." (Bookworm, "Bookworm-The Brit", p.16). The Brit asked her if she would continue to conduct her classes in this way, and she said she would.

Cycle 3: Reflective journal entry

The third entry of the journal contains 3 extracts (8-10) which were analysed. In extract 8, she described her aim of maximising student talk, how she got the students to complete the task in groups, and how they all seemed on task. Extract 9 focuses on the positive changes that occurred because of the new practice, and she made a commitment to use group work more in her reading classes. In extract 10, she turned to the negative aspects of the lesson, saying that she noticed she had buried herself in the course book while the students were reading. She explained that this was because she was trying to read between the lines to supplement the questions in the book.

Cycle 3: Student feedback

26 students handed in written feedback at the end of this lesson, 18 (69.2%) of whom directly addressed the questions of whether they thought the teacher spoke too much in class, and whether they had a chance to interact during the lesson. Of these 18 students, 11 (42.3% of the whole group) commented that while they thought the teacher spoke a lot, they were given the chance to air their own views this time; 5 students (19.2% of the whole group) said they thought the teacher spoke too much, 1 of whom said that while the teacher gave them a chance to participate, the lack of confidence on the part of the students made it difficult for them to participate; 1 student (3.9% of the whole group) said s/he found the teacher's talking a lot "good and informative"; while 1 (2.8%) claimed interestingly that s/he thought the "teacher's talk was not enough". At first glance, this was interpreted as the student wanting the teacher to talk more. However, this student continued by remarking (original errors) "we don't understand very much. Aspecially when the teacher is speaking about our homeworks. Please speak a bit more clearly"; so, given in this context, "enough" was taken as referring to the qualitative nature of the teacher's speech rather than the quantitative nature. The researcher consulted her Turkish colleagues on this point, and they confirmed that the Turkish "yeterli" can refer to both quality and quantity; unlike the English "enough", which refers only to quantity. This comment was probably negative transfer.

Cycle 4: Post-observation conference

In the observed lesson for this cycle, Bookworm had worked giving enough time for students to answer her questions. There are 5 extracts (15-19) in this conference to be analysed.

In extract 15, they discuss the effects of allowing the students more time to answer Bookworm's questions. Bookworm said she thought she had given them sufficient time, and that they now knew what was expected of them. Extract 16 is related to the noise level of the activity and teacher control. The Brit commented on the fact that the activity was quite noisy and that Bookworm had to tell them to be

quiet from time to time, so she asked her if she felt she had lost control of the activity at any point. Bookworm replied that she did feel that control was slipping and that sometimes they were off task, but that she liked seeing the students enjoying themselves doing the activity. The seventeenth extract focuses on Bookworm's reasons for wanting to help the students so much, saying that she treated her own children in a similar way.

In extract 18, they discuss their beliefs about higher education, and Bookworm said she thought the students were old enough to be taught in a traditional way:

“More academic work and less practice. I don't know why, more traditional, my approach. But when I take students' practicum I observe such classes that involve a lot of interaction, I mean all students are engaged at primary school. I find that there is a huge difference between me and those teachers and the students, I don't know, but I assume that my students are old enough, OK, to teach in a traditional way.” (Bookworm, “Bookworm-The Brit”, pp. 21-22).

Extract 19 is the discussion about what to focus on in the next observed lesson. Bookworm said that she felt she ignored one part of the class, so she would like to see if she could involve the other students.

Cycle 4: Reflective journal entry

The fourth entry in Bookworm's reflective journal was divided into 3 extracts for analysis (extracts 11-13), the first of which is a description of the activity carried out during the lesson and its purpose. Extract 12 focuses on the change that occurred in the lesson, commenting that it had been one of the most active lessons so far with her asking focused questions, allowing the students sufficient time to answer her questions, and monitoring the groups, thus ensuring more participation. In extract 13, she focused on the reasons for the problems she had experienced in that particular course, explaining how it was the first time she had taught it and that she was having trouble balancing reading and writing.

Cycle 4: Student feedback

25 students gave written feedback at the end of the lesson. 100% replied directly to the question of whether or not the teacher gave them sufficient time to answer her questions, and again 100% answered positively. 5 students (20%) said they had found the lesson enjoyable and beneficial; 1 student (4%) said that the questioning technique was more efficient than in previous lessons and that s/he had “started to understand everything”; and 1 (4%) said the activity had been very noisy and that s/he had had difficulty hearing.

Cycle 5: Post-observation conference

The focus of this cycle’s observation was Bookworm’s use of more focused questions, as it had been noticed in an earlier lesson that rather than asking questions, she tended to begin sentences and expect the students to complete them. She usually ended up completing the sentences herself, and the students would nod in confirmation. In the first extract for analysis (extract 20), Bookworm and The Brit focus on the positive change that had occurred. Bookworm had asked more obvious questions, and the students seemed more aware of what was expected of them. As a result, there was more participation. The Brit also noticed that Bookworm’s speech was much slower and clearer during this lesson. Extract 21 is a repetition of their observations.

Cycle 5: Reflective journal entry

This fifth entry also has 3 extracts for analysis (14-16), the first one of which is a description of the activity carried out. Extract 15 focuses on the change that took place in the lesson, and Bookworm explained how her asking more focused questions had helped her to achieve her aim of helping the students to understand the plot of the story by making connections with their past experiences. Extract 16 centres on the weaknesses of the lesson, and she admitted that the lesson could have been more student-centred.

Cycle 5: Student feedback

25 students gave written feedback, 14 (56%) of who relevantly answered the question of whether they thought the teacher's questions were clear enough. All these students wrote that they found Bookworm's questions clear enough, and that they helped them to understand the reading passage.

Cycle 6: Post-observation conference

The focus of this cycle's observation was whether or not Bookworm tended to focus on one part of the class more than the other. Due to a technical problem with the camera during the recording of this lesson, The Brit decided to re-observe two of the previous lessons. She chose the first lesson because of the traditional set up with the teacher at the front, and the lesson of the previous cycle in which the students were involved in group work and the teacher was monitoring. There are three extracts (extracts 22-24) for analysis.

In extract 22, The Brit commented that in the lesson of the first cycle, which had the traditional set up, she noticed that Bookworm had a tendency to talk to the students on her right side, although she did not ignore those on her left. Bookworm said this was so, and gave the fact that the teacher's desk was positioned to her right as a possible reason. The Brit commented that although there was a slight tendency for her to face to her right when she was standing at the front of the class, she did not appear to ignore the rest of the class, and the students did not give any feedback suggesting she did; so it might not really be a problem. Extract 23 is the discussion of the second lesson observed for the current focus in which the teacher was monitoring group work. The Brit noticed that Bookworm was moving around among the groups. Interestingly, Bookworm stated that she tended to address the group as a whole rather than the individual students in the group, suggesting she viewed the group as an individual. The Brit did not notice any inequality in the attention Bookworm gave to any particular part of the class, only that she tended to turn to the group of more participative students, which she admitted was a "teacher thing". Bookworm agreed, saying that she had noticed that one particular student in this group had been quite

responsive in the previous lesson. Bookworm then asked what could be done to involve the quieter students, which was followed by a short discussion of the participative and less participative students of this particular class. The final extract of this conference (extract 24) is a discussion of possible solutions. They discuss the learning styles of the students, and how the students' examination scores are not related to participation in class. However, they agreed that quieter students needed to be encouraged to participate more, and Bookworm decided to have this aspect observed in the next lesson.

Cycle 6: Reflective journal entry

There are two extracts (17, 18) which in this entry were analysed, the first one again being a description of the activity. Extract 18 is a description of how Bookworm thought there had been more participation in this lesson. She also mentioned her beliefs about how classroom arrangement can help to make teaching effective, and she touched upon the fact that she felt she might have been ignoring some students whilst trying to involve those who usually sat in the back row.

Cycle 6: Student feedback

At the end of this lesson, 19 students submitted written feedback, 18 of whom responded directly to the question of whether they thought she focused her questions unequally on the students. Of these 18 students, 13 (68.4% of the whole group) replied that they thought the teacher did her best to distribute her attention equally. 2 of these students (10.5%) admitted that the problem lay with themselves, and that if they wanted to participate, the teacher would involve them, 1 of them commented that it was not the teacher who ignored them, but some students who avoided participation; and another 1 (5.3%) stated that they needed to be forced to participate. The remaining 5 (26.3%) who gave direct responses to the question stated that they thought the teacher directed her attention more toward particular students. 1 (5.3%) of these stated that s/he felt ignored; 2 (10.6%) stated that this was natural, because there was not much participation in the lesson.

Cycle 7: Post-observation conference

Bookworm's final focus for observation in the current study was whether or not she involved the quieter students in her lessons. There are four extracts (extracts 25-28) for analysis.

In extract 25, Bookworm admitted that she did not feel very forceful and did not want to push the shier students, but she realised they needed to talk. She said that she thought the problem lay in the fact that they could initiate a conversation, but not maintain it; so she felt she had to keep asking questions to keep the topic moving, and it was in this way that she tried to involve everybody. Extract 26 includes comments on the lesson in general, in which they discussed how the nature of the lesson did not encourage a lot of students, but how all the students looked actively involved in the tasks. Bookworm stated how she never did anything to encourage the quieter students, but she accepted that a lack of response meant a lack of comprehension. In extract 27, they discussed the effects of pressurising students, saying that on the one hand it could prevent them from participating, but on the other the students might feel over-relaxed in the absence of any pressure. Extract 28 centres on student expectations, and the two participants discussed whether students expect to be asked questions by their teachers, adding that neither of them had been pushed at university.

Cycle 7: Reflective journal entry

This final entry has 3 extracts for analysis (extracts 19-21). Extract 19 is the description of the activity. In extract 20, Bookworm described the general picture of the lesson, saying it had gone well, with her being well-prepared, the students participating and interested. In extract 21, she wrote about how she did not push shier students to participate. Instead, she tried to create a supportive atmosphere to encourage them to participate if they want to. She also remarked that she felt she gave them enough time to answer, that there had been a lot of communication, and that the shier students were raising their hands and participating.

Cycle 7: Student feedback

The attendance to this particular lesson was low, because it was the final cycle of term. 14 students handed in written feedback, 13 (92.9%) of whom responded directly to the question posed to them of whether they felt comfortable participating in class. 1 student (7.7%) said s/he had felt very comfortable participating in the lesson; the remaining 13 students (92.3%) said that the reasons behind their not participating included nervousness, not having anything to say and the fact that they translated from Turkish to English, which took time.

Final conference

In the final conference, Bookworm said that she had always known that she had a teacher-centred approach and that she had always focused on providing lectures that were easy to follow. However, as a result of the action research she had discovered that by giving a leading role to the students and holding smaller group discussions, it was possible to encourage more student participation. She admitted that for her, the knowledge she was trying to impart had always been very important, but that now she realised that active engagement in tasks promoted learning, rather than just listening to the teacher. She had also changed her approach to the reading classes, because she said reading could be learned rather than taught. She said that she taught reading strategies, but had not given the students enough time to use them. Another aspect of teaching she realised was that although organisation took time, it paid off. She had spent most of her preparation time finding suitable materials, but had neglected designing suitable tasks; so her students were always passive. One of her problems had been not giving the students enough time to answer her questions, and she now said she tried to stop herself from answering her own questions. She realised that the way she learned had affected the way she taught; but now she realised that students and instructors were diverse, and she tried to change her approach. Finally, she pointed out that the observations she had made as part of the action research had helped her to see different approaches to teaching.

4.2.3 The Brit

This section covers the data collected from The Brit.

4.2.3.1 Language Teacher's Belief System

For Part A, 'Beliefs about English', The Brit stated that English is an important language since it is the current language of international communication, and thus not only ensures the ability to communicate with native speakers of the language, but also acts as a common language between speakers whose first languages are different. She wrote that since language is a human characteristic, she does not think that any one language is particularly more difficult to learn than any other in the long run. She believes that language awareness is important for anyone who wants to learn a new language, and that learners need to come to terms with the fact that all languages have their own particular systems, which may or may not overlap with that of their own first language. In her opinion, pronunciation is more difficult for learners than vocabulary and grammar, both because of the fact that most foreign language learning takes place after lateralisation of the brain, making it difficult to produce unfamiliar sounds; and because it is an often neglected aspect of the language, as teachers often prefer to focus on the written aspects of the language, especially in Turkey. She also states that pragmatic competence is also a difficult aspect for learners to grasp. When it comes to which dialect should be taught, she says that this largely depends on whether a particular country's political or trade relationships are more pre-dominant with the United Kingdom or the United States. However, she continues, perhaps the ideal would be exposure to both varieties. She writes that she does not think native-like pronunciation is essential; clear pronunciation that does not hinder comprehension suffices. Since The Brit's students are candidate English Language teachers, she does not think they have any negative attitudes toward the language. In order to be studying in an ELT department, she believes they must have some kind of affinity for English. Finally, she believes that the fact that English is so widespread makes it different from other languages.

In response to the questions in Part B, 'Beliefs about Learning', The Brit defines learning as being the bringing about of permanent changes in behaviour. She states that it is both an individual and a social process, and continues throughout life both in formal educational settings and non-formal situations. For The Brit, who was responsible for the Oral Communication Skills I course at the time of this investigation, learning to speak can only be done by speaking. She believes that students need to be given the opportunity to practice speaking in a variety of different situations for different purposes, and work on speaking accurately and fluently. She states that the kinds of exposure that best facilitate language learning are to language in the written or spoken form that is natural, authentic, but as standard as possible. The amount of exposure should be as much as the learners can take in, and should be at a level that does not discourage them because it is too difficult, or conversely, too simple. She points out that in her Oral Communication Skills course, extrovert students who do not mind taking risks generally perform better. While more introverted students may not necessarily be incompetent, she writes that a teacher needs some kind of output to evaluate at the end of the day. As for learning styles and strategies, The Brit says that she encourages students to get together to practice their spoken English, and to listen to as many different types of spoken English as much as possible, because she believes that a certain amount of imitation is necessary when learning a skill. She also tries to encourage the use of affective strategies to get over the stress of speaking. On the other hand, she tries to discourage them from clinging to the mother tongue. She remarks that an automatic reaction for the majority of students is to translate from Turkish to English before speaking, which slows down the speaking process immensely. She also discourages them from memorising lists of words out of context. Finally, The Brit's students are expected to be active, autonomous learners, aware of the responsibilities for their own learning.

For Part C, 'Beliefs about Teaching', The Brit reports that she sees herself as a facilitator of the learning process rather than an imparter of knowledge. She mentions that over the years, she has seen that students do not learn something just because they have been taught it, or even made them practice for a considerable

length of time in the classroom. Even things they seem to have learned they tend to forget in a short while. Students generally pick up what they perceive as necessary and at their own pace. She remarks that, as a teacher, she can only provide exposure to the language, draw the students' attention to what they may find useful, and give them opportunities to practice their speaking skills in as many different situations as possible. It is not possible, however, to determine what they will ultimately learn. In terms of teaching methods, she writes that she tries to draw on as many different techniques as possible that are useful and appropriate for her context. She makes use of a variety of teaching resources, including textbooks, authentic texts, the Internet, computers, the board, and overhead projectors. She defines effective teaching as being able to motivate the students enough so that they want to learn. In response to the question on classroom management, she mentions that in her speaking class, she has the students sitting in a horseshoe shape, meaning that there is no "back row" for students to hide in, and everyone can see each other's faces, a factor she sees as very important when communicating orally. She likes to use group work, because she thinks many students feel more comfortable when speaking in smaller groups. Finally, for The Brit, a good teacher has a sound knowledge of the theoretical background to foreign language teaching, but can approach his/her teaching situation critically, knowing what works in his/her situation rather than following the books to the letter. She goes on to say that a good teacher has to be an effective communicator, knowing how to address and motivate his/her students; s/he should be patient, but firm, and try to establish the classroom discipline necessary for effective learning without offending the students; s/he should be open to innovations and development, realising that the field of ELT is a rapidly changing one and the knowledge that one graduates with becomes outdated quickly.

The following section will present the action plan for The Brit.

4.2.3.2 An overview of the actions

The following are the issues that The Brit decided to focus on at each stage of the action research. The dates given are the dates of the videoed lessons.

Cycle 1 / 31 October 2007: Could I set up group work more efficiently?

Cycle 2 / 07 November 2007: Reflection on the setting up of group work. Decision made to focus on the feedback session and how to make it more effective.

Cycle 3 / 14 November 2007: Reflection on the feedback session. Decision made to try to elaborate on language points during the feedback session to create opportunities for language input.

Cycle 4 / 28 November 2007: Reflection on elaboration of language points. Decision made to focus on speed of teacher talk as a result of comments in the students' feedback.

Cycle 5 / 05 December 2007: Reflection on which part of the class I focus on. Decision made to focus on the accuracy part of the lesson.

Cycle 6 / 11 December 2007: Reflection on teacher talk speed. Decision made to focus on whether I have a 'favourite group' or ignore another group of students, resulting from an awareness arising from watching the videos and from comments in the students' feedback.

Cycle 7 / 26 December 2007: Reflection on the accuracy part of the lesson.

The following section will provide a detailed description of the data collected during these cycles of actions.

4.2.3.3 Descriptions of the post-observation conferences, journal entries and student feedback for each cycle of the action research

In this section, the data collected from the post-observation conferences, the reflective journal entries and the student feedback throughout the study will be described in detail. While all of the data have been coded, due to the scope of the current study, only the utterances and entries relevant to the research questions will be described; that is, how the participants reflected on their problems, and how they reflected on change.

Throughout the data collection procedure, The Brit and Biker collaborated as observee and observer respectively. Once transcribed, the seven weekly post-observation conferences totalled 32 pages, and after coding, 30 extracts were isolated for analysis in relation to the research questions. 28 of these were reflections on problems, and the remaining 2 reflections on change. The reflective journal was 7 pages long and consisted of 11 extracts for analysis, only one of which was related to change. The complete tables of the reflection summaries and their codes for the conferences and the journals are given in Appendices M and N respectively.

Cycle 1: Post-observation conference

For a summary of the post-observation conferences between The Brit and Biker, see Appendix M. In the conference of the first cycle, there were three extracts (extracts 1-3) to be described and analysed. The first extract related to the beginning of the lesson and the problems that occurred due to the teacher giving instructions before setting up groups.

The second extract is directly related to the focus of observation: the setting up of group work. The main problems that were focused on were the time it took for the students to form their groups and the size of the groups. At the end of this extract, The Brit made the commitment to work on the organisation of group work.

In the final extract, which was the closing section of the conference, Biker suggested working with smaller groups, and The Brit repeated her commitment to work on setting up groups.

Cycle 1: Journal entry

For a summary of The Brit's reflective journal entries, see Appendix N. There is 1 extract for analysis in her journal entry for this cycle. The Brit compared how this activity had gone on in the evening class with how it had in the day class. She pointed out that although the evening group was generally more participative, the day group had approached this particular activity more enthusiastically. With the evening class, she had carried out a listening activity, which had proved to be rather long. She

had decided to omit this activity with the day class, giving her more time to spend on the communicative activity. She commented on the introduction to the activity, how she had asked the students who felt energetic, and that this had served as a useful introduction. She remarked on the fact that all the students completed the questionnaire very quickly, and that one of the groups had been too big, hindering the participation of some of the students.

She closed the entry by remarking on how different the class had been during the observed lesson: “What really struck me was the incredible change in the character of the class. In the first hour, it had been like getting blood out of a stone to get a response. I find absolute silence disturbing and at times I felt that I was teaching myself. However, during the activity we recorded the response was incredible, as if the class had been touched by a magic wand, and I had one of the most interactive classes I’ve had in a while. It was far from the experience with the evening class, and perhaps goes to show that we shouldn’t make assumptions beforehand. My apprehensions before class had been proven wrong” (The Brit Reflective Journal, p.2). The reaction of the class had been a pleasant surprise to The Brit, and taught her not to jump to conclusions.

Cycle 1: Student feedback

Feedback was collected from 31 students after this lesson. Although they had been asked to focus on the setting up of groups and whether it was clear what they were meant to do, all of the comments they wrote were very general and about the group work activity itself. However, in relation to the problem of the size of the groups as discussed both during the post-observation conference and in the journal entry, 2 (6.5%) students mentioned that the large size of the groups constituted a problem: “But I can’t hear my other friends in my group when the group is wide” and “But I prefer small groups. It gets confusing when it is crowded, and this is not very nice of course.” (“Ama ben küçük grupları tercih ederim. Kalabalık olunca karmaşa oluyor, bu da pek hoş bir şey değil tabi ki”). These comments confirm the doubts felt by both the observer and the observee.

Cycle 2: Post-observation conference

This conference consists of 5 extracts (extracts 4-8) for analysis. In extract 4, the discussion centres on the change observed in the setting up of groups due to the size of the groups formed and the fact that the instructions were given after the groups had been set up. A few problems occurred in terms of students sitting in the wrong place and their insisting on dragging their chairs.

Extract 5 relates to the problem The Brit encountered when giving feedback to a group who had not prepared very well. She felt she had been too diplomatic and that the students had not understood. Extract 6 was also about feedback, as was extract 7, in which the participants discussed the fact that the board had not been made effective use of when giving feedback. In extract 8, the discussion moves to how Biker thought The Brit had not spent enough time on correcting pronunciation, and the latter admitted she overlooked this aspect, making a commitment to focus on it more.

Cycle 2: Journal entry

This entry can be divided into 3 extracts (2-4). Extract 2 begins with a reflection on the setting up of groups, as had been discussed in the previous cycle's conference, and a statement of the commitment The Brit had made. She described how she had set the groups up based on the seating positions of the students, which speeded the process up considerably. This caused a slight problem with a few students who did not quite fit into any particular group. As a result, The Brit decided that she would like try methods of random grouping so that students got to talk to different classmates. She mentioned that she "still felt like a shepherd" (Reflective Journal The Brit, p. 3) getting them into groups and saw the need to establish some kind of routine.

In extract 3, she touched briefly on the feedback she had given to the group who had not spent the time assigned for the preparation of the role play, and wondered both if her overly diplomatic feedback might actually act as a hindrance to

the students' learning, and if there was anything that could be done to ensure students actually worked during the assigned preparation time.

She concludes this entry in extract 4 reflecting on the feedback session, which she felt had been passive and ineffective. She wondered if she had allotted enough time for this stage, and stated a desire to have this part of the lesson observed.

Cycle 2: Student feedback

31 students gave written feedback on this cycle's lesson. It was observed that more students gave feedback that focused on the question put to them by The Brit than had the previous week, with 14 out of the 31 (45%) addressing the question directly. These 14 students said they had no problem in understanding the grouping instructions and were able to form their groups reasonably quickly. 4 of these 14 students (12.9% of the total group) made comments on the organisation of the groups: 1 (3.2%) said s/he was more comfortable working in groups with his/her dormitory friends; 1 said it was good that they had to sit with different people each week; 2 (6.4%) said they would like the teacher to form different groups each week so they had the chance to talk with different classmates.

Cycle 3: Post-observation conference

There are relevant 4 extracts (extracts 9-12) in this conference. In extract 9, Biker suggested elaboration on language points, something he had found missing in the lesson. He admitted he often got carried away and elaborated too much, The Brit acknowledged she could make opportunities to increase the language input. In extract 10, Biker suggested categorisation of errors and pointed out The Brit's use of a limited range of words, something which she put down to her "native speaker laziness" and admitted she needed to think about the language before the lesson. In extract 11, there is mention of the correction of pronunciation, but the discussion centres on the possibilities for elaboration on language. The final extract, is a reflection on solutions and The Brit makes a commitment to try to elaborate on language.

Cycle 3: Journal Entry

There is one extract (extract 5) for analysis. The Brit's reflections in this entry of her journal were rather negative. She wrote that she thought the lesson had been "a flop", because very few students were volunteering their ideas and the teacher had to constantly direct questions to keep the activity going. She remarked that this activity had been received more enthusiastically by the evening group. While the discussion was in progress, she tried to keep a note of erroneous utterances to focus on the feedback session. She mentioned her concern about being overly conspicuous when noting down the errors, a matter which was brought up in the post-observation conference, but did not get followed up (The Brit, "The Brit-Biker", p. 14). She described the way she dealt with the errors, and finished with an inquiry into whether there was any obvious error she had overlooked.

Cycle 3: Student feedback

This week, 28 students gave written feedback at the end of the lesson. 18 (64%) responded to the question put to them by The Brit about the effectiveness of the feedback session. The remaining 10 (36%) students made general comments about the lesson. Of the 18 students directly addressing the problem, 13 (46.4% of the whole group) mentioned the fact that they appreciated the teacher giving feedback after the activity had finished and without identifying who had made the error, saying that correction made while they were speaking discouraged them, suggesting that this aspect of error correction was an important issue for them.

Cycle 4: Post-observation conference

There are 5 extracts (13-17) for analysis in this conference. The focus of extract 13 is the regression that occurred in the setting up of groups and its possible reasons. With extract 14, the discussion moved on to the focus of the observation and how The Brit had not chosen to elaborate on an error that arose, and in extract 15 The Brit stated her beliefs about error correction, how it should be short and to the point and how she did not want to go off the target of the lesson. Biker admitted that he might over elaborate, and The Brit conceded that she could give more language

input at other stages. The focus of the discussion moved to the next observation in extract 16, and The Brit mentioned that she had noticed her having a blind spot when she observed herself. The final extract is a recapitulation of the comments on the feedback session. The Brit said she could try elaborating at other stages of the lesson.

Cycle 4: Journal entry

This entry consists of 2 extracts (6-7) for analysis. The Brit started off again with a negative comment, saying that the lesson had been “the teaching equivalent of a bad hair day” (“Reflective Journal The Brit”, p. 5), referring to the chaotic setting up of the groups. She described how she listened to the students taking note of their errors, something she found difficult to do, and then how she wrote the commonly made errors on the board and asked the students to correct them. She mentioned that while the focus of this cycle’s observation was whether she could turn the feedback session into an opportunity for further language input, she remarked that she had noticed that the explanation of some errors came quickly to a natural end, and she came to the conclusion that the feedback session should just be limited to the errors at hand and not turn into language input sessions, especially when the students do not have an immediate opportunity to use the new language.

She concludes her entry in extract 7 with a comment on how she had noticed that she seems to turn her shoulder away from the students sitting to her right, something she attributed to the way she physically stood rather than the desire to exclude those particular students. She finished with an inquiry, wondering if those students felt ignored, or if the students she always seemed to be talking to felt under pressure.

Cycle 4: Student feedback

28 students gave written feedback at the end of this lesson, of these 26 (92.9%) responded directly to the researcher’s question of whether their teacher had given enough explanation of their errors in the feedback session. Of these 26 students, 23 (82.1% of the whole group) stated that they believed their teacher gave them enough feedback; 1 of these adding that the teacher sometimes explained too

much (“Hatalarımızı yeteri kadar hatta fazlasıyla açıklıyorsunuz”), and 2 (7.1% of the whole group) stating that while they thought the teacher gave sufficient explanation, they would like to have more detailed explanation (“Ama yine de biraz ayrıntılı açıklama yapılırsa daha çok anlaşılır ve kalıcı olur”; “But we can repeat the examples and errors we made much more”). The remaining 3 (10.7% of the whole group) stated they would like the teacher to elaborate more.

Cycle 5: Post-observation conference

The conference of the fifth cycle consists of 5 extracts for analysis (18-22). In the first extract, the participants discussed whether or not The Brit has a blind spot and ignores some students. They decided she did slightly, but that it was not deliberate. She seemed to focus on the students in front of her. Extract 19 is related to possible solution. Biker suggested changing the seating arrangement from a horseshoe to rows, which The Brit did not want to try for her speaking class, stating the reasons why she preferred the current arrangement. She decided that she needed to consciously focus on the students to her right more. In extract 20, they discuss the reasons for The Brit not wanting to pressurise shy students into participation, and she remarked that these students usually participated well in group work. Extract 21 focuses on the problem, reasons and solutions, and they agreed there was language input for all types of students. In extract 22, they summarised their discussion and The Brit made a commitment to spend more time with quiet students during group work.

Cycle 5: Journal entry

There is one extract (extract 8) for analysis. She began her entry stating the focus of the observed lesson, and remarked that she felt she had a blind spot to her right when standing at the front of the class. She did not believe that this was due to her having a favourite group, but she did admit relying on the more participative students in class discussions, and she remarked that she had noticed that the quieter students of the class sat to her right, something which perhaps exacerbated the problem. Another issue that she mentioned was the fact that she was sensitive to the

facial expressions of the students, from which she benefited in gauging how an activity is going. Her worst nightmare, she stated, is a wall of blank faces, and she mentioned that she tended to pass over very anxious-looking students, not wanting to aggravate their anxiety any further. She admitted that she seemed to focus on the students sitting in the middle of the class more in this particular lesson, because this was where the more participative students were sitting. At this point she mentions her surprise at one student's comment on her having a favourite group, because she was not aware of this. She concluded this entry by stating that she tried to balance the attention she gives by talking more to the quieter students during group work, because the more participative ones always speak out in class discussions.

Cycle 5: Student feedback

This week 15 students attended the class, all of who gave written feedback. Of these 15, 12 (80%) gave a direct response to the question of whether they thought their teacher had a blind spot. 8 out of these 12 (53.3% of the whole group) thought that the teacher gave equal attention to all of the students. The comments of the 4 who thought the teacher had a blind spot are as follows (the errors are original): "I think you have blind spot. You alway look some point. You try to change your position but, I'm alway eye to eye with you. It pleases me"; "By now, I haven't taken notice of it. When I rethink, I guess you have a blind spot. But it doesn't affect the way you teach"; "Yes, you have a blind eye. That's true. As if you taught the lesson only one part of class. But it isn't matter for me. I am speaking when I want to"; "Ben arasıra seziyordum sizin favori öğrencinizin olduğunu; fakat pek önemsemyordum ve beni üzmüyor. Tabi ki her öğretmenin favori öğrencileri olmalı. Benim de olur muhakkak. Tahminde bulunmak gerekirsenin olduğu grubu sizin favoriniz. Ama haksızlık yaptığınızı düşünüyorum". The last sentence of the last comment was confusing, because the "ama" ("but") conjunction after what had been written would suggest that the student did not think the teacher was being unfair ("düşünmüyorum"), yet what the student had written ("düşünüyorum") suggests that s/he thought that the teacher was being unfair. However, in light of the rest of the comment, this was taken to be an error and that the student had meant the former

option. All these comments would tend to suggest that although the teacher did have a slight tendency to address one part of the class, it did not constitute a problem that hindered learning.

Cycle 6: Post-observation conference

This conference is short and consists of only two extracts (23-24). The focus of this observed lesson had been to discover whether or not The Brit spoke too quickly, because in the feedback over the past cycles students had made comments that they found it difficult to follow her because of the speed of her speech.

In extract 23, The Brit talked about the reasons for her talking in class: to give instructions, and to share anecdotes and cultural information. She wondered if she spoke too quickly during the latter. Biker stated that she did not appear to speak too quickly, and that her speaking at a normal pace when giving anecdotes was a good opportunity for the students. In extract 24, they summarised the fact that it was normal for her to speed up, and Biker said he had not been able to catch her speaking too quickly.

Cycle 6: Journal entry

Again, there is only one extract (extract 9) to be analysed. She began this week's entry with a statement of the focus of observation, a description of the activity and how she started it. She remarked that she tried to elaborate on some of the vocabulary items that cropped up, for example the "Post-It" example ("TheBrit111207 I", 3'30''-3'48''), and at this stage she thought she was speaking quite slowly, because she was in teaching mode. She then remarked on how reasonably smoothly the setting up of groups went, it took two minutes for the students to form their groups and get themselves ready for the instructions, which the teacher gave after they had formed their groups. However, she noticed that she still seem to be facing away from the right side of the class. During the group discussion there were three instances in which she gave anecdotes, but her speech seemed comprehensible enough, although she spoke faster than she did when giving out instructions. She mentioned that she liked to share experiences with her students to

provide them with cultural experiences and extra language input, but that she was not so sure if they were worthwhile or if she came across as talking too much.

Cycle 6: Student feedback

25 students attended the lesson and gave written feedback, all of who (100%) directly addressed the question posed to them by The Brit asking whether or not she spoke too quickly. 2 of these students (8%) stated that they thought she spoke quickly, one of them saying that she tried to help them understand when they had difficulties, the other saying that it did not affect them in a bad way. Of the 23 (92%) who said that generally they did not think she spoke too quickly, 5 students (20% of the whole group) added that sometimes they had problems understanding her: 1 attributed this problem to their own lack of knowledge of correct pronunciation and listening skills; 1 said that she spoke quickly because of her being a native speaker, and that they had to get used to it; and 3 said that her sometimes speaking quickly did not cause a problem for them. These comments would suggest that the speed of The Brit's speaking does not constitute a problem, but should enhance their learning.

Cycle 7: Post-observation conference

During informal, unrecorded conversations between The Brit and Biker, the latter commented on how all the lessons he had observed so far had been fluency based and he wondered if The Brit ever did accuracy work, and if so, how she approached it. She pointed out that this had been due to the aspects of her teaching she had wanted observing so far, setting up of group work and feedback sessions; and that she usually did some accuracy work in the first part of the lesson before fluency work. She also admitted that she realised she probably overlooked accuracy work, as she had written in her list of points she was not so pleased about at the beginning of the research, and decided to make an effort to do some accuracy work in the class she was to have observed, a lesson on the different intonation patterns of the tag question structure. This conference is divided into 6 extracts (25-30).

In extract 25, the unresponsiveness of the class was discussed. Biker put it down to the focus on form. The Brit stated her reasons for focusing on the form

before going on to the intonation. In the next extract, Biker suggested focusing on the new aspects first, but The Brit repeated her reasons for starting with the known aspects. They then went on to discuss the difficulties students had with the intonation pattern, and they reflected on the fact that such a lesson can at least help to raise awareness. In extract 28, The Brit stated how she had come to realise the big gap between high school English and university ELT English and how this affected the students. In extract 29, they moved on to the issue of student motivation and how it was not what they would have expected from ELT students. They discussed how sometimes the students resisted the new information they faced at university level. The final extract centres on how Biker had found The Brit to be a well-organised teacher, and how she was surprised at this, thinking that her teaching techniques had become sloppy over time. She realised that a lot of things she thought she had forgot were actually now automatic.

Cycle 7: Journal entry

This entry is divided into 2 extracts (10-11). In extract 10, The Brit opened her entry as usual with a description of the focus of the observed lesson. She then commented on how this lesson had made her realise how little of the language her students really know when they come to the department. She empathised with their feelings of discouragement when they realise they have so much more to learn. What she realised about herself after this lesson was that she does not like being at the front of the class in a skills class (“It’s like I’m stealing their time to practice”, (“The Brit Reflective Journal”, p. 7). She compared herself to the conductor of an orchestra in this lesson, and stated her wishes to cut the activity short.

She concluded with an entry written after the post-observation (extract 11) which describes her realisation of her self-image as a result of the observations “After the conference: I was very surprised, but happy, to find out that [Biker] thought this was a very well-prepared lesson. I have realised that I really am not aware of what I look like as a teacher. Over the years, especially after Kastamonu, where I felt I had become a mix between a counsellor and a stand-up comedian rather than a foreign language teacher, I thought that my teaching techniques had become

sloppier. The multiple roles one has to play in life mean that at least one aspect has to be neglected. In my case, this has been my skills lessons, because I reckoned I could go into class without much preparation and rely on my spontaneity to make it work, unlike the content courses such as Literature, on which I spent more preparation time. These hours of thinking on my feet led to a certain amount of tiredness and demoralisation, realising that my lessons could be much better if only I had a little more time to prepare for them. This term, both because of this study and because of my lighter work load, I have realised that I can be my old self with just a little extra time. This had made me happy, and the feeling of apprehension before each class has gone” (“The Brit Reflective Journal”, p.7-8). This suggests that the biggest change for The Brit is the realisation of her self-image.

Cycle 7: Student feedback

This week 19 students attended the class and submitted written feedback, 16 (84.2%) of who gave an answer relevant to the question posed by The Brit asking them if they thought the time allotted to accuracy work was sufficient. Of these 16, 1 (5.3% of the whole group) stated that s/he thought too much time was set aside for accuracy work, and that s/he found it boring; 2 (10.5% of the whole group) said that while they thought such work was useful, they thought it went on for too long and were bored; the remaining 13 (68.4% of the whole group) said they found it useful and that the time allotted was sufficient. This feedback suggests that a majority of the students found the activity useful and sufficient.

Final conference

During the final conference when the three participants got together to discuss what they had learned from this experience of action research, The Brit mentioned that an overall reflection of the study had led her to believe that change had taken place, but in her overall perception of her own teaching and teaching candidate EFL teachers, rather than in her teaching practice itself.

At the beginning of the study, she had expressed an interest in seeing herself as a teacher, alongside some observable practices, such as setting up group work and

dealing with pronunciation errors. She said that after 5 years of teaching in the service courses at Kastamonu, she had had to readapt her teaching to deal with 50 students of mixed ability and low motivation, and she had felt as if she had become a “bad teacher” technically. The study had helped her to reconceptualise her self-image in this respect.

Other aspects of changes in her perceptions include the realisation of the gap in English Language teaching and learning that exists between high school and university. This was the second time in her five years in the department that she had taken the speaking course, and the study helped her to realise that the students become demoralised when they realise they only know half the story where the English language is concerned, and that they have a lot of work to do because the medium of instruction at university is in English, and they themselves will eventually be teaching the language. This realisation will help her when it comes to organising the content of the course for the next academic year. She also realised that what the students learn is secondary to how they learn for her, which could possibly be an effect of her post-graduate studies. She realised that she is a student-centred teacher in the speaking class, though maybe not so in the other courses she takes, where she has to focus more on the content, particularly in English Literature. On the negative side, she thought she probably listened too much to the students, and that this trait sometimes caused problems, as had happened in the final observed lesson, when she had not wanted to move on to the next part of the lesson before she had got some kind of response from the students. She had also mentioned in earlier observations that she was sensitive to the facial expressions of the students and sometimes felt unnerved, or sometimes avoided communicating with very nervous looking students.

4.3 Results of the quantitative analyses

In order to be able to answer the research questions of how the participants reflected on perceived problems and on change during the action research, it was necessary to quantify the qualitative data in order to run cross tabulations and calculate Pearson coefficient of correlation. The details of how the quantitative

analysis was conducted were given in section 3.8 of the previous chapter. This section will present and discuss the findings of these analyses for each participant.

4.3.1 Quantitative data analysis for Biker

This section describes the results of the cross tabulations, correlational statistics and matrices of consecutive reflective codes for the post-observation conferences and the reflective journal entries of Biker. It must be pointed out here that it was not possible to calculate Pearson Chi-square for any of the cross tabulations calculated from the data gathered from each participant in the current study, because the frequency of many of the reflective categories were below five.

4.3.1.1 Cross tabulations of role and reflective categories for post-observation conferences

Table 1 given below shows the cross tabulations of the role and reflective categories found for the post-observation conferences in which Biker had the role of observee teacher. The results show that 54% of the reflections were made by the observee, and 46% by the observer. The order of the reflective codes from most to least frequent for Biker as observee teacher is as follows: R-, R/R?, Com, RC+, R+/RR, RS/RN, RC- then finally RM.

Table 1: Cross tabulations of the role and reflective categories for the post-observation conferences between Biker and Bookworm

Role	Teacher	N	Reflective Category					
			R	R+	R-	R?	RR	RS
		% in Role	15	10	17	15	10	3
		% of Total	14.9%	9.9%	16.8%	14.9%	9.9%	3.0%
	Observer	N	14	21	10	17	3	9
		% in Role	16.3%	24.4%	11.6%	19.8%	3.5%	10.5%
		% of Total	7.5%	11.2%	5.3%	9.1%	1.6%	4.8%

Table 1 continued

Role	Teacher	N	Reflective Category				Com	Total
			RM	RN	RC+	RC-		
		% in Role	0	3	12	2	14	101
		% of Total	0%	3.0%	11.9%	2.0%	13.9%	100%
	Observer	N	0	0	12	0	0	86
		% in Role	0%	0%	14.0%	0%	0%	100
		% of Total	0%	0%	6.4%	0%	0%	46%

The most frequently occurring reflective code for Biker was R- with 16.8%. This is not a surprising result, since the purpose of the research was to focus on perceived problematic areas. What is interesting is that the Bookworm as an observer reflected negatively less than Biker, with 11.6% for the R- code; but generally reflected in a positive manner, with the R+ code at 24.4%, the most frequently used category by her. During an informal, unrecorded conversation between Bookworm and the researcher, the former admitted she had had difficulties finding any problems with Biker's teaching, because he was the kind of teacher she wanted to be.

The next most frequently used reflective categories by Biker were R and R?, with 14.9% each. He frequently described the language points he was teaching and his classroom approach, all of which were coded with the R code (see for example Appendix I extract 11). He also often asked questions for confirmation of his own observations (for example extracts 9 and 14, Appendix I), explaining the high occurrence of the inquiring reflection code. These two codes were the second and third most frequently used codes by Bookworm as observer, with 19.8% for R? and 16.3% for R. The high rate of occurrence of the R? code in this instance is not surprising, since one of the roles of the observer is to ask questions to encourage reflection.

The third most frequently occurring code was Com at 13.9%, suggesting that Biker quite frequently made commitments to make change. However, it must be

remembered that, due to the conversational nature of the reflection in post-observation conferences, some commitments were often repeated, and others were not followed up. For example, during the conference following the third observed lesson for Biker, he is observed to have made five commitments (extracts 13 and 14). However, on closer inspection these are seen to be only two, the first being to try more production-oriented activities (extract 13), which is not followed up; and the second to try using Turkish for clarification purposes (extract 14), which became the focus of the next observation. The observer made no commitments, which is not a surprising result since her own practice was under scrutiny in this instance.

The RC+ code occurred at a rate of 11.9%, suggesting that Biker was aware of positive changes in his practice as a result of the action research. This code was the fourth most frequently occurring one for Bookworm as observer with 14.0%, suggesting she also observed and reflected on positive change in Biker's practice.

The R+ and RR codes both occur at a rate of 9.9% for Biker as observee teacher, suggesting he did not reflect positively or on reasons very frequently. For Bookworm as observer, R was the third most frequently occurring reflective category at 16.3%, while she reflected less on reasons than did Biker, with the RR code at 3.5%. The latter is not surprising, since the purpose of the research was to encourage self-search for reasons behind current personal practice; however, its low occurrence for Biker as observee teacher is surprising, and suggests that perhaps the collaboration between Biker and Bookworm centred on problems and how to deal with them at a superficial level rather than on a search for reasons behind them.

The RS and RN categories occurred at a low rate of 3.0% each for Biker as the observee teacher. Bookworm did not reflect on new discoveries at all as the observer, but reflected on solutions at a rate of 10.5%. This suggests that the observee teacher expected solutions to come from the observer.

The RC- category occurred at a rate of 2.0%, suggesting that Biker was aware of backsliding in his practice on occasions (see extract 20). Bookworm as the observer did not reflect on negative change.

Finally, neither the observee teacher nor the observer used metaphors in their reflections during the post-observation conferences.

4.3.1.2 Cross tabulations for role and reflective categories in the reflective journal entries

Table 2 given below shows the results of the cross tabulations of the role and reflective categories found for Biker's reflective journal entries.

Table 2: Cross tabulations of the role and reflective categories in Biker's reflective journal

Role	Teacher	Reflective Category						
		N	R	R+	R-	R?	RR	RS
		%	27.3%	20.5%	20.5%	0%	2.3%	4.5%

Role	Teacher	Reflective Category					
		RM	RN	RC+	RC-	Com	Total
		0	0	9	1	1	44
		0%	0%	20.5%	2.3%	2.3%	100%

There were a total of 44 reflections in Biker's journal that were analysed (see Appendix J for a summary of the reflections in Biker's reflective journal). He was the participant with the least number of reflections in his/her journal. The results given in the table above show that the order from most to least frequent occurrence of the reflective codes in Biker's reflective journal are as follows: R, R+/R-/RC+, RS, RR/RC-/Com. The details are discussed below.

The most frequently occurring reflective code in Biker's journal was R, with a percentage of 27.3%. In his journal, Biker frequently described the language points he was teaching and the way he approached activities (for example Appendix J extracts 1 and 2). The R+, R- and RC+ codes occurred at a rate of 20.5% each, showing a balance in the rate of positive and negative reflection and reflection on positive change. The RS code occurred at the considerably lower rate of 4.5%,

followed by the RR, RC- and Com codes at 2.3%. No occurrence of the R?, RM or RN codes was observed. These results suggest that Biker viewed the reflective journal as a means to reflect on problems, positive aspects and change rather than to reflect on reasons, solutions and discoveries or to make commitments.

In order to discover whether or not there was a linear relationship between Biker's patterns of reflection during the post-observation and those in his reflective journal, Pearson correlation coefficient was calculated, the results of which are given in Table 3 below.

Table 3: Correlational statistics for the cross tabulations of the role and reflective categories for the post-observation conferences and reflective journal of Biker

		Conference	Journal
Conference	Pearson correlation	1	0.28
	Sig. (2-tailed)		0.06
	N	44	44
Journal	Pearson correlation	0.28	1
	Sig. (2-tailed)	0.06	
	N	44	103

The results of the correlations show that there is no significant linear relationship between Biker's reflective patterns during the post-observation conferences and those in his reflective journal, suggesting that involvement in collaborative observation allowed Biker to reflect in different ways than had he reflected in a journal alone.

4.3.1.3 Cross tabulations of reflective categories and context for the post-observation conferences between Biker and Bookworm

In order to find out how the reflective categories of the post-observation conferences between Biker and Bookworm cluster around the contexts of reflection

on problem and reflection on change, the cross tabulations of these two categories were calculated. The results are given below in Table 4.

Table 4: Cross tabulations of the reflective categories and context of reflection in the post-observation conferences between Biker and Bookworm

Context	Problem	N	Reflective Category				
			R	R+	R-	R?	RR
		27	27	18	22	26	10
		% in Context	21.3%	14.2%	17.3%	20.5%	7.9%
		% of Total	14.4%	9.6%	11.8%	13.9%	5.3%
	Change	N	2	13	5	6	3
		% in Context	3.3%	21.7%	8.3%	10.0%	5.0%
		% of Total	1.1%	7.0%	2.7%	3.2%	1.6%

Context	Problem	N	Reflective Category				
			RM	RN	RC+	RC-	Com
		0	0	1	0	0	13
		% in Context	0%	0.8%	0%	0%	10.2%
		% of Total	0%	0.5%	0%	0%	7.0%
	Change	N	0	2	24	2	1
		% in Context	0%	3.3%	40.0%	3.3%	1.7%
		% of Total	0%	1.1%	12.8%	1.1%	0.5%

The results show that during reflection on perceived problems in the post-observation conferences, 67.8% of the reflections focused on problems and 32.2% focused on change. The order of frequency of the reflective categories from most frequent to least frequent was as follows: R, R?, R-, R+, Com, RR/RS, RN and finally RM/RC+/RC-. The details are given below.

The most frequently occurring reflective code was R at 21.3%. This was followed by R? at 20.5%. The R- code followed with a frequency of 17.3%, then R+ at 14.2%. These results are interesting considering that the focus of the reflection is perceived problems, and suggest reflection on problematic areas in a general and

inquiring manner rather than in a negative way. The Com code occurred at a frequency of 10.2%, an expected result given the context of reflection; then the RR and RS codes at 7.9% each, showing that Biker did not reflect very frequently on reasons and solutions. The RN category had a frequency of 0.8%, and the RM, RC+ and RC- codes did not occur at all in the context of reflection on problems.

In the context of reflection on change, the most frequently occurring code was not surprisingly RC+ at 40% of the total reflections in the extracts centring on this context, showing that Biker reflected positively on the changes that had occurred as a result of the action research. This was followed by R+ at 21.7%; then R? at 10%, which is approximately 50% less than the occurrence of the R? code during reflection on problems, suggesting this type of reflection is less likely to occur during reflection on change than it is during reflection on problems. The frequency of the R- code was 8.3%, in keeping with the atmosphere of positive reflections in this context. The RR code occurred at a frequency of 5%, suggesting that reflection on change does not encourage reflection on reasons to a high degree. A frequency of 3.3% was found for the RS, RN and RC- categories, suggesting in the first two instances that Biker did not reflect on solutions or new discoveries in this context, and that he sometimes backslid into previous habits in the final instance. Extract 20 of the post observation conferences between Biker and Bookworm (see Appendix I) centres around Biker's reflections on his spending too much time on the revision section of the lesson again. This had been the focus of Biker's second observed lesson, and he had managed to keep it short (see extracts 4 and 10, Appendix I). The Com code occurred at a rate of 1.7%, considerably less than the 10.2% rate in the context of reflection on problems. The RM did not occur at all in this context.

4.3.1.4 Cross tabulations of reflective categories and context for Biker's journal entries

Table 5 gives the results of the cross tabulations showing how the reflective categories in Biker's reflective journal cluster around the contexts of reflection on problem and change.

Table 5: Cross tabulations of the reflective categories and context of reflection for Biker's reflective journal

			Reflective Category					
Context	Problem	N	R	R+	R-	R?	RR	RS
		% in Context	4	4	9	0	0	2
		% of Total	20.0%	20.0%	45.0%	0%	0%	10.0%
	Change	N	8	5	0	0	1	0
		% in Context	33.3%	20.8%	0%	0%	4.2%	0%
		% of Total	18.2%	11.4%	0%	0%	2.3%	0%

			Reflective Category					
Context	Problem	N	RM	RN	RC+	RC-	Com	Total
		% in Context	0	0	0	0	1	20
		% of Total	0%	0%	0%	0%	5.0%	100%
	Change	N	0	0	9	1	0	24
		% in Context	0%	0%	37.5%	4.2%	0%	100%
		% of Total	0%	0%	20.5%	2.3%	0%	54.5%

Of the total of 44 reflections in Biker's journal that were analysed, 45.5% were in the context of reflection on problems, and 54.5% in the context of reflection on change; that is to say, Biker's reflections in his journal were approximately equally divided between the two contexts.

In the context of reflection on problems, the results show a very specific clustering around the following reflective codes: R- at 45%, R and R+ at 20%, RS at 10% and Com at 5%. There were no instances of the R?, RR, RM, RN, RC+ and RC- codes. These results suggest that a majority of Biker's reflections on problems in his journal centre around the events of the lesson and solutions to problems, rather than on a search for reasons why problems may exist.

In the context of reflection on change, there is another specific clustering, this time around the following codes: RC+ at 37.5%, R at 33.3%, R+ at 20.8%, and RR/RC- at 4.2% each. There were no instances of the R-, R?, RS, RM, RN and Com codes. It is interesting to note that the RC+ and RC- codes did not occur in the context of reflection on problems; and that the R- code did not occur in the context of reflection on change, suggesting that Biker organised his reflections very clearly without any overlap between the two contexts. The occurrence of the RC- code at 4.2% corresponds to the 3.3% occurrence of the code in the post-observation conferences, and refers to the overly long revision section of the lesson (see extract 8, Appendix J).

The analyses so far have dealt with the frequencies of isolated reflective codes in relationship to role and context of reflection, and whether or not a linear relationship could be observed between the reflections in the post-observation conferences and those in the reflective journal entries. However, these reflective codes did not exist in isolation, each one arose as a result of another and it was noticed that certain reflective codes tended to precede or follow on from each other more frequently than others. Ö niz (2001: 213) called these sequences of reflective codes “consecutive reflections”, and this term will be adopted to refer to the same phenomena in the current study. The following section describes how the researcher determined these patterns of reflection with the aim of answering the research questions.

4.3.1.5 Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between Biker and Bookworm

In order to find out patterns of reflection centring around problems and change in the post-observation conferences held between Biker and Bookworm, the researcher manually constructed matrices to show the frequency of occurrence of pairs of reflective codes, these matrices are presented in Table 6 below. There were a total of 164 pairs of reflections for analysis. The matrices are discussed in this section, which concludes with diagrams representing the patterns of reflection with

example extracts constructed from this data which will be used to answer the research questions. In order for the matrices to fit the page layout the reflective categories with no recorded occurrences have not been included. The codes in the left-hand column represent the first occurring code of the pair, the codes in the top row represent the second of the pair. This system has been adopted for all the matrices in this study.

Table 6: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation conferences between Biker and Bookworm

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RC+	T/RC-	T/Com
T/R	1.22%	1.22%	0.61%	0.61%	0.61%	0.61%	-	-	-
T/R+	-	-	-	-	-	-	-	-	0.61%
T/R-	0.61%	0.61%	1.22%	1.22%	0	0.61%	0.61%	-	0.61%
T/R?	0.61%	-	-	-	-	-	-	-	-
T/RR	-	0.61%	0.61%	-	0.61%	-	-	-	0.61%
T/RS	-	-	-	-	-	-	-	-	1.22%
T/RC+	0.61%	-	-	-	-	-	1.83%	-	-
T/Com	-	-	1.83%	-	-	-	-	-	-

Matrix showing the percentages of consecutive teacher-teacher reflections

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RR	Obs/RS	Obs/RC+
T/R	-	0.61%	-	1.22%	1.22%	0.61%	-
T/R+	1.22%	1.22%	-	0.61%	-	-	1.22%
T/R-	-	1.83%	1.22%	-	-	-	-
T/R?	3.66%	3.66%	-	0.61%	-	-	-
T/RR	0.61%	-	0.61%	1.22%	0.61%	0.61%	-
T/RS	-	-	-	-	-	0.61%	-
T/RN	-	-	-	-	-	-	0.61%
T/RC+	-	1.22%	0.61%	0	-	-	1.83%
T/RC-	-	-	-	1.22%	-	-	-
T/Com	1.83%	-	0.61%	0.61%	-	1.22%	-

Matrix showing the percentages of consecutive teacher-observer reflections

Table 6 continued

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RN	T/RC+	T/RC-	T/Com
Obs/R	1.83%	-	0.61%	1.83%	-	-	0.61%	-	-	0.61%
Obs/R+	1.22%	1.83%	1.22%	2.44%	-	-	0.61%	-	-	0.61%
Obs/R-	-	-	0.61%	-	-	-	-	1.22%	-	1.83%
Obs/R?	1.83%	0.61%	1.22%	1.83%	2.44%	-	-	0.61%	0.61%	1.22%
Obs/RR	-	0.61%	-	-	1.22%	-	-	-	-	-
Obs/RS	-	-	0.61%	0.61%	0.61%	0.61%	0.61%	-	-	0.61%
Obs/RC+	-	0.61%	-	0.61%	0.61%	-	-	2.44%	-	-

Matrix showing the percentages of consecutive observer-teacher reflections

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RS	Obs/RC+
Obs/R	-	1.22%	0.61%	1.22%	-	-
Obs/R+	-	0.61%	0.61%	0.61%	0.61%	-
Obs/R-	0.61%	0.61%	0.61%	-	-	0.61%
Obs/RS	-	-	0.61%	-	-	-
Obs/RC+	0.61%	0.61%	-	-	-	-

Matrix showing the percentages of consecutive observer-observer reflections

These results show that the most frequently occurring pairs of consecutive reflections are T/R?: Obs/R and T/R?:Obs/R+ with 3.66% rate of occurrence each; Obs/R+:T/R?, Obs/R?:T/RR, and Obs/RC+:T/RC+ with 2.44% rate of occurrence each. This percentage was taken as the cut off point, since the pairs with frequencies of occurrence below this number were numerous enough to render them unremarkable.

4.3.1.6 Frequencies of occurrence of consecutive reflective codes in Biker's reflective journal

The researcher constructed matrices (Table 7) in order to find out the most frequently occurring consecutive reflective codes in Biker's journal entries. There were 33 pairs of codes in the 13 extracts of the journal. This section presents the matrix and discusses the results.

Table 7: Matrix showing the percentages of occurrence of pairs of reflective categories in Biker's reflective journal

	T/R	T/R+	T/R-	T/RR	T/RS	T/RC+	T/Com
T/R	6.06%	12.12%	6.06%	-	-	6.06%	-
T/R+	6.06%	3.03%	9.09%	-	-	3.03%	-
T/R-	3.03%	3.03%	6.06%	-	3.03%	-	3.03%
T/RS	-	-	3.03%	-	-	-	-
T/RC+	6.06%	6.06%	-	-	-	12.12%	-
T/RC-	-	-	-	3.03%	-	-	-

The results given in Table 7 show that the most frequently occurring pairs of consecutive reflections in Biker's journal entries are T/R:T/R+ and T/RC+:T/RC+ at 12.12% each; T/R+:T/R- at 9.09%; and finally T/R:T/R, T/R:T/R-, T/R:T/RC+, T/R+:T/R, T/R-:T/R-, T/RC+:T/R and T/RC+:T/R+ at 6.06% each.

4.3.2 Quantitative data analysis for Bookworm

This section describes the results of the cross tabulations, correlational statistics and matrices of consecutive reflective codes for the post-observation conferences and the reflective journal entries of Bookworm.

4.3.2.1 Cross tabulations of role and reflective categories for post-observation conferences

Table 8 given below shows the cross tabulations for the role and reflective categories found for the post-observation conferences in which Bookworm had the role of observee teacher. The results show that 52.2% of the reflections were made by the observee and 47.8% by the observer. In the role of observee, Bookworm reflected in the following modes, from most to least frequent: R-, R, RR, R+, RC+, RS/Com, RN, R?, RM and finally RC-.

Table 8: Cross tabulations of the role and reflective categories in the post-observation conferences between Bookworm and The Brit

Role	Teacher	N	Reflective Category				
			R	R+	R-	R?	RR
			29	25	53	5	28
		% in Role	16.0%	13.8%	29.3%	2.8%	15.5%
		% of Total	8.4%	7.2%	15.3%	1.4%	8.1%
	Observer	N	30	17	39	25	12
		% in Role	18.1%	10.2%	23.5%	15.1%	7.2%
		% of Total	8.6%	4.9%	11.2%	7.2%	3.5%

Role	Teacher	N	Reflective Category				
			RM	RN	RC+	RC-	Com
			1	6	16	0	9
		% in Role	0.6%	3.3%	8.8%	0%	5.0%
		% of Total	0.3%	1.7%	4.6%	0%	2.6%
	Observer	N	4	0	17	0	0
		% in Role	2.4%	0%	10.2%	0%	0%
		% of Total	1.2%	0%	4.9%	0%	0%

As the observee, Bookworm reflected most frequently in the R- mode, with 29.3%. The Brit as the observer also reflected most in this mode, with a frequency of 23.5%. This is not surprising, since the aim of the action research was to reflect on perceived problematic areas. The R category followed in second place for both the observee and observer, with values of 16.0% and 18.7% respectively. The third most frequently occurring reflective category for Bookworm was RR, at 15.5%, showing she reflected on reasons quite frequently. Indeed one of the frequently occurring themes allocated this category was her past experience as a learner at university, for example extracts 4, 5, 18 and 28 of the post-observation conferences (see Appendix J). The RR category occurred at the lower rate of 7.2% for The Brit as the observer, suggesting that the observee is more likely to search for reasons. The R+ category followed with 13.8% for Bookworm, compared with 10.2% for The Brit. The RC+

category followed at 8.8% for Bookworm. The Brit was observed to reflect slightly more frequently on positive change, with a value of 10.2%. The next categories for Bookworm were RS and Com at 5.0%% each. The Brit reflected more on solutions, the RS category occurring at a frequency of 13.3%, suggesting that the search for solutions was regarded as the observer's responsibility. The RN, R? and RM categories followed with 3.3%, 2.8% and 0.6% in order. The R? category occurred at the higher rate of 15.1% for The Brit, suggesting that the observer inquired more frequently than the observee. The RC- category occurred for neither the observee nor the observer, suggesting no backsliding was observed.

4.3.2.2 Cross tabulations for role and reflective categories in the reflective journal entries

Table 9 shows the results of the cross tabulations for the role and reflective categories found for Bookworm's reflective journal entries (see Appendix L for the summary of the reflections in Bookworm's journal). As is seen, there were a total of 107 reflections that were analysed, making Bookworm the participant with the most reflections in his/her journal.

Table 9. Cross tabulations of the role and reflective categories in Bookworm's reflective journal entries

Role	Teacher	Reflective Category						
			R	R+	R-	R?	RR	RS
		N	16	27	17	1	17	9
		%	15%	25.2%	15.9%	0.9%	15.9%	8.4%

Role	Teacher	Reflective Category					
		RM	RN	RC+	RC-	Com	Total
		0	2	17	0	1	107
		0%	1.9%	15.9%	0%	0.9%	100%

The results given in Table 9 show that Bookworm reflected in the following modes, from most to least frequently occurring: R+, R-/RR/RC+, R, RS, R?/Com, RM/RC-. The details are described below.

Whereas Bookworm had reflected mostly in the negative mode during the post-observation conference, the most frequently occurring reflective category in her journal was R+ at 25.23%. The R-, RR and RC+ categories followed at 15.89% each. This is an interesting result, suggesting a balance in reflection on problematic areas, reasons and positive change. The R category followed with 14.95%. This frequency can be accounted for by the fact that Bookworm opened each entry of her journal with a description of the activity being carried out in the observed lesson. RS followed with 8.41%. The R? and Com categories occurred at the very low rate of 0.93%, suggesting that Bookworm did not make commitments during her solitary reflection. There were no instances of the RM and RC- categories.

The Pearson correlation coefficient was calculated in order to find out if there was a linear relationship between Bookworm's reflective patterns during the post-observation conferences with The Brit and those in her reflective journal. The results of this analysis are given in Table 10 below.

Table 10: Correlational statistics of the cross tabulations of the role and reflective categories for the post-observation conferences with Bookworm as the observee teacher

		Conference	Journal
Conference	Pearson correlation	1	0.082
	Sig. (2-tailed)		0.401
	N	179	107
Journal	Pearson correlation	0.082	1
	Sig. (2-tailed)	0.401	
	N	107	107

The results show that there is no significant linear relationship between Bookworm's reflections during the post-observation conferences and those in her

journal entries, suggesting that involvement in peer-observation encouraged different patterns of reflection.

4.3.2.3 Cross tabulations of reflective categories and context for the post-observation conferences between Bookworm and The Brit

In order to find out how the reflective categories of the post-observation conferences between Bookworm and The Brit cluster around the contexts of reflection on problem and reflection on change, the cross tabulations of these two categories were calculated. The results are given in Table 11.

Table 11: Cross tabulations of the reflective categories and context of reflection for the post-observation conferences between Bookworm and The Brit

			Reflective Category					
Context	Problem	N	R	R+	R-	R?	RR	RS
		% in Context	19.0%	11.9%	30.1%	7.8%	11.5%	11.5%
		% of Total	14.7%	9.2%	23.3%	6.1%	8.9%	8.9%
	Change	N	8	10	11	9	9	0
		% in Context	10.3%	12.8%	14.1%	11.5%	11.5%	0%
		% of Total	2.3%	2.9%	3.2%	2.6%	2.6%	0%

			Reflective Category					
Context	Problem	N	RM	RN	RC+	RC-	Com	Total
		% in Context	1.9%	1.5%	1.5%	0%	3.3%	100%
		% of Total	1.4%	1.2%	1.2%	0%	2.6%	77.5%
	Change	N	0	2	29	0	0	78
		% in Context	0%	2.6%	37.2%	0%	0%	100%
		% of Total	0%	0.6%	8.4%	0%	0%	22.5%

The results given in the table above show that 77.5% of reflection occurred in the context of reflection on problems. The order of occurrence of the reflective categories for the post-observation conferences between Bookworm and The Brit from most to least frequently occurring is as follows: R- at 30.1%, R at 19.0%, R+ at

11.90%, RR/RS at 11.5% each, R? at 7.80%, Com at 3.3%, RM at 1.9%, then finally RN/RC+ at 1.5% each.

22.5% of the reflection occurred in the context of reflection on change. The order of occurrence of the reflective categories was RC+ at 37.2%, R- at 14.1%, R+ at 12.8%, R? and RR at 11.5% each, R at 10.3%, RN at 2.6%. There were no occurrences recorded of the RS, RM, RC- or Com categories.

These results show that while focusing on problematic areas, there was an equal frequency of reflection on reasons and solutions (11.5%). Also interesting is the equal frequency of the inquiring reflection and reflection on reasons categories (11.5%) during reflection on change. While R- and RC+, the categories determining the context of reflection, were found to a certain extent in both contexts, albeit low in the case of the latter; certain categories turned out to be more content specific. For example, the RS, RM and Com categories in this case were specific to the context of focusing on problems. While the RN category had a low frequency in both cases, it was slightly higher in the context of reflection on change, suggesting that Bookworm was more likely to discover new things about her teaching as a result of change.

4.3.2.4 Cross tabulations of reflective categories and context for Bookworm's journal entries

In order to find out how the reflective categories clustered around the context of reflection in Bookworm's journal entries, the cross tabulations of these two categories were calculated. The results are presented in Table 12.

Of the 107 reflections in Bookworm's reflective journal that were analysed, 52.3% occurred in the context of reflection on problems, and 47.7% in the context of reflection on change, showing an almost equal distribution of reflections between each context.

Table 12: Cross tabulations of the reflective categories and context of reflection for Bookworm's reflective journal

			Reflective Category					
Context	Problem	N	R	R+	R-	R?	RR	RS
		9	12	13	1	11	8	
		% in Context	16.1%	21.4%	23.2%	1.8%	19.6%	14.3%
		% of Total	8.4%	11.2%	12.1%	0.9%	10.3%	7.5%
	Change	N	7	15	4	0	6	1
		% in Context	13.7%	29.4%	7.8%	0%	11.8%	2.0%
		% of Total	6.5%	14.0%	3.7%	0%	5.6%	0.9%

			Reflective Category					
Context	Problem	N	RM	RN	RC+	RC-	Com	Total
		0	1	1	0	0	56	
		% in Context	0%	1.8%	1.8%	0%	0%	100%
		% of Total	0%	0.9%	0.9%	0%	0%	52.3%
	Change	N	0	1	16	0	1	51
		% in Context	0%	2.0%	31.4%	0%	2.0%	100%
		% of Total	0%	0.9%	15.0%	0%	0.9%	47.7%

The results in Table 12 show that the order of frequency of occurrence of the reflective categories in the context of reflection on problems in Bookworm's reflective journal are as follows: R- with 23.2%, R+ with 21.4%, RR with 19.6%, R with 16.1%, RS with 14.3%, then R?/RN/RC+ with 1.8%. No occurrences of the RM, RC- or Com categories were recorded.

In the context of reflection on change, the order of frequency of occurrence of the reflective categories are as follows: RC+ with 31.4%, R+ with 29.4%, R with 13.7%, RR with 11.8%, then RS, RN and Com with 2.0%. There were no instances of the R?, RM or RC- categories.

These results show that there is almost a balance between the frequency of negative and positive reflection when Bookworm reflects on problems. The rate of general reflection can be explained by the fact that Bookworm opened each entry in

her journal with a description of the lesson. The frequency of occurrence of the RR category is interesting, and suggests that Bookworm viewed her journal as a means to reflect on reasons for actions and events. Interestingly, the Com category appeared in the context of reflection on change rather than reflection on problems, because the opposite was the case in the post-observation conferences.

4.3.2.5 Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between Bookworm and The Brit

In order to find out patterns of reflection centring around problems and change in the post-observation conferences held between Bookworm and The Brit, the researcher manually constructed matrices to show the frequency of occurrence of pairs of reflective codes, these matrices are presented in Table 13 below. There were a total of 300 pairs of reflections for analysis. The matrices are discussed in this section, which concludes with diagrams representing the patterns of reflection with example extracts constructed from this data which will be used to answer the research questions.

Table 13: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation categories between Bookworm and The Brit

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RN	T/RC+	T/Com
T/R	-	-	1.00%	0%	1.00%	-	0.33%	-	-
T/R+	0.67%	-	1.67%	0.33%	0.33%	-	-	-	-
T/R-	0.33%	0.33%	2.33%	-	0.33%	-	0.67%	-	-
T/R?	-	-	-	-	-	-	-	-	-
T/RR	-	0.33%	1.00%	-	-	-	0.33%	-	0.33%
T/RS	-	-	-	-	-	0.33%	-	-	-
T/RN	-	-	0.33%	-	-	-	-	0.33%	0.33%
T/RC+	-	-	0.33%	-	0.67%	-	-	-	-
T/Com	-	-	-	-	0.33%	-	-	-	-

Matrix showing the percentages of consecutive teacher-teacher reflections

Table 13 continued

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RR	Obs/RS	Obs/RM	Obs/RC+
T/R	1.33%	0.33%	0.33%	1.33%	1.00%	0.33%	-	0.33%
T/R+	0.67%	1.67%	0.33%	1.33%		0.33%	-	-
T/R-	2.67%	1.67%	2.33%	1.00%	1.00%	1.33%	-	-
T/R?	0.33%	-	0.33%	-	-	-	-	-
T/RR	1.67%	0.33%	1.33%	0.33%	1.33%	0.33%	0.33%	0.67%
T/RS	0.33%	-	-	-	-	1.33%	-	0.33%
T/RM	-	-	-	-	-	-	0.33%	-
T/RN	0.33%	-	-	0.33%	-	0.33%	-	-
T/RC+	-	-	-	0.67%	-	-	-	2.00%
T/Com	0.33%	-	-	-	-	0.33%	-	-

Matrix showing the percentages of consecutive teacher-observer reflections

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RM	T/RN	T/RC+	T/Com
Obs/R	0.33%	1.33%	1.67%	-	0.67%	-	-	0.67%	-	-
Obs/R+	-	2.00%	1.00%	0.33%	-	-	-	-	-	-
Obs/R-	1.00%	1.33%	3.00%	-	0.67%	0.33%	-	-	-	-
Obs/R?	1.33%	2.00%	0.67%	0.33%	2.00%	-	0.33%	-	0.67%	0.67%
Obs/RR	0.33%	0.33%	0.67%	-	1.33%	0.33%	-	-	-	-
Obs/RS	0.33%	0.33%	0.67%	-	0.67%	1.00%	-	-	-	1.00%
Obs/RM	0.33%	-	0.33%	-	-	-	-	-	-	-
Obs/RC+	0.33%	0.33%	-	0.67%	-	-	-	-	2.33%	-

Matrix showing the percentages of consecutive observer-teacher reflections

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RR	Obs/RS	Obs/RM	Obs/RC+
Obs/R	0.33%	0.33%	0.33%	0.33%	-	0.33%	-	-
Obs/R+	-	0.67%	0.33%	0.67%	0.33%	-	-	-
Obs/R-	0.33%	0.67%	0.67%	0.67%	-	1.33%	0.33%	-
Obs/R?	0.33%	-	0.33%	-	-	0.33%	-	-
Obs/RR	-	-	0.67%	-	-	-	-	-
Obs/RS	-	-	1.33%	1.00%	-	0.67%	-	-
Obs/RC+	-	-	0.67%	-	0.33%	-	-	0.67%

Matrix showing the percentages of consecutive observer-observer reflections

The results given in Table 13 show that the most frequently occurring pairs of reflective codes are Obs/R-:T/R- with 3.00%; T/R-:Obs/R with 2.67%; T/R-:T/R-, T/R-:Obs/R- and Obs/RC+ and T/RC+ with 2.33% each; and T/RC+:Obs/RC+,

Obs/R+:T/R+, Obs/R?:T/R+ and Obs/R?:T/RR with 2.00% each. This final percentage was taken as the cut off point.

4.3.2.6 Frequencies of occurrence of consecutive reflective codes in Bookworm's reflective journal

The researcher constructed matrices, shown in Table 14, in order to find out the most frequently occurring consecutive reflective codes in Bookworm's journal entries. There were 87 pairs of codes in the 21 extracts of the journal. This section presents the matrix and discusses the results.

Table 14: Matrix showing the percentage of occurrence of pairs of reflective categories in Bookworm's reflective journal

	T/R	T/R+	T/R-	T/RR	T/RS	T/RN	T/RC+	T/Com
T/R	1.15%	2.30%	-	2.30%	-	-	4.60%	-
T/R+	3.45%	5.75%	5.75%	1.15%	1.15%	1.15%	4.60%	-
T/R-	-	2.30%	2.30%	6.90%	3.45%	-	1.15%	-
T/R?	-	-	-	1.15%	-	-	-	-
T/RR	3.45%	6.90%	2.30%	2.30%	2.30%	1.15%	-	-
T/RS	-	1.15%	3.45%	1.15%	1.15%	-	2.30%	-
T/RN	-	-	2.30%	-	-	-	-	1.15%
T/RC+	4.60%	5.75%	-	2.30%	-	-	4.60%	-
T/Com	-	-	1.15%	-	-	-	-	-

The results given in the table above show that the most frequently occurring pairs of reflective codes in Bookworm's reflective journal are as follows: T/RR:T/R+ and T/R-:T/RR with 6.90% each; T/R+:T/R+, T/RC+:T/RC+ and T/R+:T/R- with 5.75% each; T/RC+:T/R, T/R:T/RC+, T/RC+:T/R+, and T/RC+:T/RC+ with 4.60% each; and T/R+:T/R, T/RR:T/R, T/RS:T/R-, and T/R-:T/RS with 3.45% each.

4.3.3 Quantitative data analysis for The Brit

This section describes the results of the cross tabulations, correlational statistics, and matrices of consecutive reflective codes for the post-observation conferences and the reflective journal entries of The Brit.

4.3.3.1 Cross tabulations of role and reflective categories for post-observation conferences

Table 15 given below shows the cross tabulations of the role and reflective categories found for the post-observation conferences in which The Brit had the role of observee teacher (see Appendix M for a summary of the reflections in the post-observation conferences between The Brit and Biker).

Table 15: Cross tabulations of the role and reflective categories for the post-observation conferences in which The Brit was the observee teacher

Role	Teacher	N	Reflective Category				
			R	R+	R-	R?	RR
		% in Role	32	15	52	15	36
		% of Total	17.3%	8.1%	28.1%	8.1%	19.5%
	Observer	N	11	25	36	16	13
		% in Role	8.3%	18.8%	27.1%	12.0%	9.8%
		% of Total	3.5%	7.9%	11.3%	5.0%	4.1%

Role	Teacher	N	Reflective Category				
			RM	RN	RC+	RC-	Com
		% in Role	0	9	1	1	17
		% of Total	0%	4.9%	0.5%	0.5%	9.2%
	Observer	N	2	1	3	1	0
		% in Role	1.5%	0.8%	2.3%	0.8%	0%
		% of Total	0.6%	0.3%	0.9%	0.3%	0%

The results of the cross tabulation show that 58.1% of the reflections were made by the observee and 41.9% by the observer. The order from most frequent to least frequent mode of reflection for The Brit as observee was R-, RR, R, Com, R+/R?, RN, RS, RC+/RC-, RM; and for the observer, R-, R+/RS, R?, RR, R, RC+, RM/RN/RC-, Com.

The most frequent mode of reflection for both observee and observer was negative reflection (R-) with a frequency of 25.2% for the former and 27.1% for the latter. This high rate is not surprising, since the focus of the reflection was on perceived problems in the teaching practice of the observee, and utterances related to these problems were assigned this code. These percentages show that the observer was more inclined to reflect negatively than the observee, but this must not be interpreted as the observer being overly critical of the observee, because negative reflections were made on all aspects of the context.

The next most frequent mode of reflection for The Brit as observee was RR at 18.4%. This again is an expected finding, since the aim of the action research was to encourage reflection on perceived problems and the possible reasons behind them. The observer was seen to reflect less on reasons, with a total of 9.8%.

This was followed by the R code for the observee with 17.3%. General reflection was observed to occur when the observee was describing some of her actions in the classroom and when she stated her beliefs, which explains why this code appears more for the observee than it does for the observer, for whom 8.27% of reflections were in this mode.

After the R code, the Com code occurred with 9.2% for the observee. The observer was not found to make any commitments. This result is not surprising, since the focus was on the observee's, rather than the observer's, perceived problems and her arrival at a decision to make a change.

This was followed by the R+ and R? codes together at 8.1% each. The observer was seen to use both these modes more frequently than the observee, with 18.8% for the former, and 12.0% for the latter. It was found that some of The Brit's

perceived problems were not really problems; for example, her ignoring some students (Cycle 5), or her speaking too quickly (Cycle 6). Biker generally made positive remarks in response to The Brit's questions on these matters. The inquiring reflection code being used more frequently by the observer than the observee can be explained by the fact that the role of the former was to ask questions to encourage the latter to reflect.

The following code was RN with 9 occurrences 4.9% for the observee. This suggests that the study had brought about new realisations for her. In fact, The Brit remarked in the final conference that rather than actual observable change in her practice, she had come to realise more clearly the language learning background of the students in the department, which would help her in the organisation of her courses in the future; and she had been able to see herself as a teacher as a result of the study. This comment is reflected in the results here, which show the RC+ and RC- codes occurring for the observee at the lowest rates of 0.5%. The observer reflected on change at a low rate of 2.3% for RC+, and 1.5% for RC-, the latter being at the same rate of occurrence for RN. It is not surprising that the observer reflected on new discoveries less than the observee, considering the roles. However, it does suggest that the observation process can provide opportunities for learning for both parties.

The observee did not use any metaphors in her reflections during the post-observation conferences, but a percentage of 1.5% was recorded for this reflective mode for the observer.

Perhaps the most surprising result is the fact that the observer reflected on solutions (RS) more frequently than did the observee, with 18.8% for the former, and 3.8% for the latter. This result would suggest that it is perhaps difficult for the observer to give over the responsibility of searching for solutions to the observee; and conversely, that the observee might expect solutions to be offered.

4.3.3.2 Cross tabulations for role and reflective categories in the reflective journal entries

Table 16 given below shows the results of the cross tabulation of the role and reflective categories found for The Brit's reflective journal entries, the summary of which can be found in Appendix N. There were 89 reflections that were analysed in The Brit's journal.

The results show that the order from the most frequent to least frequent mode of reflection for The Brit in the entries of her reflective journal is as follows: R-, R, R?, R+, RN/RC+, RM/Com, RR, RC-, RS.

Table 16: Cross tabulations of the role and reflective categories for The Brit's reflective journal

Role	Teacher	Reflective Category						
		N	R	R+	R-	R?	RR	RS
		%	28.1%	6.7%	29.2%	10.1%	3.4%	0%

Role	Teacher	Reflective Category					
		RM	RN	RC+	RC-	Com	Total
		4	5	5	2	4	89
		4.5%	5.6%	5.6%	2.2%	4.5%	100%

The most frequent mode of reflection in The Brit's reflective journal was R- at 29.2%, reflecting the high rate of occurrence of this code in the post-observation conferences. As mentioned in the previous section, such a high rate of occurrence of this mode is not surprising given the purpose of the study. The next most frequently occurring reflection type was R, at 28.1%. It was noticed that The Brit generally began an entry by giving a description of the focus of the observation and the aim of the lesson, all which were coded as general reflection. General reflection was followed by inquiring reflection (R?) with a rate of occurrence of 10.1%. It was in this mode in which The Brit searched for solutions. This mode was followed by R+ at 6.7%, then by RN and RC+ both at 5.6%. These results would suggest that while

the reflection on change is lower than that of reflection on problems, The Brit tended to reflect more on change in her journal than she did in the post-observation conferences. As mentioned in the previous section, most of the change The Brit underwent as a result of the current study was at the non-observable awareness level, so the rate of occurrence of the RN code can be considered as an indicator of change.

The next most frequent categories were RM and Com at 4.5%. The lower occurrence of the Com code in the journal when compared with the post-observation conference (9.2%) can be accounted for the interactional nature of the post-observation conferences, where participants were found to repeat themselves during the conversation. These categories were followed by RR at 3.4%, which had occurred more frequently during the post-observation conferences (18.18%), suggesting that the collaborative nature of these conferences encouraged more reflection on reasons. The next category was RC- at 2.3%, when The Brit made some reference to regression in her actions.

Again, the most surprising result is that the reflection on solutions category (RS) did not occur at all in the reflective journal. The Brit opened up questions inquiring as to what could be done, but did not offer any concrete solutions. This might at first glance suggest that The Brit did not reflect on solutions, or did not see her journal as the place to discuss them, but the fact that she made commitments in each entry suggests she was thinking about possible actions.

In order to find out if there was a linear relationship between the reflective codes used by The Brit during the post-observation conferences and those in her reflective journal, The Pearson correlation coefficient was calculated for the cross tabulations of the reflective code and role of observee teacher gathered from both sources. The results of the correlative statistics are given in table 17

Table 17: Correlational statistics for the cross tabulations of the role and reflective categories for the post-observation conferences and reflective journal of The Brit

		Conference	Journal
Conference	Pearson correlation	1	-0.08
	Sig. (2-tailed)		0.44
	N		89
Journal	Pearson correlation	-0.08	1
	Sig. (2-tailed)	0.44	
	N	89	186

These results show that although there is a relationship in the negative direction, this relationship is both very weak and statistically insignificant, indicating that there is no linear relationship between the occurrence of reflective codes for role in the post-observation conferences and the reflective journals. This phenomenon suggests that collaborative reflection had encouraged alternative reflection patterns to solitary reflection for The Brit.

4.3.3.3 Cross tabulations of reflective categories and context for the post-observation conferences between The Brit and Biker

In order to find out how the reflective categories of the post-observation conferences between The Brit and Biker cluster around the contexts of reflection on problem and reflection on change, the cross tabulations of these two categories were calculated.

The results of the cross tabulations given in Table 18 below show that 92.1% of reflection occurred in the context of reflection on problems, and 7.2% in the context of reflection on change. The order of frequency of occurrence of the reflective categories in the context of reflection on problems in the post-observation conferences between The Brit and Biker are as follows: R-, RR, R, R+, R?/RS, Com, RN, RM, RC+/RC-.

Table 18: Cross tabulations of the reflective categories and context of reflection for the post-observation conferences between The Brit and Biker

			Reflective Category					
Context	Problem	N	R	R+	R-	R?	RR	RS
		% in Context	43	36	82	30	46	30
		% of Total	14.7%	12.3%	28.0%	10.2%	15.7%	10.2%
	Change	N	0	4	6	1	3	2
		% in Context	0%	16.0%	24.0%	4.0%	12.0%	8.0%
		% of Total	0%	1.3%	1.9%	0.3%	0.9%	0.6%

			Reflective Category					
Context	Problem	N	RM	RN	RC+	RC-	Com	Total
		% in Context	2	9	0	0	15	293
		% of Total	0.7%	3.1%	0%	0%	5.1%	100%
	Change	N	0	1	4	2	2	25
		% in Context	0%	4.0%	16.0%	8.0%	8.0%	100%
		% of Total	0%	0.3%	1.3%	0.6%	0.6%	7.2%

The most frequently occurring category was R- with a percentage of 28.0%, an expected result given the context of reflection in the current study. This is followed by RR at 15.7%, which is an expected result since one of the purposes of the conferences was to reflect on the reasons behind problematic situations. The R category follows with a frequency of 14.7%, then R+ at 12.3%. The R? and RS categories occurred at an equal frequency of 10.2% each. The Com category is next with 5.1%, followed by RN with 3.1% and RM with 0.7%. No occurrences of either the categories of reflection on change, RC+ or RC-, were found.

The order of frequency for these categories in the context of focus on change are as follows: R-, R+/RC+, RR, RS/RC/Com, RN/R?, R/RM. The details are described below.

The R- code was the most frequently reported category at 24% even when the context of reflection was a focus on change. In extract 4 of “The Brit-Biker” (see

Appendix M), while acknowledging the positive change in the setting up of the groups, The Brit admitted experiencing a few problems such as students sitting in the wrong places and their unwillingness to pick up their chairs when moving them. Furthermore, in extract 13, The Brit focused on a regression in the setting up of groups, which accounts for the occurrence of the RC- category at 8%, and this extract also included several instances of negative reflection. It is not surprising that the RC+ category is next with 16%, because it was the presence of this code that the researcher took as a cue to assign a context to the extracts. The RR code is next with 12%, and this again occurs in extract 13 first by The Brit to give the reasons for the regression, and then by Biker to offer an alternative reason. The RS, RC- and Com occur at a frequency of 8% each, and RN and R? at a frequency of 4% each. The R and RM categories did not occur at all during reflection on change.

4.3.3.4 Cross tabulations of reflective categories and context for The Brit's journal entries

In order to find out how the reflective categories of The Brit's reflective journal entries cluster around the contexts of reflection on problem and reflection on change, the cross tabulations of these two categories were calculated and are presented in Table 19.

Of the 89 reflections in The Brit's journal that were analysed, an overwhelming majority of 92.1% occurred in the context of reflection on problems, the remaining 7.9% being in the context of reflection on change. In fact, it was noticed that only the final extract of the 11 in The Brit's reflective journal centred on change rather than the perceived problems. She generally made remarks about change while focusing on the problems. This could be a reflection of the fact that reflective journals are usually written in a "stream of consciousness" approach, without a particular focus on the structure of the writing.

Table 19: Cross tabulations of the reflective categories and context of reflection for The Brit's reflective journal

			Reflective Category					
Context	Problem	N	R	R+	R-	R?	RR	RS
		% in Context	25	4	23	9	3	0
		% of Total	30.5%	4.9%	28.0%	11.0%	3.7%	0%
			28.1%	4.5%	25.8%	10.1%	3.4%	0%
	Change	N	0	2	3	0	0	0
		% in Context	0%	28.6%	42.9%	0%	0%	0%
		% of Total	0%	2.2%	3.4%	0%	0%	0%

			Reflective Category					
Context	Problem	N	RM	RN	RC+	RC-	Com	Total
		% in Context	4	4	4	2	4	82
		% of Total	4.9%	4.9%	4.9%	2.4%	4.9%	100%
			4.5%	4.5%	4.5%	2.2%	4.5%	92.1%
	Change	N	0	1	1	0	0	7
		% in Context	0%	14.3%	14.3%	0%	0%	100%
		% of Total	0%	1.1%	1.1%	0%	0%	7.9%

The results of the cross tabulation show that the order of reflective categories from most to least frequently occurring for the context of reflection on problems for The Brit in her journal entries were: R, R-, R?, RM/RN/RC+/Com, RR, RS. The details are discussed below.

The most frequently occurring reflective category during reflection on problems was general reflection (R) with 30.5% of the total reflections for this context. It was noted that The Brit generally began her entries by reflecting on the purpose of the observation and by describing the activity of that particular lesson before she started to reflect on the problems. The high rate of the R- code at 28.1% is not surprising, since the focus was on problematic areas. These categories were followed by the R? category, which had 11.0% of the total. As mentioned in an earlier section, one of the observer's roles was to ask the observee questions to encourage reflection on the problem, so such a rate of occurrence is not surprising. The RM/RN/RC+/Com categories each occurred with a frequency of 4.9%, and the

RC- occurred with a frequency of 2.4%. As mentioned earlier in this section, she generally reflected on change while reflecting on the problems, rather than assigning a separate paragraph to state those ideas.

As for the context of reflection on change, the results show that the distribution clusters around a fewer number of categories: R+ with 42.9%; R- with 28.6%, and RN/RC+ with 14.3% each of the total distribution. This phenomenon can be explained by the fact that only extract 11 was focused on change and this extract consisted of only 7 coded chunks (see Appendix N).

4.3.3.5 Frequencies of occurrence of consecutive reflective codes in the post-observation conferences between The Brit and Biker

The researcher constructed matrices in the same way as she had done in order to find out the most frequent patterns of reflection in the post-observation conferences in the previous two cases. There were a total of 294 pairs of reflections in the conferences between The Brit and Biker. The matrices are presented in Table 20 and discussed in this section, which concludes with diagrams representing the patterns of reflection with example extracts constructed from this data which will be used to answer the research questions.

Table 20: Matrices showing the percentages of occurrence of pairs of reflective categories in the post-observation conferences between The Brit and Biker

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RM	T/RN	T/RC+	T/RC-	T/Com
T/R	1.36%	0.34%	1.70%	0.34%	1.70%	-	-	0.68%	-	-	0.68%
T/R+	1.02%	0.34%	1.02%	-	-	-	-	-	-	-	-
T/R-	0.34%	0.34%	2.72%	1.02%	1.36%	1.02%	-	0.68%	-	-	0.68%
T/R?	-	0.34%	0.68%	-	0.34%	-	-	-	-	-	-
T/RR	1.02%	-	0.68%	0.34%	0.34%	-	-	-	-	0.34%	1.70%
T/RS	-	-	1.02%	-	-	-	-	-	-	-	-
T/RM	-	-	-	-	-	-	-	-	-	-	-
T/RN	0.68%	-	0.68%	0.34%	-	-	-	-	-	-	-
T/RC+	-	-	0.34%	-	-	-	-	-	-	-	-
T/RC-	-	-	-	-	-	-	-	-	-	-	-
T/Com	-	-	-	0.34%	0.68%	-	-	-	-	-	-

Matrix showing percentages of consecutive teacher-teacher reflections

Table 20 continued

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RR	Obs/RS	Obs/RM	Obs/RN	Obs/RC+
T/R	0.68%	0	0.68%	1.70%	-	0.68%	-	-	-
T/R+	-	1.02%	0.34%	-	-	-	-	-	-
T/R-	0.68%	1.02%	2.72%	2.04%	1.36%	1.70%	-	0.34%	0.34%
T/R?	-	1.36%	1.36%	-	0.34%	0.34%	-	-	-
T/RR	0.68%	1.02%	1.36%	1.02%	1.36%	0.68%	-	-	-
T/RS	-	-	1.02%	-	-	0.68%	-	-	-
T/RM	-	-	-	-	-	-	-	-	-
T/RN	-	0.68%	0.68%	0.34%	-	-	-	-	-
T/RC+	-	-	-	-	-	-	-	-	-
T/RC-	-	-	-	-	0.34%	-	-	-	-
T/Com	-	0.34%	0.68%	-	0.34%	2.38%	-	-	-

Matrix showing percentages of consecutive teacher-observer reflections

	T/R	T/R+	T/R-	T/R?	T/RR	T/RS	T/RN	T/RC+	T/Com
Obs/R	1.02%	-	1.02%	-	0.34%	-	-	-	-
Obs/R+	0.34%	2.38%	0.68%	0.68%	0.68%	0.34%	0.34%	-	0.34%
Obs/R-	1.02%	-	3.40%	1.36%	2.38%	-	0.34%	-	0.68%
Obs/R?	1.36%	0.68%	2.04%	-	1.02%	-	-	-	-
Obs/RR	0.68%	-	1.02%	-	1.02%	-	-	-	-
Obs/RS	0.34%	0.34%	1.70%	-	1.02%	1.36%	-	-	1.36%
Obs/RM	-	0.34%	-	-	-	-	-	-	-
Obs/RN	-	-	-	-	-	-	-	-	0.34%
Obs/RC+	-	0.34%	-	-	-	-	-	0.34%	-
Obs/RC-	-	-	0.34%	-	-	-	-	-	-
Obs/Com	-	-	-	-	-	-	-	-	-

Matrix showing percentages of consecutive observer-teacher reflections

	Obs/R	Obs/R+	Obs/R-	Obs/R?	Obs/RR	Obs/RS	Obs/RM	Obs/RC-
Obs/R	-	-	-	-	0.34%	0.34%	-	-
Obs/R+	-	0.34%	0.34%	0.34%	-	-	0.34%	-
Obs/R-	0.34%	0.68%	0.68%	-	-	0.34%	-	-
Obs/R?	-	-	-	-	0.34%	-	-	-
Obs/RR	-	0.34%	0.68%	-	0	-	-	0.34%
Obs/RS	-	-	0.68%	-	0.34%	0.34%	-	-
Obs/RM	-	-	-	-	-	-	0.34%	-
Obs/RN	-	-	-	-	-	-	-	-
Obs/RC+	-	-	-	-	-	-	-	-
Obs/RC-	-	-	-	-	-	-	-	-
Obs/Com	-	-	-	-	-	-	-	-

Matrix showing percentages of consecutive observer-observer reflections

As can be seen in Table 20, the most frequently occurring pairs of categories with their percentages are as follows: Obs/R-:T/R- with 3.40%; then T/R-:T/R-, T/R-:Obs/R- with 2.72%; and T/Com:Obs/RS, Obs/R+:T/R+, and Obs/R-:T/RR with

2.38%; followed by T/R-:Obs/R?, Obs/R?:T/R- with 2.04%. This final percentage was taken as the cut off point.

4.3.3.6 Frequencies of occurrence of consecutive reflective codes in The Brit's reflective journal

The researcher constructed a matrix (Table 21) in order to find out the most frequently occurring consecutive reflective codes in The Brit's journal entries. There were 77 pairs of codes in the 11 extracts of the journal. This section presents the matrix and discusses the results.

Table 21: Matrix showing the frequency of occurrence of pairs of reflective categories in The Brit's reflective journal

	T/R	T/R+	T/R-	T/R?	T/RR	T/RM	T/RN	T/RC+	T/RC-	T/Com
T/R	7.78%	-	9.10%	3.90%	1.30%	2.60%	2.60%	2.60%	-	-
T/R+	-	-	3.90%	-	-	-	1.30%	1.30%	-	-
T/R-	5.19%	5.19%	9.10%	5.19%	1.30%	2.60%	-	-	-	2.60%
T/R?	1.30%	1.30%	1.30%	1.30%	-	-	-	-	-	1.30%
T/RR	1.30%	-	-	1.30%	-	-	-	1.30%	-	-
T/RM	1.30%	-	1.30%	-	-	-	-	-	1.30%	1.30%
T/RN	2.60%	-	1.30%	-	1.30%	-	1.30%	-	-	-
T/RC+	1.30%	-	1.30%	-	-	-	-	-	1.30%	-
T/RC-	2.60%	-	0%	-	-	-	-	-	-	-
T/Com	1.30%	-	1.30%	-	-	-	-	1.30%	-	-

Table 21 shows that the most frequently occurring pairs of consecutive reflections in The Brit's journal entries were T/R:T/R- and T/R-:T/R- at 9.10% each; T/R:T/R at 7.38%; T/R-:T/R, T/R-:T/R+ and T/R-:T/R? at 5.19% each. This percentage was taken as the cut off point.

The results relevant to the literature discussed in Chapter 2 and the research questions posed at the beginning of this research are discussed in the next chapter.

CHAPTER 5

DATA INTERPRETATION AND DISCUSSION

5.0 Introduction

In this study, qualitative data were collected by means of coding audio-recorded post-observation conferences and personal reflective journals using a coding system developed by the researcher. The qualitative data were then quantified and analysed in order to find the answers to the questions of how the participants reflected on their perceived problems and on any change that may have occurred as a result of the action research process central to the study. In this section, the findings will be interpreted to discuss the nature of the reflection the participants were engaged in, to find the extent to which being involved in the action research helped the participants to find a solution to their perceived problems, and to answer the research questions.

5.1 Findings

In addition to the answers to the research questions posed at the beginning of this study, the research yielded interesting findings related to the reflection engaged in by the participants and the action research process. These findings will be discussed in this section.

5.1.1 Findings related to reflection

In the current study, the participants were asked to reflect upon their teaching as part of an action research aimed at finding solutions to perceived problems in their practice. The participants reflected privately in the form of reflective journals which were ultimately shared with and coded by the researcher, and collaboratively in the

form of post-observation conferences which were audio-recorded, transcribed and coded. The results of the analyses of the quantified data yielded some expected and some interesting results regarding reflection which will be discussed in this section.

5.1.1.1 The amount of reflection

The first finding is related to the quantity of reflection engaged in by the participants in both the journals and the post-observation conferences. It was found that Biker had the least number of reflections in his journal (N=44) and during his conferences with Bookworm (N=101 for observee, N=196 total); Bookworm had the largest number of reflections in her journal (N=107), and in the role of observee teacher she had a similar number of reflections to The Brit in the same role (N=181 for Bookworm, N=185 for The Brit). In the role of observer, The Brit had the largest number of reflections (N=166), followed by Biker (N=133) then Bookworm (N=86).

The first explanation that springs to mind when looking at these results is gender differences. While it is beyond the scope of the current study to analyse and interpret the data in terms of these differences, there are a few features of the discourse between Bookworm and The Brit, and between Biker and Bookworm that can be discussed. First, Tannen (1990, cited in Armstrong, 1996: 15) states that women bond through troubles more than men do, and that they match troubles. Indeed, some instances of the conversation between Bookworm and The Brit constitute examples of this type of discourse. For example, when discussing Bookworm's observed lessons, The Brit mentioned the fact that she did similar things, "one thing I've noticed that's sort of related, and I've realised this with my own classes, if you have yourself and a book, and 30 students and 30 books, all their eyes are on the books and there's no eye contact" (The Brit, "Bookworm-The Brit", p.4).

Another feature of the post-observation meetings between Bookworm and The Brit were the length of the extracts isolated for analysis; for example extract 24 (see Appendix J), has 31 exchanges, in which they try to interpret the events together. Bookworm shared information about herself, too, talking about how she

treated her students in a similar way to which she treated her children in the post-observation meeting of the fourth cycle (“Bookworm-The Brit”, p.19). Again, Tannen (1990, cited in Franzwa and Lockhart, 1998: 187) claims that women generally communicate to build connections with the aim of supporting each other.

In contrast, the discourse between Biker and Bookworm was characterised by much shorter exchanges without the tendency to match problems or divulge personal information, and the meetings were generally divided into short extracts for analysis. The second post-observation meeting, for example, consists of 7 concise, focused extracts, with a maximum of 8 exchanges (see Appendix I). Another reason that could explain the conciseness of the conferences between Biker and Bookworm is the fact that the latter saw the teaching practices of the former as a model of how she would like to teach, and she admitted several times during informal conversations with the researcher that she was having trouble finding aspects to change, for example she stated “I get a lot of ideas from [Biker], I mean he’s a great teacher” (Bookworm, “Bookworm-The Brit”, p.10).

Also related to the amount of reflection is the balance between reflection on problems and reflection on change, the focuses of the research. Tables 4, 11 and 18 show that in the post-observation conferences between Biker and Bookworm, 67.8% of the reflection focused on problems, and 32.2% on change; for those between Bookworm and The Brit, 77.5% of the reflection focused on problems, and 22.5% on change; and between The Brit and Biker, 92.1% of the reflection focused on problems, and 7.9% on change. Interestingly, in the journal entries of Biker and Bookworm, there is almost a perfect balance between the two contexts of reflection, with 45.5% focus on problems and 54.5% focus on change for Biker-Bookworm; and 52.3% focus on problems and 47.7% focus on change for Bookworm-The Brit. However, for The Brit, there was a 92.1% focus on problems and 7.9% focus on change, the same ratio as had occurred in the post-observation meetings.

The almost perfect balance between reflection on problems and change for Biker and Bookworm can be explained by the organisation of their journals. Both of them had organised their thoughts very clearly into the different focus areas, indeed

the results for Biker's journal (Table 5) show no instances of negative reflection while he is reflecting on change, and vice versa. The Brit, on the other hand, tried to adopt a "stream of consciousness" approach while writing her journal, noting down her thoughts as they arose. Thus, there were very few extracts that could be distinguished as focus on change alone. There are two possible explanations for this phenomenon. First, the 'observer effect' mentioned by LeCompte and Goetz (1982:44), perhaps Biker and Bookworm were conscious of providing data they thought the researcher wanted. Indeed, on several occasions Bookworm asked the researcher what kind of journal entry she wanted, to which the latter replied that she should just write what came to mind. Second, the fact that Biker and Bookworm were both non-native speakers of English could be an influence. They both apologised for any grammatical errors, saying that they tried not to formulate their sentences beforehand. However, while they did not pay attention to language at the level of syntax, it seems that they had done so at the level of discourse. Reflection is not an easy process in one's own language, and despite the high level of language proficiency of both participants, "stream of consciousness" writing could have been a difficult task for them. Organising their thoughts beforehand might have helped them to reflect.

5.1.1.2 Type of reflection

Another aspect of reflection is the type that the participants were engaged in, as shown by the cross tabulations run on the data. The high level of occurrence of the R- category in both post-conference meetings and journals is expected, given the context of the action research as focusing on perceived problems. It was the most frequently used code by all the participants in the role of observee teacher in the post-observation meetings; however, in the reflective journals, it was the most frequently occurring reflective code for The Brit only, with Biker and Bookworm reflecting most frequently in the general and positive modes respectively. In the role of observer, only Bookworm reflected in the positive mode the most frequently, and this can be explained by the fact that she admired Biker's teaching, as mentioned previously.

If the general (R), positive (R+) and negative (R-) modes of reflection are taken as superficial reflection, or reflecting on the “what happened” part of practice, it can be seen from Tables 1, 8 and 15 that in all the post-observation meetings this accounted for approximately half of the reflection for both roles (41.6% for Biker as observee, 52.3% for Bookworm as observer; 59.1% for Bookworm as observee, 51.8% for The Brit as observer; 53.5% for the Brit as observee, 54.2% for Biker as observer). The remaining part of the reflection was accounted for by the R?, RR, RS, RM, RN, RC+, RC- and Com categories, the ‘thinking reflectively’ and ‘using reflection’ as proposed by Stanley (1998). In the journals, the percentage of superficial reflection was higher for Biker and The Brit, with 68.3% and 64% respectively (see Tables 3 and 17). Interestingly, the percentage of such reflection for Bookworm was lower in her journal, with 46.1% (see Table 10). Bookworm admitted that she preferred individual learning, “I’m an individual student. I don’t like group work, I mean. I like individual style of studying things, taking notes” (Bookworm, “Bookworm-The Brit”, p.28); so perhaps the reflective journal offered her a medium in which she could reflect more into the “hows” and “whys” of her teaching.

In the context of the post-observation meetings, the R?, RR and RS categories showed tendencies to be used more by one role than the other, with R? being used more frequently by the observer (14.9% for Biker as observee, 19.8% for Bookworm as observer; 2.8% for Bookworm as observee, 15.1% for The Brit as observer; 8.1% for the Brit as observee, 12.0% for Biker as observer) (see Tables 1, 8 and 15), suggesting that in the role of observer, all participants encourage self-reflection in their partners by questioning rather than imposing opinions. The RR category was more frequently used by the observee (9.9% for Biker as observee, 3.5% for Bookworm as observer; 15.5% for Bookworm as observee, 7.2% for The Brit as observer; 19.5% for the Brit as observee, 9.8% for Biker as observer). This is not a surprising result, considering that it was the observee’s practice under scrutiny, and that such a context should encourage reflections on reasons behind current practice. The results found for the RS category were interesting, because in all post-observation meetings, the observers reflected more on solutions (3.0% for Biker as

observee, 10.5% for Bookworm as observer; 5.0% for Bookworm as observee, 13.3% for The Brit as observer; 3.8% for the Brit as observee, 13.8% for Biker as observer). This suggests that in the role of observee, all participants expected suggestions for solutions to come from the observer; and conversely, in the role of observer, all participants saw it as their responsibility to come up with suggestions. Perhaps this shows that all participants had not been able to extract themselves completely from the traditional idea of observer as authority. None of the participants had had any training in reflective observation, so perhaps this aspect needs time and some training.

The results for these categories found in the journals (see Tables 2, 9, 16) are interesting and show individual differences in the opinions of the purposes of reflective journals. Biker made no inquiring reflections, reflected on reasons at a percentage of 2.3%, and on solutions at 4.5%. Bookworm, on the other hand, reflected on reasons at a rate of 15.9%, solutions at 8.4%, and inquiring reflection at 0.9%. The Brit reflected mostly in an inquiring manner with 10.1%, on reasons at 3.4%, but did not reflect on solutions. These results show that of all the participants, Bookworm reflected more on the reasons behind her practice and the solutions to her problems, and The Brit made more inquiries about her practice without answering them, perhaps because she saw the reflective journal as a means to collect her thoughts for the post-observation meetings rather than a medium to reflect on solutions in its own right.

In terms of change, the results of the cross tabulations (see Tables 5, 12, 19) show that Biker and Bookworm reflected more on positive change with 12.8% of the total reflections; they were followed by Bookworm and The Brit with 9.5% of the total reflections; and finally The Brit and Biker with 1.2% of the total reflections. This low instance of the RC+ category for The Brit can be accounted for by the nature of her perceived problems and the change that ensued. More details about the change resulting from the action research for each participant will be given in the next section.

5.1.1.3 Private and collaborative reflection

The final aspect of reflection to be discussed in this section is private reflection and collaborative reflection, since data was gathered from both collaborative post-observation conferences and private reflective journals. The correlative statistics calculated for the reflections in both of these contexts show that there were no linear relationships between them for any of the participants (see Tables 3, 10, 17). The conclusion that can be arrived at from this information is that involvement in collaborative reflection can bring about alternative patterns of reflection. Brookfield (1995: 71) points out the dangers of self-reflection, saying that all teachers have blind spots in their work, practices and assumptions that are never investigated because they either seem to be so obviously right to us, or because we cannot see them clearly. He adds that “we also think, to a greater or lesser degree, within mental tramlines. We make habitual readings of the situations we encounter, and we respond to these in different ways that feel instinctive, natural, and somehow preordained”. Indeed, the difference between the frequency of negative and positive reflections made by The Brit in her journals ($R^- = 29.2\%$, $R^+ = 6.7\%$) is much larger than that of her colleagues ($R^- = 20.5\%$, $R^+ = 20.5\%$ for Biker; $R^- = 15.9\%$, $R^+ = 25.2\%$ for Bookworm). suggesting that The Brit tended to adopt a pessimistic approach when self-reflecting, for example “To be honest I thought it was a flop. Very few people were volunteering their ideas and I had to keep asking questions to keep the ship afloat. I felt desperate at points!” (The Brit “Reflective Journal”, p.4); “To be honest, I wasn’t particularly happy with the way the whole lesson went. It was the teaching equivalent of a bad hair day” (The Brit, “Reflective Journal”, p. 5); “But in this lesson I felt too much like the conductor of an orchestra and for too long. I found myself trying to think of ways to cut it short before I, and the students, died of boredom” (The Brit, “Reflective Journal”, p.7). Unlike Biker and Bookworm, The Brit did not write about aspects of her teaching that she liked. For her, involvement in peer observation helped her to reform her self-image as a teacher, “After the meeting: I was very surprised, but happy, to find out that [Biker] thought this was a very well-prepared lesson.... This term, both because of this study and because of my lighter work load, I have realised that I can be my old self with just a little extra

time. This has made me happy, and the feeling of apprehension before each class has gone.” Had The Brit been involved in self-reflection alone, she would have continued with her pessimistic thought patterns.

This section has dealt with the findings that arose from the cross tabulations of the data coded according to the researcher’s coding system. The following section will deal with the results of the action research, and the extent to which the participants found solutions to their perceived problems.

5.1.2 Findings related to action research

This study took the form of action research, because it was aimed at finding out how a triad of tertiary level ELT instructors reflected collaboratively and privately on their perceived problems with the aim of bringing about change in their practice. This section will summarise the findings of the action research in terms of the perceived problems chosen by the participants to have observed, and the extent to which changed occurred in their practice as a result of the study.

Each participant entered the study with his or her own set of beliefs about language, language learning and language teaching. In order to determine the belief systems of the participants, they were asked to complete the LTBS adopted from Richards and Lockhart (1996) (see Appendix E). The participants’ responses have been given in sections 4.2.1.1, 4.2.2.1 and 4.2.3.1. They were also asked to complete a chart stating the aspects of their teaching they were pleased about and those they would like to change, or their perceived problems (see Appendices B, C and D).

Borg (1997, cited in Borg, 2003: 82) states that the cognitive dimension to teaching, that is, what teachers think, believe and know, is affected by the interrelation of previous educational experiences of the teachers, their professional education, the contextual factors of their teaching and classroom experiences. By looking at the LTBS of each participant along with their list of perceived problems, it is possible to assign meaning to their classroom actions and reflections during the

study. The remaining part of this section will deal with each participant in turn in this respect.

For Biker, learning is defined as obtaining knowledge through self-study or class-study, with an emphasis on putting that knowledge into use. He believed that learning grammar is best done by doing subject-matter related tasks once the basics have been dealt with. The role he saw for his students was as explorers of the language, and his role was to provide knowledge, use appropriate techniques and monitor learning (see section 4.2.1.1). He saw his strong points as his interest in his students and their learning, his use of body language and different voices in class, his contextualisation of language points, his use of English throughout his lessons and his ability to alter the level accordingly, and his attention to pronunciation. Conversely, he acknowledges that he needs to be aware of what the students know and do not know already, that he sometimes elaborates unnecessarily on unrelated language points during a lesson, that he overemphasises accuracy and pronunciation which results in anxiety and the discouragement of the students, and that he could use the students' first language as an explanatory tool on occasions (see Appendix B).

In the study, Biker had his lessons observed for unnecessary elaboration on language, the length of the revision section of the lesson, the way he conducted practice exercises, a general view of the Listening and Pronunciation course, his use of English only in the Contextual Grammar course, the use of Turkish for clarification purposes in the Contextual Grammar course, and the use of choral repetition. These focuses are a mixture of the problems he identified before the data collection, perceived problems that became apparent as a result of the observation and some suggestions on the part of Bookworm.

Biker's approach to teaching is language-focused rather than learning-focused. His perceived problems were entirely language related, and the focuses of his action plan were all but one language related. Indeed, one of his strong points as a language teacher is his command of the English language in all aspects. He made no references to previous learning experiences or his professional education. This does

not mean they have had no effect on his practice; he just did not bring them up for discussion.

As a result of the action research, Biker consciously reduced the amount of time he allotted for the revision section of the lesson, although he did slip back into old habits on one occasion. Rather than achieving an overt, observable change in his overall teaching behaviour, Biker said that the study had helped him to take a look at his classroom practice and raise his awareness to the fact that he could plan his lessons much better and thus avoid unnecessary elaborations, and that he should not depend too much on his spontaneity.

As an observer, he tended to pick up on aspects of The Brit's classroom language. In the lesson of the first cycle he noticed how she repeated certain words rather than paraphrasing ("The Brit-Biker", p.1), and one of his suggestions was that she elaborate on language points during the feedback sessions to provide extra language input for the students. Interestingly, one of his suggestions was one of his own perceived problems. When The Brit stated that she could not elaborate on language during error correction because she believed this stage had to be focused, Biker admitted he could see her point (The Brit-Biker, p.20), a sign that he was reflecting on his own teaching while in the role of observer. Cosh (1999) states that peer observation should be carried out for the development of both observee and observer, and the current study appears to have set up a situation to make this possible. He also noticed students' pronunciation errors that had escaped The Brit (Appendix M, extracts 5, 12), reflecting the importance he gave to this aspect of the language.

In her LTBS (see section 4.2.2.1), Bookworm defined learning as the development knowledge using reasoning and applying and connecting it to new settings; and she saw her role in the classroom as providing clear, easy to understand lectures, in addition to facilitating the students' learning by providing models of effective learning strategies. In both her chart (see Appendix C) and the final meeting, she stated that while she thought that the strong points of her teaching were her carefully prepared lectures, clear explanations, and the fact that she addressed

their academic needs; she acknowledged that her approach was teacher-centred and did not encourage student interaction. She also admitted that she neglected the matter of how the students learned at the expense of what they were learning. Thus, she spent most of her timing preparing materials rather than designing appropriate learning activities, and avoided doing group work.

For Bookworm, her own learning style, her experiences as a university student and the contextual factor of her teaching at tertiary level appeared to influence her classroom practice. She admitted in the post-observation conferences that she was an individual learner (extract 24) and that she regarded reading as an individual process (extract 22). Another recurring explanation in the post-observation conferences was her previous learning experiences (see Appendix J, extracts 5, 18 and 24); and her beliefs about teaching at university level (extracts 18 and 28). She was obviously aware of these problems, and they were real problems hindering learning according to the student feedback, and through the action research and her willingness to try out new approaches she was able to bring about positive change in her practice.

As an observer, she had remarked that she had learned a lot from working with Biker (see Appendix J, extract 5), so Cosh's (1999) criteria that it should not only be the observee teacher but also the observer who learns from the process of peer observation has also been met in Bookworm's case. She suggested Biker used Turkish to explain complex language points, and choral repetition in his pronunciation classes. She used Turkish in her own classes to create a supportive atmosphere ("Bookworm-The Brit", p.25); and choral repetition, she told the researcher in an informal conversation, was a technique she had seen during her own university education.

Of all the participants, Bookworm was the one to have undergone the most observable change in her practice. At the beginning of the study, the general picture of her classes was that of a teacher at the front of the class doing most of the talking, answering her own questions and with 5 or 6 students raising their hands to participate. At the end, more students were actively engaged in group work activity

while the teacher was able to monitor all the students as she went round the groups. This change is also reflected in the student feedback. The study brought about a change at the awareness level also, and in the final meeting Bookworm admitted that she now realised that how students learn was as important as what they learn.

In The Brit's LTBS (see section 4.2.3.1), she stated that she believed learning was an individual and social process which brought about permanent changes in behaviour. In her opinion, learning how to speak can only be done by speaking, and she added that students should be given opportunities to speak in different situations. Her students were expected to be active, autonomous learners. Rather than being an imparter of knowledge, she saw her role as providing exposure to language, drawing attention to useful language and giving students opportunities to learn. She listed her strong points as having a good rapport with the students, being able to remember their names, being able to make them feel comfortable in class, paying attention to their ideas, trying hard to make lessons interesting, incorporating new ideas into her courses very year, using facial gestures and body language effectively, and enjoying what she did. The aspects of teaching she would like to change are quite lengthy and can be found in Appendix D. To summarise them, it can be said that they are largely about the mechanics of group work activities and about the students.

The focuses that were chosen for observation by The Brit during the study were the setting up of group work, the feedback session, elaboration of language points to create more language input, teacher talk speed, whether or not she tended to ignore one part of the class, the accuracy stage of the speaking lesson. These focuses are a mixture of the problems that The Brit had identified at the beginning of the study, comments that appeared in student feedback, problems that became apparent during the observations, and a suggestion by Biker.

The Brit was very student-conscious. She stated her rapport with them, her being able to remember their names and her giving importance to their ideas as strong points; but she also admitted that she often listened to them too much, and gave too much importance to their expressions that it caused her to overcompensate. Unlike Bookworm, The Brit saw group work as a standard procedure in her classes.

Rather than deciding whether or not to use it as a technique, her concerns were more related to how to set it up effectively and whether the students knew what they were supposed to be doing. This reflects her idea that she believed learning was a social process. In the final meeting, she stated that her post-graduate education and the emphasis it gave on the learning aspect had formulated her approach. However, she acknowledged that she had probably come to neglect the language aspect, saying that she was more concerned about how the students were learning than what they were learning. This had obviously reflected in her teaching, as Biker had picked up on several points in her lessons where she could have spent more time dealing with the language (see Appendix M, extracts 1, 9, 10, 14).

In terms of change, The Brit's classroom practice did not undergo any considerable change. She polished up her group work activities with a few simple techniques. The change she experienced was at an awareness level. She realised that she had neglected the language aspect of teaching, possibly because of her being a native teacher and possibly because of the focus on learning of her post-graduate education, and she decided to spend more time thinking about this before her classes. She also realised more clearly the backgrounds of her students when they arrived in the first year of the university studies, and decided to make some adaptations to her course design to incorporate their needs in terms of speaking skills the following year. She had also been able to take a glance of herself as a teacher, and realised that she viewed herself and her teaching more pessimistically than necessary.

As an observer, it was interesting to see that The Brit picked up on the emphasis on individual learning in Bookworm's classes that seemed to be causing her to talk more and suggested implementing group work, a technique she used in her Oral Communications Skills course.

As it can be seen, each participant was very different. The way they viewed language, learning and teaching appeared to affect their practice, and how they viewed their own practice and that of others. When searching for solutions for their partners, they tended to look to themselves. Interestingly, each participant had very different focuses: Biker on language, Bookworm on cognitive learning, and The Brit

on the students and collaborative learning. By observing and being observed by each other, they had an opportunity to share a part of themselves.

The change that the participants experienced was generally related to the routines they had fallen into over the years of teaching. They were all experienced teachers in terms of years in the profession, Biker having over 20 years, The Brit having nearly 20 years, and Bookworm having 12 years teaching experience; and they were not concerned with how to teach, but rather how they were teaching. All three of them had fallen into some kind of rut, Biker relying on his strong language command and not planning carefully; Bookworm with her teacher-centred approach that was tiring her; and The Brit with her over-critical self-image and nostalgic search for the times when she felt like a “good teacher”. This action research study provided each participant with the opportunity to take a step out of their situations to explore aspects of their teaching that were potential causes of burn-out, as suggested by Schön (1991: 61).

This triad of university ELT instructors was interesting in that there was one male participant and one native-speaker. The gender differences have been touched on in the previous section, at this point the native-non-native aspect will be dealt with briefly. Medgyes (2001: 435) summarises the perceived differences in teaching behaviour between native English speaking teachers and non-native speaking teachers. Not all of these generalisations are applicable in the given case. For example, both Bookworm and Biker have an excellent command of English and use it confidently, in fact the latter used no Turkish at all; and The Brit frequently uses the students’ language and is empathetic in her approach, perhaps too much so. However, some do seem to ring true. Biker, for example, focused much more on accuracy of form and pronunciation, and frequently corrected the students’ errors; he also preferred controlled practice activities. Bookworm favoured frontal work over group work and adopted a guided approach, sometimes to the point of doing all the work for the students. She stated that she preferred to be at the front because she felt in control (Bookworm, “Bookworm-The Brit”, p.8). The Brit focused on fluency and meaning and tolerated errors, to the extent that she overlooked some important

aspects of accuracy, considering that the students in question were prospective language teachers. She also favoured group work and freer activities. In fact, she referred to the accuracy-based lesson which was the focus of the final cycle as “very painful” for her (The Brit, “The Brit-Biker”, p.26), and admitted that she did not feel comfortable at the front of the class (“Reflective Journal The Brit”, p.7). Given these preferences, the pairing up of participants, though unintentional, seems to have been appropriate in providing a balance.

This section has discussed the findings of the action research in relation to teacher beliefs and perceived problems. The next section will present the answer to the first research question of how the participants reflected collaboratively and privately on their perceived problems.

5.2 Answer to Research Question 1: How do the participants reflect collaboratively and privately on their perceived problems?

Reflection is an abstract concept, and it has been made observable in this study by coding the reflective journals and transcriptions of the post-observation conferences of the participants involved in this study. The initial qualitative analyses of the data showed the occurrence of certain modes of reflection, to which the researcher assigned codes (see sections 4.1.1, 4.1.2, 4.1.3 for the full lists). Quantitative analyses revealed that certain modes of reflection tended to occur more frequently according to the role of the participant (observer or observee teacher), and the context of reflection (problem or change). Correlative statistics showed that there were no linear relationships between the reflective patterns of each observer in their post-observation conferences and those of their reflective journals, suggesting that collaborative reflection encouraged different patterns of reflection to private reflection. During the analyses, it became apparent that certain modes of reflection tended to co-occur with others in both media of reflection. The researcher constructed matrices to reveal the most frequently occurring sequences of reflections in the conferences and journal entries (see sections 4.3.1.5, 4.3.1.6, 4.3.1.5, 4.3.2.6,

4.3.3.5, 4.3.3.6), and certain patterns were revealed. These patterns have been called ‘consecutive reflections’ in this study after Öniz (2001: 213).

In this section, the consecutive reflections occurring in the extracts of the transcribed post-observation conferences and journal entries coded as reflection on problems for each participant will be described, discussed and exemplified, and thus the first research question will be answered. In order for the following discussion to be followed easily, the reflective categories and their codes are given below in Table 22.

Table 22: The list of reflective categories used in the current study and their codes

Symbol	Explanation
R	general reflection
R+	positive reflection
R-	negative reflection
R?	inquiring reflection
RR	reflection on reasons
RS	reflection on solutions
RM	metaphorical reflection
RN	reflection on new discoveries
RC+	reflection on positive change
RC-	reflection on negative change
Com	commitment to make change

5.2.1 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between Biker and Bookworm

Interestingly, the most frequently occurring consecutive reflections in the context of reflection on problems during the post-observation conferences between Biker and Bookworm did not include any instances of the R- code. These consecutive pairs consisted of observee-observer and observer-observee interactions rather than chains of observee/observer reflections, a phenomenon which indicates the dialogic nature of the interaction. That is to say, the post-observation conferences

were conducted as a dialogue as Bailey (2006: 92) suggests rather than a monologue on the part of either the observer or the observee.

Figure 4 below represents the consecutive reflections found.

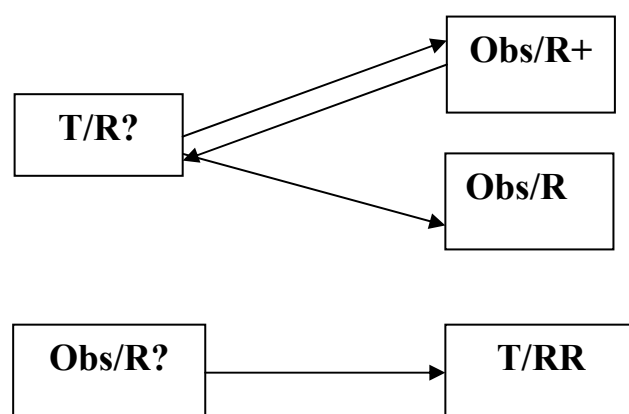


Figure 4: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between Biker and Bookworm

Table 23 below displays the examples of the most frequent consecutive reflections with examples from the transcribed post-observation conferences. To ensure continuation, the whole of the particular part of the extract in which these reflections were found are given, with the consecutive reflections included in bold print. The numbers in italics in the left column indicate the number assigned to each example which will be referred to in the explanations. The same tabulation system will be applied to each table for each participant in the ensuing sections.

These consecutive reflections repeat themselves either as a single pair, such as (T/R? Obs/R+) in example 1; or as a chain, for example (Obs/R? T/RR Obs/R? T/RR) in example 2.

Biker and Bookworm's main reflective sequences seem to consist of questions and answers: Biker asking questions and Bookworm answering them with a general or positive observation; or Bookworm asking a question and Biker replying

with a reason. Despite the focus of reflection being perceived problems, neither participant dwelt frequently on the negative aspects of the lesson. Biker as the observee takes on an exploratory role, asking what Bookworm has observed about his teaching; the latter, who had remarked during the data collection procedure that she had admired Biker's teaching, focused on general and positive aspects in reply.

Table 23: Examples of the most frequently occurring consecutive reflections in the post-observation conferences between Biker and Bookworm

Cycle	Reflection Summary	Role/Ref/Cont
Cycle 1	Deviating from the focus of the lesson	
Extract 1	asks if he was patient enough	T/R?/slf-t
	said she thought he was	Obs/R+/t-attrib
1	expresses his happiness at this	T/R+/t-attrib
	asks why he elaborated on the use of " V1" and "V2"	Obs/R?/lang-gr,t-
Extract 2	expressions	act
	explains that he wants the students to use the correct terminology	T/RR/st-lrng, lang-gr
	asks if he could have discussed it in a different class	Obs/R?/t-act
	says it was related to the current topic	T/RR/lang-gr
	adds that he realises he should have dealt with it in a different	
2	lesson	T/R-/lang-gr
Cycle 3	Approach to practice exercises	
Extract 12	asks if he thinks it appropriate to conduct communicative activities at this level	Obs/R?/t-blfs, acty
	comments that the book has practice for the students	T/RR/st, mat-cb
	adds that he would devise such activities for lower level	
3	students	T/RR/slf-blfs, acty
Extract 14	asks what he would like to have observed next class	Obs/R?/obs
	wonders if his use of L1 from time to time would help	T/R?/t-lang
	echoes his ideas	Obs/R/t-lang
	asks what she thinks	T/R?/t-lang
	asks if he means for clarification	Obs/R?/t-lang
	agrees that he means for clarification of language points	T/R/t-lang,lang-cont
	asks if she thinks he should try it	T/R?/t-lang
	comments on him always using English	Obs/R/t-lang
		T/R?/st-comp, t-
	asks if his using Turkish will help them to understand	lang
	comments on him paraphrasing himself	Obs/R/t-lang
	asks if there were any communication problems arising due to his using English	T/R?/t-lang, st-
	comments that he was audible enough and did not speak quickly	comp
		Obs/R+/t-tlk-spd
4	says he can give it a try	T/Com/t-lang

Table 23 continued

Cycle	Reflection Summary	Role/Ref/Cont
	asks if they should focus on this point	Obs/R?/obs
	asks if there is anything else they could focus on	T/R?/obs
	suggests the communicative part of the lesson	Obs/R/acty
5	but remarks on the lack of time	Obs/R-/tim
Cycle 4	General view of Listening and Pronunciation course	
Extract		
16	states that he presented the problematic sounds first	T/R-/tech, lang-prn, lang-lis
	wonders if he should have given the dialogue first	T/R?/tech
6	says he provided both explicit and implicit instructions	Obs/R+/tech-inst
Cycle 5	Using only English	
Extract		
17	asks if there was any point when he could have used Turkish	T/R?/t-lang
	mentions the language points which he could have explained in Turkish	Obs/R/lang-cont
7	reflects on the structure of these language points	T/R/lang-gr

5.2.2 Consecutive reflections occurring in the context of reflection on problems in Biker's reflective journal

The most frequently occurring consecutive reflections in the context of reflection on problems in Biker's journal centre on the three codes R, R+ and R-. Figure 5 below represents their co-occurrence.

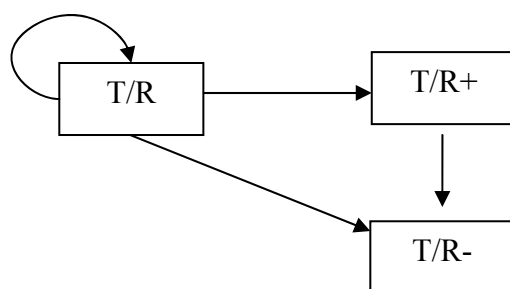


Figure 5: The most frequently occurring consecutive reflections in the context of reflection on problems in Biker's reflective journal

Table 24 below gives examples from Biker's reflective journal which show these consecutive reflections.

Table 24: Examples of the most frequently occurring consecutive reflections in Biker's reflective journal

Entry	Reflection summary	Role/Ref/Cont.
Entry 1	Deviation from focus of lesson	
Extract 1	<i>Revision section</i>	
	comments on how he conducted the revision section	T/R/t-act,lang-gr
	and adds that the students performed well	T/R+/st-perf
	explains how he tries to get students involved	T/R+/t-act,st-prt
	admits he had not planned some of the contexts	T/R-/t-pln
	comments he was successful getting across his message	T/R+/t-act
1	remarks that the revision part went on longer than planned	T/R-/t-act,t-pln
Extract 2	<i>Lack of time</i>	
	describes how he presented the new language point	T/R/t-act,slf-lrn,lang-gr
	remarks on lack of time for exercises	T/R-/cm-tim,mat-cb
2	describes how he approached the exercises he selected	T/R/t-act
Entry 4	<i>Deductive approach to activity</i>	
	says that he asked students if presenting the sounds first	
Extract 6	helped them	T/R/acty
	remarks that some were unsure	T/R-/st
	says he should use a variety of texts in the pronunciation	
3	course	T/Com/acty, prn
Extract 10	<i>Conclusion</i>	
	states it was not a tiring session for either him or the students	T/R+/slf, st
4	admits he should have planned time for practice exercises	T/R-/t-pln,acty,fdbk
Entry 7	Using choral repetition	
Extract 13	<i>Students' problems with listening</i>	
	comments that students need better note taking skills	T/R-/st-perf
	remarks on how apprehension impeded their listening comprehension	T/R-/lang-l,st-aff,st-comp
	suggests psychological training to overcome this	T/RS/st-aff
	says he had to give them some strategies between the listening	T/R-/t-act,lang-l
5	remarks that he should have done this beforehand	T/R-/t-act

As is seen from Table 24, these consecutive reflections occur as pairs, for example T/R:T/R- (example 3) and in longer sequences, such as in example 1. The cross tabulations for Biker's reflective journal showed that he reflected in these three modes (R, R+, R-) most frequently, and now it has been shown that these three modes are most likely to co-occur.

5.2.3 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between Bookworm and The Brit

The post-observation conferences between Bookworm and The Brit in the context of reflection on problems were characterised by consecutive pairs of the same reflection category. The R- code occurred most frequently, which shows that both participants acknowledged and focused on the problematic areas of Bookworm's teaching. The occurrence of the Obs/R+ and T/R+ categories show that they tried to balance the reflection on problematic aspects with positive reflections.

Figure 6 represents the most frequently occurring consecutive pairs found in this context.

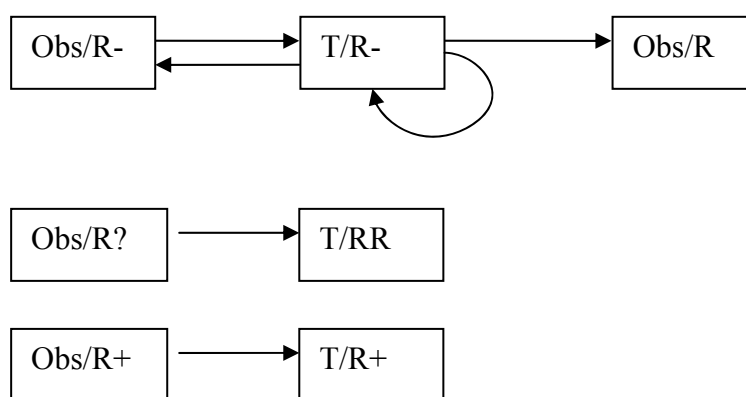


Figure 6: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between Bookworm and The Brit

As is seen, the consecutive reflections of Bookworm and The Brit consisted of observer-observee interactions rather than chains of observee/observer reflections, showing the dialogic nature of the conferences. The interaction concentrates on the negative reflection of both the observer and the observee. Unlike the conferences between Biker and Bookworm in which the former as the observee did the most inquiring about his own teaching, in these conferences the observer inquires more about the reasons behind the observer's actions.

Table 25 gives examples of these consecutive reflections from the transcribed post-conference meetings, and as can be seen, these consecutive pairs occurred alone, as in examples 2 and 7; in chains of three as in examples 3 and 8; or in longer chains, such as example 4. The mirroring of reflective category by both the observee and the observer could be explained by the claim by Tannen (1990, cited in Franzwa and Lockhart, 1998: 187) that women generally communicate to support each other. By responding in the same reflective mode, Bookworm and The Brit were forming a bond of empathy between each other.

Table 25: Examples of the most frequently occurring consecutive reflections in the post-observation conferences between Bookworm and The Brit

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 1	Teacher talk time 1	
Extract 1	<i>Questioning techniques</i>	
	comments on Bookworm's questioning techniques	Obs/R-/qtech
	agrees that she asks and answers the questions herself	T/R-/qtech
1	points out that this was the general picture of her class	Obs/R-/qtech
Extract 2	<i>Reasons for helping the students</i>	
	points out that Bookworm was doing all the work in the class	Obs/R-/t-act
	admits she is tired	T/R-/slf-t
	echoes Bookworm's ideas	Obs/R-/t
	suggests giving some of the workload over to the students	Obs/RS/t-act, st-prt
	says the students appeared to be sitting waiting for the teacher	Obs/R-/cm
	and that she was doing everything for them, like a Turkish mother	Obs/RM/t-attrib
	admits that her help might not facilitate their learning	T/R-/t-act, st-lrng
	asks why she helps them so much	Obs/R?/t-act
2	says she wants to give them more explanations	T/RR/tech, lang-wr
Extract 5	<i>Conclusion</i>	
	says that her teaching approach depends on the way she was taught	T/RR/slf-lrn
	says she does not like group work	Obs/R/t-attrib
	says she does not trust anyone	T/R-/slf
	adds that she could never work with her friends at university	T/R-/slf-lrn
	says she cannot get satisfaction from a student's response	T/R-/st-perf
3	and adds that this is a great influence on her teaching	T/RR/slf-lrn, slf-t

Table 25 continued

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 2		
Extract 8	asks what she feels about this	Obs/R?/t-ctrl
	4 says that she feels she needs to give them hints	T/RR/qtech
	admits that the interaction was still teacher-centred	T/R-/st-int
	5 says there was no student-student interaction	Obs/R-/st-int
	says she is not happy with her current approach	T/R-/cm
	says there should be more interaction	T/R-/st-int
	says she always tries to manage the whole class	T/R-/cm
	referring to the "divide and rule" principle, says it is easier to control small groups	Obs/RM/t-ctrl, gw, st-prt
	6 says it is not so easy	T/R-/t-ctrl
Cycle 3		
Extract 12	<i>Question types</i>	
	points out that she is still asking and answering her questions	Obs/R-/qtech
	admits she asks them to confirm her	T/R-/qtech
	reflects on the reasons for this	Obs/RR/qtech, t-opp
	says it might be because she did not allow them much time	T/RR/qtech, t-opp
	says she noticed how she started a sentence	Obs/R-/qtech
	completes The Brit's sentence by saying she provided her own answers	T/R-/qtech
	7 suggests that this type of question might confuse the students	Obs/RR/qtech
Cycle 4		
Extract 16	<i>Noise level</i>	
	remarks on the extra noise	Obs/R-/gw-noise
	agrees	T/R-/gw-noise
	comments on her having to tell them to be quiet	Obs/R-/gw-noise
	asks her if she felt out of control during the group work	Obs/R?/cm-gw, t-ctrl
	8 admits that she did sometimes	T/R-/t-ctrl, st-bhv
Cycle 5		
Extract 22	adds that the students said they did not think she ignored them	Obs/R+/st, trt-st
	remarks that this was good	T/R+/trt-st
	suggests that it might not actually be a problem	Obs/R+/trt-st
	adds that she always tries to praise the students and create a	
	9 supportive atmosphere	T/R+/trt-st, t-lang
	comments that she addresses groups as a whole rather than individual students	T/R/trt-st, cm-gw
	suggests there might be a problem there	T/R-/cm-gw, tr-st
	says she did not think so	Obs/R+/cm-gw, trt-st
	10 adds that the students were collaborative	T/R+/st-bhv

5.2.4 Consecutive reflections occurring in the context of reflection on problems in Bookworm's reflective journal

While the most frequently occurring reflective pairs in the post-observation conferences between Bookworm and The Brit centred on the R- code, those in Bookworm's journal in general centred on the R+ and RC+ codes. Figure 7 represents the most frequently occurring consecutive reflections in Bookworm's reflective journal.

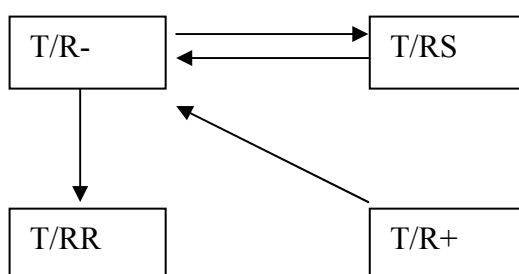


Figure 7: The most frequently occurring consecutive reflections in the context of reflection on problems in Bookworm's reflective journal

These findings show that Bookworm frequently reflected on reasons and solutions together with her reflections on problems. She generally reflected on reasons following a negative reflection. Reflections on solutions either preceded or followed negative reflections.

Table 26 shows examples of these consecutive reflections from Bookworm's personal reflective journal. The findings show that these consecutive reflections occurred in pairs, such as in examples 1, 2, and 3. Example 6 shows a sequence of three consecutive reflections, while example 5 has two pairs of consecutive reflections. Example 4 is a more complex sequence of reflections involving three pairs of consecutive reflections in which Bookworm admitted she jumped in to help the students too much (R-), for which she gave the reason (RR) that she did not feel comfortable if she did not help them. She suggested that getting them to write on the board would give them time to think (RS). This was followed by an admission of the

fact that she did not give any control to the students (R-), to which she suggested getting them to discuss their answers first (RS). However, she acknowledged that this would take time (R-).

Table 26: Examples of the most frequently occurring consecutive reflections in Bookworm's reflective journal

Entry	Reflection summary	Role/Ref/Cont.
Entry 1	Teacher talk time 1	
Extract 3	<i>General picture of the lesson</i>	
	admits the class was monotonous, with her talking a lot	T/R-/t-tlk-tim,qtech
	explains she felt the necessity to speak because of the silence	T/RR/st-prt,t-tlk-tim
	says the lesson was teacher-centred, with lots of teacher talk and no student interaction	T/R-/t-act,st-int,-tlk-tim
Extract 4	<i>Reflections on reasons and solutions</i>	
	asks why she was not able to get any response from the students	T/R-/st-perf
	answers her question by saying the students were not able to understand her	T/RR/st-comp,t-tlk
	because she speaks quickly	T/R-/t-tlk-spd
	says she speaks quickly in Turkish	T/RR/t-tlk-spd
	suggests she could have written key concepts on the board and she could have given the students more time to think about the answers	T/RS/t-act,mat-cb,t-tlk-spd
	says she relied only on the book, and she had not prepared extra materials	T/RS/qtech
Extract 5	<i>Focusing on students</i>	
	says she tends to reflect on an individual students understanding rather than the whole	T/R-/t-attrib,st-comp,st-prt
	says she could have split the class into small groups	T/RS/cm-gw,st-int
Entry 2		
Extract 7	states that she discovered that she did not give enough time to the students	T/RN/t-act
	and that she jumps in to help them	T/R-/t-act
	explains that she feels uncomfortable if she does not help them	T/RR/t-attrib
	suggests that getting them to write on the board would give them more time to think	T/RS/mat-cb,st-comp,t-act
	admits she did not give over some of the control to let them cooperate in groups	T/R-/t-ctrl,cm-gw
	suggests she could have got the students to discuss their answers	T/RS/cm-gw
	admits it will take time to get them to work in groups while reading	T/R-/cm-gw,lang-r

Table 26 continued

Cycle	Reflection summary	Role/Ref/Cont.
Entry 3		
Extract		
10	<i>Negative aspects of the lesson</i>	
	remarks that although the class went well	T/R+/acty
	she was not entirely satisfied	T/R-/t-attrib
	admits she buried her head in the book while they were reading	T/R-/t-act
		T/RR/t-
		act,lang-
		r,mat-cb
	5 explains that she was reading between the lines	
Entry 5		
Extract		
16	<i>Weaknesses of the lesson</i>	
		T/R+/slf-
		blf,mat,lang-
	mentions the advantages of using literature in reading classes	r,acty
	admits the lesson could have been more student-centred	T/R-/acty
	6 suggests using literature circles to make it more cooperative	T/RS/tech,acty

5.2.5 Consecutive reflections occurring in the context of reflection on problems in the post-observation conferences between The Brit and Biker

The most frequent consecutive reflections in the post-observation conferences between The Brit and Biker occurred in the context of reflection on problems.

Figure 8 represents the most frequent consecutive reflections observed in the post-observation conferences between The Brit and Biker. These findings show that most of the reflection on problems centred on the R- code, with a negative reflection on the part of the observee being followed by a reflection in the same mode by the observer and vice versa. The observee was also likely to follow a negative reflection with another negative reflection. A negative reflection by the teacher was also followed by an inquiring reflection by the observer; and when the observer reflected negatively, the observee was seen to offer reasons. A pattern typical of the post-observation conferences between these two participants was a commitment made by the observee being followed by a reflection on solutions by the observer, in which the latter reinforced the benefits of the solution. Positive reflections on the part of the observer were also followed by reflections in the same mode by the observee. These

patterns show that, as with the cases of the other two participants, the post-observation conferences had taken the form of a dialogue.

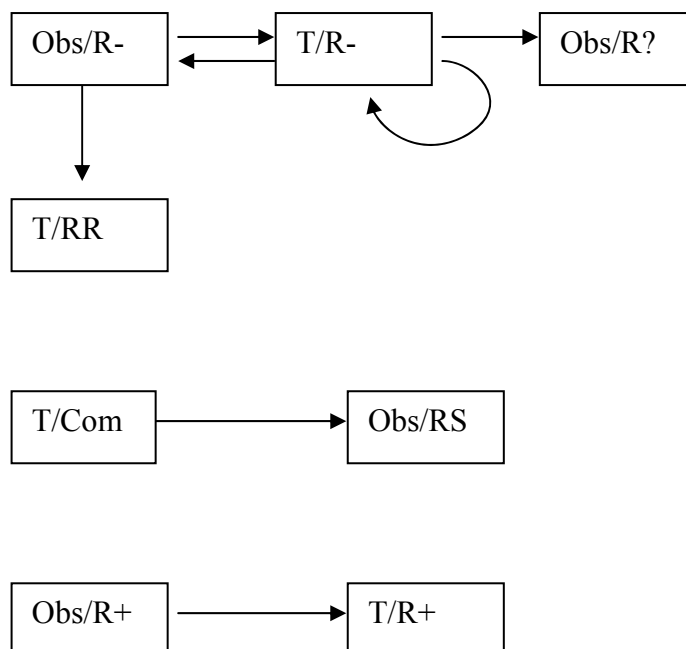


Figure 8: The most frequently occurring consecutive reflections in the context of reflection on problems in the post-observation conferences between The Brit and Biker

Table 27 gives examples of these consecutive reflections from the post-observation conferences between The Brit and Biker. As was seen in the cases of the other participants, the consecutive reflections largely occur in pairs, such as in examples 1, 6, 7 and 9-20. There are also sequences of the same code, such as the T/R- chain in example 2; sequences of pairs, such as the T/R:Obs/? chain in example 3. Examples 4, 5 and 8 have more complex sequences of different codes.

Table 27: Examples of consecutive reflections from the post-observation conferences between The Brit and Biker

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 1	Setting up group work	
Extract 1	handing out material individually	Obs/R-/t-lang, voc, tech
	1 reason: makes sure all have got one, uses time to explain activity	T/RR/stg, slf-t
Extract 2	forgot to give them a focus	T/R-/t-act, acty
	difficult to get low energy group to move	T/R-/st-bhv
	comments on low energy students	Obs/R-/st-bhv
	2 took ages to get students to move	T/R-/inst, st-comp
	problem of students sitting in wrong place	T/R-/gw-org
	asks what she means by wrong place	Obs/R-/gw-org
	explains how she had to repeat instructions	T/R-/inst, gw-org
	asks if Ss did not understand	Obs/R-/inst, st-comp
	contemplates on clarity of instructions	T/R-/inst
	puts it down to the students	Obs/RR/st-bhv
	agrees, says can't always blame herself	T/R-/slf-exp, st-bhv
	3 reflects on the size of a group	T/R-/gw-org
Cycle 2	Setting up group work 2	
Extract 5	was feedback appropriate?	T/R-/tech-fdbk
	own feedback was too diplomatic and ineffective	T/R-/t-lang-cont
	did they get the message?	Obs/R-/st-comp
	feedback should have been more "in the face"	T/R-/t-lang-cont
	4 agrees feedback should have been more direct	Obs/R-/t-lang-cont
		Obs/R-/tech-fdbk, mat-bb
Extract 7	remarks on T making verbal correction only	T/RR/tim
	does not want to spend too much time	T/R-/tim, mat-bb
	acknowledges imbalanced approach to use of the board	T/R-/tech, mat-bb
	acknowledges need to use board more efficiently	T/R-/tech-fdbk
	5 admits need for a written dimension to feedback session	T/R-/tech-fdbk
Cycle 3	Focus on feedback session	
Extract 9	reflects on a student error and how she might have elaborated on it	T/R-/tech-ec, st-lang
	6 says how he does this, but gets carried away and needs to know limits	Obs/R-/slf-tchr, t-act
Extract 10	realises she could categorise the errors	T/Com/tech-ec
	suggests vocabulary spidergrams	Obs/RS/tech-fdbk, voc
	reflects on suggestion	T/RS/tech-fdbk, voc
	mentions limited use of vocabulary by teacher	Obs/R-/t-lang, voc
	puts this occurrence down to "native speaker laziness"	T/RR/slf-attrib, lang
	decides she needs think about the language before the lesson	T/Com/t-pln, t-lang, voc
	7 repeats suggestion of elaborating on grammar and vocabulary	Obs/RS/tech, voc

Table 27 continued

Cycle	Reflection summary	Role/Ref/Cont.
Extract		
11	reflects again on suggestion of elaboration on vocabulary suggests elaboration on grammar for confusion of "raise" and "rise" decides that this section could be longer and more elaborated reflects on elaboration on language related to speaking	T/RS/ot,oc,st-lang Obs/RS/tech-ec,gr T/Com/acty Obs/RS/prn,sp
8	mentions the reason for this being an overall aim of speaking as a skill	Obs/RR/sp
Extract		
12	repeats suggestion of elaboration on language points begins to make a commitment completes commitment mentioning grammar,vocabulary and pronunciation	Obs/RS/tech,gr,sp T/Com/tech Obs/RS/gr,voc,prn
9	makes a commitment to try this next time	T/Com/tech
	mentions mispronounced "mustn't"	Obs/R-/st-lang,prn
10	says such errors do not register	T/R-/st-lang
Cycle 4	Focus on error correction	
Extract		
16	says she'd like to see if she makes contact with all the students comments on how she had noticed it the previous night, felt uncomfortable admits having a similar problem, thinks about being observed himself	T/R/obs T/R-/t-slf,bl Obs/R-/slf-tchr,obs T/RR/slf-tchr,bl,mat-bb
11	repeats how she had noticed it and attributes it to position at board remarks that some students might feel left out	Obs/R-/st-aff
Cycle 5	Does The Brit ignore some students?	
Extract		
18	comments on quiet members of class possibly waiting for attention	Obs/R-/st-prt
12	comments on how she appears to speak to one part of the class	T/R-/t-bl
Extract		
19	comments on quiet members of class possibly waiting for attention comments on how she appears to speak to one part of the class	Obs/R-/st-prt T/R-/t-bl
	remarks she could change the seating arrangement, or just try to focus on them	T/Com/cm,trt-st
13	comments that the latter option would be easier	Obs/RS/cm
Extract		
21	remarks that all students get some attention,and there is not a big problem	Obs/R+/trt-st st ind diff
14	agrees it is not a hindrance	T/R+/trt-st
	comments that there is enough language input for all types of students agrees, and makes commitment to look more toward the right of the class	Obs/R+/lang st ind diff T/Com/bl
15	says she can try and see what happens	Obs/RS/t-bl

Table 27 continued

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 6	Does the Brit speak too quickly?	
Extract		
24	refers to specific example of The Brit is speech, saying it was slow comments that she was in "teaching mode" at this point and that it is when she is giving extra information that she might speed up remarks that it would be normal for her to speed up in these instances mentions students' comments that they realised they had to get used to her speech	Obs/R+/t tlk spd T/RR/t tlk spd T/R-/t-tlk-spd Obs/R+/t-tlk spd T/R+/t-tlk st
Cycle 7	Focus on the accuracy part of the lesson	
Extract		
25	states aim was to focus on the known aspect before going onto the unknown aspect asked if she thought it worked admits she found the lesson painful because of students' unresponsiveness	T/RR/t-act, lang-cont Obs/R?/t-act T/R-/st-prt, st-comp
17	comments on noticing her having a hard time	Obs/R-/t-act
	comments that they caught on to the point later in the lesson	Obs/R+/st-comp
18	agrees	T/R+/st-comp
Extract		
27	describes activity she adapted from the listening exercise in the course book says she thought it went on for too long remarks that the intonation pattern is not easy to catch	T/R/t-act, lang-lis, mat-cb T/R-/acty, tim Obs/R-/lang-cont
19	agreed the students had difficulty	T/R-/stcomp
	comments that they were not able to transfer the new knowledge to the fluency activity concludes that intensive accuracy work does not lead to ability to use the language	T/R-/st-perf T/R-/acty, st-lrng Obs/R?/st-lrng, lang-cont
	asks if she thought it possible to grasp this language point in one lesson	lang-cont
20	states that this was her point	T/R-/st-lrng

5.2.6 Consecutive reflections occurring in the context of reflection on problems in The Brit's reflective journal

The entries in The Brit's journal were characterised by a focus on negative reflection, with a frequent occurrence of the inquiring reflection code. Figure 9 represents the most frequently occurring consecutive reflections found.

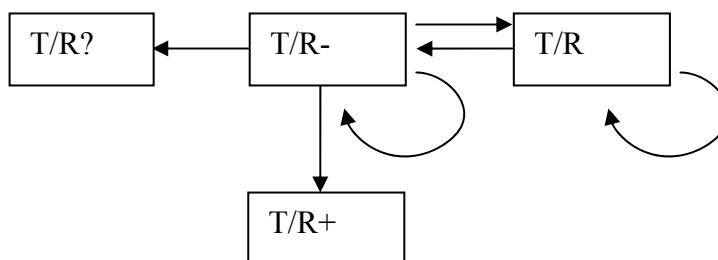


Figure 9: The most frequently occurring consecutive reflections in the context of reflection on problems in The Brit's reflective journal

It can be seen that when The Brit focused on a negative aspect of her teaching, it was usually followed by another negative reflection, a positive, general or inquiring reflection. A high frequency of occurrence for the inquiring reflection category was recorded in The Brit's journal, and, coupled with the absence of the RS category, it becomes apparent with this representation of the analysis that The Brit tended to ask questions after negative reflection in search for a solution to the perceived problem rather than suggesting solutions directly.

Table 28 gives examples of these consecutive reflections from The Brit's reflective journal. The findings in the table show that while these consecutive reflections occur in pairs, such as in examples 2, 8 and 10, the majority of The Brit's private reflections occurred in long sequences of R, R+ and R- combinations. This is perhaps a reflection of the fact that, unlike the other two participants, The Brit did not spend time structuring her thoughts before she wrote them, but rather adopted a stream-of-consciousness approach and wrote down her thoughts as they occurred.

Table 28: Examples of the most frequent consecutive reflections in The Brit's reflective journal

Entry	Reflection summary	Role/Ref/Cont.
Entry 1	Setting up group work	
Extract 1	comments day group are less responsive than evening group mentions apprehension about activity would go comments on introduction to activity going well gives too much time to complete questionnaire mentions how group sizes were uneven but did not do anything says she should have acted, because participation was difficult comments on how well activity went, and how well students 1 did	T/R-/st-prt T/R-/acty,st-prt,int T/R+/t-act, acty T/R-/t-act,tim T/R-/gw-org,t-act T/R-/gw-org,st-prt T/R+/acty,st-prt,int
Entry 2	Setting up group work 2	
Extract 3	mentions her feedback being too diplomatic wonders if this hinders the students learning 2 wonders how she can make sure the students are working	T/R-/tech-fdbk,st-aff T/R-/tech-fdbk, t-opp,st-lrn T/R-/st-prt
Extract 4	describes how she gave feedback after each group remarks on it being passive wonders how she could make it more interesting points out that students recognise their errors but adds that they continue to make them wonders if she allowed enough time for this stage 3 decides to focus on feedback stage next time	T/R/tech-fdbk T/R-/tech-fdbk T/R-/tech-fdbk T/R+/st-lrn T/R-/st-perf T/R-/tech-fdbk, tim T/Com/tech-fdbk
Entry 3		
Extract 5	<i>Reflections on feedback</i> begins with description on activity remarks the activity was "a flop" in terms of student participation remarks that lack of language production yielded few errors says she noted down errors as they occurred adds she thought it was conspicuous wonders how to handle this less conspicuously reports that she waited until the activity "died a painful death" and adds that she wrote the errors on the board comments that there were errors of vocabulary and pronunciation 4 wonders if there were any she missed	T/R/acty,tech-fdbk T/R-/acty,st-prt,t-act T/R-/st-lang,tech-ec T/R-/t-act,tech-ec T/R-/t-act T/R-/t-act,tech-ec T/R-/acty,t-act T/R-/t-act,tech-ec,mat-bb T/R/st-lang T/R-/st-lang,tech-ec

Table 28 continued

Entry	Reflection summary	Role/Ref/Cont.
Entry 4		
Extract 6	comments on focus of observation	T/R/obs,lang-cont,tech-ec
6	remarks that she was not pleased with the lesson	T/R-/acty
	remarks on how she wrote erroneous utterances on the board	T/R/t-act,tech-ec,mat-bb
	repeats focus of observation	T/R/obs,tech-fdbk
	states that not all errors gave the opportunity for elaboration	T/R-/tech-ec
	states belief that the feedback section should be limited	T/R/blf, tech-ec
		T/R/blf, lang-cont,tech-fdbk
7	adds she sees the input stage as time for elaboration	
Entry 5		
Extract 8	states focus of the observation	T/R/obs,trt-st
	thinks that she has a blind spot to her right when at the front of	
8	the class	T/R-/bl,trt-st
	remarks that this is not because of her having favourite	
	students	T/RR/bl, trt-st
	points out the coincidence of the quieter students sitting to her	
	right	T/R/st-ind diff,st-bhv
	remarks that she reduces her attention to anxious-looking	
	students	T/R-/st-aff,t-act
	says how she relies on students' facial expressions	T/R+/st-ges,t-act,acty
	comments how her worst nightmare is a class of blank looks	T/R-/st-ges
		T/R-/st-ges,st-aff,t-act
	mentions passing over anxious or angry-looking students	
	adds that she relies on participative students to keep the lesson	
9	afloat	T/R/st-prt
Entry 6		
Extract		
10	writes she felt the activity went on for too long	T/R-/t-act, st-aff
10	comments on students' lack of expressiveness	T/R-/st-prt

The findings show that each participant had their own collaborative and private reflection patterns. Some of the most frequent patterns were shared by two participants, but none of these patterns were displayed by all three. For example, in the post-observation conferences in which Bookworm and The Brit were the observees, there was a tendency for chains of negative reflection between the observer and teacher; however, this pattern did not occur in the conferences in which Biker was the observee. Biker and Bookworm as the observees tended to offer a reason after an inquiring reflection on the part of the observer; yet The Brit tended to give reasons after the observer reflected negatively, she reflected negatively herself

after an inquiring reflection by the observer. In their reflective journals, Biker and Bookworm reflected positively first then negatively, suggesting that they presented an optimistic view before focusing on the problem. The Brit, on the other hand, reflected negatively before she did positively, suggesting that she tended to emphasise the problem first then finish off with a positive comment. Both Biker and The Brit displayed frequent chains of general reflection, which Bookworm did not. Bookworm, however, was the only participant to focus frequently on reasons and solutions, suggesting she saw her journal as a place to reflect privately on these issues. Furthermore, The Brit was the only participant to make inquiring reflections frequently, and the fact that she did not answer these questions suggests that she saw the journal as a place to gather her thoughts before the post-observation conference rather than discussing them solitarily.

Tables 29 and 30 below present the shared and unique consecutive reflections of each participant in the post-observation conferences and the journals with their examples to show their frequency of occurrence (after Öniz, 2001: 239). The shared patterns are given above the line. Multiple occurrences of numbers indicate the frequency at which that particular pattern was found in the given example.

Table 29. Similar and unique consecutive reflections for all participants in the post-observation conferences

Pattern	Biker's examples	Bookworm's examples	The Brit's examples
Obs/R?:T/RR	2, 3	4	-
Obs/R-:T/R-	-	1, 2, 7, 7, 8	2, 11, 13, 14, 21
T/R-:Obs/R-	-	2, 5, 8	2, 4, 6, 12, 19, 21
T/R-:T/R-	-	3, 3, 6, 6	2, 3, 3, 5, 5, 22
T/R?:Obs/R	4, 4, 4, 5, 7	-	-
T/R?:Obs/R+	1, 4, 6	-	-
Obs/R+:T/R?	6	-	-
T/R-:Obs/R	-	8	-
Obs/R+:T/R+	-	9, 10	-
T/Com:Obs/RS	-	-	7, 8, 9, 10, 15, 17
Obs/R-:T/RR	-	-	1, 5, 8, 12
T/R-:Obs/R?	-	-	3, 3, 4, 22
Obs/R?:T/R-	-	-	3, 4, 19, 22

Table 30: Similar and unique consecutive reflections for all participants in the reflective journals

Pattern	Biker's examples	Bookworm's examples	The Brit's examples
T/R+:T/R-	1, 1, 4	5, 6	-
T/R:T/R-	-	3	3, 4, 4, 5, 5, 6, 8, 9
T/R-:T/R-	2	-	4, 4, 5, 5, 7, 9
T/R:T/R	-	-	7
T/R:T/R+	1	-	-
T/R-:T/RR	-	1, 2, 4, 5	-
T/RS:T/R-	-	2, 4, 4	-
T/R-:T/RS	-	3, 4, 6	-
T/R-:/T/R	-	-	4, 4, 5, 5, 5, 6, 7, 9
T/R-:T/R+	-	-	1, 9
T/R-:T/R?	-	-	2, 3, 3, 4, 5

This section has presented and discussed the ways in which the participants reflected on their perceived problems collaboratively and privately. To summarise, the findings show that each participant displayed very different reflective patterns: Biker took on an inquiring role as the observee during the post-observation conferences, and the reflection in his journal centred mostly on general reflection; Bookworm frequently focused on the reasons behind her actions in both collaborative and private reflection; The Brit focused on the reasons for her actions during collaborative reflection, but tended to centre on the negative aspects of her teaching, reflecting on solutions in the form of questions.

5.3 Answer to Research Question 2: How do the participants reflect collaboratively and privately on the change in their practice?

As discussed previously, the participants were seen to reflect more on problems than change during the post-observation meetings; Biker and Bookworm reflected on both contexts to an almost equal degree. This section will present the reflection patterns on change that occurred in the post-observation conferences and reflective journals of each participant.

5.3.1 Consecutive reflections occurring in the context of reflection on change in the post-observation conferences between Biker and Bookworm

It was noticed from the findings for all the participants that the reflective patterns centring on change were less complex than those focusing on reflection perceived on problems, and generally the RC+ code co-occurred with itself in addition to the R and R+ codes. However, there were differences between the reflection patterns of each participant. This section will present the findings for the consecutive reflections focusing on change in the post-observation conferences between Biker and Bookworm.

Figure 10 shows the most frequently occurring consecutive reflections.

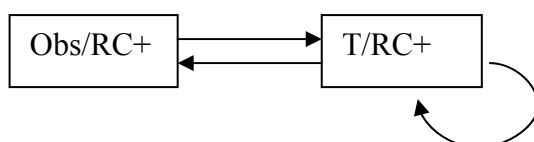


Figure 10: The most frequently occurring consecutive reflections in the context of reflection on change in the post-observation meetings between Biker and Bookworm

Table 31 gives examples of these co-occurrences from the post-observation conferences, which are either single pairs, such as in examples 1, 3 and 6; or longer sequences, such as in examples 2, 4 and 5. It appears that Biker and Bookworm only reflect on the occurrence of change and do not go into any deeper reflection.

Table 31: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in the post-observation meetings between Biker and Bookworm

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 2	The revision section	
Extract 4	<i>Revision section too long</i> begins to criticise the revision part of the first lesson for being too long remarks that in the current lesson he tried to cut it down confirms the current revision section was only 5 minutes long agrees 5 minutes was enough, maybe even more than enough 1 says time was sufficient	T/R-/tim T/RC+/tim Obs/RC+/tim T/R+/tim Obs/R+/tim
Extract 5	<i>Focus on accuracy</i> remarks on Biker's successful attempts to play down his focus on accuracy agreed that he did not correct acceptable answers 2 said he thus paid more attention to their fluency	Obs/RC+/t-act,st-lang-acc T/RC+/tech,st-lang-flu T/RC+/st-lang-flu
Extract 6	<i>Increase in student-student interaction</i> comments on increase in student-student interaction 3 agreed there was more interaction	Obs/RC+/st-int T/RC+/st-int
Extract 8	<i>Reflection on change once more</i> remarks that he had controlled himself and not gone off the point agrees that he did not detour nor did he dwell too much on pronunciation 4 concurred he did not spend excessive time	Obs/RC+/t-act T/RC+/t-act, lang-prn, tech Obs/RC+/tim,tech
Extract 10	<i>Conclusion</i> remarks that one of the good points was his not deviating agrees summarises the changes observed during the lesson 5 agrees the revision did not take too long	T/RC+/t-tlk T/RC+/t-tlk T/RC+/tim,st-int,t-pln Obs/RC+/tim
Cycle 7	Using choral repetition in Listening and Pronunciation	
Extract 22	<i>Effects of using choral repetition</i> comments that choral repetition comforted the students 6 says that they probably felt more confident	Obs/RC+/st-prt, lang-prn T/RC+/st-aff

5.3.2 Consecutive reflections occurring in the context of reflection on change in Biker's reflective journal

Biker was observed to have displayed a number of consecutive reflections centring on the RC+, R and R+ codes in his journal. These patterns are represented in the figure below, and show that when Biker made a reflection on change, he was likely to follow it with a general reflection or a positive reflection. Similarly, a general reflection was likely to be followed by a positive reflection.

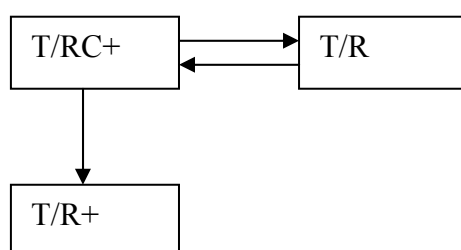


Figure 11: The most frequently occurring consecutive reflections in the context of reflection on change in Biker's reflective journal

Examples of these consecutive examples from Biker's reflective journal are given in table 32 below. It can be seen that these consecutive reflections occurred as pairs, such as in example 1, but they generally occurred as more complex sequences.

Table 32: Examples of most frequently occurring consecutive reflections in Biker's journal

Entry/Extract	Reflection summary	Role/Ref/Cont.
Cycle 2	The revision section	
Extract 4	comments on students being able to produce the language describes how students provided their own situations	T/R+/st-perf,lang-gr T/RC+/st-prt,gw
1	comments on how they did well	T/R+/st-perf,gw,acty
Cycle 3	Approach to practice exercises	
Extract 5	<i>Reflection on change</i> remarks that the beginning of the lesson was shorter says he moved on to the practice exercises describes the purpose of the exercises	T/RC+/t-pln T/R/t-pln,mat-cb T/R/mat-cb,lang-cont T/RC+/tech,st-prt,lang-cont T/RC+/st-perf,lang-prn,tech-ec
	explains how he picked students first before volunteers	T/RC+/gw,acty
	points out that he tried to correct only major errors describes how he got the students to work in pairs	T/RC+/gw,acty
2	remarks on the students' positive response	T/R+/st-prt

Table 32 continued

Entry/Extract	Reflection summary	Role/Ref/Cont.
Cycle 5 Using only English		
Extract 7	<i>Reflection on change</i> remarks on how he tried not to deviate and how he varied his approach to the exercises	T/RC+/t-act,st-prt T/RC+/t-tlk,lang-cont T/RC+/tech-ec,lang-prn
3	and how he allowed for self-correction of errors	
Cycle 6 Using Turkish		
Extract 9	<i>Effect of using Turkish</i> says the students were surprised when he switched to Turkish adds it worked well for most students remarks on his own surprise at some students	T/R/t-lang T/RC+/st-perf,st-aff
4	responding in English	T/R/st-lang

5.3.3 Consecutive reflections occurring in the context of reflection on change in the post-observation conferences between Bookworm and The Brit

A majority of the reflection on change that occurred during the post-observation conferences between Bookworm and The Brit was in the form of observer-observee and observee-observer reflection on positive change. There were also occurrences of inquiring reflection on the part of the observer followed by positive reflection by the observee. Figure 12 displays these reflective patterns.

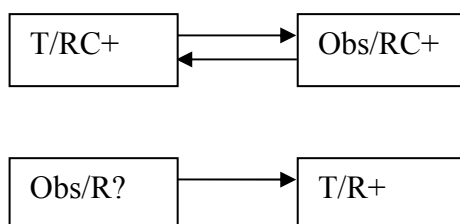


Figure 12: The most frequently occurring consecutive reflections in the context of reflection on change in the post-observation conferences between Bookworm and The Brit

Table 33 gives examples of these consecutive reflections from the post-observation conferences between Bookworm and The Brit.

The examples in the table show that a majority of the reflection on change between Bookworm and The Brit revolved around the reciprocal acknowledgement of positive change in Bookworm's practice. The occurrence of the Obs/R?:T/R+ as seen in examples 3 and 5 is explained by the fact that The Brit asked Bookworm how she perceived or felt about some of the changes in her lessons.

Table 33: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in the post-observation conferences between Bookworm and The Brit

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 2	Teacher talk time 2	
Extract 6	<i>Increased student participation</i>	
	points out the students' being organised into small groups	Obs/RC+/gw-org
	adds that different students were participating	Obs/RC+/st-prt
	agreed that they were more responsive	T/RC+/st-prt
	mentions how a student who had been sitting away in a corner	
1	now participated	Obs/RC+/st-prt
Cycle 3	Increasing student participation and interaction	
Extract 10	<i>Increase in student participation</i>	
	mentions how she monitored more, which increased participation and decreased her talk	T/RC+/t-act, st-int, t-tlk-tim
	agrees that she mingled more	Obs/RC+/t-act
	comments on increase in responsiveness of students	Obs/RC+/st-prt
2	says she felt the students were more engaged	T/RC+/st-prt
Extract 11	asks if their talking was related to the class	Obs/R?/st-prt
	says they were ready to answer	T/R+/st-prt
	asks if this might be an opportunity	Obs/R?/t-opp, st-prt
3	says that her pausing gives them time to think	T/R+/t-opp, st-prt
Extract 13	<i>Positive changes in class dynamics</i>	
	comments on students being more on task	Obs/RC+/st-prt, cm-tim, t-act
	agrees they were more on task	T/RC+/st-prt
	comments on the different types of interaction	Obs/RC+/cm-gw, cm-int
	reflects on the variety of interaction	T/RC+/cm-gw, cm-int
	explains how the current activity had developed from a previous activity	T/RR/acty,cm-gw, cm-int
	comments that there was much more activity in the lesson	Obs/RC+/cm-int
	comments on how the students were working at their own pace	T/RC+/st-lrng
	mentions how the students had said they had enjoyed the activity	Obs/RC+/st-aff, cm-gw
4	says how she felt the same	T/RC+/cm-int

Table 33 continued

Cycle	Reflection summary	Role/Ref/Cont.
Extract		
14	asks if she felt out of control says she did not	Obs/R?/t-ctrl T/R+/t-ctrl
	asks if she would continue this way says she thought she would asks if she had felt any loss of control	Obs/R?/t-act T/R+/t-act Obs/R?/cm-bw, t-ctrl
5	says she thought the students were on task	T/R+/st-prt
Cycle 4	Wait time to answer questions	
Extract		
15	<i>Reflection on change</i> states the aim of the observation and asks what Bookworm felt says she felt she had given enough time, and that the students knew what was expected adds that she asked clearer questions, and that she monitored the class points out that she stayed at the front of the class with the evening group with the OHP states that the students were more engaged and that there was more interaction agrees, saying that the more focused questions seemed to encourage more participation	Obs/R?/qtech-tim T/RC+/qtech, st-comp T/RC+/qtech, cm T/RC-/cm, qtech, OHP, t-ctrl T/RC+/st-prt, acty, cm-int, t-act Obs/RC+/st-prt, qtech
Extract		
18	<i>Beliefs about teaching at higher education</i> comments that for the first time the students were relaxed and having fun remarks on the difference between this class and the first observed class	T/RC+/st-aff
7		Obs/RC+/st-bhv
Cycle 5	Focused questions	
Extract		
20	<i>Reflection on change</i> comments that her question was very obviously a question describes what she did at the beginning of the lesson restates her observations agrees that the students realise, and comments on what she was doing during this part of the lesson	Obs/RC+/qtech T/R/tech Obs/RC+/qtech T/RC+/t-act,st-comp
8	comments on the positive change in Bookworm's talking speed	Obs/RC+/t-tlk-spdt

5.3.4 Consecutive reflections occurring in the context of reflection on change in Bookworm's reflective journal

In addition to having the largest amount of reflections of all the participants' journals Bookworm's journal was observed to display a larger range of consecutive

reflections revolving around reflection on change, general and positive reflection. Figure 13 below shows the consecutive reflections in Bookworm's journal.

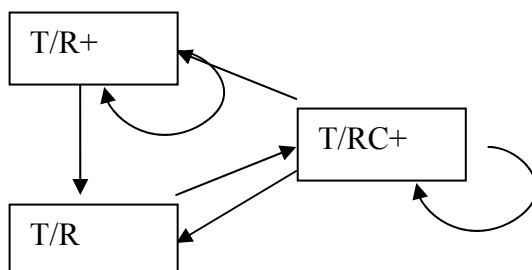


Figure 13: The most frequently occurring consecutive reflections in the context of reflection on change in Bookworm's journal

The figure above shows that following a reflection on change, Bookworm was likely to follow with another reflection change, or a general or positive reflection, which was in turn followed by a positive or general reflection. General reflections were most frequently followed by a reflection on reasons.

Table 34 below gives examples of these consecutive reflections in Bookworm's journal. The findings presented in the table show that the consecutive reflections in Bookworm's journal occurred in pairs and in more complex sequences.

Table 34: Examples of the most frequently occurring consecutive reflections in the context of reflection on change in Bookworm's journal

Entry	Reflection summary	Role/Ref/Cont.
Entry 2	Teacher talk time 2	
Extract 6	<i>Description of activity</i>	
	describes how she set up groups to minimise teacher talk	T/RS/t-tlk-tim,cm-gw,t-act
	remarks that the students looked engaged	T/RC+/st-prt,t-act,mat-cb
1	describes what the activity entailed	T/R/t-act,acty
Entry 3	Increasing student participation and interaction	
Extract 8	<i>Description of activity</i>	
	describes how she tried to maximise student talk	T/RS/t-act,st-prt,st-int,cm-gw
	remarks that the students completed the tasks in pairs	T/RC+/st-int,st-prt

Table 34 continued

Entry	Reflection summary	Role/Ref/Cont
	2 and adds that they were all on task	T/R+/st-prt,st-aff
Entry 4		
Extract 12	<i>Focus on change</i> comments on how the lesson was one of the most active and went well remarks how she asked questions to focus the questions says she allowed them enough time in their groups to formulate their questions comments on how she asked further questions and allowed them to support their answers adds how she made sure many students responded by monitoring their groups points out that there was humour and the students were enjoying themselves says that while she thinks the curriculum is important, she thinks activities should be enjoyable comments that when she changes her approach, the students become engaged	T/RC+/acty T/R/t-act T/RC+/qtech T/RC+/t-act,qtech T/RC+/t-act,mat T/RC+/st-aff T/R/slf-blf,acty T/RC+/t-act,st-prt
	3 says that she is not rigid and that she can adapt her teaching	T/R+/t-attrib
Entry 5		
Extract 15	describes how the students used past experiences to help understand the plot says she asked focused questions to achieve her aim	T/R/st-comp T/RC+/qtech T/R+/qtech,st-lrn,slf-blf
	4 describes the advantages of focused questions	
Entry 6		
Extract 18	<i>Getting the students involved</i> comments that a large number of students participated says she was pleased at seeing some of the shier students contributing says she does not deliberately choose to ignore shier students	T/R+/st-prt T/RC+/st-ind-diff,st-ff,st-prt T/R+/t-attrib,st-ind-diff
Entry 7		
Extract 21	adds that this encourages students to participate says she continues the group work activity if the students are not off task comments that she thought the shy students did not feel intimidated this class remarks that she thinks she gives them more time to think after asking a question says the best part of the lesson was the students communicating a lot remarks that now even the shy students were raising their hands and having fun	T/R+/st-prt,acty T/R/t-act,acty,cm-gw,st-prt T/RC+/st-ind-diff,st-prt T/RC+/qtech,t-opp T/R+/st-prt T/RC+/st-prt,st-ind-diff

5.3.5 Consecutive reflections occurring in the context of reflection on change for The Brit

The results of the cross tabulations for the post-observation conferences between The Brit and Biker, and The Brit's reflective journal show very interestingly that there was a large difference between the amount of reflection on problems and the amount of reflection on change, with 92.1% for the former and 7.9% for the latter in both media of reflection. Thus, the percentages of occurrence of the RC+ category and the reflective categories that co-occur with it are too low to be able to discuss frequently occurring consecutive reflections in The Brit's case.

Initially, it may seem that The Brit underwent very little change as a result of the research. However, it must be remembered that, first, the problems that were the focus of this study were perceived problems. That is to say, a teacher may perceive him or herself to have a particular problem in his/her practice; however, either it may not really exist, or the observer may not be able to see it. In The Brit's case, two of her perceived problems were not seen by either the observer or the students as a hindrance to learning, and so there was no observable change in behaviour as a result of two cycles of the action research. In addition, Biker's suggestion that she elaborated on language points during feedback sessions led to the confirmation of her realisation that she underemphasised the language aspect of teaching and her beliefs about error correction rather than a change in her practice. This phenomenon reminds us of Freeman's (cited in Richards, 1989:4) claim that change need not necessarily mean doing something differently; it can be affirmation of what one already does, and this is not observable. The change The Brit achieved was at an awareness level. In the final conference, she said that as a result of the study, she had become aware of her self-image as a teacher; that she was now able to understand better the background of her students and thus prepare her Oral Communications courses more toward their needs; and that she realised she had neglected the language aspect of the language teaching-learning process, perhaps because of her being a native speaker, or the fact that her post-graduate education had been more focused on the learning aspect.

To summarise, it can be said that the three participants in this study reflected collaboratively and privately on their problems and change in teaching practice in very different ways, and they underwent change as a result of the action research in different ways and to different degrees. There are several implications of this study for practice and further research, which will be discussed in the next chapter.

CHAPTER 6

CONCLUSION

6.0 Introduction

This chapter will first provide a summary of the current study. It will present once more the background, the aim, the participants involved, and the nature and structure of the data collection process, and the types of data analysis used to answer the research questions. The findings related to the research questions and to the design of the action research process will also be given place. Finally, the implications for practice and for further research that this study gave rise will be discussed.

6.1 Summary of the study

This study has aimed to find a way for three instructors on the ELT programme of the department of FLE at AIBU to reflect on their practice in the basic language skills courses given in the first two semesters of the programme with the aim of improving their practice. These instructors had been observed by the researcher to be already involved in informal reflection to a certain degree; but the researcher wanted to make this reflection more regular and systematic, while still maintaining its self-directed manner, for the participants to benefit from it fully. The existing environment of trust and respect made it possible for this study to take place. A qualitative approach to data collection has been adopted, because in this way it has been possible to describe the procedure and the events that occurred in detail as they progressed; quantitative analyses have been used to make sense of the vast and diverse qualitative data that emerged. The study has taken the form of the action research cycle in order to identify problems, reflect on solutions, try them out, observe the results, and identify new problems and so on.

The study has begun with the three instructors reflecting on themselves by means of Richards and Lockhart's (1996) Language Teachers' Beliefs System (Appendix E) and a chart prepared by the researcher which they have completed with the aspects of the teaching they were pleased about and those they would like to have changed (Appendices B, C and D). They have used the latter as material for discussion in the initial conference, during which the reciprocal roles of observer and observee were decided and the focus of the first cycle for each participant were identified. Future focuses have been identified during the action research process itself, because it was realised that it would be not be in accordance with the epistemological stance of the study to pre-decide a number of focuses to be adhered to rigidly. During each of the seven cycles of action research that has taken place, each participant had a lesson video-recorded and observed by their observer, kept a personal reflective journal, and met with their observer for a post-observation conference. Because of the cyclic nature of the study, the post-observation conferences have also acted as pre-observation conferences for the ensuing cycle. The study concluded with a final conference in which the participants got together and discussed the change they perceived themselves to have experienced as a result of the study. As a result, the study itself has consisted of a cycle starting with the participants' self-reflection, moving on to the reflection on the other participants in addition to the self, then moving back to self-reflection at the end.

6.2 Findings related to the research questions

This study was based on a qualitative approach, and hence there is no hypothesis to test with the findings. However, the study started with some questions in mind: how the participants reflected collaboratively and privately on perceived problems; and how they reflected collaboratively and privately on change. In order to find the answer to these questions, the participants were asked to reflect both collaboratively and privately by keeping a reflective journal and participating in post-observation conferences. In this way they were able to verbalise their reflections that otherwise might have been fleeting and have little benefit for self-development. The

journals and the transcribed post-observation conferences were coded by the researcher, and in this way abstract reflections were made observable. The quantitative analyses of the qualitative data showed that reflective patterns differed at both an intra and inter level for each participant. That is to say, each participant displayed different reflective patterns during their own private and collaborative reflection, and these patterns were also different between each participant in the different contexts of reflection. The fact that the private and collaborative reflective patterns were different is significant. One participant (The Brit) was seen to be stuck in the “mental tramlines” described by Brookfield (1995:71), with her reflections concentrating around negative reflection. In collaborative reflection, she displayed a more diverse range of reflections. Bookworm, on the other hand, reflected more deeply than The Brit in her journal. Reflection on the context of perceived problems was seen to be more complex and involve different modes of reflection than reflection on change. Each participant displayed sequences of reflection, some of which were similar, but most of which were unique. It is these unique sequences of reflection and differences in collaborative and private reflection that make the study interesting.

6.3 Findings on the research design

The action research design allowed the participants to reflect in an ongoing process and made it possible for the researcher to participate. It gave a structure to the study and made it possible to collect data in order to answer the research questions.

The researcher was conscious of not wanting to intervene at any point of the action research process. What each participant chose to reflect on and the structure of the journal entries and the post-observation conferences was left entirely to themselves. In this way it was possible to observe real events rather than desired events (Zwart, Wubbels, Bolhuis and Bergen, 2008: 982). As a result, it was seen that the participants chose their focuses from a number of sources: their initial reflections, observations made by their observer, aspects they had noticed as a result

of observing themselves, and feedback from the students. One lesson was intended to be observed for one purpose, but then the observee changed his mind due to the nature of the lesson. Sometimes two future focuses for observation arose from one observation; other times one focus was continued for another cycle. Some focuses involved implementing a different practice, others involved an observation of the status quo. The observers made comments entirely according to the way in which they viewed the lesson, and interesting patterns merged as a result. Often the suggestions made by the observer were related to their own perceived problems, or how they approached a particular aspect of classroom management. Observees were free to accept or reject suggestions, which occurred in the cases of The Brit and Biker. In other words, the study was a dynamic, organic process that shaped itself according to the participants.

It was also possible to implement this research design without causing any major upheaval for the participants. It fitted conveniently with their work schedules, and they were not asked to implement any difficult teaching technique that involved a lot of extra preparation time. The observations, post-observation conferences and the journals required some extra time on the part of the participants; but since these were aimed at their own learning and development, and since they were carried out in a friendly atmosphere free of any pressure or criticism, the participants were willing to spend time doing these activities. In fact, they all expressed a wish to continue with the action research, because they had been able to learn so much about themselves and their practice.

At no point in the study did any misunderstanding arise. The atmosphere of trust was maintained throughout, and potentially face threatening acts were dealt with carefully without damaging the collegiality of the participants. It is not easy to open one's classroom to the observation of a colleague. Neither is it an easy task, given the cultural setting, to reject suggestions about one's practice from a male nearly 20 years one's senior, or to offer him suggestions about his practice; nor is it easy for him to listen and accept them. This study has shown that it is possible for

colleagues to collaborate for mutual self-development in the Turkish university context.

The researcher being a participant proved to be an advantage. By putting herself in the same position as the other two instructors she was able to reduce any barriers and inequality that might have arisen had she been an outsider. Because she was part of the context, she understood the situation very well and was able to benefit from unrecorded informal conversations with her colleagues which provided valuable insight to the phenomena that arose during the data analysis stage. Being constantly in the field, she was also able to consult them about any ambiguity during the data interpretation.

The data analysis procedure was a long, laborious process. The audio-recorded conferences had to be transcribed before they can be coded in any way. In this study, the qualitative data analysis procedure was conducted in a bottom-up process, with the researcher assigning her own meaning to the data rather than applying a predetermined list of codes. This process involved several reviewing stages involving the help of independent coders to ensure the reliability of the codes. However, unlike quantitative data analysis, qualitative data analysis can take place before the data collection is complete. At this point it is useful to stress Miles and Huberman's (1994: 65) advice to transcribe and code the data immediately after it has been collected "always-no matter how good the excuses for not doing it". In this way it is possible early on in the study to identify any arising patterns. The qualitative data analysis gave rise to a list of reflective codes and content codes to describe how and on what the participants reflected. Finally, in order to discover what patterns had emerged in the data with the aim of answering the research questions, quantitative data analysis procedures were applied to the qualitative data. In this way, the study incorporated quantitative techniques in a largely qualitative research design as suggested by Silverman (2006: 48) and Yin (2003: 15).

There are a number of implications of the results of this study for practice and further research, which will be discussed in the following sections.

6.4 Implications for practice

The implications for practice of this research can be listed under the general themes of the procedure for self and collaborative development, the list of reflective and content categories, the sequences of reflection, the differences between collaborative and private reflection, and the types of change that occurred.

First, the action research procedure used in this study was easy to implement and adapt to the given context. Modern technology made it easy to collect and share the data without being too intrusive. However, it was noticed that because of the shortness of time, the action research cycles were very intense, usually carried out over the space of a week, which did not give much time for the participants to look to sources other than themselves. Ur (1997), Korthagen and Russell (1999) and Akbari (2003) emphasise the importance of theory in reflective development, but it has not been possible in this study for the participants to spend time researching the literature. The action research process used in this study could be spread out over the two terms of an academic year to involve three or four observations per term, but with continual journal writing, to allow the participants some time researching their own perceived problems as well as those of their colleagues. It would also allow sufficient time for the participants to experiment with new techniques or approaches before being observed again.

This study was limited to the basic language skills courses of the first year of study in the programme. However, it could be extended to the content area courses. Indeed, the instructors teaching courses such as English Literature and Linguistics have expressed their wishes to be involved in such a process, because they want to find alternative approaches to the lecture-based one that is traditionally used in these areas. Dyads or triads of 'critical friends' as suggested by Farrell (2001) could be formed within the department to this aim.

One of the outcomes of the study was the list of reflective and content categories. These have revealed the patterns in which this group of instructors reflected and on what. The content codes could be used as a guidance to see what

areas of language teaching the participants were interested in or perceived to be as problems, and relevant literature on these areas could be found and shared as the theoretical aspect of the process mentioned above.

The reflective sequences of the participants can be shared and discussed to see which type of sequence helps them to reach a solution and which ones appear to hinder them. Awareness of unhelpful reflective patterns can be the first step to problem solving. For example, The Brit was surprised to see that she was so pessimistic in her journal and will now be more aware of these negative reflective patterns that lead her nowhere.

It was interesting to find that the collaborative reflective patterns of the participants differed from their private reflection patterns. It would be beneficial to have several lenses on one's practice in a professional development programme. In this study, it was only possible for one participant to observe another. However, observation by a number of colleagues would lead to different insights for all parties.

The types of change that occurred in this study were very different. Bookworm experienced a great change in her practice as a result of a simple technique; Biker experimented with a few techniques new to him, and achieved a change in awareness; The Brit's change occurred in her self-awareness and awareness of her students' background. The study originally aimed to trace change in observable classroom events, but it became apparent that not all perceived problems were actually problems, and that some change occurred at a non-observable level out of the classroom. The range of an action research process in the department could also be expanded to include reflection on non-classroom events as suggested by Cosh (1999).

6.5 Implications for further research

There are a number of implications for further research involving the data and the change undergone by the participants.

First, the data collected during this study were vast and diverse. However, for the purpose of the study the data were only analysed in terms of reflection types and content. That is to say, rather than the speech acts themselves, the mental processes behind them were analysed. However, there is a huge amount of data that can be analysed at the discourse level. For example, the data could be analysed in terms of the occurrences of interruption and overlap in female-female and male-female interaction; the ways in which potentially face threatening acts were dealt with; the characteristics of native and non-native discourse during the post-observation conferences.

The content codes were left untouched in this study. Further quantitative analysis could be conducted in order to find which content categories were more likely to occur with which reflective categories. Thus it would be possible to find out how the participants reflected on certain content areas.

The study was limited to the three instructors teaching the basic language skills courses. Indeed, the involvement of any more participants would have made the data unmanageably large. However, it would be interesting to have had more variety of combinations of participants; for example, how two males or two native speakers reflect collaboratively on their practice.

It could also be conducted with less experienced teachers to see what reflection patterns they are engaged in and on what they reflect. An emerging list of content categories could be compared with the one that emerged from this study.

Finally, the study was about reflection and change. It would be interesting to return to the field one year after the study to see how sustainable the reflection and change that have taken place has been. For example, will Bookworm still be utilising group work in her reading course? Can Biker still prevent himself from elaborating excessively on language? Does The Brit think more about the language aspect of her teaching? More importantly, are all three still engaging in reflective practice?

This study has been about small changes, but chaos theory states that a sequence of events can magnify small changes (Gleick, 1987: 23). The ultimate aim

of this study has been to bring about small changes in the practice of a group of instructors so that larger changes may occur in the learning of their students, and their students in turn.

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APPENDICES

Appendix A. The current ELT undergraduate programme

Semester 1	Semester 2
Contextual Grammar I	Contextual Grammar II
Advanced Reading and Writing I	Advanced Reading and Writing II
Listening and Pronunciation I	Listening and Pronunciation II
Oral Communication Skills I	Oral Communication Skills II
Introduction to Educational Sciences	Lexical Competence
Turkish I: Written Communication	Educational Psychology
Computer I	Turkish II: Oral Communication
Effective Communication Skills	Computer II
Semester 3	Semester 4
English Literature I	English Literature II
Linguistics I	Linguistics II
Approaches to ELT I	Approaches to ELT II
English-Turkish Translation	Language Acquisition
Oral Expression and Public Speaking	Research Skills
History of Turkish Education	ELT Methodology I
Teaching Principles and Techniques	Instructional Technology and Materials Design
Semester 5	Semester 6
Teaching English to Young Learners I	Teaching English to Young Learners II
ELT Methodology II	Turkish-English Translation
Teaching Language Skills I	Teaching Language Skills I
Literature and Language Teaching I	Literature and Language Teaching II
Second Foreign Language I	Second Foreign Language II
Drama	Community Service
Classroom Management	Measuring and Evaluation
Semester 7	Semester 8
Language Teaching Materials Adaptation and Development	English Language Testing and Evaluation
Second Foreign Language III	Elective II
Elective I	Elective III
The Principles of Atatürk and the History of the Revolution I	The Principles of Atatürk and the History of the Revolution I
School Practice	Comparative Education
Guidance	Turkish Education System and School Administration
Special Education	Teaching Practice

Appendix B: Biker's chart of initial reflections

Aspects I'm happy about	Aspects I would like to change
I usually consider the impact of learning on the part of the students, and I sympathize with them.	There are times when I try to build language or language skills that require some background knowledge, which I take for granted, whereas, I realise that some of them lack the basics. Then, I get frustrated. I should look into what they already know and do not know well enough beforehand.
I use body language and try to speak different voices in class.	
The first thing I do when I meet a new class is to get know them by name, by face, and I try to gather some personal background information about them.	
I try to make associations between the target language point – whatever it is – and real life situations, showing how the target is put to use in real life.	I always have in mind and on paper what I'm going to do and what I'm going to cover in every period. However, I sometimes fail to stick to the plan. Spontaneously, I begin to incorporate language points (which I consider important at the time) related to what I'm doing but not necessary for the full understanding of the target point. That usually results in time and energy loss. I should be firm enough as to what to cover exactly.
I treat my students as language people and language teachers and I try to give them clues, tips as to what makes a good English teacher – something more than just what general English students need.	I feel that I pay too much attention to accuracy, and I attempt to correct too often. I should come up with better and more efficient correction techniques and I should actually utilize them in class.
I pay attention to the sound aspect of the language and give examples showing how this particular point makes a difference if neglected.	There are times when I overemphasize pronunciation and intonation problems, and I feel this sometime causes extra anxiety and results in discouragement.
I conduct my lessons in English all the way through, and I'm able to alter the level of English for easy comprehension, paraphrasing, rephrasing, etc.	To get the target message across concisely, the mother tongue might be utilized at times, and I do not make use of it. Sometimes I should resort to the native language as a tool to ease the pressure and comprehension.

Appendix C. Bookworm's chart of initial reflections

Aspects I'm happy about	Aspects I would like to change
I provide clear explanations and ask variety of questions to enhance critical thinking and reasoning ability of students	My classes geared toward teacher centred activities and lecture. How can I increase student interaction and make it more students centred?
I try to create a relaxed learning atmosphere to stimulate class discussion and participation.	I do not give students sufficient time to think and process their answers
I often use personalization to connect students personally	I provide the answers to questions when I feel students are unable to do that
I emphasize academic needs of students such as developing strategy use , sharpening critical thinking	I neglect emotional needs of students like how they learn or how they want to be taught
I carefully select and organize course materials considering content, objectives of the lesson , student level and needs	I do not carefully organize the task or the activities considering affective factors that affect learning and interaction
I prepare easy to outline presentations and clear lectures and let students work in pairs	I occasionally implement small group activities as discussion does not take place in English and some students are off the task.

Appendix D. The Brit's chart of initial reflections

Aspects I'm happy about	Aspects I would like to change
I have a good rapport with my students.	Although there are obvious time constraints, I think that 3 hours a week for the Oral Communications Skills course, indeed any language skills course, is not enough. There are lots of things that I want to fit into my course, and I am never happy with it. Are there aspects of the skill that I have neglected when preparing? Do I take into consideration enough the fact that our students are prospective English Language teachers, not students of general English?
I am still an idealist and want to make a difference despite nearly twenty years teaching!	As the teacher I obviously have a clear idea of how the lesson will proceed. However, sometimes I get the impression that my students do not know why they are doing the activities I have assigned them. Is this really so? If it is, how could I get them to see the point of the activities more clearly?
I try hard to make the things I teach interesting, because if I'm bored then the students must be too.	Some activities take longer than I intended. Are there any parts of the activity that I could have carried out more effectively time wise?
I have a good memory for students' names and faces.	When listening to students, I often focus on fluency at the expense of accuracy; yet for prospective language teachers, accuracy is of prime importance. Feedback sessions tend to be neglected or allotted less time than I would like. How can I conduct them more effectively?
I like to incorporate new things into my courses and lessons, because I do not like doing the same thing every year.	Although I try to call on all students equally to respond during the lesson, I feel that I may rely on certain students more than others. Who are the students I call on the most, and which ones seem to get away without being called on?
I use facial gestures and body language effectively to help students understand unknown concepts.	While I'm well aware of the different techniques of forming groups for group work, I'm often unwilling to spend class time on the process, and opt for forming groups by seating arrangement. Another reason for me doing this is that I figure students work best with those they get on with, and since they sit with their friends, there's no need to rearrange them. I'd like to work on different ways of forming groups. Will it make the activities more effective or not?
I enjoy what I do.	There are times, even in an Oral Communications Skills class, when I feel I talk too much. What are the parts of the lesson in which this happens and how can I reduce the excess TTT?
I'm good at reducing the students' affective filters.	One thing I find unnerving is to have 31 blank, bored looking faces staring at me, and I often overcompensate by becoming a stand-up comedian to try and make them laugh. At what stages of the lesson do the students look bored? What could I do to avoid it in the first place rather than compensate for it?

The Brit's chart of initial reflections continued

Aspects I'm happy about	Aspects I would like to change
I give importance to students' ideas.	Although I am a native speaker, I often code-switch during lessons, sometimes mid-sentence! One of the reasons is that I want to break down the barriers and disperse any prejudices that can exist when students think that their teacher doesn't speak Turkish. When and how often do I speak Turkish? Would it be better if I stuck to English only? When I get students to do an activity in pairs/groups I allot them a time limit. However, sometimes I forget about the limit and wait till most of the students have finished. Do I set them reasonable time limits? Are all my students on task when I have set up an activity? Do they only do what they are meant to be doing when I come to monitor their group? Although I try to emphasise the fact that it is important that students listen to each other when presenting the results of an activity, more often than not students are busy with their own work when their peers are presenting and thus creating a disturbing background noise. What would be an effective way to increase their attention and reduce the noise during this stage of the lesson? Outside the classroom I am not a very assertive person, I don't see myself as an authority, and I can generally see both sides of the medallion, all of which can make me seem indecisive. In the classroom, this aspect of my personality is reflected in me sometimes listening too much to the students and giving them too much choice, and parts of the lesson can become chaotic. How often does this occur? When are the times that I should assert my authority and how can I do it without seeming to be a despot? (I don't want to swing to the other extreme!!)

Appendix E. Language Teachers' Beliefs Systems

As Richards and Lockhart (1996: 29) point out 'teaching is a complex process which can be conceptualised in a number of different ways'. Language teaching is often described in terms of the actions of the teacher in the classroom and the effects of these on the learners.

The way you deal with the different aspects of teaching depends on the beliefs and thinking processes that underlie your classroom actions. It is assumed that your teaching is a reflection of what you know and believe.

The following open-ended questions (from Richards and Lockhart 1996: 32-37) have been adapted and arranged in order to investigate your belief system about English, language learning and language teaching. Thank you in advance for taking the time to complete it.

PART A: Beliefs about English

- 1 Why do you think English is an important language?
- 2 Do you think English is more difficult to learn than other languages?
- 3 What do you think the most difficult aspects of learning English are (e.g. grammar, vocabulary, pronunciation)?
- 4 Which dialect of English do you think should be taught (e.g. British, American)?
- 5 Do you think it is important to speak English with native-like pronunciation?
- 6 What attitudes do you think your learners associate with English?
- 7 Do you think English has any qualities that make it different from other languages?

PART B: Beliefs about learning

- 1 How do you define learning?
- 2 What are the best ways to learn the particular aspect of language that you teach (e.g. reading, writing, listening, speaking, grammar)?

- 3 What kinds of exposure to language best facilitate language learning?
- 4 What kinds of students do best in your classes?
- 5 What kinds of learning styles and strategies do you encourage in your learners?
- 6 What kinds of learning styles and strategies do you discourage in your learners?
- 7 What roles are students expected to assume in your classroom?

PART C: Beliefs about language teaching

- 1 How do you see your role in the classroom?
- 2 What teaching methods do you try to implement in your classroom?
- 3 What teaching resources do you make use of?
- 4 How would you define effective teaching?
- 5 What is your approach to classroom management?
- 6 What are the qualities of a good teacher?

(Source: Richards, J.C. and C. Lockhart (1996) *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press)

Appendix F: Example of a coded post-observation conference transcript

BIKER-BOOKWORM051207

BIKER: The language point here is the passive voice and the use of the passive voice and in what kind of situations is this passive employed, and when do we prefer to use the passive voice rather than the active voice. The target language point was introduced in the previous lesson and this is the practice stage of the lesson. At the beginning of the lesson I couldn't help doing some revision work, elaborating on the passive voice, giving them examples and everything. Then when it was the practice stage, we did the exercises in the book. Mainly it was textbook based practice. We had to do the exercises selectively because we didn't have enough time to cover all the exercises one by one, so I had to choose.

BOOKWORM: So you give them a text-based drill that covers the grammar point.

BIKER: I direct the students to the right page and there are some exercises and activities in the book that I have previously chosen. And doing the exercises, I usually vary the way of doing them. First I call students, putting some slight pressure on them, because I want to show this, and then I, initially I call on students one by one.

BOOKWORM: Voluntarily.

BIKER: Then I ask for volunteers, I ask the class if there are any volunteers, and noticing that it is usually the same students volunteering I change my way again, because if you just use this voluntary basis approach all the time it's always the same students, right? You can't get everybody involved in this practice, so this time I follow the row, calling everybody in the same row. But then those sitting in the other rows are more relaxed, so I have to change it again. Then I have to come up with a more ingenious way of handling this practice, and I resorted to pair work. This way I thought I could get everybody involved. And changing the way I do the exercises, I

think, will contribute to their teaching skills in the future, because they are here being trained as prospective teachers.

BOOKWORM: So this is your belief.

BIKER: This is the reason why I keep varying the way I do practice exercises.

BOOKWORM: Yes, in the first part some of the students are hesitant and then they relax, and then you try to have more and more students so they are all participative in fact, and not many students are ignored in this way.

BIKER: In the pair work you mean? Right.

BOOKWORM: And they're interacting with the teacher, in the pair work.

BIKER: What I noticed is when I apply this pair work technique, the class were more relaxed, more comfortable when working with their peers. And another benefit is that everyone is involved and no one is neglected. But the whole thing was based on these textbook exercises. I don't know if I should have devised some more communicative...

BOOKWORM: Communicative drills, meaning-based drills, so they could all get involved in a kind of meaningful simulation.

BIKER: I thought that, but you know, this time constraint...

BOOKWORM: I agree, we have time constraints for writing as well, so sometimes we limit the time for the activity, we split it up.

BIKER: Also I don't want to do away with the book, because if I put the book to one side and do a communicative activity based on the language point, but without the book they ignore the book. I want them to make use of the textbook as well, so from time to time we do exercises from the book.

BOOKWORM: So, if I repeat the question, do you not find it appropriate at this level, advanced level...

BIKER: Appropriate, what?

BOOKWORM: I mean as a kind of communicative drill, for instance? So it's more important to have text-based drills?

BIKER: They are advanced students, they are language students, not general English students, and in the book there is good practice at advanced level...

BOOKWORM: Contextualised and meaningful practice.

BIKER: So, if they were intermediate, pre-intermediate or elementary students, maybe I would come up with more communicative activities, but at this level I think the textbook exercises suffice, you see.

BOOKWORM: Hmmm...OK. So this is your approach.

BIKER: Yes, it's how I do it. It's important to vary the way I do exercises.

BOOKWORM: Could you make a change here? Are you satisfied? Do you want to make a change?

BIKER: This is my preference actually. And it saves time as well because the exercises are ready in the textbook.

BOOKWORM: Well, how can we reinforce the learning which has taken place here? Because I know that there's learning here...

BIKER: Probably I could make use of the next hour for more production activities.

BOOKWORM: Maybe. For the next session, yes. So there would be more reinforcement, hmm mm. This is what I noticed. Anything else? If there is an error, you provide an explanation or justify it, because you ask sometimes for justifying

the passive voice, and most of the time you tailor your question to elicit the answer you require. You're satisfied with this?

BIKER: Yes, and I offered a lot of help actually.

BOOKWORM: You facilitate them. I think these are all beneficial for the students. And what else? What about those communicative drills? Writing a paragraph, role play, making up a story in groups.

BIKER: Again, time constraint. Maybe in the next hour.

BOOKWORM: Do you want to try that?

BIKER: It's...we're already behind schedule you see. I'm about one unit behind schedule.

BOOKWORM: For the next class, what do you want to do?

BIKER: Next class? There's one thing I noticed, because I used English all through the lesson, I wonder if it would help to use L1 from time to time?

BOOKWORM: Hmmm. Switching to mother tongue.

BIKER: Switching to mother tongue. What do you think? It might be...

BOOKWORM: For clarification?

BIKER: For clarification. Justifying the use of the language point, for example. Do you think I should try that? Or do you think I should stick to English all the way?

BOOKWORM: You always stick to English. Even when giving instructions.

BIKER: Do you think they can understand the point more clearly when I clarify?

BOOKWORM: You paraphrased yourself, so ...

BIKER: Do you think there are any communication problems in class, between me and the class through the medium of English?

BOOKWORM: I don't think so because you're audible enough and you're not fast when you talk

BIKER: Maybe I can give it a try.

BOOKWORM: Yes, you can give it a try. Because sometimes at advanced level the grammar points are very difficult, to get the message across in Turkish and English...Maybe they need help, so maybe you can ask students as well, so do you think next time we should focus on that?

BIKER: Is there anything else we can focus on?

BOOKWORM: Well, there is this communicative part, but as you say we don't have time for this.

BIKER: Or next time I could do away with the book and come up with more free activities.

BOOKWORM: Maybe more production, because I have not had the chance to observe the production stage, but maybe if you have the production stage for the next lesson we could have.

BIKER: I could give it a try.

Appendix G: Example of coded reflective journal entry

The Brit Reflective Journal Entry 3: 14.11.07

This week we decided to focus on the feedback stage of the lesson. The fluency activity was a group discussion on whether or not credit cards should be given to people so easily. It was a topic related to the content of the week's unit, and the same discussion had gone down quite well with the evening group. The aim was to have a discussion by means of expressing opinions and then disagreeing or agreeing appropriately rather than have lot of people stating their individual opinions with no responses from the rest of the class. We had covered expressing opinions appropriately the previous week, and this week's function was agreeing and disagreeing appropriately. This time I got them to discuss the topic in groups first so that they could brainstorm some ideas before contributing to a class discussion.

To be honest I thought it was a flop. Very few people were volunteering their ideas and I had to keep asking questions to keep the ship afloat. I felt desperate at points! Since there was very little production, I didn't have that many errors to deal with. I kept note of errors as I heard them so as not to forget them, but I did feel it was a bit conspicuous. Any more effective way to do this without making it so obvious? I waited until I thought the discussion had finally died its painful death and then wrote the erroneous utterances I could remember on the board, without making any references to who had made them. I then asked the group if they thought the utterances were correct or not and why? I helped them out with actions where necessary. There were some errors of vocabulary (e.g. 'research' not 'search') and some pronunciation errors (e.g. 'raise' sounds like 'rise'). Were there any other obvious errors that I had overlooked?

Appendix H. Examples of student feedback

Ben aslında hep İngilizce konuşmanızı istiyordum ama bugün gördüm ki arada bir Türkçe konuşunca daha iyi oluyo. Hem daha iyi anlıyorum hem de sizin de bizden biri olduğunuzu hatırlıyorum. Çünkü konuşmanızın bir İngilizden farklı yoku.

Biker
26.12.2007

Genel olarak hocamız konuştı, Ama biz de kitaptaki konu hakkındaki görüşlerimizi belirttik. Ayrıca grup çalışması çok yararlı oldu. Daha fazla dersi katılmak açısından yararlı oldu.



23.11.07 Bookworm

31.10.07 The Brit



Çoğu zaman düşüncelerimizi tek başımıza ifade etmekte güçlük çektiğimiz için grup dersleri çalışması daha verimli oluyor. Degirlik fikirleri paylaşarak konu hakkındaki görüşümüzü açıyor düşüncemiz zenginleşiyor.



Bazen ortaks bir noktaya varamayıp geliştirdiğimiz yerlerde çalışmayı teks bir kişiye mül etmek zorunda kalıyoruz. "Aman ne yaparsa yapsın!" gibi bir durum oluyor.

Appendix I. Summary of the reflections in the post-observation conferences between Biker and Bookworm

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 1	Deviating from the focus of the lesson	
Extract 1	<i>Biker criticises himself</i>	
	praises Biker's systematic approach	Obs/R+/t-act,st-comp
	criticises himself for being too teacher-centred	T/R-/t-ctrl,st-int
	disagrees, saying the students generated ideas	Obs/R+/st-perf
	emphasises that he was initiating everything	T/R-/t-ctrl,st-int
	he thought he doing the talking	T/R-/t-tlk
	repeated that the students were generating ideas	Obs/R+/st-prt,t-attrib
	asks if he was patient enough	T/R?/slf-t
	said she thought he was	Obs/R+/t-attrib
	expresses his happiness at this	T/R+/t-attrib
Extract 2	<i>Digression</i>	
	remarks on him postponing a pronunciation explanation	Obs/R+/t-act,lang-prn
	says he had to control himself	T/R-/slf-t
	comments that he addresses the students' needs while not elaborating	Obs/R+/t-act,qtech
	explains he gives the students options to help them	T/R-/t-act
	asks why he elaborated on the use of "V1" and "V2" expressions	Obs/R?/lang-gr,t-act
	explains that he wants the students to use the correct terminology	T/RR/st-lrng, lang-gr
	asks if he could have discussed it in a different class	Obs/R?/t-act
	says it was related to the current topic	T/RR/lang-gr
	adds that he realises he should have dealt with it in a different lesson	T/R-/lang-gr
Extract 3	<i>Focus on accuracy</i>	
	brings up the issue of student affect and emphasis on pronunciation	Obs/R-/st-aff, lang-prn
	remarks on the students' discouragement, admits he shouldn't overdo it	T/R-/st-aff, t-act
	points out his emphasis on students' accuracy of pronunciation	Obs/R-/t-act, st-lang-acc
	makes a commitment to focus on fluency	T/Com/t-act, st-lang-flu
	acknowledges importance of accuracy in a grammar course	Obs/R/lg-gr, st-lang-acc
	acknowledges students should not always be confronted with pronunciation	T/R-/st-aff, st-lang-prn
	remarks it might constitute a barrier to the students' learning	Obs/R-/t-act,st-lrng
	says the students do not feel relaxed to talk	Obs/R-/st-aff, lang-acc, lang-prn
	makes a commitment to reduce the pressure	T/Com/t-act, st-aff

Cycle	Reflection summary	Role/Ref/Cont.
Cycle 2	The revision section	
Extract 4	<i>Revision section too long</i> begins to criticise the revision part of the first lesson for being too long remarks that in the current lesson he tried to cut it down confirms the current revision section was only 5 minutes long agrees 5 minutes was enough, maybe even more than enough says time was sufficient	T/R-/tim T/RC+/tim Obs/RC+/tim T/R+/tim Obs/R+/tim
Extract 5	<i>Focus on accuracy</i> remarks on Biker's succesful attempts to play down his focus on accuracy agreed that he did not correct acceptable answers said he thus paid more attention to their fluency	Obs/RC+/t-act,st- lang-acc T/RC+/tech,st- lang-flu T/RC+/st-lang-flu
Extract 6	<i>Increase in student-student interaction</i> comments on increase in student-student interaction agreed there was more interaction comments on previous lesson being more teacher-directed stated that he got the students to generate scenarios and situations comments on students' scenarios	Obs/RC+/st-int T/RC+/st-int Obs/R-/t-ctrl T/RC+/st-prt Obs/R+/tech
Extract 7	<i>Teacher planning</i> comments on lack of evaluation section in previous lesson admits he was more well-planned this lesson	Obs/R-/t-pln T/RC+/t-pln
Extract 8	<i>Reflection on change once more</i> remarks that he had controlled himself and not gone off the point agrees that he did not detour nor did he dwell too much on pronunciation concurred he did not spend excessive time	Obs/RC+/t-act T/RC+/t-act, lang- prn, tech Obs/RC+/tim,tech
Extract 9	<i>Focus on new problem</i> asks if he was able to involve all the students remarks she thought all the students were engaged asks if he treats the active and less active students differently comments that he tried to involve all of the students but adds that only 4 or 5 students were contributing mentions how group work allows more students to be involved asks if there was enough group work states that it was sufficient	T/R?/st-prt Obs/R+/st-prt T/R?/t-trt-st, st-prt- tim Obs/R+/t-trt-st, st- prt Obs/R-/st-prt Obs/RC+/ gw, st- prt T/R?/gw Obs/R+/gw
Extract 10	<i>Conclusion</i> remarks that one of the good points was his not deviating agrees summarises the changes observed during the lesson agrees the revision did not take too long	T/RC+/t-tlk T/RC+/t-tlk T/RC+/tim,st-int,t- pln Obs/RC+/tim
Cycle 3	Approach to practice exercises	
Extract 11	<i>Introduction</i> describes language point describes his revision work	T/R/lang-cont T/R/t-act, mat-cb, acty

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 3	mentions lack of time to complete all practice exercises	T/R-/t-act, tim
Extract 11	describes approach to practice exercises	T/R/tech
	explains how he varies his approach in asking students to participate	T/R/tech,st-prt
	states his reasons as his trying to get everybody involved	T/RR/tech
	states how first some students seemed hesitant	Obs/R-/st-aff
	but adds that they relaxed and participated	Obs/R+/tech, st-aff
	and that there was interaction between students and teacher	Obs/R+/st-int
	comments that the students were more relaxed with the pair work	T/R+/gw, st-aff, st-prt
Extract 12	<i>Practice exercises</i>	
	comments that the practice activity was based entirely on the textbook	T/R-/acty, mat-cb
	wonders if he should have designed a more communicative activity	T/R?/acty
	echoes his ideas	Obs/RS/acty
	gives time constraint as a reason for not doing so	T/RR/tim
	agrees that the lack of time means activities have to be limited	Obs/RR/self-t, tim, tech
	adds that he does not want to do away with the book	T/RR/t-act, mat-cb
	asks if he thinks it appropriate to conduct communicative activities at this level	Obs/R?/t-blfs, acty
	comments that the book has practice for the students	T/RR/st, mat-cb
	adds that he would devise such activities for lower level students	T/RR/slf-blfs, acty
	comments on this being his approach	Obs/R/tech
	states that he thinks it important to vary the way he approached exercises	T/R/slf-blf,tech
Extract 13	<i>Possibility for change</i>	
	asks if he would like to make a change	Obs/R?/tech
	states that this is his preference	T/R/t-attrib
	adds that it saves time	T/R+/tech, mat-cb, tim
	asks how the learning could be reinforced	Obs/R?/st-lrng
	states he could use the following hour for production activities	T/Com/acty
	echoes his ideas	Obs/RS/acty,st-lrng
	comments on him tailoring his questions during error correction	Obs/R/tech-ec, qtech
	asks if he is satisfied with this	Obs/R?/tech
	remarks that he is, and that he offered a lot of help	T/R+/t-act
	comments that his facilitation helps the students	Obs/R+/t-act, st
	reiterates question about communicative activities	Obs/R?/acty
	mentions the time constraint	T/R-/tim
	remarks that it might be possible in the following hour	T/Com/acty
	asks if he would like to try that	Obs/R?/acty
	says that he is already behind schedule	T/R-/tim
Extract 14	<i>Focus of next observation</i>	
	asks what he would like to have observed next class	Obs/R?/obs
	wonders if his use of L1 from time to time would help	T/R?/t-lang
	echoes his ideas	Obs/R/t-lang

Cycle/Extract	Reflection summary	Role/Ref/Cont
Cycle 3	asks what she thinks	T/R?/t-lang,
Extract 14	asks if he means for clarification	Obs/R?/t-lang
	agrees that he means for clarification of language points	T/R/t-lang, lang-cont
	asks if she thinks he should try it	T/R?/t-lang
	comments on him always using English	Obs/R/t-lang
	asks if his using Turkish will help them to understand	T/R?/st-comp, t-lang
	comments on him paraphrasing himself	Obs/R/t-lang
	asks if there were any communication problems arising due to his using English	T/R?/t-lang, st-comp
	comments that he was audible enough and did not speak quickly	Obs/R+/t-tlk-spd
	says he can give it a try	T/Com/t-lang
	admits that some language points are difficult to explain in English	Obs/R-/lang-gr
	adds that students need help	Obs/R/st-comp
	asks if they should focus on this point	Obs/R?/obs
	asks if there is anything else they could focus on	T/R?/obs
	suggests the communicative part of the lesson	Obs/R/acty
	but remarks on the lack of time	Obs/R-/tim
	says he could try doing more free activities	T/Com/mat-cb, acty
	comments on her not having seen a production activity so far	Obs/R/acty
	says he could give it a try	T/Com/acty
Cycle 4	General view of Listening and Pronunciation course	
Extract 15	<i>Suggestion of choral repetition</i>	
	suggests choral repetition	Obs/RS/tech
	agrees that this technique was missing, and that he does not usually use it	T/R-/tech
	admits that shy students may have problems repeating individually	T/R-/st-aff, lang-prn
	agrees that repeating together may help them	T/RS/tech
	suggests that it might help them to remember the sound	Obs/RS/slf-lrn, tech
Extract 16	<i>Inductive or deductive approach?</i>	
	states that he presented the problematic sounds first	T/R-/tech, lang-prn, lang-lis
	wonders if he should have given the dialogue first	T/R?/tech
	says he provided both explicit and implicit instructions	Obs/R+/tech-inst
	wonders again if he should have given the dialogue first	T/R?/tech
	remarks that he gave the sounds first	T/R/tech
	adds that he could use the passage first	T/RS/tech
	says he might give it a try	T/Com/tech
	repeats trying choral repetition	Obs/RS/tech
	says "OK"	T/Com/tech
	admits he does a lot of individual but no choral repetition	T/R-/tech
Cycle 5	Using only English	
Extract 17	asks if he ever uses Turkish in his classes	Obs/R?/t-lang
	says he cannot remember having ever switched to Turkish	T/R/t-lang
	asks if this is intentional	Obs/R?/t-lang
	asks if he should use Turkish	T/R?/t-lang

Cycle/Extract	Reflection summary	Role/Ref/Cont
Cycle 5	suggests he could to clarify language points	Obs/RS/t-lang, tech, lang-cont
Extract 17	asks if there was any point when he could have used Turkish mentions the language points which he could have explained in Turkish reflects on the structure of these language points	T/R?/t-lang Obs/R/lang-cont T/R/lang-gr Obs/RS/t-lang, tech, lang-cont
	suggests he could clarify the meaning admits it would be a short cut instead of him providing more examples says he can try using Turkish for clarification purposes says she switches to Turkish both to clarify and to support the students	T/RS/t-lang, tech, lang-cont T/Com/t-lang, tech Obs/R/slf-t, t-lang, st-aff T/R/t-attrib, lang-gr, t-lang Obs/RR/tech, lang-cont
	says he is used to teaching grammar in English	T/RR/t-lang T/Com/t-lang, tech
	suggests his reason is to provide more language exposure agrees, and adds that when he teaches, he does so in English admits there are times when he could switch to Turkish	
Extract 18	<i>Final commitment</i> decides to try using Turkish for a change	T/Com/t-lang
Cycle 6	Using Turkish for clarification	
Extract 19	<i>How Biker felt about using Turkish</i> asks how he felt about using Turkish in the lesson remarks how the students felt more relaxed and learned more easily adds some students said it did not matter, and some responded in English accounts for this as it being part of the classroom routine says it was a different experience comments that more students responded and that they were surprised at him using Turkish adds that they may benefit from this experience	Obs/R?/t-lang T/RC+/t-lang, st-aff, st-lrng T/R/t-lang, st-lang Obs/RR/t-lang T/R+/t-lang Obs/RC+/st-prt Obs/R/st-aff, t-lang Obs/R+/st-lrn Obs/RS/t-lang, lang-cont
	suggests he uses it for difference between English and Turkish says he has learned that teachers should come up with surprises remarks that it added fun to the classroom added that communication did not breakdown, and the students were relaxed	T/RN/t-act Obs/RC+/st-aff Obs/R+/st-aff
Extract 20	<i>Revision stage too long, no time for practice</i> mentions he spent too much time on revision, so no time for practice asks if he wants to make it shorter says it could have been shorter, because there was no time for practice asks why he has a revision section	T/RC- /tim, acty, tech-fdbk, lang-cont Obs/R?/acty, tim T/RC-/acty, tim, tech-fdbk, mat-cb Obs/R?/acty

Cycle/Extract	Reflection summary	Role/Ref/Cont
	says he thinks the students need reinforcement before starting a new topic	T/RR/st-lrng Obs/RS/acty, tim, tech-fdbk
Extract 21	<i>Biker's thoughts about code switching</i> says he could spend less time says he thinks he could use Turkish from time to time, but not always adds it had been good to break the monotony comments on Biker's own surprise admits he had difficulty expressing himself in Turkish	T/R/slf-blf,t-lang T/R+/t-lang, tech, Obs/R/t-bl T/RN/t-lang
Cycle 7	Using choral repetition in Listening and Pronunciation	
Extract 22	<i>Effects of using choral repetition</i> comments that choral repetition comforted the students says that they probably felt more confident agrees adds that they worked together states that he should give them opportunities to work together adds that the disadvantage is that he cannot check individual performance remarks that he was already doing individual repetition comments on the necessity to vary approaches to activities	Obs/RC+/st-prt, lang-prn T/RC+/st-aff Obs/R+/st-aff T/R+/st-prt T/Com/t-opp,st-prt,tech,lang-prn,st-perf T/R-/tech, st-perf Obs/R+/tech T/RN/tech,acty
Extract 23	<i>Biker's thoughts on using choral repetition</i> asks if he will use choral repetition more often says he thinks he should use both ways adds that individual repetition alone might not work very well and that choral repetition eases off the pressure comments on the necessity of a balance agrees that choral repetition eases of the pressure	Obs/R?/tech T/Com/tech T/R-/tech T/R+/tech, st-aff Obs/R/st, tech Obs/R+/tech
Extract 24	<i>Final remarks on change</i> remarks that they had been more hesitant in the previous lesson states that he thought hesitance was natural in individual repetition adds that students feel safer in choral repetition agrees that the environment was safer and that even the shier students responded	Obs/RC+/st-aff T/RR/st-aff T/R+/tech, st-aff Obs/RC+/st-aff, st-prt

Appendix J. Summary of the reflections in Biker's reflective journal

Entry/Extract	Reflection summary	Role/Ref/Cont.
Entry 1	Deviation from focus of lesson	
Extract 1	<i>Revision section</i> comments on how he conducted the revision section and adds that the students performed well explains how he tries to get students involved admits he hadn't planned some of the contexts comments he was successful getting across his message remarks that the revision part went on longer than planned	T/R/t-act,lang-gr T/R+/st-perf T/R+/t-act,st-prt T/R-/t-pln T/R+/t-act T/R-/t-act,t-pln
Extract 2	<i>Lack of time</i> describes how he presented the new language point remarks on lack of time for exercises describes how he approached the exercises he selected	T/R/t-act,slf-lrn,lang-gr T/R-/cm-tim,mat-cb T/R/t-act
Extract 3	<i>Conclusion</i> comments that better planning could prevent deviation	T/RS/t-pln
Entry 2	The revision section	
Extract 4	<i>Introducing language points</i> reflects on the language focus of the lesson describes how he introduced the target language comments on students being able to produce the language describes how students provided their own situations comments on how they did well describes how he helped the students by offering options points out that this comforted the students	T/R/t-act,lang-gr T/R/t-act,mat-bb T/R+/st-perf,lang-gr T/RC+/st-prt,gw T/R+/st-perf,gw,acty T/R/t-act T/R+/st-aff
Entry 3	Approach to practice exercises	
Extract 5	<i>Reflection on change</i> remarks that the beginning of the lesson was shorter says he moved on to the practice exercises describes the purpose of the exercises explains how he picked students first before volunteers points out that he tried to correct only major errors describes how he got the students to work in pairs remarks on the students' positive response describes how he did some exam-type questions comments that the lesson went as planned	T/RC+/t-pln T/R/t-pln,mat-cb T/R/mat-cb,lang-cont T/RC+/tech,st-prt,lang-cont T/RC+/st-perf,lang-prn,tech-ec T/RC+/gw,acty T/R+/st-prt T/R/t-act,lang-cont,st-aff T/R+/t-pln,st-prt,st-mot
Entry 4	General view of Listening and Pronunciation course	
Extract 6	<i>Deductive approach to activity</i> says that he asked students if presenting the sounds first helped them remarks that some were unsure says he should use a variety of texts in the pronunciation course	T/R/acty T/R-/st T/Com/acty, prn

Entry/Extract	Reflection summary	Role/Ref/Cont.
Entry 5	Using only English	
Extract 7	<i>Reflection on change</i> remarks on how he tried not to deviate and how he varied his approach to the exercises and how he allowed for self-correction of errors	T/RC+/t-act,st-prt T/RC+/t-tlk,lang-cont T/RC+/tech-ec,lang-prn
Entry 6	Using Turkish for clarification	
Extract 8	<i>Reflection on regression</i> comments on how introduction was longer than it should have been gives reason for this as wanting to provide background information	T/RC-/t-act T/RR/t-act,lang-cont
Extract 9	<i>Effect of using Turkish</i> says the students were surprised when he switched to Turkish adds it worked well for most students remarks on surprise at some students responding in English	T/R/t-lang T/RC+/st-perf,st-aff T/R/st-lang
Extract 10	<i>Conclusion</i> states it was not a tiring session for either him or the students admits he should have planned time for practice exercises	T/R+/slf, st T/R-/t-pln,acty,fdbk
Entry 7	Using choral repetition	
Extract 13	<i>Students' problems with listening</i> comments that students need better note taking skills remarks on how apprehension impeded their listening comprehension suggests psychological training to overcome this says he had to give them some strategies between the listening remarks that he should have done this beforehand	T/R-/st-perf T/R-/lang-l,st-aff,st-comp T/RS/st-aff T/R-/t-act,lang-l T/R-/t-act

Appendix K. Summary of the reflections in the post-observation conferences between Bookworm and The Brit

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 1	Teacher talk time 1	
Extract 1	<i>Questioning techniques</i>	
	comments on Bookworm's questioning techniques	Obs/R-/qtech
	agrees that she asks and answers the questions herself	T/R-/qtech
	points out that this was the general picture of her class	Obs/R-/qtech
	asks if her questions were directed at any student in particular	Obs/R-/qtech
	says she asks for volunteers first then she directs them to the whole class	T/R/qtech
	wonders if her questioning technique was the cause	Obs/R-/qtech
	comments on students looking unsure of what was expected	Obs/R-/stcomp
Extract 2	<i>Reasons for helping the students</i>	
	points out that Bookworm was doing all the work in the class	Obs/R-/t-act
	admits she is tired	T/R-/slf-t
	echoes Bookworm's ideas	Obs/R-/t
	suggests giving some of the workload over to the students	Obs/RS/t-act, st-prt
	says the students appeared to be sitting waiting for the teacher	Obs/R-/cm
	and that she was doing everything for them, like a Turkish mother	Obs/RM/t-attrib
	admits that her help might not facilitate their learning	T/R-/t-act, st-lrng
	asks why she helps them so much	Obs/R-/t-act
	says she wants to give them more explanations	T/RR/tech, lang-wr
	admits she could have got some of the information from the students	T/R-/qtech, st-prt
	says they need to get the students working	Obs/RS/st-prt
	otherwise they will expect everything from the teacher	Obs/R-/st-bhv
Extract 3	<i>Use of visuals</i>	
	remarks that everyone was looking at their books, reducing the eye contact	Obs/R-/slf-t, mat-cb, st-int
	suggests turning the material in the book into visuals	Obs/RS/mat-OHT, tech
	reflects on the solution	T/RS/mat-cb
	says that all the students can look at the same visual together	Obs/RS/mat-cb
	reflects on making the course book more effective	T/RS/mat-cb
	comments that using visuals may increase student participation	Obs/R/mat-OHT, st-prt
	adds that reading from the book increased teacher talk time	Obs/R-/t-act, mat-cb, t-tlk-tim
	says it was a good idea	T/R+/t-act, mat-cb
	suggests she tried it	Obs/RS/t-act, mat-cb
	agrees	T/Com/mat-cb

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 4	<i>Teacher at front</i>	
	points out that Bookworm was at the front of the class all the lesson	Obs/R-/t-act
	says this was because it was a Reading class	T/RR/t-act, oc
	suggests monitoring to talk to the students about their reading processes	Obs/RS/cm
	says that her staying at the front meant few students participated	Obs/R-/t-act, st-prt
	says she tries to make eye contact	T/R/t-act
	but admits that she does not go round the class	T/R-/t-act
	suggests she can check the students' comprehension while monitoring	Obs/RS/t-act,st-comp
	admits she could have checked more for comprehension	T/R-/qtech
	adds that she had just realised this	T/RN/qtech
	and that she checked individual students' comprehension rather than the whole	T/R-/t-act, st-comp
	says that asking for answers on a voluntary basis leads to low participation	Obs/R-/qtech,st-prt
	repeats suggestion of monitoring	Obs/RS/cm
	asks how she got the answers	Obs/R-/qtech
	suggests giving all the questions at once rather than one by one	Obs/RS/qtech
	decides that she could do this	T/Com/qtech
	suggests that in this way she would have more time to monitor	Obs/RS/qtech, t-act
	reflects on solution	T/RS/qtech
	adds that she needs to change the seating arrangement	T/RS/cm-stg, ot
	suggests having the students sat ready in small groups	Obs/RS/cm-stg
	reflects on solution	T/RS/cm-stg
	suggests that in this way the students can help each other and she can check them	Obs/RS/st-comp, gw, st-ind diff
	says that she feels she can teach when she is at the front	T/RR/t-blf, cm
	points out that she tends to talk more when she stays at the front	Obs/R-/t-act, st-prt
	admits that she comes down from the front in other courses	T/R+/oc, t-act
	but not in the Reading course	T/R-/t-act
	suggests transferring techniques she uses in other courses to this one	Obs/RS/cm-stg
	asks why she does not move away from the front in Reading class	Obs/R-/oc
	says that in other courses the students give presentations and she sits with the class	T/RR/st-prt, t-act
	asks about the other courses in which she presents	Obs/R-/oc
	says that they are lecture-based	T/R/slfr-t
	attributes this to the fact that she had learned in this way at university	T/RR/slfr-lrn, slfr-t
	says she feels more comfortable at the front	Obs/RR/t-act
	says she can see all the students' faces	T/RR/t-ctrl
	points out that her always being at the front might lead to her losing some students	Obs/R-/t-act
	says that she can mix group work with whole class work	Obs/RS/qtech, t-act

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 1	but having them sat in groups would save time	Obs/RS/cm-stg
Extract 4	admits the lesson needed dynamics	T/R-/cm
	mentions how other teachers arrange their classes according to their purposes	Obs/R/ot, cm-stg
	suggests a more interactive set up for the Reading course	Obs/RS/cm, st-int
	says she can wait for the students	T/R/t-act
	repeats how she can do both group and whole class work	Obs/RS/t-act
	says she can change the seating arrangement in the next lesson	T/Com/cm-stg
Extract 5	<i>Conclusion</i>	
	says that her teaching approach depends on the way she was taught	T/RR/slf-lrn
	says she does not like group work	Obs/R/t-attrib
	says she does not trust anyone	T/R-/slf
	adds that she could never work with her friends at university	T/R-/slf-lrn
	says she cannot get satisfaction from a student's response	T/R-/st-perf
	and adds that this is a great influence on her teaching	T/RR/slf-lrn, slf-t
	agrees that the way we learn affects the way we teach	Obs/R/slf-lrn, slf-t
	says that now she realises what was wrong with the class	T/RN/cm
	says she will make a change	T/Com/cm-stg
	points out that we need to cater for different types of students	Obs/R/slf-lrn, slf-t, st-ind diff
	comments that the evening group is more responsive but that the day class being less responsive makes her teach in her usual way	T/R+/st-prt
	mentions how she had observed Biker's class and how he got responses	T/RR/st-prt
	says how it was good that they were learning from each other	T/R+/ot-act
	adds that she had learned a lot from Biker	Obs/R+/obs
		T/R+/ot
Cycle 2	Teacher talk time 2	
Extract 6	<i>Increased student participation</i>	
	points out the students' being organised into small groups	Obs/RC+/gw-org
	adds that different students were participating	Obs/RC+/st-prt
	agreed that they were more responsive	T/RC+/st-prt
	mentions how a student who had been sitting away in a corner now participated	Obs/RC+/st-prt
	but adds that although they were sitting in groups, they were not working together	Obs/R-/st-bhv
	says that this was a continuation of the previous lesson	T/RR/st-bhv
Extract 7	<i>Questioning techniques</i>	
	points out that she was still going through the questions one by one	Obs/R-/qtech
	and how this both slowed the pace and made her talk more	Obs/R-/t-tlk
	the participation had increased	Obs/R+/s-prt
	but there was still no interaction between students	Obs/R-/st-int
	says she could have asked them the questions	T/RS/qtech
	agrees, saying that while she was making much more contact with the students	Obs/RC+/t-act, stg

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 8	she was still speaking for them instead of eliciting the answers	Obs/R-/qtech
	admits that this will take time	T/R-/qtech
	agrees, asks if she wants to change this aspect of her teaching	Obs/R-/qtech
	says she does, because she sees it as an important problem	T/Com/qtech
	<i>Teacher control</i>	
	says she feels in control with the whole group	T/R/t-ctrl
	says that we have to give some control to the students, otherwise we get tired out	Obs/R-/t-act
	points out that she had noticed her being at the front of the class most of the time	Obs/R-/t-act
	agrees that although the students were in groups, she was still at the front	T/R-/cm-gw, t-act
	says that we need to give some of the control to the students	Obs/RS/t-ctrl
	asks what she feels about this	Obs/R-/t-ctrl
	says that she feels she needs to give them hints	T/RR/qtech
	says she can try	T/Com/qtech
	points out this is the reason	T/RR/t-attrib
	reflects on her reasons for being in control	Obs/RR/t-ctrl
	says she feels it will be better if she helps them	T/RR/qtech
	points out that she can help them while monitoring them	Obs/RS/t-act, gw
	says that group work should increase interaction	Obs/R/gw, st-prt
	admits that the interaction was still teacher-centred	T/R-/st-int
	says there was no student-student interaction	Obs/R-/st-int
	comments on how sometimes she gets them to stand up and respond to each other	T/R/gw
	says she could just try	Obs/RS/cm, t-attrib
	says she is not happy with her current approach	T/R-/cm
	says there should be more interaction	T/R-/st-int
	says she always tries to manage the whole class referring to the "divide and rule" principle, says it is easier to control small groups	T/R-/cm
	says it is not so easy	Obs/RM/t-ctrl, gw, st-prt
	asks if she wants to try that aspect	T/R-/t-ctrl
	says "hmm mm"	Obs/R-/t-ctrl
	because she feels tired at the end of the day	T/Com
	points out that it is the student who are doing the learning	T/R-/slf-t
Extract 9	<i>Teacher talk speed</i>	Obs/R/st-lrng
	points out her speed of speech	T/R-/t-tlk-spd
	comments that while the students had said they were able to understand her a little more	Obs/RC+/st-comp
	she still spoke quickly	Obs/R-/t-tlk-spd
	says that this was something she wanted to change	T/Com/t-tlk-spd
	adds that she speaks quickly in Turkish too	T/RR/Slf-lang
	agrees, putting it down to fast thinking processes	Obs/RR/t-tlk-spd

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 3	Increasing student participation and interaction	
Extract 10	<i>Increase in student participation</i> mentions how she monitored more, which increased participation and decreased her talk agrees that she mingled more comments on increase in responsiveness of students says she felt the students were more engaged	T/RC+/t-act, st-int, t-tlk-tim Obs/RC+/t-act Obs/RC+/st-prt T/RC+/st-prt
Extract 11	<i>Speaking more slowly</i> mentions how she tried to slow her speech and gives her thought processes as the reason then adds that the students see her slowing down as an opportunity to speak asks if their talking was related to the class says they were ready to answer asks if this might be an opportunity says that her pausing gives them time to think asks if she deliberately slowed down for them to answer says she had tried to do so because they had talked about her speed of speech but adds that she was not sure if she gave them sufficient time	T/RC+/t-tlk-spd T/RR/slf-attrb T/RN/t-tlk-spd, st-prt Obs/R?/st-prt T/R+/st-prt Obs/R?/t-opp, st-prt T/R+/t-opp, st-prt Obs/R?/t-tlk-spd T/RR/t-tlk-spd T/R-/qtech
Extract 12	<i>Question types</i> points out that she is still asking and answering her questions admits she asks them to confirm her reflects on the reasons for this says it might be because she did not allow them much time says she noticed how she started a sentence completes The Brit's sentence by saying she provided her own answers suggests that this type of question might confuse the students adds how Bookworm completes the sentence and the students nod in confirmation reflects on her question types reflects on how a direct question form might help suggests more focused, direct questions admits this might be related to her processes points out that they get into the routine of confirming the teacher's own sentences says this might work	Obs/R-/qtech T/R-/qtech Obs/RR/qtech, t-opp T/RR/qtech, t-opp Obs/R-/qtech T/R-/qtech Obs/RR/qtech Obs/R-/qtech T/R/qtech T/RN/qtech Obs/RS/qtech T/RR/slf-attrb Obs/RR/qtech, st-bhv T/RS/qtech
Extract 13	<i>Positive changes in class dynamics</i> comments on students being more on task agrees they were more on task comments on the different types of interaction reflects on the variety of interaction explains how the current activity had developed from a previous activity comments that there was much more activity in the lesson	Obs/RC+/st-prt, cm-tim, t-act T/RC+/st-prt Obs/RC+/cm-gw, cm-int T/RC+/cm-gw, cm-int T/RR/acty, cm-gw, cm-int Obs/RC+/cm-int

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 14	comments on how the students were working at their own pace	T/RC+/st-lrng
	mentions how the students had said they had enjoyed the activity	Obs/RC+/st-aff, cm-gw
	says how she felt the same	T/RC+/cm-int
	<i>Teacher control</i>	
	asks how she felt about giving the students all the questions to answer	Obs/R-/t-blf, qtech
	says it was beneficial because the students were able to prepare and she was able to check	T/RC+/qtech
	asks if she felt out of control	Obs/R-/t-ctrl
	says she did not	T/R+/t-ctrl
	points out that she gave importance to what they learn	T/R-/t-blf, st-lrng
	says she had assumed that students would be off task or focusing on irrelevant things	T/R-/t-blf, t-ctrl
	admits that how they learned was important	T/RN/st-lrng
	adds that this lesson had been more student-generated	T/RC+/st-prt
	asks if she would continue this way	Obs/R-/t-act
	says she thought she would	T/R+/t-act
	asks if she had felt any loss of control	Obs/R-/cm-bw, t-ctrl
	says she thought the students were on task	T/R+/st-prt
Extract 15	admits she had wrongly assumed they would go off task	T/R-/t-ctrl, st-bhv
	says it is difficult to control a large group	Obs/R-/t-ctrl
	admits it is tiring and it is not possible to guess who is learning	T/R-/cm, st-lrng
	agrees, adding that it is easier to see in small groups	Obs/R-/cm, st-lrng
	Cycle 4 Wait time to answer questions	
	<i>Reflection on change</i>	
	states the aim of the observation and asks what Bookworm felt	Obs/R-/qtech-tim
	says she felt she had given enough time, and that the students knew what was expected	T/RC+/qtech, st-comp
	adds that she asked clearer questions, and that she monitored the class	T/RC+/qtech, cm
	points out that she stayed at the front of the class with the evening group with the OHP	T/RC-/cm, qtech, OHP, t-ctrl
	states that the students were more engaged and that there was more interaction	T/RC+/st-prt, acty, cm-int, t-act
	agrees, saying that the more focused questions seemed to encourage more participation	Obs/RC+/st-prt, qtech
	Extract 16 Noise level	
	remarks on the extra noise	Obs/R-/gw-noise
	agrees	T/R-/gw-noise
	comments on her having to tell them to be quiet	Obs/R-/gw-noise
	asks her if she felt out of control during the group work	Obs/R-/cm-gw, t-ctrl
	admits that she did sometimes	T/R-/t-ctrl, st-bhv
	then adds that she enjoyed seeing them having fun	T/R+/st-bhv
	agrees	Obs/R+/st-bhv
	says she tolerates some noise	Obs/R+/t-attrib, gw-noise
	comments on her not being able to hear her own questions	T/R-/gw-noise

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 17	<i>Reasons for helping the students</i> comments on the students having enough time to answer, and Bookworm providing less answers says she had to control herself, because she likes to facilitate makes an analogy to a mother over-helping her son in a television advertisement admits she treats her own children in the same way asks her about this gives an example asks if it because of her personality explains that she feels like a mother in the classroom comments on the similarities between teaching and mothering, saying we can over-mother	Obs/RC+/qtech, T/RR/qtech, slf-t Obs/RM/t-act T/R/slf-non-t Obs/R?/t-non-t T/R/slf-non-t Obs/R?/t-act T/RM/slf-t Obs/RM/blf-t
Extract 18	<i>Beliefs about teaching at higher education</i> comments that for the first time the students were relaxed and having fun remarks on the difference between this class and the first observed class points out that students and instructors have got to know each other agrees that it takes time, and her approach depends on the activity type remarks that the type of teacher she is depends on the course says that variety is necessary comments that at university she is a traditional teacher, and that she could not teach at high school agrees that beliefs change when teaching at higher education says that there is more academic work and less practice explains that she assumes her students are old enough to be taught in a traditional way remarks on some of her own expectations of students of higher education comments that Biker checks attendance and asks about books adds that none of her university teachers did so	T/RC+/st-aff Obs/RC+/st-bhv Obs/RR/st-bhv T/R/acty, slf-t T/R/oc, slf-t, lang-r Obs/RR/tech T/RR/blf-t Obs/R/t-blf T/R/oc, slf-t, int T/RR/blf-t Obs/R/slf-blf-t, trt-st T/R/ot-act T/R/slf-lrn
Extract 19	<i>Focus of next observation</i> asks about the next observation says she tends to ignore one part of the class, so she would like to focus on asking other students reflects on new point adds she finds she does this when reading echoes her ideas admits she does not push the shier students suggests it might be related to her beliefs about higher education says she does not push the shy students because she is shy herself adds that few students participate when she asks questions on a voluntary basis	Obs/R?/obs T/R-/trt-st Obs/R+/obs,st-prt T/R-/tech, lang-r Obs/R/t-act T/R-/tech, trt-st Obs/RR/t-blf T/RR/trt-st, st-aff, slf-lrn T/R-/t-act, st-prt

Cycle/Extract	Reflection summary	Role/Ref/Cont.
	comments on how she is having a similar aspect of her teaching observed	Obs/R/obs, slf-t, bl
	reflects on the phenomenon	T/R/bl
	says it is the way she stands	Obs/RR/bl
	comments that she looks to the right	T/R-/bl
	says they can observe this aspect next week	Obs/R/obs
	says she has just noticed it	T/RN/t-act, st-prt
	reflects on the focus of the next observation	Obs/R/obs
Cycle 5	Focused questions	
Extract 20	<i>Reflection on change</i>	
	comments that her question was very obviously a question	Obs/RC+/qtech
	describes what she did at the beginning of the lesson	T/R/tech
	restates her observations	Obs/RC+/qtech
	agrees that the students realise, and comments on what she was doing during this part of the lesson	T/RC+/t-act,st-comp
	comments on the positive change in Bookworm's talking speed	Obs/RC+/t-tlk-spd
	says this helps the students to understand	T/R+/t-tlk-spd,st-comp
	asks if she found the participation had increased	Obs/R?/st-prt
	says that the students were involved	T/RC+/st-prt
	adds she was looking at one part of the class	T/R-/t-bl
	comments on how the OHP keeps the teacher at the front	Obs/R-/mat-OHP
	remarks on how she tried to share her attention	T/R+/t-trt-st
	says that this is the disadvantage of the OHP	Obs/R-/mat-OHP
	comments on the responsiveness of the students	Obs/R+/st-prt
	agrees, says she gave examples from herself and they had fun	T/R+/st-prt,t-act
	adds that only asking the given questions is limiting	T/R-/mat-OHP,qtech
	agrees, saying that asking one's own questions means one can develop a discussion in any way	Obs/R+/qtech
Extract 21	<i>Conclusion</i>	
	repeats that Bookworm's questions were focused	Obs/RC+/qtech
	admits that it was her technique	T/RR/qtech
	remarks again that her talking was not very fast	Obs/RC+/t-tlk-spd
Cycle 6	Does Bookworm ignore some students?	
Extract 22	<i>Focus on the problem: traditional set up</i>	
	asks if she had guessed correctly which part of the class Bookworm focused on more	Obs/R?/trt-st
	confirms, and then says this is because the teacher's seat is to the right	T/RR/bl
	reflects on these reasons	Obs/RR/bl
	comments on her own similar problem	Obs/R-/slf-t, bl,bb
	then adds that Bookworm turned both ways	Obs/R/bl
	says that she does not want to ignore them, she just has a tendency to face the right	T/R-/trt-st,bl
	remarks that she faces the right, but then turns to the other side	Obs/R/bl
	comments on Bookworm reading the book and not looking at the students, something she also does	Obs/R/blf-bl, mat-cb, lang-r
	says that this is because she regards reading as an individual process	T/RR/blf-skl, lang-r

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 6	remarks that while she does seem to face the right, she does not ignore the other half of the class	Obs/R+/bl, trt-st
Extract 22	adds that the students said they did not think she ignored them	Obs/R+/st, trt-st
	remarks that this was good	T/R+/trt-st
	suggests that it might not actually be a problem	Obs/R+/trt-st
	adds that she always tries to praise the students and create a supportive atmosphere	T/R+/trt-st, t-lang
Extract 23	<i>Focus on the problem: group work set up</i>	
	remarks on Bookworm moving around the groups	Obs/R/cm-gw, t-act
	comments that she addresses groups as a whole rather than individual students	T/R/trt-st, cm-gw
	suggests there might be a problem there	T/R-/cm-gw, tr-st
	says she did not think so	Obs/R+/cm-gw, trt-st
	adds that the students were collaborative	T/R+/st-bhv
	comments on Bookworm moving round the groups, adding she did not notice her ignoring students	Obs/R+/t-act, trt-st
	says that although she came back to the participative students, this is what teachers did	Obs/RR/trt-st, st-prt
	comments on the participativeness of a particular student	T/R+/st-ind diff
	asks how she can involve the quieter students	T/R-/st-prt
Extract 24	<i>How to involve the quieter students</i>	
	says she could assign the quieter students as spokespeople for their groups	T/RS/st-prt
	reflects on this idea	Obs/RS/st-prt
	adds that she does not treat them negatively	T/R+/trt-st
	says she realises that their lack of response is not due to a lack of knowledge	T/R/st-prt
	suggests that she does not want to put them under pressure	Obs/R/trt-st
	remarks how some of the quieter students score highly on their exams	T/R+/st-ind diff, st-perf
	says that these are personal learning styles	Obs/R/st-ind diff
	asks a rhetorical question how one can force a students to participate	Obs/R-/trt-st
	explains that she herself is an individual learner, and that maybe these girls are too	T/RR/slf-lrn
	comments on how one participative student did not score well in her grammar exam	Obs/R-/ot, st-ind diff, st-perf
	says that this particular student did not write well either	T/R-/st-perf
	adds that she did well in speaking, but another less participative girl did well in her grammar exam	Obs/R+/st-ind diff, st-perf
	asks if they could be or if they wanted to be more involved	Obs/R-/st-perf
	says that they have to	T/R/st-resp
	agrees, and says that as teachers they will have to address different learning styles	Obs/R/st-ind diff, blf-tchg
	says it is necessary, because like herself, individual students become traditional teachers	T/RR/slf-lrn
	comments they need to experience different things and be pushed in a positive way	Obs/R/trt-st
	agrees, saying that students who are participative are not good at presenting, and vice versa	T/R-/st-ind diff

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 6	adds that students who present well do not perform well in teaching practice	T/R-/st-ind diff
Extract 24	points out their responsibilities as teacher trainers	Obs/R/blf-tchg, t-res
	says she feels she has to set up a model	T/R/t-res
	comments that she does not think group work was necessary for courses such as Linguistics	T/R/oc, cm-gw
	says she does not bother with group work in her Literature course	Obs/R/oc, cm-gw
	remarks how her own lecturers at university would sit and talk	T/R-/slf-lrn
	adds that nobody did group work	T/R-/slf-lrn,cm-gw
	says she has a different perspective on teaching because of her high school teachers	T/R/slf-lrn
	some of them did communicative activities, others gave rules, teachers are different	T/R/slf-lrn
	agrees that teachers have their own styles, adding that they needed to provide different models	Obs/R/t-res, t-opp
	agrees	T/R/t-res,t-opp
	asks if she would like to focus on involving quieter students the following week	Obs/R?/obs,st-ind-diff,st-prt
	says OK	T/Com/obs,st-ind-diff,st-prt
Cycle 7	Involving quieter students	
Extract 25	<i>Focus on the problem</i>	
	admits she does not push the shier students	T/R-/trt-st
	comments that all students seem involved	Obs/R+/st-prt
	says that while the students can initiate conversations, they cannot maintain them	T/R-/st-perf
	agrees	Obs/R-/st-perf
	says she asks questions to keep the discussion going,, and involves the students in this way	T/R+/trt-st
Extract 26	<i>Comments on the lesson in general</i>	
	comments that the lesson itself was reading-based and did not involve a lot of student talk	Obs/R/lang-r
	says that her lessons in general were like this	T/R/lang-r
	adds that the students were active	Obs/R+/st-prt
	agrees, saying that being quiet does not mean that they are not thinking	T/R+/st-perf
	adds that sometimes she feels their lack of response means they do not understand	T/R-/st-bhv, st-comp
	says she does not do comprehension checks	T/R-/qtech, st-comp
	adds she does not do anything for the quieter students	T/R-/trt-st
	nor does she repeat a question if they do not ask	T/R-/qtech
	remarks that being quiet does not mean lack of comprehension	Obs/R/st-comp
	comments that the quieter students score higher in exams	T/R+/st-ind diff, st-perf
	says she thinks they need to be risk takers as future teachers	T/R/st-ind diff
	agrees	Obs/R/st-ind diff
Extract 27	<i>Pushing quiet students</i>	
	says nobody looks neglected	Obs/R+/trt-st
	asks how she felt about this	Obs/R?/trt-st

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 7	says she felt the same	T/R+/trt-st
Extract 27	remarks that she also does not want to push these students	Obs/R/trt-st, st-ind diff
	comments that while they are not eager to respond, they do give good responses	T/R+/st-perf
	suggests that it might not actually be a problem	Obs/R+/trt-st, st-ind-diff
	asks how can she push them if they do not learn in this way	T/R?/trt-st,st-ind-diff
	remarks that pressurising might prevent them from participating	Obs/R-/t-act,st-prt
	says that they may feel over-relaxed and let the teacher do everything	T/R-/t-opp, st-prt
	comments that compared with the beginning of term, the students are more engaged	T/RC+/st-perf, st-comp, lang-r
Extract 28	<i>Student expectations</i>	
	wonders if students expect to be chosen to answer questions	Obs/R?/st, qtech
	asks if she means the conventional method	T/R?/qtech
	confirms	Obs/R/qtech
	agrees that they might be used to that way	T/R/st
	suggests they may feel security when the teacher chooses	Obs/RR/st-bhv, t-act
	says they apply avoidance strategies	T/R-/st-bhv
	wonders if they as teachers provide them with opportunities to apply such strategies	Obs/R?/t-opp
	admits she is not a pushy teacher	Obs/R/t-attrib
	says that she is not either	T/R/t-attrib
	remarks she thinks at university teachers do not push students	T/RR/slf-blf
	agrees, saying she was not pushed at university either	Obs/R/slf-lrn
	comments that they expect students to develop autonomy	T/R/st-resp

Appendix L. Summary of the reflections in Bookworm's reflective journal

Entry/Extract	Reflection summary	Role/Ref/Cont.
Entry 1	Teacher talk time 1	
	<i>Description of activity</i>	
Extract 1	Describes the purpose of the activity	T/R/acty
Extract 2	<i>Describes topic and materials</i>	
	says she found the topic interesting	T/R+/mat-cb
	says she gave extra handouts	T/R+/mat
Extract 3	<i>General picture of the lesson</i>	
	admits the class was monotonous, with her talking a lot	T/R-/t-tlk-tim,qtech
	explains she felt the necessity to speak because of the silence	T/RR/st-prt,t-tlk-tim
	says the lesson was teacher-centred, with lots of teacher talk and no student interaction	T/R-/t-act,st-int,-tlk-tim
Extract 4	<i>Reflections on reasons and solutions</i>	
	asks why she was not able to get any response from the students	T/R?/st-perf
	answers her question by saying the students were not able to understand her	T/RR/st-comp,t-tlk
	because she speaks quickly	T/R-/t-tlk-sp
	says she speaks quickly in Turkish	T/RR/t-tlk-sp
	suggests she could have written key concepts on the board	T/RS/t-act,mat-cb,t-tlk-sp
	and she could have given the students more time to think about the answers	T/RS/qtech
	says she relied only on the book, and she had not prepared extra materials	T/R-/mat-cb
Extract 5	<i>Focusing on students</i>	
	says she tends to reflect on an individual students understanding rather than the whole	T/R-/t-attrib,st-comp,st-prt
	says she could have split the class into small groups	T/RS/cm-gw,st-int
	admits she felt uneasy about being recorded	T/RR/obs
	explains that her experiences as a learner might have affected her teaching	T/RR/slf-lrn
Entry 2	Teacher talk time 2	
Extract 6	<i>Description of activity</i>	
	describes how she set up groups to minimise teacher talk	T/RS/t-tlk-tim,cm-gw,t-act
	remarks that the students looked engaged	T/RC+/st-prt,t-act,mat-cb
	describes what the activity entailed	T/R/t-act,acty
Extract 7	<i>Feelings about the lesson</i>	
	says the game she started with went down well	T/R+/acty,st-aff
	remarks that the brainstorming activity was also successful	T/R+/t-act,acty
	states that she discovered that she did not give enough time to the students	T/RN/t-act
	and that she jumps in to help them	T/R-/t-act
	explains that she feels uncomfortable if she does not help them	T/RR/t-attrib

Entry/Extract	Reflection summary	Role/Ref/Cont.
	suggests that getting them to write on the board would give them more time to think	T/RS/mat-cb,st-comp,t-act
	admits she did not give over some of the control to let them cooperate in groups	T/R-/t-ctrl,cm-gw
	suggests she could have got the students to discuss their answers	T/RS/cm-gw
	admits it will take time to get them to work in groups while reading	T/R-/cm-gw,lang-r
	remarks that her use of questioning helps her to understand what the students know	T/R+/qtech,t-act,st-prt
Entry 3	Increasing student participation and interaction	
Extract 8	<i>Description of activity</i>	
	describes how she tried to maximise student talk	T/RS/t-act,st-prt,st-int,cm-gw
	remarks that the students completed the tasks in pairs and adds that they were all on task	T/RC+/st-int,st-prt T/R+/st-prt,st-aff
Extract 9	<i>Feelings about the lesson</i>	
	attributes the success of the lesson to the group work	T/RR/cm-gw
	explains how it allowed her to monitor all the students and how it was stimulating	T/R+/cm-gw,t-act,st-aff
	adds that although she uses group work in writing, she values individual study in reading	T/RR/lang-wr,lang-r,t-act,t-ctrl,qtech
	explains that this affected her approach, but now she realised the advantages of group work	T/RN/cm-gw,st-prt T/Com/cm-gw,lang-r
	states her decision to use group work more in reading	
	remarks that many students lack self-confidence when speaking	T/R-/st-aff, lang-sp
	adds that group work helps the students to think and share ideas before raising their hands	T/R+/cm-gw,st-comp
Extract 10	<i>Negative aspects of lesson</i>	
	remarks that although the class went well	T/R+/acty
	she was not entirely satisfied	T/R-/t-attrib
	admits she buried her head in the book while they were reading	T/R-/t-act T/RR/t-act,lang-r,mat-cb
	explains that she was reading between the lines	T/R/qtech
	says that she asked further questions	T/RR/mat-cb, st-perf
	explains that the course book did not provide questions to help the students make inferences	T/R+/t-act,st-lrn,lang-r
	states that she knows teachers can help students to develop reading strategies	
Entry 4	Wait time to answer questions	
Extract 11	<i>Description of activity</i>	
	describes activity	T/R/t-act,acty
Extract 12	<i>Focus on change</i>	
	comments on how the lesson was one of the most active and went well	T/RC+/acty
	remarks how she asked questions to focus the questions	T/R/t-act
	says she allowed them enough time in their groups to formulate their questions	T/RC+/qtech

Entry/Extract	Reflection summary	Role/Ref/Cont.
	comments on how she asked further questions and allowed them to support their answers	T/RC+/t-act,qtech
	adds how she made sure many students responded by monitoring their groups	T/RC+/t-act,mat
	points out that there was humour and the students were enjoying themselves	T/RC+/st-aff
	says that while she thinks the curriculum is important, she thinks activities should be enjoyable	T/R/slf-blf,acty
	comments that when she changes her approach, the students become engaged	T/RC+/t-act,st-prt
	says that she is not rigid and that she can adapt her teaching	T/R+/t-attrib
Extract 13	<i>Focus on reasons</i>	
	remarks that she does not prepare too many activities, because the students need time	T/RR/t-act,acty
	admits that since this is the first time she has taken this course, she has difficulty balancing	T/RR/t-act,lang-r,lang-wr
	says she tries to tailor the lessons to the students needs in both reading and writing	T/R+/t-act,lang-r,lang-wr
	admits she feels the students are getting behind	T/R-/st-perf
Entry 5	Focused questions	
Extract 14	<i>Description of activity</i>	
	describes the purpose of the activity	T/R/t-act,acty,lang-r
Extract 15	<i>Focus on change</i>	
	mentions beliefs about authentic reading materials	T/R+/mat,lang-r,st-lrn
	says she thought the students were engaged in the activity	T/R+/st-prt
	describes how the students used past experiences to help understand the plot	T/R/st-comp
	says she asked focused questions to achieve her aim	T/RC+/qtech
		T/R+/qtech,st-lrn,slf-blf
Extract 16	<i>Weaknesses of the lesson</i>	
	mentions the advantages of using literature in reading classes	T/R+/slf-blf,mat,lang-r,acty
	admits the lesson could have been more student-centred	T/R-/acty
	suggests using literature circles to make it more cooperative	T/RS/tech,acty
	says the role-play activity was enjoyable	T/R+/acty,st-lrn
	admits she could have used music and pictures to set the mood	T/RS/mat
Entry 6	Does Bookworm ignore some students?	
Extract 17	<i>Description of activity</i>	
	describes the purpose of the activity	T/R/acty,qtech,st-lrn,t-act
Extract 18	<i>Getting the students involved</i>	
	comments that a large number of students participated	T/R+/st-prt
	says she was pleased at seeing some of the shier students contributing	T/RC+/st-ind-diff,st-ff,st-prt
	says she does not deliberately choose to ignore shier students	T/R+/t-attrib,st-ind-diff
	but adds she over-focuses on the material if it is complicated	T/R-/mat,lang-r
	does not want to push them, results might not be positive	T/RR/t-attrib,st-lrn

Entry/Extract	Reflection summary	Role/Ref/Cont.
Extract 18	adds she waits for them to perform when they are ready remarks she tried to let everyone join in the lesson says the desk being in the corner helped her involve everyone says she thinks the arrangement of the classroom affects teaching and learning adds that proper arrangement helps the teacher to teach effectively and increase interaction admits she tends to occupy one part of the classroom and directs the discussion adds she tends not to look at the students sitting in front of the teacher's desk says in this lesson she tried to get responses from more students comments on which students sit at the front and the back of the classroom adds that she usually directs questions to those sitting at the back says that she varied her questions in this way the students could synthesis and provide more elaborate answers says that the students being able to give answers meant they understood	T/R+/t-opp T/RC+/t-act,st-prt T/RR/mat-OHP,t-opp T/R/slf-blf,cm T/R+/slf-blf,cm T/R-/t-act T/R-/bl T/RC+/t-act,st-prt T/RR/slf-blf,st-bhv T/R/st-bhv,t-act T/R/qtech T/RR/st-prt T/R+/st-comp
Entry 7	Involving quieter students	
Extract 19	<i>Description of activity</i> describes the purpose of the activity	T/R/acty,st-bhv,t-act
Extract 20	<i>General picture of the lesson</i> says the lesson went well adds that the students were involved and interested says she felt well prepared remarks that she tried to involve all students and helped the students where necessary	T/R+/acty T/R+/st-prt T/R+/t-act,cm-gw,qtech T/RC+/t-act,st-ind-diff,st-prt T/R/t-act
Extract 21	<i>Focus on the problem</i> says she does not feel comfortable forcing shy students to speak adds she tries to create a supportive environment for them, because they have to join in says she feels happy when a student contributes explains that she gives points to willing participates adds that this encourages students to participate says she continues the group work activity if the students are not off task comments that she thought the shy students did not feel intimidated this class remarks that she thinks she gives them more time to think after asking a question says the best part of the lesson was the students communicating a lot remarks that now even the shy students were raising their hands and having fun	T/R-/t-attrib,st-ind-diff,st-prt T/RR/st-prt,st-lrn,t-act T/R+/t-attrib,st-prt T/R/t-act,st-prt T/R+/st-prt,acty T/R/t-act,acty,cm-gw,st-prt T/RC+/st-ind-diff,st-prt T/RC+/qtech,t-opp T/R+/st-prt T/RC+/st-prt,st-ind-diff

Appendix M. Summary of the reflections in the post-observation conferences between The Brit and Biker

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 1	Setting up group work 1	
	<i>Beginning of lesson, handing out material, vocabulary check</i>	
Extract 1	handing out material individually reason: makes sure all have got 1, uses time to explain activity reason: vocabulary check and contact no one asked questions about vocabulary suggests rephrasing vocabulary items comments on nobody listening suggestion: instruct not to answer the questionnaire time allowed was too long reason: SS start to answer as soon as they get the paper didn't wait whole five minutes	Obs/R-/t-lang, voc, tech T/RR/stg, slf-t Obs/RR/t-act T/R-/st-bhv Obs/RS/t-act, lang-vocab T/R-/st-bhv, qtech Obs/RS/inst T/R-/tim Obs/RR/t-act T/R/t-act
Extract 2	<i>Setting up of groups</i>	
	activity lends itself to setting up groups forgot to give them a focus difficult to get low energy group to move comments on low energy students took ages to get students to move students should lift chairs T. expect immediate action but there is none how can motivate students thinks normal for 30 students thinks some group size uneven further divide groups to increase interaction suggests new group size difficult to interact in large group thinks about future activities thinks about time required thinks about time required to set up current groups thinks about splitting groups problem of students sitting in wrong place asks what she means by wrong place explains how she had to repeat instructions asks if Ss did not understand contemplates on clarity of instructions puts it down to the students agrees, says cannot always blame herself reflects on the size of a group suggests labelling groups reflects on labelling	T/RN/acty,gw-org T/R-/t-act,acty T/R-/st-bhv Obs/R-/st-bhv T/R-/inst,st-comp Obs/RS/st-bhv T/R-/slf-exp,st-bhv T/R?/inst,mot,st-bhv, Obs/RR/st-ind diff T/R-/gw-org T/RS/gw-org,opp,int Obs/RS/gw-org T/R-/gw-org,int T/RS/gw-org Obs/R-/gw time T/R-/gw tim T/RS/gw-org T/R-/gw-org Obs/R?/gw-org T/R-/inst,gw-org Obs/R?/inst,st-comp T/R-/inst Obs/RR/st-bhv T/R-/slf-exp,st-bhv T/R-/gw-org Obs/RS/gw-org T/RS/gw-org

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Cycle 1	reflects on clarity of instructions and overcompensation	T/R-/inst, st-bhv
Extract 2	reflects on usefulness of overcompensation	Obs/R-/inst
	asks if she's just wasting her voice	T/R?/inst
	says Ss might not be listening when forming groups	Obs/R-/st-bhv, gw og
	comments on how this was what she wanted observing	T/R/obs, gw-org
	makes commitment to work on organisation of groups	T/Com/gw-org
Extract 3	<i>Closing of meeting</i>	
	suggests trying smaller groups	Obs/RS/acty,gw-org
	comments on a student looking lost in big group	Obs/R-/gw-org,st-prt
	comments on what she wanted observing	T/R/obs,gw-org,st-prt
	says group size is important, better to split off big groups	Obs/RS/acty,gw-org
	comments on procrastination outside of teaching	T/RR/slf-attrib,non-t
	suggests being more proactive	Obs/RS/t-attrib
	agrees, makes commitment to focus on setting up groups	T/Com/gw-org,gw-tim
	says students need training	Obs/R-/st-bhv
	admits she needs to train them	T/Com/st-bhv
	wonders if she would appear too bossy	T/R?/slf-attrib
	says the students need such instructions	T/R-/st-bhv
Cycle 2	Setting up group work 2	
Extract 4	<i>Discussion of setting up groups</i>	
	giving instructions before forming groups avoided chaos	Obs/RC+/inst,gw-org
	previously they had done the task while forming groups	T/RC+/gw-org,st-bhv
	a problem arose during grouping	T/R-/gw-org
	next time try different groupings	T/Com/gw-org
	suggests grouping according to gender	Obs/RS/gw-org
	not grouping by gender, but by assigning numbers	T/RS/gw-org
	students not keen on lifting chairs	T/R-/st-bhv
	students grouped first, more careful listening	Obs/RC+/gw-org,st-bhv
Extract 5	was feedback appropriate?	T/R?/tech-fdbk
	own feedback was too diplomatic and ineffective	T/R-/t-lang-cont
	did they get the message?	Obs/R?/st-comp
	feedback should have been more "in the face"	T/R-/t-lang-cont
	agrees feedback should have been more direct	Obs/R-/t-lang-cont
Extract 6	gave feedback after each group's performance	T/R/tech-fdbk
	comments on students' language errors	T/R-/st-lang
	should feedback be given after each group or at end of lesson?	T/R?/tech-fdbk
	after each performance is better	Obs/R+/tech-fdbk
	agrees, language is still fresh in mind	T/RR/tech-fdbk,st-lang
Extract 7	remarks on T making verbal correction only	Obs/R-/tech-fdbk,mat-bb
	does not want to spend too much time	T/RR/tim
	acknowledges imbalanced approach to use of the board	T/R-/tim,mat-bb
	acknowledges need to use board more efficiently	T/R-/tech,mat-bb
	admits need for a written dimension to feedback session	T/R-/tech-fdbk
	feedback session is most important part of lesson	Obs/R/tech-fdbk

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 8	comments on lack of pronunciation corrections in feedback pronunciation should be natural part of speaking class admits awareness of overlooking pronunciation used to working out the message admits need to focus on pronunciation maybe because T is a native speaker, she is satisfied with message points out student pronouncing 'g' in '-ing' restates commitment to focus on pronunciation used to it because in own regional accent, the final 'g' or '-ing' is pronounced	Obs/R-/tech-fdbk,ec,prn Obs/R/lang-sp,prn T/R-/slf-tchr,tim,prn T/RR/slf-tchr T/Com/prn Obs/RR/t-attrib Obs/R-/st-lang,prn, T/Com/prn T/RR/sslf-attrib,prn
Cycle 3	Focus on the feedback 1	
Extract 9	<i>More elaboration on vocabulary and grammar during feedback</i> Says he would have dwelt on the aspects that contribute to speaking suggests elaborating on grammar and vocabulary to this aim says did not see any of this kind of activity in the lesson says she deals with the immediate problem and moves on suggests dwelling on a certain aspect reflects on suggestion reflects on a student error and how she might have elaborated on it says how he does this, but gets carried away and needs to know limits says she could still elaborate more on the language	Obs/R/slf-tchr,sp Obs/RS/tech-fdbk,gr,voc Obs/R-/acty T/RR/tech-ec Obs/RS/tech-fdbk T/RS/tech-fdbk T/R-/tech-ec,st-lang Obs/R-/slf-tchr,t-act Obs/RS/tech,lang
Extract 10	<i>Categorisation of feedback</i> suggests categorisation of feedback was missing mentions there was not a lot of language produced when she monitored wonders if she is conspicuous when writing down errors repeats comment about little language production, meaning few errors realises she could categorise the errors Suggests vocabulary spidergrams reflects on suggestion mentions limited use of vocabulary by teacher puts this occurrence down to "native speaker laziness" decides she needs think about the language before the lesson repeats suggestion of elaborating on grammar and vocabulary	Obs/R-/tech-fdbk,voc,gr T/RR/st-lang,t-act T/R-/t-act,tech-ec T/RR/st-lang,tech-ec T/Com/tech-ec Obs/RS/tech-fdbk,voc T/RS/tech-fdbk,voc Obs/R-/t-lang,voc T/RR/slf-attrib,lang T/Com/t-pln,t-lang,voc Obs/RS/tech,voc
Extract 11	<i>Feedback on pronunciation</i> comments on occurrence of correction of pronunciation admits not having categorised it mentions teacher's indirect approach to the problem reflects again on suggestion of elaboration on vocabulary suggests elaboration on grammar for confusion of "raise" and "rise"	Obs/R+/tech-ec,prn T/R-/tech-fdbk Obs/R+/tech-ec,prn T/RS/ot,oc,st-lang Obs/RS/tech-ec,gr

Cycle/Extract	Reflection summary	Role/Ref/Cont.
	decides that this section could be longer and more elaborated	T/Com/acty
	reflects on elaboration on language related to speaking	Obs/RS/prn,sp
	mentions the reason for this being an overall aim of speaking as a skill	Obs/RR/sp
Extract 12	<i>Reflection on solutions</i>	
	repeats suggestion of elaboration on language points	Obs/RS/tech,gr,sp
	begins to make a commitment	T/Com/tech
	completes commitment mentioning grammar,vocabulary and pronunciation	Obs/RS/gr,voc,prn
	makes a commitment to try this next time	T/Com/tech
	mentions mispronounced "mustn't"	Obs/R-/st-lang,prn
	says such errors do not register	T/R-/st-lang
	because she just focuses on the message	T/RR/t-act
		T/Com/slf-attib,st-lang
	acknowledges she needs to tune her ears into such errors	lang
Cycle 4	Focus on feedback 2	
Extract 13	<i>Discussion of setting up groups</i>	
	mentions how was beginning to feel unwell at beginning of lesson	T/RR/slf
	so the setting up of group work was chaotic again	T/RC-/gw-org
	attributes this to the students not having learned this behaviour	Obs/RR/st-bhv
	last time they picked up their chairs, this time they were dragging them again	Obs/RC-/st-bhv
	states they haven't formed the habit yet	T/R-/st-bhv
	says they haven't internalised the behaviour	Obs/R-/st-bhv
	comments that the teacher always has to remind them	T/R-/st-bhv
	finds it strange and wonders why it should take so long	Obs/R?/st-bhv
	says students are intelligent	T/R+/st
	says if someone tells him how to do something, he will always do it that way	Obs/R+/slf
Extract 14	<i>Discussion of error correction example</i>	
	points out opportunity for language input with "running your own business"	Obs/R/lang-cont
	realises she could have elaborated on this at the beginning of the lesson	T/R-/tech,voc
	prefers to explain problems as they arise, rather than explaining to whole class	T/RR/tech-ec
	asks if she wouldn't like to elaborate on it	Obs/R?/lang-cont
	restates her preference to focus on problems, rather than on non-problematic areas	T/RR/tech-ec
	mentions how she monitored the groups, and wrote errors on board	T/R/t-act,tech-ec,mat-bb
	asks if she took notes	Obs/R?/t-act
	replies that she had	T/R/t-act
	asks if sentences are erroneous	Obs/R?/st-lang
	replies affirmatively	T/R/st-lang
	admits she had forgotten one particular error	T/R-/slf-tchr,st-lang
	because she did not have enough time to write it down	T/RR/tim

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 15	<i>Discussion of beliefs about error correction</i> mentions how not all errors gave rise to further language input asks if there was not much language input says there was not a lot of potential for further language input remarks her realisation of own beliefs that error correction should be brief states she prefers to have students self-correct asks if she believes students already have the language, she gives them a chance comments on how some students came up with good alternatives in last lesson repeats belief that certain errors may lead to new language input and that she prefers the students to provide the correct alternatives, which they do states realisation that she does not want to go off target during error correction restates approach to error correction admits she could elaborate at different stages of the lesson attributes her actions to her belief about error correction admits he would get carried away elaborating, which might not work points out focus on errors might be negative admits she could maybe elaborate at input stage of lesson	T/RN/st-lang,tech-ec Obs/R?/lang T/R-/lang T/RN/slf-blif,tech-ec T/R/slf-blif,st-lang-opp Obs/R-/t-blif,st-lang-opp T/R+/st-prt T/R/slf-blif,lang T/R/tech-ec,st-perf T/RN/slf-tchr,tech-ec T/R/tech-ec T/R/tech T/RR/slf-blif,tech-ec Obs/R-/slf-tchr,tech-fdbk T/R-/tech-ec T/Com/tech,lang
Extract 16	<i>Discussion of next focus point</i> brings up subject of next observation comments on having noticed a blind spot to her right, she turns away from the right states she does not see the students in her peripheral comments on how she noticed her back was turned away from the right asks if she thinks she is not in touch with everybody says she would like to see if she makes contact with all the students comments on how she had noticed it the previous night, felt uncomfortable admits having a similar problem, thinks about being observed himself repeats how she had noticed it and attributes it to position at board remarks that some students might feel left out	T/R/obs T/RN/slf-tchr,bl Obs/R-/t T/R-/slf-tchr,bl Obs/R-/t-blif T/R/obs T/R-/t-slf,bl Obs/R-/slf-tchr,obs T/RR/slf-tchr,bl,mat-bb Obs/R-/st-aff
Extract 17	<i>Recapitulation of feedback session</i> refocuses on feedback session, saying she covered various aspects in feedback asks for confirmation on the sufficiency of the feedback agrees it was enough says that more would be overwhelming agrees on necessity to be specific and brief when giving feedback	Obs/RC+/tech-fdbk,gr,voc,prn T/R+/tech-fdbk Obs/R+/tech-fdbk T/R-/tech-fdbk Obs/RN/tech-fdbk

Cycle/Extract	Reflection summary	Role/Ref/Cont.
	admits she could work on exploitation of language input at the start of the lesson	T/Com/lang-cont,acty
	because then the students would have opportunity to use it	T/RR/st-lang,opp
Cycle 5	Does The Brit ignore some students?	
	<i>Discussion of whether or not The Brit ignores some students</i>	
Extract 18	asks whether she appears to have a favourite group	T/R?/trt-st
	comments on quiet members of class possibly waiting for attention	Obs/R-/st-prt
	comments on how she appears to speak to one part of the class	T/R-/t-bl
	points out she does not do it deliberately, it's just the way she stands	T/RR/t-bl
	remarks it cannot be related to position of teacher's desk	Obs/RR/t-bl
	notifies how she seems to focus on students directly in front of her	Obs/R-/t-bl
Extract 19	<i>Discussion of solutions</i>	
	restates her focusing on the students in front or her, ignoring the sides	Obs/R-/t-bl
	asks what she could do	T/R?/t-bl
	suggests a different seating plan	Obs/RS/cm
	suggests rows instead of the horseshoe shape	Obs/RS/cm
	remarks she does not like rows for a speaking class	T/R-/cm,lang-sp
	says she could still ignore students to the right with rows	T/R-/cm
	says it's still possible to move round class with rows of 8	Obs/RS/cm
	remarks that she likes students to be able to see each other in speaking class	T/RR/cm,lang-sp
	and that she does not bother with the horseshoe in the Literature class	T/R/cm,lang-sp
	asks if she likes the students to face each other	Obs/R?/cm
	clarifies that she likes everybody to be able to see each other	T/RR/slf-tchr,cm
	remarks that she focus more on the students in front of her	Obs/R-/trt-st
	comments that it is nothing to do with whether students are quiet or not	T/RR/st-in diff,trt-st
	but that it's related to the way she physically stands	T/RR/t-bl,trt-st
	asks if she lets them sit in the same places	Obs/R?/trt-st,cm
	says they sit wherever they feel comfortable	T/R/cm,st-aff
	asks if she does not interfere with them	Obs/R?/trt-st,cm
	says she does not interfere with their seating because they are adults	T/RR/t-blf,trt-st
	remarks she could change the seating arrangement, or just try to focus on them	T/Com/cm,trt-st
	comments that the latter option would be easier	Obs/RS/cm
Extract 20	<i>Discussion of reasons</i>	
	comments that she could pay more attention to everyone	Obs/RS/trt-st
	comments on Bookworm's similar problem	T/R/ot,trt-st
	says she does not want to put shy students on the spot	T/RR/st-ind diff,trt-st
	remarks that she likes them to go at their own pace	Obs/R/trt-st
	comments how she had been a shy student, and didn't like being put on the spot	T/RR/slf-lmr,
	remarks this is reflected in her teaching	Obs/R/t-attrib

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 21	states she believes they will speak if they are happy	T/R/t-blf,st-aff
	says that she does not want to pressurise them	Obs/R/trt-st
	agrees, but states that they need to participate in a speaking class	T/R/t-blf,st-prt,lang-sp
	points out they participate more in group work	T/R+/gw,st-prt
	<i>Focus again on problem, reasons and solutions</i>	
	remarks that all students get some attention, and there is not a big problem	Obs/R+/trt-st st ind diff
	agrees it's not a hindrance	T/R+/trt-st
	refers to one student's comment on her having a favourite group	T/R/trt-st
	comments that she does not think this is true	T/R-/trt-at
	points out that that group is more extrovert	Obs/RR/st-ind diff
	states that it is a "teacher thing" to rely on participative students	T/RR/blf-tchg
	comments that there is enough language input for all types of students	Obs/R+/lang st ind diff
	agrees, and makes commitment to look more toward the right of the class	T/Com/bl
	says she can try and see what happens	Obs/RS/t-bl
Extract 22	states why she wants to keep the seating arrangement as it is	T/R+/cm
	<i>Conclusion</i>	
	restates how all students get a share of language input	Obs/R+/st lrng
	comments on how the classroom is a reflection of life	Obs/RM/st ind diff
	compares the classroom to parliament	Obs/RM/st ind diff
	refers to a quiet student, saying that she enjoys the class	T/R+/st ind diff
	states she prefers to encourage rather than pressurise	T/R/trt-st
	makes commitment to spend more time with quiet students in group work	T/Com/trt-st,gw
	comments they will feel less pressurised this way	Obs/R+/st aff
	says she skips over the talkative students during group work	T/R/gw,st-ind diff,t-act
Cycle 6	confirms her commitment	Obs/RS/gw,trt-st
	Does The Brit speak too quickly?	
	<i>Does The Brit speak too quickly?</i>	
	talks about the different types of teacher talk in class	T/R/t-tlk
	wonders if she speaks too quickly when giving anecdotes	T/R?/t-tlk spd
	comments that she speaks slowly when dealing with language	Obs/R+/t-tlk spd
	but adds that she sometimes "gets carried away" when giving anecdotes	Obs/R-/t-tlk spd
	asks for confirmation that she gets carried away with the speed of her speech	T/R?/t-tlk-spd
	confirms that it is speed	Obs/R-/t-tlk-spd
	asks if these anecdote are beneficial for the students	T/R?/t-tlk cont
Extract 23	points out that they are beneficial both as language input and cultural background	Obs/R+/t-tlk lang sp
	wonders if she should slow down or speak normally when giving these anecdotes	Obs/R?/t-tlk spd
	because the students should be exposed to authentic use of language	Obs/RR/lang

Cycle/Extract	Reflection summary	Role/Ref/Cont.
	states that this is an opportunity for the students rather than a negative point	Obs/R+/t-tlk opp
	asks for confirmation that it does not hinder their learning	T/R+/t-tlk,st-lrng
	replies that it does not	Obs/R+/t-tlk,st-lrng
	states satisfaction	T/R+/t-tlk,st-lang
Extract 24	<i>Conclusion</i>	
	refers to specific example of The Brit's speech, saying it was slow	Obs/R+/t tlk spd
	comments that she was in "teaching mode" at this point and that it is when she is giving extra information that she might speed up	T/RR/t tlk spd
	remarks that it would be normal for her to speed up in these instances	T/R-/t-tlk-spd
	mentions students' comments that they realised they had to get used to her speech	Obs/R+/t-tlk spd
	states that she actually might speak to slowly at times	T/R+/t-tlk st
	remarks he cannot catch her speaking too quickly	Obs/R-/t-tlk spd
		Obs/R+/t-tlk-spd
Cycle 7	Focus on the accuracy part of the lesson	
Extract 25	<i>Focus on form</i>	
	comments on The Brit focusing on the form of the tag questions at the start	T/R/t-act, lang-cont
	explains that she did this because the form was the known aspect of the language	T/RR/t-act, lang-cont
	points out that the structure is well-known	Obs/R/lang-cont
	asked if this might have stemmed from too much focus on form	Obs/RR/lang-cont
	states aim was to focus on the known aspect before going onto the unknown aspect	T/RR/t-act, lang-cont
	asked if she thought it worked	Obs/R+/t-act
	admits she found the lesson painful because of students' unresponsiveness	T/R-/st-prt, st-comp
	comments on noticing her having a hard time	Obs/R-/t-act
	but remarks that they got better as the lesson progressed	Obs/R+/st-prt
	agrees they got better	T/R+/st-prt
	but comments on how lack of facial expression makes it difficult to gauge comprehension	T/R-/st-ges, st-comp
	puts this down to the fact that the concepts are new	Obs/RR/lang-cont
	comments she expects some kind of feedback	T/R/t-act, st-bhv
	because she wants to be sure of their comprehension before she moves on	T/RR/st-comp
	comments that they caught on to the point later in the lesson	Obs/R+/st-comp
	agrees	T/R+/st-comp
Extract 26	<i>Suggestions and reasons</i>	
	suggests starting with the new concepts rather than a focus on the form	Obs/RS/t-act,lang-cont
	points out she likes going from the known to the unknown	T/RR/t-attrib
	says she thinks they feel secure this way	Obs/RR/t-blf,st-aff
	points out that the form of the "challenging" tag question was new to them	T/RR/t-act, lang-cont
	remarks that it was a success at the end	Obs/R+/acty
	agreed she had managed to get the message across	T/R+/st-comp

Cycle/Extract	Reflection summary	Role/Ref/Cont.
Extract 27	<i>Students' difficulties in being able to produce the intonation patterns</i>	
	describes activity she adapted from the listening exercise in the course book	T/R/t-act, lang-lis, mat-cb
	says she thought it went on for too long	T/R-/acty, tim
	remarks that the intonation pattern is not easy to catch	Obs/R-/lang-cont
	agreed the students had difficulty	T/R-/stcomp
	though they were able to produce the rising intonation without any problems	T/R+/st-perf
	comments that they were not able to transfer the new knowledge to the fluency activity	T/R-/st-perf
	concludes that intensive accuracy work does not lead to ability to use the language	T/R-/acty, st-lrng
	asks if she thought it possible to grasp this language point in one lesson	Obs/R?/st-lrng, lang-cont
	states that this was her point	T/R-/st-lrng
	comments they need further practice in future classes	Obs/R/st-lrng
	states that she does not expect all students to be able to use the point	T/R-/st-lrng
	wonders if it is worth spending a whole lesson on such accuracy work	T/R?/acty
	comments that at least the students' awareness has been raised	Obs/R+/st-lrng
	agrees	T/R+/st-lrng
	states it's impossible to expect perfect performance, and it is one way of exposing the language	T/R-/acty, st-lrng, st-acc
	remarks the overall result was sufficient	Obs/R+/st-lrng
Extract 28	<i>Reinforcement of what The Brit believed about first year students' knowledge and skills</i>	
	points out she has realised what a shock the first year students experience at university	T/RN/t-blf, st-lang, st-aff
	states that it is related to the backwash effect of the YDS examination	Obs/R-/lang
	agrees, commenting that the exam deals with the grammatical and lexical aspects of language	T/R-/st-lang, skl
	states the students are shocked when they realise how little they really know	T/R-/st-aff, t-blf
	believes the first year courses act as a transition between high school and university	T/R/t-blf, oc
	agrees, saying students confess this to him on occasions	Obs/R/st-lrng
Extract 29	<i>Student motivation</i>	
	remarks that it is the students' responsibility to practice after class	Obs/R/st-resp, tim
	agrees	T/R/st-resp
	reflects on own experience learning Turkish and her conscious decisions to practice	T/R/slf-lrn
	comments she was very intrinsically motivated	T/R/slf-lrn
	agrees, saying she was both intrinsically and integratively motivated	T/RR/slf-attrib-mot
	says the students have to take the responsibility for their learning	T/R/st-resp
	comments on his surprise that the ELT students are not integratively motivated	Obs/R-/slf-exp, st-mot

Cycle/Extract	Reflection summary	Role/Ref/Cont.
	but that they are instrumentally motivated,satisfied with passing examinations only	Obs/R-/st-mot
	comments that she expected ELT students to be intrinsically motivated	T/RN-/slf-exp, st-mot
	wonders if they see language as mathematics,and if they see language teaching as test solving	T/R?/blf st, tchg
	says they want to carry on with their bad habits	Obs/R-/st-bhv
	states that at university we present them with a lot of new aspects to language and teaching	T/R/st-lrng
	agrees there is some kind of resistance	Obs/R-/st-bhv
	states that they feel insecure with new areas, and that they need encouragement	Obs/R-/st-bhv, st-aff
Extract 30	<i>The Brit's self-mage as a teacher</i>	
	comments on The Brit being well-prepared for the lesson	Obs/R+/t-act, pln
	states it was good to hear this,because she felt she was a disorganised teacher	T/RN/t-pln
	says she was a good model for him	Obs/R+/t-pln
	remarks she used the materials effectively and made smooth transititons between activities	Obs/R+/mat,acty
	asked for confirmation that the transitions were smooth	T/R?/acty
	commented that her students in Britain allowed her to be an effective teacher	T/R+/slf-t
	but that her students were more sluggish, and she felt her teaching had become sloppy	T/R-/slf-t
	states that she thought she had forgotten a lot of the techniques,but they are now automatic	T/RN/slf-t
	restates that he thought the lesson was one of the best-prepared lessons he had seen	Obs/R+/t-pln

Appendix N. Summary of the reflections in The Brit's reflective journal

Entry/Extract	Reflection summary	Role/Ref/Cont.
Entry 1	Setting up group work 1	
Extract 1	comments day group are less responsive than evening group mentions apprehension about activity would go comments on introduction to activity going well gives too much time to complete questionnaire mentions how group sizes were uneven but didn't do anything says she should have acted, because participation was difficult comments on how well activity went, and how well students did	T/R-/st-prt T/R-/acty,st-prt,int T/R+/t-act, acty T/R-/t-act,tim T/R-/gw-org,t-act T/R-/gw-org,st-prt T/R+/acty,st-prt,int
Entry 2	Setting up of group work 2	
Extract 2	mentions problems setting up groups in last lesson states commitment to deal with this describes organisation of groups mentions setting up took less time there was a small problem placing some students states would like to try different types of grouping mentions difficulty getting the students to form groups says she felt like a shepherd says she needs to establish a routine comments on the effectiveness of giving instructions first	T/R-/obs, gw-org,noise,t-act T/Com/gw -org T/R/gw-org T/RC+/gw-org T/R-/gw-org T/Com/gw-org T/R-/t-act,gw-org T/RM/t-act,gw-org T/Com/gw-org T/RC+/gw-org
Extract 3	<i>Diplomatic feedback</i>	
	mentions her feedback being too diplomatic wonders if this hinders the students learning wonders how she can make sure the students are working	T/R-/tech-fdbk,st-aff T/R-/tech-fdbk, t-opp,st-lrn T/R-/st-prt
Extract 4	<i>Feedback session</i>	
	describes how she gave feedback after each group remarks on it being passive wonders how she could make it more interesting points out that students recognise their errors but adds that they continue to make them wonders if she allowed enough time for this stage decides to focus on feedback stage next time	T/R/tech-fdbk T/R-/tech-fdbk T/R-/tech-fdbk T/R+/st-lrn T/R-/st-perf T/R-/tech-fdbk, tim T/Com/tech-fdbk
Entry 3	Focus on feedback 1	
Extract 5	<i>Reflections on feedback</i>	
	begins with description on activity remarks the activity was "a flop" in terms of student participation remarks that lack of language production yielded few errors says she noted down errors as they occurred adds she thought it was conspicuous wonders how to handle this less conspicuously	T/R/acty,tech-fdbk T/R-/acty,st-prt,t-act T/R-/st-lang,tech-ec T/R-/t-act,tech-ec T/R-/t-act T/R-/t-act,tech-ec

Entry/Extract	Reflection summary	Role/Ref/Cont.
	reports that she waited until the activity "died a painful death"	T/R-/acty,t-act T/R/t-act,tech-ec,mat-bb
	and adds that she wrote the errors on the board	
	comments that there were errors of vocabulary and pronunciation	T/R/st-lang
	wonders if there were any she missed	T/R?/st-lang,tech-ec
Entry 4	Focus on feedback 2	
Extract 6	<i>Reflections on feedback</i>	
	comments on focus of observation	T/R/obs,lang-cont,tech-ec
	remarks that she was not pleased with the lesson	T/R-/acty
	says it was "the teaching equivalent of a bad hair day"	T/RM/acty
	mentions the setting up of groups had backslided	T/R/-/gw-org
	mentions how she preferred to listen than write while monitoring	T/R/t-act,tech-ec
	says she "cannot walk and chew gum at the same time"	T/RM/t-attrib T/R/t-act,tech-ec,mat-bb
	remarks on how she wrote erroneous utterances on the board	T/R/obs,tech-fdbk
	repeats focus of observation	T/R-/tech-ec
	states that not all errors gave the opportunity for elaboration	T/R/blf, tech-ec
	states belief that the feedback section should be limited	T/R/blf, lang-cont,tech-fdbk
	adds she sees the input stage as time for elaboration	
Extract 7	<i>Focus on new problem</i>	
	points out her noticing that she seems to address one part of the class more	T/RN/trt-st,bl
	remarks that this is related to the way she physically stands	T/RR/trt-st,bl
	wonders if students feel ignored or under pressure as a result	T/R?/trt-st, st-aff
Entry 5	Does The Brit ignore some students?	
Extract 8	<i>Focus on her blind spot</i>	
	states focus of the observation	T/R/obs,trt-st
	thinks that she has a blind spot to her right when at the front of the class	T/R-/bl,trt-st
	remarks that this is not because of her having favourite students	T/RR/bl, trt-st
	points out the coincidence of the quieter students sitting to her right	T/R/st-ind diff,st-bhv
	remarks that she reduces her attention to anxious-looking students	T/R-/st-aff,t-act T/R+/st-ges,t-act,acty
	says how she relies on students' facial expressions	T/R-/st-ges
	comments how her worse nightmare is a class of blank looks	T/R-/st-ges,st-aff,t-act
	mentions passing over anxious or angry-looking students	
	adds that she relies on participative students to keep the lesson afloat	T/R/st-prt
	writes about her surprise that one student thought she had a favourite group	T/RN/trt-st
	says she tries to balance her attention during group work	T/R/trt-st,st-aff,gw

Entry/Extract	Reflection summary	Role/Ref/Cont.
Entry 6	Does The Brit speak too quickly?	
Extract 9	<i>Speaking too quickly</i> states the focus of the observation describes the activity describes approach to the activity remarks on attempts to elaborate on language points mentions conscious effort to reduce speed of speech at this stage adds the reason for this as her being in "teaching mode" remarks that the setting up of groups had proceeded smoothly notices that she still appears to be talking to the students on her left more writes about her giving an anecdote although she sped up, she did not think she spoke too quickly wonders if the anecdotes are worth giving remarks that she likes to share pieces of cultural information wonders if she comes across as talking too much	T/R/obs, t-tlk-spd T/R/acty T/R/t-act T/RC+/t-act, lang-cont T/R/t-tlk-spd T/RR/t-tlk-spd T/RC+/gw org T/RC-/trt-st T/R/t-tlk T/R/t-tlk-spd T/R?/t-tlk-cont T/R/t-attrib,t-tlk-cont T/R?/t-tlk-tim
Entry 7	Focus on accuracy work <i>Accuracy work</i>	
Extract 10	states focus of the observation remarks on her realisation of how little of the language the students know remarks on her not feeling comfortable at the front of the class all the time mentions her approach to other courses states she felt like "the conductor of an orchestra" writes she felt the activity went on for too long comments on students' lack of expressiveness	T/R/acty,lang-cont T/RN/st-perf, st-lang-prn, st-aff T/RN/t-attrib T/R/oc T/RM/slf-tchr,t-act T/R-/t-act, st-aff T/R-/st-prt
Extract 11	<i>Self-image as teacher</i> comments on happiness at Biker finding her a well-organised teacher expresses her realisation that she was not aware of her image as a teacher comments on how she thought her teaching techniques had deteriorated admits she had neglected her skills courses at the expense of content courses remarks that continuous thinking on her feet was leading to burnout states realisation that with a little extra time she can be her old self again this has led to the feeling of apprehension before each class to disappear	T/R+/ot,t-pln T/RN/slf-tchr T/R-/slf-tchr T/R-/non-t,slf-tchr,oc T/R-/t-attrib,t-pln,tim T/R+/slf-tchr T/RC+/slf-tchr