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**“You’re more likely to pick up on stuff”: Evaluating the impact of video evidence on English language teachers’ post-observation reflections**

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# **“You’re more likely to pick up on stuff”: Evaluating the impact of video evidence on English language teachers’ post-observation reflections**

## **Abstract**

The use of video for professional development in education has increased significantly in recent years, but there is limited research into the effects of video on English language teacher development and appraisal. Building on research in pre-service and mainstream education contexts, this study examines the way in which video evidence affects in-service ESL (English as a second language) teachers’ post-observation reflections. A case study approach was applied to one male teacher of English at a private institution in Malaysia. The effect of video on his written reflection and his spoken reflection in post-observation discussions was examined over a series of three observed lessons. Written reflections and transcriptions of post-observation discussions were analysed using two contrasting frameworks of reflective discourse, and the resulting findings were member-checked through a semi-structured interview. The study indicates that video has a modest but positive impact on the range of both written and spoken reflection, prompting a greater focus on student behaviour and reasoning. It also suggests that video evidence creates greater equality in post-observation discussions and has benefits in terms of teacher motivation. These findings help to extend understanding of how video may be used for teacher development to ESL contexts. Practical implications for trainers are listed.

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## 1 Introduction

It's all very well and good to talk about something but when you actually see it it becomes more concrete, and that really enables you to see and reflect properly on those elements you're talking about. And you can work out strategies for improving or to work the good stuff into future lessons.

—Excerpt from Garth's validation interview

Reflective practice lies at the heart of both initial training and ongoing professional development for English language teachers (Eröz-Tuga, 2012; Gün, 2011; Mann & Walsh, 2013). It is often encountered as part of the process of teacher observation, where written reflections on the observed lesson and post-observation discussions are intended to elicit and develop teachers' ideas on specific aspects of their classroom practice and on teaching more generally. This process has been described as “a recapturing of experience in which the person thinks about it, mulls it over, and evaluates it” (Brandt, 2008, p. 42), but (re)capturing experience of what has taken place during a lesson with sufficient detail, or with sufficient clarity, is extremely difficult for teachers and observers alike. Classroom environments are rich in language and interaction, and relying on memory alone as a basis for reflection inevitably means that some events, and the opportunities for reflection they afford, are lost. Perhaps for this reason, as a teacher trainer and observer I have often found the traditional approach to observation lacking in its impact: teachers appear able to recognise strengths and weaknesses in their teaching at a superficial level, but lasting changes to classroom practice seem to need more of a ‘shock to the system’.

One potential solution is video recording, the benefits of which are neatly suggested by Garth's quote above. Recent years have seen a significant increase in the use of video for teacher professional development (Gaudin & Chaliès, 2015), and a corresponding rise in classroom research involving video. Studies with in-service teachers of mathematics have found that viewing recordings of their classes led to more focused, analytical discussions of classroom events (Borko, Jacobs, Eiteljorg & Pittman, 2008; Kleinknecht & Schneider, 2013), an improved ability to notice and understand student reasoning (Sherin & van Es, 2009), and increased motivation (Borko et al., 2008; Kleinknecht & Schneider, 2013). In addition, video is able to “jar

complacency” (Rosaen, Lundeberg, Cooper, Fritzen & Terpstra, 2008, p. 358) by highlighting discrepancies between teachers’ memories of classroom events and those captured by the camera, stimulating longer-lasting changes to classroom practice (Fuller & Manning, 1973; Rosaen et al., 2008).

In English language teaching (ELT) contexts, similarly positive findings have been reported with regard to pre-service teachers (Baecher, 2011; Baecher, Kung, Jewkes & Rosalia, 2013), but the effects of video on teacher reflection with in-service teachers of ELT, or as part of institutional teacher appraisal, remain unexplored. The purpose of this study is therefore to extend recent research into video-supported reflection to in-service teachers of ESL and the observations they undertake as part of institutional professional development systems. More specifically, it aims to shed light on how the addition of video evidence to the observation cycle affects teacher reflection, through a case study of one ESL teacher. Three classroom observations were carried out, and the subsequent written and spoken reflections of the teacher, produced with varying degrees of video support, were qualitatively analysed using two different reflection frameworks. As a training manager I am interested in learning how the institutional observation system can be made more effective, and the findings of the study will hopefully be of practical value to those involved in evaluative observation of ESL teachers, contributing to an understanding of how video can be most usefully employed to prompt and support the development of reflective practice.

Following this introduction, Chapters 2 and 3 review the relevant literature concerning reflection in the professional development of ESL teachers, as well as that dealing with the use of video evidence to inform reflection. Research questions are raised for investigation, and Chapter 4 follows, stating the methodological approach and the tools and procedures used to collect and analyse data on teacher reflection. Chapter 5 presents the findings of the study, and their significance in relation to the research questions and literature are discussed and interpreted in Chapter 6. Chapter 7 concludes the study, recommending ways in which the process of observation for ESL teachers might be revised in the light of the research, while acknowledging its limitations.

## 2 Reflective practice in English language teaching

### 2.1 Defining reflective practice

Defining reflection is difficult, since it forms a part of many different professional learning activities, is largely hidden from view, and has been interpreted and promoted in different ways by different writers (Burton, 2009; Hatton & Smith, 1995; Mann & Walsh, 2013; Rogers, 2002); indeed, Farrell (2013) claims to have encountered over 100 definitions in the past 20 years. Nevertheless, a useful working definition is offered by Boud, Keogh and Walker:

[Reflection is] a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation. (Boud, Keogh & Walker 1985, p. 3)

Reflection, then, is practised by a wide range of professions, but reflective activities in teaching might include keeping a teaching journal, discussing lessons with colleagues, or careful consideration of student feedback at the end of a course. What is perhaps missing from Boud et al.'s (1985) definition are the notions of problem solving and the learning that can occur as a result of solving problems. While reflection may take place after the event (reflection-*on*-action), it is perhaps more accurate to describe the nature of much teacher reflection as reflection-*in*-action (Schön, 1983). Teachers may take the opportunity to reflect on a lesson once the students have gone home, but under normal circumstances the students will return for another lesson, so barriers to learning must be identified and dealt with, and reflection is the means of doing that. Reflection-in-action that focuses on solving problems during 'units of practice' (Schön, 1983) such as a term, a course, or an academic year<sup>1</sup> can have far-reaching effects on practitioner knowledge:

When the phenomenon at hand eludes the ordinary categories of knowledge-in-practice, presenting itself as unique or unstable, the practitioner may surface and criticize his initial understanding of the phenomenon, construct a new description of it, and test the new description by an on-the-spot experiment. Sometimes he arrives at a new theory of the phenomenon by articulating a feeling he has about it. (Schön, 1983, p. 62)

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<sup>1</sup> Schön (1983) presents a legal case in which a lawyer may make repeated court appearances, or an orchestra conductor's season involving multiple concerts as other examples of units of practice.

Boud et al.'s (1985) definition allows the possibility that some reflective activities will be more effective than others, and that some individuals will be able to reflect more successfully than others. However, the extent to which reflection forms a part of teachers' professional lives is a matter for debate. Van Manen (1977) is explicit in his view that the day-to-day work of teachers is carried out "uncritically and unreflectively" (p. 206), whereas others contend that "reflection is a regular, daily activity for ELT professionals who have certain standards, beliefs, and criteria regarding how a language should be taught" (Eröz-Tuga, 2012, p. 176), or simply "what well-prepared, effective, caring teachers have always done" (Bailey, 1997, p. 1). Farrell (2013) suggests that non-systematic, informal reflection is in fact a necessary precursor to deeper, more structured consideration of professional practice. What is clear is that reflection is exceedingly complex, consisting in mutually influential relationships between practice, thinking, learning and, often, dialogue (Mann & Walsh, 2013; Yost, Sentner & Forlenza-Bailey, 2000), and that it forms a central part of teacher education and development programmes. There is broad agreement that engaging in reflection has a positive effect on teachers' professional lives (Burton, 2009; Gün, 2011; Rogers, 2002; Yost et al., 2000); Mann (2005) suggests that it is in fact a pre-requisite for teacher development.

## **2.2 Reflective practice for teacher development**

Reflection and research can be seen as opposite ends on a spectrum of approaches to professional development (Mann, 2005). Reflection may be unsystematic, but can also be conducted in more structured ways, which may exhibit elements of action research. Mann (2005) argues that reflection develops in teachers an awareness of their practice, and that this forms a basis for sustainable professional development, creating opportunities for self-evaluation and experimentation.

Reflection is of importance to both preservice and in-service teachers: however much progress trainees make in preservice preparation courses, the subsequent need to apply training to the demands and constraints of a real-world teaching context requires further cognitive restructuring (Richards & Pennington, 1998), and it is through reflection that this takes place. The same is true of in-service teacher development: training through workshops, reading, or mentoring — what Wallace



refers to as “received knowledge” (1991, p. 12) — must be mediated through practical application in the classroom and reflection on the outcomes. Hence Freeman’s belief that “teacher education must serve two functions. It must teach the skills of reflectivity and it must provide the discourse and vocabulary that can serve participants in renaming their experience” (2002, p. 11).

This paradigm of teacher development is identified by Wallace (1991) as the ‘reflective model’ (illustrated in Figure 2.1), which contrasts with the ‘craft model’ (in which trainees learn by imitating and obeying a master practitioner) and the ‘applied science model’ (research findings are conveyed to trainees, who have to put them into practice). The reflective model has now been the preferred paradigm for some time (Barduhn & Johnson, 2009), held up as “the first and most important basis for professional progress” (Ur, 1996, p. 319), or even as the only route to long-term development (Roberts, 1998).

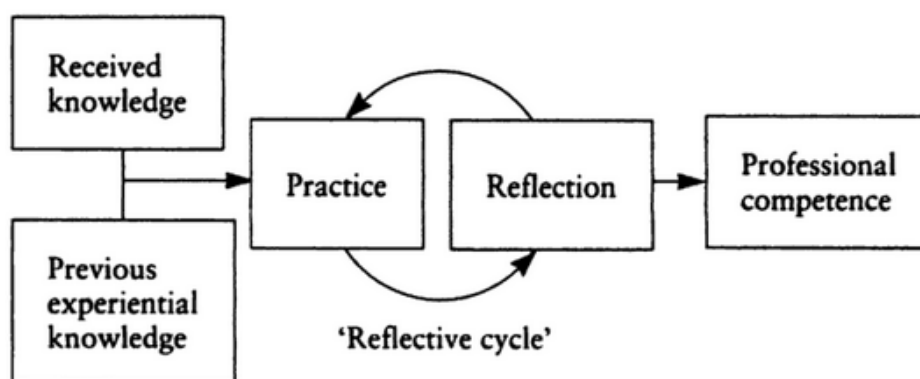


Figure 2.1: The reflective model of teacher education (Wallace, 1991, p. 15).

The reflective model as outlined in Figure 2.1 may seem to suggest that teacher education relies on received knowledge only at the preservice stage, but sustainable teacher development cannot be based solely on the teacher’s own responses to the problems confronted during reflection-in-action. Ur (1996), building on the experimental learning cycle outlined by Kolb (1984), suggests how external input can be integrated into reflection in a cycle of “enriched reflection” (Ur, 1996, p. 7; see Figure 2.2). While her model does not include the problematisation of practice that has been described above, the label ‘reflective observation’ used in Figure 2.2 can be considered synonymous with reflection-in-action. The advantages of the

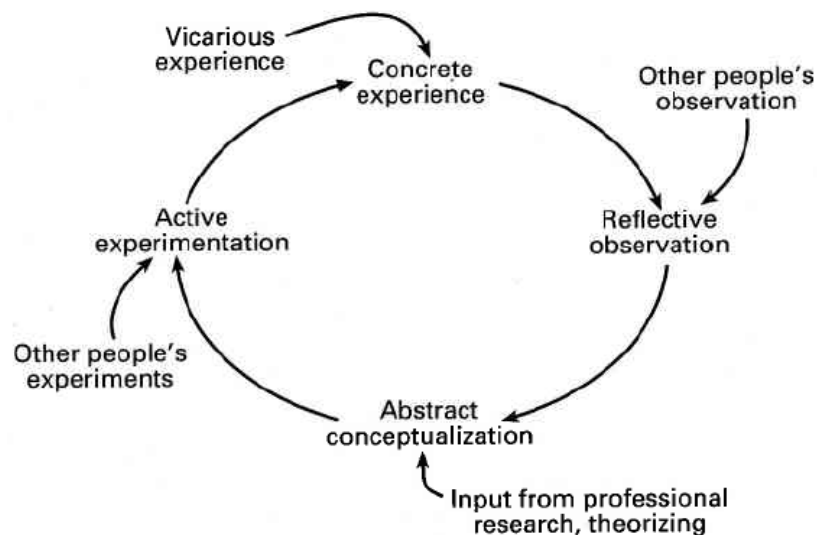


Figure 2.2: The enriched reflection cycle (Ur, 1996, p. 7).

enriched reflection model lie in its accommodation of communities of practice and sources of received knowledge in response to reflection, rather than the individualistic approach suggested in Figure 2.1. Firstly, enriched reflection allows teachers to reflect on and problematise the classroom experiences of peers, which can be valuable data for reflection and learning (e.g. Borg, 1998; such reflection would probably be considered reflection-on-action), and correspondingly, the reflections of other teachers, mentors or supervisors can serve to problematise classroom events which then become the subject of reflection-in-action.

### 2.3 Reflection in teacher observation

Reflective practice is considered a prerequisite for autonomous professional development in teachers, but also it forms part of formal training and development programmes, often alongside observation. Observations play a central role in ELT training courses such as the Cambridge English CELTA and DELTA<sup>2</sup>, and for many English language teachers, observation is the principal tool for evaluation, unlike their peers in mainstream education whose performance may also be judged on standardised test scores. Where classroom observation is a requirement, the supervisor or observer typically aims to elicit written and/or spoken reflections from the teacher after the observed lesson, but for these to be meaningful support is required, and the supervisor must “shepherd [the] reflective process along”

<sup>2</sup> Respectively, the certificate and diploma in English language teaching to adults.

(Baecher, McCormack & Kung, 2014, p. 1). To do this requires an understanding of the developmental stage of the teacher and of the teacher's perception of the issue in question, which together can then enable the supervisor to scaffold useful reflection. Thus, "an important aspect of the conversation pertains to the type of reflective questions asked by the mentor during the conversation and as a result of the mentoring conversation" (Orland-Barak & Klein, 2005, p. 383).

Whether this happens in practice is open to question. Studies indicate that post-observation discussions (PODs) with preservice teachers tend to focus not on encouraging reflection on teaching and learning but on discussing specific issues of performance with the observer in the role of 'master' and the teacher as 'apprentice' (Franke & Dahlgren, 1996; Timperley, 2001). Orland-Barak and Klein (2005) found that similar discussions involving in-service teachers were perceived by the observers themselves as dialogic and exploratory, but were in fact dominated by prescriptive statements on specific classroom behaviours, reflecting an image of the observer as a model of good practice to which the teacher should aspire.

Perhaps unsurprisingly, then, observations often provoke a certain amount of apprehension in teachers, even those who recognise their value to professional development. This is arguably due to the incongruity between the evaluative and developmental functions of observation. Ramani (1987) argues that "a major source of tension is that observation is seen as a tool for trainee evaluation rather than for understanding the teaching-learning process in a lesson" (p. 9), and this creates a perceived imbalance of power between observer and teacher. As a result, the observation process is often assessment-oriented, driven by the need to satisfy the observer at each stage, rather than the development of teaching or reflection skills. This conflicts with the objective of encouraging teachers to self-evaluate (Raths & Lyman, 2003) and potentially renders the observation procedure useless as a tool for developing reflective practice, provoking a strategic response from teachers rather than deeper thought or a behavioural change (Hobbs, 2007). This problem, as well as the underlying issue of who retains agency through the whole process, are well illustrated by Gün (2011):

Simply asking them to complete a 'post observation reflection sheet' after a classroom observation and expecting them to think 'critically' about their teaching has resulted in no significant change for the teachers I have observed over the years. (Gün, 2011, p. 127)

Observers and mentors are therefore required to conduct PODs in a way that responds to the needs of teachers as indicated by the observation without being perceived as directive (Gebhard, 1990; Orland-Barak & Klein, 2005). Not only is this difficult, it may be ineffective in prompting changes to classroom practice if reflection is not encouraged (Reitano & Sim, 2010).

The stated aim of formal observation at many institutions is further development, with post-observation reflection acting to signpost possible areas for teacher development, as well as offering a way of assessing progress. Ur's (1996) model of enriched reflection (Figure 2.2), suggests that reflective practice complements other forms of development by acting as a tool for selecting and evaluating the impact of those other activities, and it might be argued that without it, teachers would be developing 'in the dark.' If the outcomes of observation fail to adequately address reflective practice, there is a corresponding negative effect on other professional development activity.

## **2.4 Frameworks for evaluating reflection**

Zeichner and Tabachnick (1991) argue forcefully for the use of frameworks in developing and researching reflective practice, since the conclusions drawn as a result of reflection may not necessarily be valid pedagogically, practically or ethically:

we do not think that it makes much sense to encourage or to assess reflective practice in general without establishing clear priorities for the reflections that emerge out of a reasoned educational and social philosophy.  
(Zeichner & Tabachnick, 1991, p. 2)

Frameworks provide an indication of what is understood to be successful, effective reflection, and are therefore of interest both to teachers and supervisors.

Developing skills in reflective practice is important if teachers are not to become frustrated or overwhelmed by their early attempts (Farrell, 2013), and frameworks

can be used to prompt reflection, or to evaluate the content of reflection (Thorsen & DeVore, 2013).

Table 2.1 summarises some of the most influential approaches to describing and categorising reflective thought. A number of similarities are evident, such as the typically low status of reflection deemed descriptive, and in contrast, the tendency

Table 2.1: Influential typologies of reflection. Numbered categories denote a hierarchy; bulleted categories indicate types.

Author	Categories of reflection	Description
Bloom et al., 1956, revised by Anderson and Krathwohl, 2001	<ol style="list-style-type: none"> <li>1. Remember</li> <li>2. Understand</li> <li>3. Apply</li> <li>4. Analyse</li> <li>5. Evaluate</li> <li>6. Create</li> </ol>	Further divided into 19 sub-dimensions. Not originally devised with reference to reflection, but applicable to it (Thorsen & Devore, 2013).
Van Manen, 1977	<ol style="list-style-type: none"> <li>1. Technical rationality</li> <li>2. Practical application</li> <li>3. Critical reflection</li> </ol>	Highlights the separate notions of theory and practice in reflection.
Zeichner & Liston, 1985	<ul style="list-style-type: none"> <li>• Descriptive discourse</li> <li>• Prudential discourse</li> <li>• Justificatory discourse</li> <li>• Critical discourse</li> </ul>	Further divided into 15 sub-types. Based upon analysis of post-observation discussions.
Sparks-Langer et al., 1990	<ol style="list-style-type: none"> <li>1. No descriptive language</li> <li>2. Simple, layperson description</li> <li>3. Events labelled with appropriate terms</li> <li>4. Explanation with tradition/preference as rationale</li> <li>5. Explanation with theory as rationale</li> <li>6. Explanation with principle/theory and consideration of context factors</li> <li>7. Explanation with consideration of ethical, moral, political issues</li> </ol>	The focus is on examining teachers' ability to explain classroom events.
LaBoskey, 1994 (as reported by Thorsen and Devore, 2013)	<ol style="list-style-type: none"> <li>1. Concrete thinker (CT)</li> <li>2. Alert novice (AN)</li> <li>3. Pedagogical thinker (PT)</li> </ol>	Categories represent types of thinkers, rather than reflective thoughts.
Hatton & Smith, 1995	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Descriptive reflection</li> <li>• Dialogic reflection</li> <li>• Critical reflection</li> </ul>	Emerged from analysis of written reflection rather than spoken reflection.
Jay & Johnson, 2002	<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Comparative</li> <li>• Critical</li> </ul>	Typology designed to assist in teaching reflective practice to trainee teachers at the University of Washington.

for 'critical' reflection to occupy more privileged positions. But the repetition of such terms conceals differences in the way that they are used, and the values attributed to them.

Thoresen and DeVore (2013) drew on a wide range of reflective frameworks in order to produce their own Developmental Continuum of Reflection on-/for-Action Rubric, which offers a useful way of relating competing frameworks and understanding the differences between them. The foundation of the Thoresen–DeVore framework is LaBoskey's (1994) continuum of reflective abilities, which describes the characteristics of reflective thinkers at three levels of expertise. This is then interpreted in terms of three dimensions of reflection in order to describe what practitioners at each level actually do: (1) the sophistication of *reflective communication*, which corresponds to Hatton and Smith's (1995) categories; (2) the sophistication of *reflective thinking*, measured according to Van Manen's (1977) typology; and (3) the sophistication of *cognitive processes*, based on Anderson and Krathwohl's (2001) reinterpretation of Bloom's taxonomy of cognitive processes. Relating different reflective frameworks in this way highlights the strengths of each one, acknowledging that "reflection is a multifaceted construct requiring a multifaceted approach" (Yost et al, 2000, p. 46). Thoresen and DeVore's (2013) model also recognises that written and spoken communication of reflection is not the same as reflection itself—what is written or said about classroom events forms only a representation of reflection, and one at a particular moment in time.

Of the three remaining models in Table 2.1, two treat the different categories of reflection as equal types, rather than as a hierarchy of levels: Zeichner and Liston's (1985) conceptual framework and Jay and Johnson's (2002) typology of reflection. Such an approach recognises that different teacher education programmes may have different goals, and that arguably the ultimate goal of reflective practice in education is improved teaching and learning outcomes, so the value of any form of reflection must be measured against changes in classroom practice. The argument for framing reflection in terms of levels is that once descriptions of desirable patterns of reflection have been outlined, they can become the object of study and practice for novice teachers seeking to develop their skills in reflective practice

(Rogers, 2002), for whom descriptive reflection tends to be relatively straightforward (Zeichner & Liston, 1985).

Zeichner and Liston (1985) applied their framework to the analysis of PODs of 14 preservice primary school teachers. The sample for analysis was 260 minutes of teacher-supervisor interaction extracted from 26 taped PODs. They found that Factual discourse accounted for 63.2% of the interaction, followed by Prudential discourse (evaluations of events in the observed lesson; 24.9%), Justificatory discourse (rationales for actions and opinions; 11.3%) and Critical discourse (assessment of rationales or values; 0.6%) (see section 4.4 for further explanation of these terms). This indicates that the bulk of reflective language concerns descriptions of events in the observed lesson. These proportions were broadly representative of all the teachers and supervisors in the study, although there were individual variations, and were consistent with earlier studies (Barbour, 1970, as cited in Zeichner & Liston, 1985). Likewise Collier (1999), using a model of reflection based on Van Manen (1977), found that for three of the four teachers studied, the bulk of reflections were descriptive. Studying written reflection, Hatton and Smith (1995) also discovered that 60–70% of reflection was descriptive in nature, but argued that much of it was in fact “complex, sustained, multi-dimensional, and insightful” (p. 45), whereas the few instances of critical reflection elicited during the study were often short and lacking in depth.

### 3 Video in teacher development

The possibilities that video affords teacher development can be grouped into three main areas: it provides rich, detailed evidence of classroom activity, it therefore offers an effective way of demonstrating good practice, and it also acts as a powerful stimulus for discussion and reflection (Marsh & Mitchell, 2014). Gaudin and Chaliès (2015) show that teacher educators exploit these affordances in six main ways:

- (a) show examples of good teaching practices,
- (b) show characteristic professional situations,
- (c) analyse the diversity of classroom practices from different perspectives,
- (d) stimulate personal reflection,
- (e) guide/coach teaching, and
- (f) evaluate competencies. (Gaudin & Chaliès, 2015, p. 47)

To some extent, many of the activities teachers undertake encompassing video involve more than one of these goals, and for any given objective there is more than one way of using video. However, it is the fourth in the list, the use of video to stimulate personal reflection, that will be examined in this paper. The following discussion considers the role of video in group reflection, self (written) reflection, and (spoken) teacher–observer discussions, in cases where the video recordings depict the teaching of those reflecting on them.

#### 3.1 Video for group reflection

##### **Mainstream education**

Much research on the use of video in teacher reflection has involved teachers of mathematics. Borko et al. (2008) conducted a series of monthly workshops over two years in which groups of experienced mathematics teachers watched and discussed video clips from their own lessons with reference to the problems of teaching specific tasks. Using a mixed methods approach to examine a group of 11 teachers, the study found that viewing oneself teaching has more motivational impact than viewing a peer's lessons, and that when viewing footage teachers were able to notice events in the classroom that they had missed while teaching. Teachers were therefore able to identify areas for development in the clips they viewed, and also acquired new teaching strategies from watching their peers teach. In a separate study also involving group video viewing, Sherin and van Es (2009) observed that



two groups (a total of 11 teachers) of in-service mathematics teachers' ability to notice significant classroom events improved as a result of monthly video clubs at which groups would watch and discuss recordings of each other's classes. In particular, the teachers' reflections demonstrated an increased focus on student understanding and reasoning as a result of the video clubs, and this translated into increased attention to student contributions during observed lessons at the end of the programme, after one academic year. Van Es and Sherin (2008) obtained similar results from a study of seven experienced mathematics teachers attending a video club over one year. Teachers' reflections came to attend more to student contributions and interaction. Van Es and Sherin (2008) also described that some teachers reduced the pace of their lessons in order to invite more contributions from students, although these effects were reported on the basis of preliminary analysis of video material (van Es & Sherin, 2008, p. 266) and did not emerge from the study itself, which, unlike the Sherin and van Es (2009) study, did not include classroom observation at the end of the programme.

Maclean and White (2007) conducted a study in Australia over three and a half months with both preservice and experienced literacy teachers, in which video clips of the four preservice teachers were viewed and discussed. The clips were selected by the student teachers themselves, who viewed the whole recording and reflected alone before presenting them for group discussion. Discourse analysis of the transcript of the final post-lesson discussion revealed a recurring pattern of language functions in segments of reflective interaction: the student teachers described and justified events in shown in the video, before evaluating the successes of the lesson and presenting problems to the experienced teachers. The experienced teachers responded by praising the student teachers' successes, before offering mitigations of the perceived problems or suggestions about how they might be overcome. Maclean and White (2007) argue that this discourse structure allows and promotes the construction of teacher identity in the preservice teachers. Video editing allowed them to control those aspects of their lessons that were discussed and commented on by the group. In a very similar study, Harford, MacRuairc and McCartan (2010) examined the effect of peer reflection with two groups of ten student teachers in Ireland. In addition to presenting video clips to the group,

teachers kept an ongoing reflective journal throughout the process and reflection was a topic for discussion along with the video clips. The researchers commented that the video clips prompted evidence-based discussion of specific teaching events, and that in their reflections teachers considered the broader implications of their actions in class on students' learning, concluding that video "had a significant impact on the development of their reflective skills and in turn a direct impact on their classroom practice" (Harford et al., 2010, p. 61).

### **ELT**

Group video reflection has also been examined in English-language teaching contexts. Baecher (2011) qualitatively analysed the written reflections and subsequent email exchanges of 15 MA TESOL students, who for the purposes of the study had been divided into groups of three to four. The reflections were based on a teaching clip selected by each student from their own lessons, were focused on a pre-designated language skill (speaking, listening, reading or writing), and included invitations for comment from peers. Baecher found that the email exchanges tended to follow similar discourse patterns, with peers offering one another frequent praise, and that their reflections on the process itself were positive. She also argues that students were able to "move towards deeper reflection on features of lessons" (2011, p. 5), since group interaction helped to scaffold reflection, overcoming the limitations of participants' noticing imposed by their developmental stage as teachers. Precisely what is meant by 'deeper' in this case is not explained, however.

Baecher, Rorimer and Smith (2012) studied seven experienced teachers over one semester in a programme designed to develop their skills supporting English language learners (ELLs) in high school lessons of other subjects. The principal aim of the research was to ascertain how examining videos of their practice affected the teachers' understanding of ELL pedagogy. They found that over the course of eight meetings built around group discussions of the teachers' video clips, reflections shifted away from judgmental and evaluative language towards exploratory, positive comments. The researchers also judged the teachers' understanding of ELL teaching practices to have increased, but acknowledged that one of the limitations

of the study was an absence of classroom observation to assess that effect (Baecher et al., 2012).

### 3.2 Video for self-reflection

#### Mainstream education

Many of the researchers investigating group reflection emphasised the importance of group support and cohesion in enabling constructive discussion of teachers' videos (Baecher et al., 2012; Borko et al., 2008; Harford et al., 2010), and Gün (2011) highlights the "friendly atmosphere" (p. 131) of discussions. But the realities of professional life mean that it can be difficult for teachers to meet:

I would love to have a chance to work together with teachers in a more collaborative environment where we can each grow and learn from one another, but we don't often get the opportunity in our day to do this. (Leonore, a teacher, cited in Baecher et al., 2012, p. 56)

Others, therefore, have investigated the effects on reflection of viewing one's lessons alone. In a study of three trainee primary teachers, qualitative analysis of their written reflections found that using video recordings of their lessons to prompt reflection had three main effects: teachers' observations were more specific than when they reflected without video; discussion of instructional elements took precedence over discussion of behaviour management when video was used; and video-supported reflections focused more on students than on the teachers, moving the focus of evaluation onto learning and away from teaching (Rosaen et al., 2008). All these effects were considered positive, and it was concluded that video recordings afforded a 'slowing down' of classroom events which allowed trainees to notice elements they would otherwise have overlooked (Rosaen et al., 2008). The researchers also commented on the powerful corrective effect that video can have on teachers' memories or perceptions of what took place during their lesson: "the dissonance created between what interns recall from memory and what they see on close analysis is hard to ignore. Dissonance does not need to be negative to lead to learning; it just needs to jar complacency" (Rosaen et al., 2008, p. 358). This effect is well illustrated by a mathematics teacher in Muir, Beswick & Williamson (2010, p. 138), who described his alarm upon seeing the video of his class, and remarked

that without the video he would not have reflected on that lesson in any meaningful way.

Calandra, Brantley-Dias, Lee & Fox (2009) examined the effect on written reflection of video-recording, viewing and editing lesson footage. Two groups of three preservice teachers were asked to reflect on critical incidents (Griffin, 2003) in their taught classes. One group wrote their reflections from memory, while the other reviewed video recordings and selected clips of the critical incidents before composing their reflections. The researchers found that the non-video group produced shorter reflections tending to focus on behaviour and class management, while the video-based reflections of the other group were longer, dealt with wider pedagogical and contextual factors relating to their lessons, and attempted to reason how and why classroom events occurred. Calandra et al. (2009) conceded that given the small sample size, differences in reflection may have been due to factors other than video, such as differences in experience, content knowledge and preparation.

### **ELT**

In a study designed to improve preservice TESOL teachers' self-evaluation skills, Baecher et al. (2013) had two groups of trainee teachers reflect on and score (according to assessment rubrics used on the course) a short video segment of their teaching. Both groups had been introduced to the assessment criteria at the start of the procedure, but one group had been given written descriptions of three lessons rated 'standard', while the other had watched videos of these lessons. In subsequently reflecting on their own lessons, the video-model group commented much more on changes they planned to make to their teaching in the future, while teachers in the other group tended to make general claims about their effectiveness, overstating the impact their teaching had on students. The results suggest that self-reflection using video can be enhanced by first training teachers in evaluating lessons viewed on film, which is consistent with studies that show video-based reflection must be scaffolded by teacher educators if it is to develop reflective thinking skills (Baecher, 2011; Rosaen et al., 2008).

Reporting the results of a survey study of 247 EFL teachers and 27 academic supervisors in Peru, Mercado & Baecher (2014) claim that when implemented across a whole staff, video-based self-observation “has the potential to bring about positive transformational change at the institutional level” (p. 64). At the institution in Peru forming the context for the study, self-observation using video has been a part of the professional development programme for all teachers since 2005. Teachers completing the survey reported that video helped to reveal strengths and weaknesses in their teaching, thereby allowing them to improve areas of their work in need of development. They also reported that video was useful in allowing them to observe student behaviour and in planning lessons.

### **3.3 Video for observation and supervision**

#### **Mainstream education**

Research into video-review as part of teacher-supervisor conferences in mainstream education is very limited. The question of why video-supported observation is not more common is not addressed, but teacher reactions to being filmed are likely to be a significant factor. Fuller and Manning (1973) describe self-viewing as stressful, and suggest that body image plays a role in how teachers will experience video review of their lessons. Harford et al. (2010) asked the teachers participating in their study to familiarise themselves with the experience of reviewing their lessons in order to “dispense with the understandable initial self-deprecation that appearing on video can cause” (p. 61). Reitano and Sim (2010) suggest that including novice teachers in a video-reflection community may help to encourage more experienced colleagues to take part, since novice teachers are accustomed to being observed regularly, while Borko et al. (2008) describe a series of steps taken prior to the study to ensure a positive group dynamic for discussions, including the circulation of an article praising teachers who share videos of their classes. Conversely, Eröz-Tuga (2012) describes how many of the preservice ELT trainees in her study found that video-based post observation discussions greatly increased their confidence. Cultural perspectives on training may play a part: Muir et al. (2010) encountered some defensiveness from teachers as a result of video-supported observation with teachers in Australia, but Wyatt and Arnold (2012) found that teachers in Oman were highly receptive to the procedure.

## ELT

Gün (2011), investigating the value of reflection training with in-service teachers in Turkey, conducted a series of five observations over an eight-week period with four teachers. Of all the observation feedback sources included in the study (the teachers themselves, learners, trainers and colleagues), the teachers reported that their own video observations had had the most beneficial effect on their reflections. Gün (2011) also reports that the teachers and their trainers felt that the video reflections successfully impacted classroom decision-making in subsequent observations, suggesting that the similar findings of van Es and Sherin (2008) and Sherin and van Es (2009) translate into ESL contexts and into classroom practice in those contexts.

A study of 11 preservice teachers, also in Turkey, examined whether video observation of their lessons alongside a supervisor during feedback meetings would raise the quality of trainees' reflections on their own teaching, and found that it did (Eröz-Tuga, 2012). Trainees were supported in these joint-viewing sessions by a feedback form which guided them towards pedagogical issues the teacher educators felt to be in need of development. As in the study conducted by Borko et al. (2008), trainees were found to have gained improved skills in noticing weaknesses in the classes, and were therefore able to identify areas in which to develop. Trainee reflections developed in the sense that they came to identify not just mistakes in their practice, but the reasons behind them; they pointed out relationships between their actions and the effects of those actions on the students; and improvements over time were identified. Eröz-Tuga (2012) also noted that video-based discussions had had a positive effect on subsequent observed lessons, because trainers could point to aspects of classroom practice in the recorded lesson when giving feedback, and because the objectivity of the video recording had reduced the potential for disagreement between trainers and trainees.

Akcan (2010) reports that student teachers of English who watched video recordings of their lessons alongside a supervisor (who was not present in the classroom) were better able to notice what students were doing, and found the experience of viewing their classes as an 'outsider' extremely beneficial. Examining the nature of the discourse in such situations, Baecher and McCormack (2015) concluded that video

enabled a far more equitable dialogue between teacher and supervisor, in which teachers spoke more, use of hedging devices decreased, and in teachers adopted language functions more often associated with supervisors such as suggesting and evaluating. Investigating video-supported teacher-supervisor discussions from the supervisor's point of view, Baecher, McCormack & Kung, (2014) discovered that supervisors' long experience conducting such meetings meant that the introduction of video review was to some extent an unwelcome change. However, supervisors did agree that video supported the discussion of specific classroom events and provided a window into what teachers attended to when watching their classes.

### **3.4 Summary and research questions**

Chapters 2 and 3 have reviewed the literature on reflective practice as it relates to ELT, and the use of video to stimulate personal reflection in both ELT and mainstream education contexts. It was established that the reflective model (Wallace, 1991) is the dominant paradigm for ELT teacher education today, and that written and spoken reflection form a part of the typical observation procedure for teachers. The reflections that emerge as part of that procedure can be evaluated in a range of ways, some of which are complementary. There are broad similarities in the impact of video review on personal reflection despite variations in the context of the viewing and the educational setting. Video appears to encourage perception of previously unnoticed classroom events, prompts a shift of focus away from the teacher and onto students and learning, and is valued by teachers. The role of the supervisor, however, is critical to success. Teachers are likely to require support selecting meaningful clips, asking questions that address relevant pedagogical principles, and making connections (and thereby drawing conclusions for teaching) between teaching contexts that may be quite different (Baecher, 2011).

The indications are that video has a role to play in reflective practice, but it should be pointed out that research into its effect on in-service observation is very limited (Baecher & McCormack, 2015). Most of the studies cited above were conducted with preservice teachers and many of those conducted with experienced teachers took place as part of teacher-led professional development activity, rather than school-

based observation (Baecher et al., 2012; Borko et al., 2008; Van Es and Sherin, 2008). Yet Marsh and Mitchell (2014) emphasise that

if the development in learners of the sorts of theoretical rationalisations of classroom practice suggested by the literature is to take place, then it is what happens when video is viewed that should be the focus of researchers and teacher educators working in this area. (p. 413)

This study is an attempt to begin filling this gap by exploring the ways in which video can affect written and spoken reflection in the context of observation for experienced teachers of English. Two research questions are thus raised:

1. How (if at all) do in-service English-language teachers' written reflections on their teaching differ when video-based reflection is included as part of the observation process?
2. How (if at all) do in-service English-language teachers' spoken reflections on their teaching differ when video-based reflection is included as part of the observation process?



## **4 Method**

### **4.1 Research approach and scope**

Dörnyei identifies case studies as “an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context” (2007, p. 155). Given the social intricacies involved in PODs and the complexity of reflection as a phenomenon, a qualitative case study approach was deemed appropriate for examining what effect video evidence has on the character of post-observation reflection. Written and spoken reflections were collected and analysed, and the findings from these were member-checked (Dörnyei, 2007) to ensure greater validity. Given the timescale available for the study, long-term effects of video on reflective thought and any accompanying changes in practice are outside the scope of the investigation.

The study was carried out at a private language school in Malaysia which operates as a branch of a wider global organisation. As part of their professional development, the 12 teachers at the school are observed twice a year, and each observation is followed by a written reflection and POD. Teachers are encouraged to reflect on their practice and to a significant extent the aim of the observation programme is to develop skills in reflective practice to a point where teachers can evaluate their own impact on learning with some accuracy.

### **4.2 Participants**

The single participant for this study was a male teacher of English, “Garth”. An L1 English user, at the time of the study he had been teaching full-time for five years, the past two of which had been spent at the institution in Malaysia teaching ESL to both adults and children. Garth was a volunteer whose informed consent guaranteed anonymity and the right to withdraw from the study at any time. As the training manager for all branches in the country, I knew him professionally and had observed him teaching on one previous occasion. He had never used video recordings as a tool for reflection.

As the investigation studied Garth with a view to informing future developmental observations with other teachers, it can be identified as an ‘instrumental’ case study

(Stake, 2005, p. 445). Garth was considered a suitable subject because his career profile and stage of professional development is fairly typical amongst teachers at the institution, both at a local and global level, and there is therefore an expectation that the findings of the study will be of some relevance to observations carried out with Garth's colleagues in the future. The fact that I had observed him before was also considered an advantage in that it may have helped to mitigate the Hawthorne effect (Dörnyei, 2007, p. 53): having already established and shared opinions on his teaching, I was less likely to provoke a desire in Garth to 'prove himself', either during lessons or during PODs. While the generalisability of the case study approach is limited by the small sample size (Dörnyei, 2007), the advantage of focusing on a single teacher is that individual differences in reflection between participants are eliminated. In addition, the quantity of data derived from a single participant is manageable, while still allowing for detailed analysis that may be more likely to reveal changes in reflection than a more superficial treatment with multiple participants.

The study involved two groups of students, all adults, studying at intermediate-level. Garth was observed teaching the first group twice, and the second group once. All students consented to their being filmed during lessons, and were made aware that recordings would remain confidential and that their identities would be anonymised in subsequent transcriptions of lessons or PODs.

### 4.3 Data collection

The data collection process is summarised in Figure 4.1. Garth was observed teaching three different lessons, each one week apart, for one hour at a time. Each

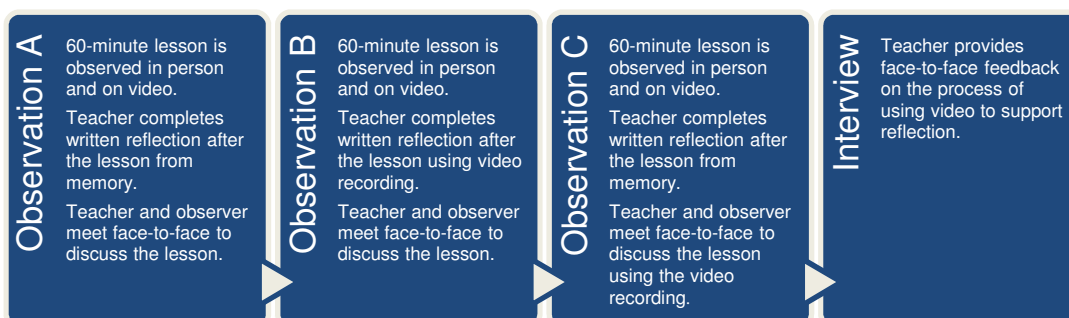


Figure 4.1: The data collection process

observed lesson involved both the physical presence of the researcher in the classroom, and a single video camera recording the classroom in a surveillance-type configuration (Fadde & Rich, 2010). Following the observations Garth submitted a written reflection, and I then met with him to hold the POD. The reflection prompts guiding each of these are outlined in Table 4.1. Acting as both researcher and observer brings with it the danger of researcher bias and loss of objectivity, but also allows for control over research conditions.

The use of video was varied for each of the three observation–reflection cycles. The first observation acted as the control, and no video evidence was available either to Garth or to the observer. In the second observation cycle, in order to focus on the effects of video evidence on written reflection, Garth watched the video recording of his lesson prior to writing his written reflection, but the subsequent POD included no video, following the models of video as self-reflection outlined in section 3.2. The third observation cycle focused on the effects of video evidence on

Table 4.1: The prompts used to guide Garth’s written and spoken reflection.

Written reflection	1	What did the students learn? How do you know?	
	2	How did their English improve as a result of the lesson?	
	3	What did you achieve in the lesson that you wanted to achieve?	
	4	What didn’t go so well and why?	
	5	How could you prevent those problems in the future?	
	6	How are you going to consolidate/help them catch-up in future lessons?	
	7	What did you learn about yourself as a teacher in this lesson (e.g. strengths, weaknesses, areas to develop)?	
Spoken reflection (post-observation discussion)	1	Did you achieve your aim in this lesson?	
		<i>Aim achieved</i>	<i>Aim not achieved</i>
	2	What did you do well that enabled you to achieve the aim?	What prevented you from achieving your aim?
	3	What could you have done better?	What did you do well?

spoken reflection. In this case, Garth wrote the written reflection without the help of video evidence, but the POD was conducted with the video recording available for playback. Garth was given the opportunity before the POD to select two to three clips from the video for discussion, but without watching the complete video recording in real time, emulating the models of video for observation outlined in section 3.3. After each POD, Garth received written feedback on his teaching from me; this does not form part of the study.

Once the three lesson observations had been completed, Garth was given the opportunity to comment on the effectiveness and usefulness of the video recordings from the standpoint of the teacher through a semi-structured validation interview. Dörnyei remarks that “because of the emphasis placed in qualitative research on participant meaning, it is an obvious strategy to involve the participants themselves in commenting on the conclusions of the study” (2007, p. 60). The aim of the interview with Garth, then, was to strengthen the ‘interpretive validity’ (Maxwell, 1992, p. 288) of the study; ensuring the perspective of the participant in the research takes primacy over that of the researcher, since it is the language of the participant that forms the basis of the findings. Selecting an interview format allowed for some exploration of Garth’s responses through follow-up questions.

As much as possible, the conditions of the observations and PODs were based on the standards of the observation scheme used at the school: the duration of observation, the lesson plan and reflection templates, and the duration of the PODs all adhered to the guidelines set out by the institution. This approach was taken with the aim of maximising ‘internal generalisability’ (Maxwell, 1992, p. 293), the ability to apply the findings of the study to the institution and its observation procedures. But it also meant that the documents and overarching procedures were familiar to Garth.

#### **4.4 Transcription and data analysis**

The three PODs were transcribed and these transcriptions together with Garth’s written reflections formed the representations of reflection for analysis. The priority when transcribing was readability in order to be able to accurately segment the data, the content of the interaction taking precedence over elements such as

pauses, interruptions and stutters. Both written and spoken reflections were then segmented and coded. Because the data included both written and spoken reflection, units of segmentation such as spoken turns or written sentences were discarded because they could not be applied across the whole dataset. Instead, segmentation of the data was carried out according to ‘thought units’ (Bales, 1951), following Zeichner and Liston (1985), Rosaen et al. (2008) and Kong (2010). This meant that the text was divided into segments containing a single idea, frequently corresponding with clause boundaries. When segmenting the POD transcripts researcher turns were not considered as segments and nor were utterances such as *yeah, uh huh, right*. In some cases, where a segment spanned several turns, it was necessary to combine a number of Garth’s turns to form a complete segment.

The segments were then coded for reflection, first using the tripartite framework put forward by Jay and Johnson (2002), and then using the more detailed framework of Zeichner and Liston (1985). The Jay and Johnson framework was developed in order to help guide supervisors teaching reflective skills, and as such it is simple and practically-focused. Three dimensions of reflection are described, which broadly mirror a process of reflection: a situation or problem is outlined

Table 4.2: Jay and Johnson typology of reflection (Jay & Johnson, 2002, p. 77)

<b>Dimension</b>	<b>Definition</b>	<b>Typical questions</b>
<i>Descriptive</i>	Describe the matter for reflection.	What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?
<i>Comparative</i>	Reframe the matter for reflection in light of alternative views, others’ perspectives, research, etc.	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what’s happening? What does the research contribute to an understanding of this matter? How can I improve what’s not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not?
<i>Critical</i>	Having considered the implications of the matter, establish a renewed perspective	What are the implications of the matter when viewed from these alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective?

Table 4.3: Logical categories (how thinking occurs) in supervisory conferences. Synthesised from Zeichner & Liston (1985, pp. 163–164).

	Descriptive	<i>What was observed in the class</i>
<b>Factual discourse</b> <i>“describing what is, what was, or what will be”</i>	Informational	<i>Happened but not observed</i>
	Hermeneutic	<i>Meanings from participants</i>
	Explanatory/hypothetical	<i>X caused Y in the lesson</i>
	<hr/>	
<b>Prudential discourse</b> <i>“suggestions and advice regarding pedagogical actions and with evaluations of the worth and quality of such actions”</i>	Instruction	<i>Try doing xyz</i>
	Advice/opinion	<i>You should think about...</i>
	Evaluation	<i>You did a good job</i>
	Support	<i>You did the best you could</i>
<hr/>		
<b>Justificatory discourse</b> <i>“why do this, in this way, with these particular students?”</i>	Pragmatic rationale	<i>This works so I do it</i>
	Intrinsic rationale	<i>This is the right thing to do</i>
	Extrinsic rationale	<i>This has external value to someone</i>
<hr/>		
<b>Critical discourse</b> <i>“assesses the adequacy of rationales...or assesses the values embedded in the form and content of curriculum materials and instructional practices”</i>	Pragmatic	
	Intrinsic	
	Extrinsic	
	Hidden curriculum	
<hr/>		

(Descriptive), considered from multiple perspectives (Comparative), and a judgement is reached (Critical). Jay and Johnson (2002) describe “a widening of the lens” (p. 79) as part of this process, in the sense that the reflective practitioner is encouraged to think first at a local, personal level, before going on to seek a wider range of viewpoints and finally situates their reflections within an overall social, moral and political context. Table 4.2 illustrates the kinds of questions that might elicit reflection at each of the three levels in the framework.

In order to balance the broad categorisations of Jay and Johnson (2002) and lend greater depth to the analysis, a more detailed model of reflection was needed, and Zeichner and Liston’s (1985) framework, developed in response to the sense that Van Manen’s (1977) tripartite system “did not adequately capture the existential reality of the supervisory discourse” (1985, p. 161), was selected. This allows reflection to be categorised according to four main types of discourse, each with a

number of sub-categories. Zeichner and Liston (1985) proposed dual frameworks: one for the logical dimensions of reflection (those dealing with *how* reflection occurs), and one for substantive categories (dealing with *what* is discussed, such as students, procedures or objectives). The logical categories are shown in Table 4.3, and were used in this study because, in addressing the nature rather than the content of reflection, they are comparable to the Jay–Johnson framework. Codes were first assigned using the main categories, and were then recoded according to the more detailed sub-categories.

Coding according to existing frameworks provided a firm grounding in the existing literature on reflection. These two were chosen because of their applicability to both written and spoken reflection, and because their contrasting representations of reflection offered the possibility of more detailed exploration of the data. The resulting groups of segments were then considered in terms of each observation cycle and also in terms of mode (written and spoken). To ensure accurate and consistent interpretation of the frameworks, a sample of written and spoken segments was independently coded with the help of a teacher trainer colleague. Interrater reliability was in excess of 92% and subsequent discussions concerning the remaining differences in coding were valuable in dealing with further ambiguous segments more confidently.

Garth's written reflections, segmented and coded, are presented in Appendix A. Complete transcripts of the post-observation discussions are presented in Appendix B, which shows the segmentation of Garth's turns and the codes applied to valid segments.

## 5 Results

Addressing the research questions posed in §2.3, this section presents the results of data analysis, first for written reflections, and then for spoken reflections. In the remaining chapters, the first, second and third written reflections are referred to as WA, WB and WC respectively. All examples are referenced according to the complete reflection documents in Appendices A and B.

### 5.1 Written reflection

The three written reflections submitted by Garth after each observed lesson were segmented before being coded according to the reflection frameworks of Jay and Johnson (2002) and Zeichner and Liston (1985). The written format allowed for length to be judged in terms of the number of words; Table 5.1 gives the word count for each reflection and the number of segments into which each was divided.

Table 5.1: Word and segment counts for each of Garth's written reflections.

Written Reflection A	Written Reflection B	Written Reflection C
585 words 48 segments	939 words 67 segments	698 words 50 segments

WB was produced after Garth had had the opportunity to review the recording of his lesson, while WA and WC were written from memory, so it is predominantly the second reflection that is the focus of attention in answering the first research question. As shown in Table 5.1, WB was considerably longer than the other two, but segments in the three reflections did not differ significantly in length: the average length of segments in WA was approximately 12 words, while the average for the other two was 14 words.

#### Analysis according to Jay-Johnson framework

The Jay-Johnson framework categorises reflective thought into three dimensions: Descriptive, Comparative and Critical. Each segment in Garth's written reflections was assigned to one of these dimensions using the questions offered by Jay and Johnson (2002) as a guide (see Table 4.2 for a complete list of these questions). The resulting distribution of the dimensions of reflection across the three written reflections Garth produced is shown in Table 5.2. WB included the highest



Table 5.2: Number of segments and percentage of the whole for each dimension of reflection (Jay & Johnson, 2002) in Garth's written reflections.

	Descriptive		Comparative		Critical	
	No.	%	No.	%	No.	%
<b>Written Reflection A</b>	32	67	14	29	2	4
<b>Written Reflection B</b>	48	72	19	28	0	0
<b>Written Reflection C</b>	30	60	20	40	0	0

proportion of Descriptive segments, which are those that answer the question 'what's happening?' (Jay & Johnson, 2002). Across all three reflections, Descriptive segments followed a pattern, established by the prompts in the reflection template, of describing the lesson first in terms of both teacher and student behaviours and what was achieved, then of discussing how the lesson proceeded after the observation, and finally of outlining areas for future development:

WB5      *The vocabulary was used successfully in the final production.*

WC20      *Students were able to discuss film synopsis' [sic] and their feelings about a film.*

(describing what was achieved)

WA37      *Following on from this lesson we looked again at the language points, in particular form and use.*

WB62      *The students planned, and wrote a full length story based upon their initial paragraph, using the vocabulary.*

(describing how the lesson proceeded)

WA45      *I also really need to learn how to zero in on one what's truly important for the final task and lesson aim.*

WC38      *However I still feel I neglect quieter students, tending to favour more vocal students.*

(identifying areas for development)

Segments classified as Critical, on the other hand, were found only in WA. Critical reflection according to Jay and Johnson (2002) is that which shows evidence of a renewed perspective as a result of the consideration of various views on an aspect of the lesson. The following segments from WA were considered to demonstrate evidence of Critical reflection in this sense. Garth first evaluated the success of the checklist he introduced to students in his speaking lesson, describing it as

“immensely confusing” (from the students’ perspective) and noting that he had failed to explain it properly. Following this he seems to come to new conclusions about the value of checklists in general:

WA18 *I feel that they’re far more practical for writing tasks rather than speaking tasks;*

WA19 *however, with careful integration they can have a place at ensuring that language points are used.*

Garth reiterated these points in the subsequent POD, which helped to confirm the choice of Critical reflection for these particular segments.

### **Analysis according to Zeichner–Liston framework**

In contrast to the Jay–Johnson framework, Zeichner and Liston’s (1985) types of reflection categorise reflective thought in finer detail. The analysis of Garth’s written reflections using the Zeichner–Lister framework is shown in Table 5.3. One of the categories, Prudential–Instruction, is unlikely to appear in any teacher reflections, since it relates primarily to directions for improvement given by a supervisor, and it does not appear in Garth’s reflections. The category of Support, which is defined as “when an empathetic response or emotive encouragement is given by one of the participants in relation to past, present, or future action” (Zeichner & Liston, 1985, p. 163) has been interpreted in this study to include elicitations or requests for support from the teacher.

Factual discourse, “describing what is, what was, or what will be” (Zeichner & Liston, 1985, p. 163), forms the majority of all written reflections, and in terms of the total proportion of factual discourse, there are not great differences between the different reflections, although the proportion rises with each new observed lesson. Within the sub-categories of Factual discourse there are more significant differences. WB and WC are similar in that the Factual–Descriptive sub-category, which concerns the description of observable events in the lesson, makes up 45% and 50% of segments respectively. WA, however, contains only 27% Factual–Descriptive discourse, and a much higher proportion of Factual–Informational discourse at 15%, compared to 5% and 8% in WB and WC.

Table 5.3: Breakdown of each written reflection by type of reflective discourse (Zeichner & Liston, 1985).

	Type of discourse (%)							
	Factual		Prudential		Justificatory		Critical	
<b>Written reflection A</b>	Descriptive	27	Instruction	-	Pragmatic rationale	6	Pragmatic	-
	Informational	15	Advice / opinion	27	Intrinsic rationale	-	Intrinsic	-
	Hermeneutic	-	Evaluation	10	Extrinsic rationale	-	Extrinsic	-
	Explanatory / hypothetical	15	Support	-			Hidden curriculum	-
	<b>Total</b>	<b>57</b>	<b>Total</b>	<b>37</b>	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>-</b>
<b>Written reflection B</b>	Descriptive	45	Instruction	-	Pragmatic rationale	9	Pragmatic	-
	Informational	5	Advice / opinion	22	Intrinsic rationale	-	Intrinsic	-
	Hermeneutic	-	Evaluation	10	Extrinsic rationale	-	Extrinsic	-
	Explanatory / hypothetical	9	Support	-			Hidden curriculum	-
	<b>Total</b>	<b>59</b>	<b>Total</b>	<b>32</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>-</b>
<b>Written reflection C</b>	Descriptive	50	Instruction	-	Pragmatic rationale	2	Pragmatic	-
	Informational	8	Advice / opinion	16	Intrinsic rationale	-	Intrinsic	-
	Hermeneutic	-	Evaluation	4	Extrinsic rationale	-	Extrinsic	-
	Explanatory / hypothetical	6	Support	14			Hidden curriculum	-
	<b>Total</b>	<b>64</b>	<b>Total</b>	<b>34</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>-</b>

WA also contains much more Factual–Explanatory/Hypothetical discourse than the other reflections, at 15%.

In the category of Prudential reflection, WA and WB show similarities: neither contains Prudential–Instructional or Prudential–Support discourse, Prudential–Evaluation discourse represents 10% of both reflections, and Prudential–Advice/Opinion discourse characterises around a quarter of each reflection (27% in WA, 22% in WB). Instead it is WC that is markedly different, with lower proportions of Prudential–Advice and Prudential–Evaluation and a jump to 14% in Prudential–Support discourse.

Justificatory discourse is only minimally represented in each reflection, and only by the sub-category of Pragmatic rationale. This constitutes 9% of WB, which is more than WA at 6% and more than four times more than WC at 2%. No instances of critical reflection were found in any of the three written reflections.

## 5.2 Spoken reflection

Garth's spoken reflections (SA, SB, and SC) were captured in three PODs he and I carried out following the submission of his written reflections for each observed lesson. These discussions were transcribed and Garth's turns were segmented and coded using the same criteria as his written reflections. Only Garth's turns were segmented and coded, since it is his reflections that are the focus of the research question.

Table 5.4: Segment counts for each of Garth's spoken reflections under the two coding frameworks. SC lasted significantly longer than the other discussions because of time spent locating and watching video extracts.

	Spoken Reflection A	Spoken Reflection B	Spoken Reflection C
Jay & Johnson, 2002	146	127	147
Zeichner & Liston, 1985	152	137	148
Duration (minutes)	30	37	43

The nature of spoken interaction means that certain contributions were not marked as segments, such as backchannelling devices (*yeah, right*) or requests for clarification. In addition, Bales' (1951) definition of thought units as "the smallest discriminable segment of verbal behaviour...to which the observer, *using the present set of categories* after appropriate training, can assign a classification under conditions of serial scoring" (p. 37, emphasis added), means that the different coding standards resulted in different numbers of segments (shown in Table 5.4). These small discrepancies arose from the fact that Zeichner and Liston's (1985) framework allows for the recognition of two areas that the Jay-Johnson framework does not accommodate. One of these is the language of appraisal (Martin, 2000) that Garth uses to demonstrate his willingness to engage in the dialogue:

SA67      *Yeah, it's interesting. You say quite a lot of teachers seem to do that?*

- SA68 *Could be an interesting area of study.*
- SA69 *Yeah. No it's interesting you say that –*
- SC52 *So it's interesting*

These were categorised as Prudential–Evaluation under the Zeichner–Liston framework but sit uneasily in all the dimensions of the Jay–Johnson framework. The other point of divergence is the language used by Garth to comment on the process of reflection itself:

- SA179 *Yeah and as I put that in there, the reasons were in the- in the evaluation there. Not the evaluation, the reflection.*
- SA104 *And I think I put that one down as well.*
- SB11 *Um ... what else did I do right?*
- SB12 *Again, I can always think of more that I did wrong than I did right.*
- SB197 *Off the top of my head, that's the only two things I can think of that were good about feedback. 'Cos that was a lot of that going on.*

Again, these comments are not well accounted for by Jay and Johnson's (2002) categories. They might tentatively be labelled 'meta-reflection', but under the Zeichner–Liston framework they have been coded either as Factual–Hermeneutic when Garth refers to comments he has already made while reflecting, or Prudential–Support on the basis that Garth is arguably attempting to elicit supportive comments or invite the supervisor to take up the topic and perhaps scaffold further reflection. Together, then, comments of this nature led to an additional six segments being coded under Zeichner–Liston categories for SA, an additional ten for SB, and one extra for SC.

A further area, one that neither descriptive framework is designed to account for, is language used to refer directly to classroom video, or to the experience of viewing that video. Several of Garth's utterances from SB and SC fall into this category, particularly those from SC, in which the video recording was played back during the meeting:

- SB40 *Yeah I watched it back a couple of times and I was watching me*
- SB145 *you might have seen it,*

- SB146 *it doesn't show very well in the video,*
- SC42 *That was second video, sixteen minutes I think*
- SC70 *So yeah it was that bit, see if you c- before then she was like "we've got a subject, we've got a-" yeah.*
- SC223 *if we go on a bit... just play it from there. Go back. Bit before that. 'Cos it's g- it's gone off the board by this point. Back, more. Back again. Way back.*

Since neither framework was able to account for segments like this, they were not included within the coding process. However, four video-specific segments were identified in SB, and fifteen in SC, consistent with the close involvement of video during the final meeting.

### **Analysis according to Jay-Johnson framework**

The results of segmentation and coding using the Jay and Johnson (2002) framework are shown in Table 5.5. All three discussions exhibit similar proportions of each dimension of reflection, although SB, which was conducted after Garth had viewed the class video, shows a higher proportion of Descriptive segments and fewer Critical ones. Compared to the same analysis of the written reflections, there seems in general to be less Comparative and more Critical reflection in Garth's PODs than in his written submissions.

Table 5.5: Number of segments and percentage of the whole for each dimension of reflection (Jay & Johnson, 2002) in Garth's spoken reflections.

	<b>Descriptive</b>		<b>Comparative</b>		<b>Critical</b>	
	No.	%	No.	%	No.	%
<b>Spoken Reflection A</b>	91	62	38	26	17	12
<b>Spoken Reflection B</b>	87	69	28	22	12	9
<b>Spoken Reflection C</b>	91	62	34	23	22	15

In contrast to the analysis of written reflection, SC produced the greatest proportion of critical reflection—in writing it was the first observed lesson that elicited the most critical reflection.

### Analysis according to Zeichner–Liston framework

The picture painted by the analysis according to Zeichner and Liston’s (1985) framework (shown in Table 5. 6) is similar in many respects. The relative proportions of each type of discourse do not vary greatly from one reflection to the next, although SB shows a dip in Factual discourse and a higher proportion of Prudential discourse. It is also the only reflection to contain no Critical discourse, mirroring the pattern uncovered by the Jay–Johnson framework in which SA and SC contained higher proportions of Critical segments.

Within the main discourse types, however, there are differences, and many of these appear in SC, which was the only discussion to include video review. The profile of Factual sub-categories is similar for SA and SB, but SC demonstrates a much higher proportion of Factual-Explanatory/Hypothetical discourse than the other reflections. It also contains the only instances of Justificatory–Extrinsic Rationale and Critical–Intrinsic discourse:

SC25 *Because that’s what would happen if you and I were talking about a film or a football match or whatever. You would have that in- you would have that exchange of questions. So, yeah.*

SC283 *Um, but at the same time yeah you’ve got a valid point that is it really a hundred per cent natural?*

(Justificatory–Extrinsic Rationale)

SC266 *Yeah ... but I- as you say it doesn’t sound too bad, but if you’re- but- when two people are having a conversation, uh, are they always gonna go “yeah it was good, it was good, it was good, it was good”?*

SC281 *So yeah I think it probably what it is, yeah, probably being informed by a- by schoolteachers saying [indistinct] “try and vary it a bit,” um, “it makes it more interesting” I think I’m being informed by that.*

(Critical–Intrinsic)

Table 5.6: Breakdown of each spoken reflection by type of reflective discourse (Zeichner & Liston, 1985). Discrepancies in totals are due to rounding.

	Type of discourse (%)							
	Factual		Prudential		Justificatory		Critical	
<b>Spoken reflection A</b>	Descriptive	32	Instruction	-	Pragmatic rationale	6	Pragmatic	1
	Informational	16	Advice / opinion	26	Intrinsic rationale	2	Intrinsic	-
	Hermeneutic	5	Evaluation	9	Extrinsic rationale	-	Extrinsic	-
	Explanatory / hypothetical	3	Support	-			Hidden curriculum	-
	<b>Total</b>	<b>56</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>1</b>
<b>Spoken reflection B</b>	Descriptive	28	Instruction	-	Pragmatic rationale	5	Pragmatic	-
	Informational	16	Advice / opinion	19	Intrinsic rationale	4	Intrinsic	-
	Hermeneutic	5	Evaluation	15	Extrinsic rationale	-	Extrinsic	-
	Explanatory / hypothetical	1	Support	7			Hidden curriculum	-
	<b>Total</b>	<b>50</b>	<b>Total</b>	<b>41</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>-</b>
<b>Spoken reflection C</b>	Descriptive	31	Instruction	-	Pragmatic rationale	2	Pragmatic	1
	Informational	15	Advice / opinion	13	Intrinsic rationale	3	Intrinsic	2
	Hermeneutic	3	Evaluation	17	Extrinsic rationale	2	Extrinsic	-
	Explanatory / hypothetical	11	Support	1			Hidden curriculum	-
	<b>Total</b>	<b>60</b>	<b>Total</b>	<b>30</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>3</b>

On the other hand, the Factual–Hermeneutic and Justificatory–Pragmatic rationale categories are represented less in SC than in SA and SB. There is a reduced proportion of Prudential–Advice/Opinion segments in each successive reflection, to the point where the percentage of Advice/Opinion discourse in SC is half that of SA. Conversely, the proportion of Prudential–Evaluation discourse rises with each new reflection, growing from 9% in SA to 17% in SC.

In comparison to the same analysis of the written reflections, a much wider range of discourse types is represented, particularly in the Justificatory and Critical



categories. Factual–Informational and Prudential–Evaluation reflections seem to be better represented, while Factual–Hermeneutic segments did not appear in the written reflections at all, but are consistently present in the spoken reflections:

SA96 *And in the back of my mind when I was planning I was like “don’t do this as a listening skill, don’t do as a listening skill”*

SA101 *And I was thinking “right, if I don’t play this again they’re gonna feel they’re not keeping up or they’re not doing well, or whatever, so let’s give them that second chance to do it.”*

SB180 *Again, it’s something in the front of my mind and I realise I’m doing it, and then I turn round. Yeah.*

(Factual–Informational)

SA166 *I can’t think of much positive in things that I did after that.*

SB78 *It’s not really that they need to know it for this, so it’s kind of superf- surplus to requirements, really.*

SC132 *No I think it- that it’s useful for others that haven’t, that may not know it.*

(Prudential–Evaluation)

SA23 *‘Cos they were saying “oh, I do like your shoes” and then it was like “er, what do I say now?” instead of “oh, do you?”*

SC186 *So it’s “here’s what I watched, [indistinct] thought about it, so I watched the new Star Wars film and I thought that it was- I loved it, it was better than The Force Awakens, so I’m t—*

(Factual–Hermeneutic)

Three categories do not appear at any point in either written or spoken reflection: Prudential–Instruction, Critical–Extrinsic and Critical–Hidden curriculum.

## 6 Discussion

This chapter presents a detailed discussion of the results shown in Chapter 4. In addition to the interpretation of the results on their own terms, Garth's own comments, elicited through a semi-structured interview (see Appendix for complete transcript), are introduced here and compared to the findings where relevant.

### 6.1 Written reflection

The first research question investigated the relationship between video evidence and written reflection, and this was tested in the second observation cycle, when Garth was able to reflect in writing after viewing the video recording of his lesson. In the first and third observation cycles, Garth completed his written reflections from memory alone.

#### Effects of video on reflection

Even without the application of either reflective framework it is clear that WB is much longer than Garth's other written reflections; indeed, Table 5.1 indicates that it is 60% longer than WA and 35% longer than WC. Since Garth provides time references to the video recording as part of the reflection, reviewing the lesson evidently played a part in its writing. The added length seems to be either the result of relating additional detail at certain preselected points in the lesson gleaned from the recording, or the result of additional points being added to the reflection that Garth would not otherwise have recalled. His own comments (line numbers refer to the full interview transcript in Appendix C) suggest the former:

*I think my reflection in terms of writing a reflection I don't think it changed dramatically. I ended up using the video to just go back and double check on my original thoughts. Uh from there yeah I did pick up a few other bits but it didn't really change the process a lot of what I would write down. It would just clarify it, what I thought. (Lines 5-9)*

*[With reflection] number two clarifying that I'm actually what I'm thinking I remembered it properly, and then it enables me to pick up on some extra little bits around that and I suppose you you can write your reflection with greater clarity 'cos you can confirm what you did without having to try and remember it. (Lines 51-54)*

(Extracts from Garth's interview)

Reflecting at greater length as a result of video review is an effect that is documented by previous studies (e.g. Calandra et al., 2009), in which it was also observed that video-based reflection was more multifaceted. This observation is not supported by the Jay–Johnson analysis of WB (Table 5.2), which if anything suggests that video encourages increased Descriptive reflection, narrowing the diversity of reflective thought. Certainly, it is difficult to see how the Critical segments identified in WA (see page 30) would have been more likely to arise if video had been available.

Similarly, the Zeichner–Liston analysis (Table 5.3) does not appear to indicate that WB is more multifaceted in any significant way. Yet nor does it suggest that video-based written reflection is necessarily more descriptive: WC, in which Garth wrote his reflection without video support, contains a greater percentage of Factual–Descriptive segments. What is perhaps notable is the reduction in Factual–Information discourse, that is, reflection pertaining to what happened in the lesson but could not be observed (such as what Garth may have been thinking). However, in all three reflections this category is largely composed of descriptions of what Garth did with the class after the observed period, and there seems to be no obvious reason why video would inhibit that kind of reflection. The other point of interest is the category of Justificatory–Pragmatic rationale, which at 9% reaches its peak in WB. Zeichner and Liston explain that this category describes reflection in which “an action is justified because ‘it works’” (1985, p. 163), raising the possibility that Garth was able to use the video to identify the consequences of his decisions. However, if this did take place, it is not made explicit in his reflections:

- WB6        *However I did have to remind some students to use the vocabulary in their writing*
- WB7        ***as they started writing and forgot to use it.***
- WB32      *Again like the synonym exercise, it would have been better if I'd given the questions as a work sheet,*
- WB33      ***that way I could have dealt with questions/difficulties as they arose on a one on one basis.***

(Justificatory–Pragmatic rationale [in bold])

Indeed, Garth's only references to the video recording in WB are timestamps from the film for the events he describes.

### **Effects of other factors**

Beyond the greater length of WB, then, it is difficult to point to obvious changes in the nature of written reflection when it is supported by video. In fact, differences between WA and WC may help to suggest which factors play a greater role in influencing reflection. As Table 5.3 shows, WA contains significantly less Factual–Descriptive discourse, and at the same time, much more Factual–Informational and Factual–Explanatory/Hypothetical discourse. Examination of these categories in WA reveals two things. Firstly, that Garth is concerned with explaining why he feels the lesson did not go well:

WA<sub>9</sub>        *The final task didn't go well at all for several reasons.*

WA<sub>12</sub>        *I didn't focus enough on one critical language point, using auxiliary verbs to show interest.*

WA<sub>26</sub>        *...which resulted in less time for the task.*

WA<sub>32</sub>        *... which muddied the waters further.*

(Factual–Explanatory/Hypothetical discourse)

Secondly, that Garth uses Factual–Informational statements to explain what he did with the students following the observed part of the lesson, and in doing so, appears keen to demonstrate his eventual success:

WA<sub>37</sub>        *Following on from this lesson we looked again at the language points, in particular form and use,*

WA<sub>38</sub>        *we did a series of practise [sic] exercises,*

WA<sub>39</sub>        *I modelled an example conversation with groups*

WA<sub>40</sub>        *and gave the students plenty of practise [sic], feedback and opportunities to try again,*

WA<sub>41</sub>        *as a result, after the late session they were able to successfully create conversations and keep them going.*

(Factual–Informational discourse)

To an extent, these observations are consistent with other studies into teacher reflection, albeit in spoken form. Brandt (2008), for example, found that pre-service trainees felt the need in PODs to justify their choices and actions. Garth alluded to this tension in our interview:

*Sometimes I think in the traditional in traditional feedback sessions it can be very much the observer talking and the teacher just going yes ok and just writing notes or whatever. (Lines 141–144)*

(Extract from Garth's interview)

By showing in WA that he is aware of what caused problems in the lesson, Garth preempts criticism in the forthcoming face-to-face discussion and demonstrates that he is able to meet the institution's goal of self-evaluating impact on learning. In the case of WA, therefore, it appears that Garth's evaluation of the lesson as unsuccessful led to a reduction in Factual–Descriptive discourse as he used other forms of reflective discourse (specifically Factual–Informational and Factual–Explanatory/Hypothetical) to defend himself as a teacher. This suggests that the effect on reflection of the teacher's overall self assessment has an equally or more significant effect than the availability of video, at least with respect to written reflection. In spoken reflection self assessment is mitigated by observer opinions.

The category of Prudential–Support shows a similar effect in WC. Garth's third observed lesson involved the introduction of what was, for him, a new lesson structure. This arose from his regular lesson planning routine and was not part of the study. However, examination of the Prudential–Support category, which did not appear in WA and WB, appears to show Garth eliciting support or encouragement for this experiment in his teaching:

WC10      *...and I'm still trying to come to grips with it.*

WC12      *One of the hardest things I found was keeping up with every pairing,*

WC13      *it was quite difficult to listen to each group, especially quieter students*

WC14      *and trying to identify areas for improvement.*

(Prudential–Support in WC)

Again, this seems to indicate that Garth's perception of the lesson as it relates to his development and appraisal plays at least as much of a part in influencing written reflection as the introduction of video.

## 6.2 Spoken reflection

The effects of video evidence on spoken reflection in PODs were the subject of the second research question. These effects were tested in the third observation cycle, in which Garth reflected in writing without the aid of video, but was then able to scan the recording and select a handful of clips for discussion in our meeting.

### Effects of video on reflection

Table 5.4 suggests that video support in the SC discussion had almost no effect on the proportions of each dimension of reflection. The proportion of Descriptive reflection remained the same at 62%, while there was a 3% increase in Critical reflection when video was used and a corresponding decrease in Comparative reflection. Coding spoken reflections with the Zeichner–Liston framework also produces fairly consistent results, with the proportions of the four major discourse types differing by no more than around 10%. In fact, the relative proportions of each discourse type fall comfortably within the ranges observed by Zeichner and Liston (1985, p. 166) for teacher discourse, suggesting that the framework has been applied with a degree of accuracy.

The Zeichner–Liston analysis showed a greater proportion of Factual–Explanatory discourse in SC. Many of the explanations Garth gave there related to student actions:

- SC14      *Um, [I think that happened] because they became familiar with what they were trying to do, they were aware of what they were trying to do.*
- SC68      *Um ... so yeah, she was really trying to break the sentence apart into its constituents.*
- SC77      *And so I think from past lessons, where I've tended to focus on mistakes you're thinking "crap, there's something wrong with the ... something wrong with the, uh, the grammatical structure or something" so but past experience is informing what she's trying to do now*

SC131 *She clearly knows what it means 'cos she's used it correctly*

This seems to be evidence of increased attention to student behaviour and particularly to student reasoning of the kind reported by Sherin and van Es (2009), van Es and Sherin (2008) and Rosaen et al. (2008). Not only is Factual–Explanatory discourse less prevalent in SA and SB, but it does not deal with student cognition in the same way. Instead Garth's comments tend to avoid ascribing agency to the students:

SA25 *then at least the conversations would have gone on a bit more than they did, because it gave them a reason to continue.*

SA152 *Um, and one I think 'cos maybe I moved them on too quickly.*

SB294 *Um, I think because I made- I, again it was coming back to that, uh, the endings thing we talked about earlier, and I kind of rese- I went back and reset it and I seemed to do it again.*

The video evidence used in SC seems therefore to have encouraged Garth to consider student thought processes more, and in doing so he regards students less as passive observers or recipients in the learning process but as agents of it. Garth himself appears to recognise this shift in his focus:

*first time no it was very much as I said before it was just supplementing and reinforcing my own ideas but when we were doing it together then I began to think more more like an observer I suppose. (Lines 126–128)*

(Extract from Garth's interview)

He also suggests, however, that this took some time, and was something he was guided towards:

G: *um case in point you had one I think it was the third one I was writing something up on the board and you said ok what are the students doing and they were just sitting there watching me write something on the board and if you hadn't pointed that out I wouldn't have thought about it. So I think yeah you need-*

M: *-even if you'd watched that yourself?*

G: *yeah and that's because you do for the first few times [indistinct] just get transfixed on you. (Lines 178–183)*

(Extract from Garth's interview)

A second effect of video revealed by the Zeichner–Liston codes is a greater sense of equality in the discussion. Garth seems to feel more able to question the ideas presented to him, and to justify his own ideas, and this is indicated in the Justificatory–Extrinsic Rationale and Critical–Intrinsic segments (see page 35), which appear only in SC. Garth's own view also supports this effect:

*I think I felt more comfortable um talking about things that I was thinking about rather than just listening to a the observer. (Lines 139–140)*

*It levelled it a bit there was more bit more equality between the observer and the teacher. Equality's probably the wrong word but it's the best one I can think of right now. I think it it pro- it provides a more equal dialogue. (Lines 145–147)*

*the video can then be used to illustrate what you say; what you were saying or what I was saying. You know, there was that definite back and forth: "So let's look at this," "ok well I did that let's look at that" (Lines 58–60)*

(Extract from Garth's interview)

Harford et al. (2010) reported a similarly democratising effect in their study on group reflection with video support, which enabled teachers to take ownership of the process. To some degree Garth's comments here suggest that in SC he felt able to take more ownership of the process in the same way.

Finally, Garth commented on aspects of video-supported reflection that are not captured by the evaluative frameworks: impact and motivation. He clearly felt that although observer feedback played a greater role in the developmental effect of an observation cycle, video helped to ensure that the effects extended to the classroom:

*yeah really helped me I think having the video there in feedback not just in reflection was more useful I think I got a lot more from it and so the le- my my next set of lessons are likely to be impacted uh more than just watching it while writing. (Lines 202–204)*

(Extract from Garth's interview)

Garth's comments were also obviously positive, and he said that he would recommend video-supported reflection to colleagues. While he mentioned that



watching himself on film was initially uncomfortable, once those feelings had been overcome having the video was “a definite bonus.”

### **Effects of other factors**

Changes in Prudential discourse also hint at the possibility that Garth feels more comfortable expressing himself in SC. One trend over the three reflections is of lessening Prudential–Advice/Opinion discourse. In SA this kind of reflection is characterised by Garth’s concern for what he should have done during the lesson:

*(M) ... and you seemed to be very involved in those conversations.*

SA128 *Yeah. And I should have stepped back?*

*(M) Did you do anything to make sure that they were involved?*

SA136 *No, no.*

SA137 *What I should have done is I should have gone “well I think this, what do you think?”*

So it may be that by SC Garth is less concerned with defending his teaching and therefore does not feel the need to make it clear that he knows what he should have done during the lesson. The other, related, trend in Prudential discourse over the three reflections is of increasing proportions of Prudential–Evaluation discourse. The examples suggest that this trend indicates an increasing confidence in Garth in his own opinions:

SA109 *Um, not as much as I probably should.*

SA141 *And that’s annoying, because I put it in the bloody lesson plan!*

SB178 *Watching I was just like “ah! Stay put, will you!”*

SB190 *And I think, that- in that area, feedback was good.*

SC32 *um, so in this case, yeah, I suppose did they achieve the aim, talk about a movie they’ve seen with their friend,*

SC132 *No I think it- that it’s useful for others that haven’t, that may not know it*

SC236 *I think you know they definitely got something from it, um*

(Changes in Prudential–Evaluation discourse)

It is difficult to ascribe any increased confidence in Garth to the effects of video, however. It may be that by the third POD he felt more comfortable discussing his teaching with me or that his judgment of lessons two and three was more positive. Increased confidence and motivation have been documented in other studies into video-supported reflection, however (Baecher et al., 2012; Baecher et al., 2013; Borke et al., 2008; Fuller & Manning, 1973; Kleinknecht & Schneider, 2013), as has the positive effect on the formation of teacher identity (Maclean & White, 2007).

Indeed, in many respects the introduction of video evidence into the third POD seems to have had no effect, and the similarities in the levels of certain types of reflection over the three meetings are striking. In Factual discourse, Descriptive, Informational and Hermeneutic reflection vary only slightly, and when the percentages for these three are combined they account for 53%, 49% and 49% in the three reflections respectively. Garth's increased attention to student activity in SC, then, does not come at the expense of other description. Moreover, a consistent proportion of that description is relayed in direct speech, which seems to be particular to Garth's conversational style and accounts for the consistent level of Factual-Hermeneutic discourse:

- SA23        *'Cos they were saying "oh, I do like your shoes" and then it was like "er, what do I say now?" instead of "oh, do you?"*
- SB148      *And I, was like ... "ok, I wan- you, you need to write" – ah, or well it wasn't "you need to write" – "write a paragraph. Using these- four of these verbs, of these words. About a mysterious event that you have experienced. If you haven't experienced anything, use your imagination."*
- SC329      *"Okay, so these guys, alright they're struggling with this bit, right, how can we get them to to sort this bit out"*

The three reflections are also consistent in that certain categories of reflection never appear. This is to be expected of Prudential-Instruction discourse, but Critical-Extrinsic and Critical-Hidden Curriculum also do not feature. Given the extremely small levels of Critical reflection observed by Zeichner and Liston (1985), however (Critical reflection for teachers in their study formed between 0% and 3.1% of reflection) this is perhaps not surprising.

## **7 Conclusion**

The objective of this study was to investigate the effects of video evidence on teachers' written and spoken reflections. The investigation was carried out through a case study of one teacher over three observed lessons, and the resulting written and spoken reflections were analysed using established frameworks of reflective discourse. The results of the analysis were compared to participant feedback to enhance interpretive validity.

### **7.1 Key findings**

Overall the findings indicate that video has a positive but modest effect on written and spoken reflection. In the case of written reflection, video support appeared to lead to longer, more detailed, reflection that described tangible classroom events, and which were, at least from the teacher's perspective, more accurately depicted. Findings with respect to spoken reflection suggested that accompanying video evidence prompted greater focus on student behaviour and reasoning, and that it created an environment in which teacher–observer interaction was able to take place on a more equal footing. In addition, video evidence appeared to benefit Garth's overall confidence and motivation, and he was notably positive about the influence it had played in the observation and reflection process.

It should be reiterated, however, that these effects were small, and that the study shed light on a number of factors which may influence the nature of reflection besides video. One of these competing influences is the teacher's evaluation of the lesson, which seems to exert a stronger effect on written feedback, where it is not tempered by the comments of the observer. The other is perhaps the element of risk taken by the teacher in the classroom: where teachers 'stretch themselves' in the interests of development, the expectations of observer feedback are different, and this seems to affect the nature of reflective discourse.

### **7.2 Implications**

The scope of the study concerned the effects of video on reflection as part of institutional observation and teacher appraisal processes. Since these processes often aim to develop teaching through reflective practice, there are clear benefits to

observers and training administrators in understanding the role that video can play and the impact it has on reflection.

Video evidence in PODs should be considered for the support it lends teachers in focusing on student behaviour. Novice teachers tend to focus on their own actions and classroom identity (Richards & Pennington, 1996), and the ability to overcome those concerns and attend to student learning is an important developmental step. Previous research has highlighted that video-supported reflection is able to promote a focus on students (Rosaen et al., 2008; Sherin & van Es, 2009; van Es and Sherin, 2008), and this study has shown that that effect can extend to in-service observation contexts, while supporting the development of teacher identity and confidence in self-reflection (Maclean & White, 2007). This effect obtained only in spoken reflection, and the impact of video on written reflection is so small as to suggest that it may not be worth considering.

Indeed, the modest changes in reflection observed in this study suggest that video-supported reflection needs extensive support from supervisors in order to maximise its effectiveness. In this respect the study adds to the findings reported by Baecher (2011), Baecher et al. (2012) and Rosaen et al. (2008), which also highlighted the importance of guidance and scaffolding for video-based reflection. Garth also felt that some observers would find it difficult to implement:

*I can see uh some observers struggling to get to grips with it and really use it to its full potential so I think observers will definitely need training on it. (Lines 159-161)*

(Extract from Garth's interview)

What remains unclear is how frequent video-based reflection must be in order to successfully influence the content and nature of teacher reflections, and to lead to changes in classroom practice. Garth's feeling was that as part of infrequent institutional observation programmes it would have little effect:

*[It would be] useful, I think. Um mind you they're so infrequent I think that maybe the impact is diminished a little bit. ...we had three sessions over three weeks, the fact that it was regular um kind o- I s'pose it kind of builds you up into using the videos effectively. Um whereas I think if you're doing just one every six months there's the tendency to slip back into just getting transfixed on you. (Lines 186–190)*

(Extract from Garth's interview)

### 7.3 Limitations and further research

The short duration of this study, then, is an obvious limitation, and means that generalisability to the institutional observation programme (in which teachers are observed twice a year) is prevented. The short timeframe also means that the long-term effects of video on reflective thought can not be investigated, and any lasting changes in classroom practice and student learning outcomes — the ultimate goal of reflection — can not be observed. Without this kind of evidence from the classroom, the question of whether the changes in reflection brought about by video can be considered desirable (rather than simply different) is difficult to answer. In addition, my lack of experience using video evidence in PODs may have meant that those discussions could have exploited the video recordings more effectively to prompt certain types of reflection, but the question of which kinds of reflection one might wish to elicit remains. Generalisability is also limited by the small sample size of the study, both in terms of participants, and in terms of the number of observed lessons and accompanying reflections under investigation.

Finally, the study is limited somewhat by the frameworks used to evaluate reflective language, which did not account for certain aspects of the spoken data. The Jay-Johnson framework was especially ill-suited to categorising certain elements of the PODs, and when only three labels are used, it is perhaps no surprise that they are unable to highlight fine distinctions in the nature of different reflections. My own feeling is that certain aspects of Garth's reflection, particularly in the PODs, were not captured by the reflection frameworks, and this is perhaps because in focusing on the language of reflection, they fail to account for the many other more socially-oriented meanings being created by both speakers. The addition of conversation analysis as a research tool may help to fill this gap.

Further research is therefore necessary to understand whether the changes to reflection encouraged by video are maintained when its use is less frequent and over a longer period. Studies involving greater numbers of participants are also required to establish how predictable the effects of video on reflection may be. Analysis that builds on existing frameworks of reflection, particularly those which are more complex, to develop models that are better able to account for video-based reflective discourse may help to reveal new insights.

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## Appendix A: Written reflection

Garth's written reflections were produced using a reflection template including the following prompts (see also Table 4.1):

- What did the students learn? How do you know?
- How did their English improve as a result of the lesson?
- What did you achieve in the lesson that you wanted to achieve?
- What didn't go so well and why?
- How could you prevent those problems in the future?
- How are you going to consolidate/help them catch-up in future lessons?
- What did you learn about yourself as a teacher in this lesson (e.g. strengths, weaknesses, areas to develop)?

### Ref.

Each segment is assigned a reference number in the lefthand column. All written segments were assigned codes under both reflection frameworks.

### Segment

The complete texts have been segmented (that is, divided) but are otherwise unedited. Prompts have been removed to show only Garth's reflections. Where necessary, contextual information is given in square brackets.

### Jay-Johnson

Codes denoting the types of reflection outlined by Jay and Johnson (2002) are shown in abbreviated form: Des for Descriptive, Com for Comparative, and Crit for Critical.

### Zeichner-Liston

Codes pertaining to Zeichner and Liston's (1985) framework are given in two parts: the first label shows the principal logical category of reflective discourse, the second indicates the sub-category.

## Observation A: Written reflection

Ref.	Segment	Jay-Johnson	Zeichner-Liston
WA1	Within that hour the students became more aware of how auxiliary verbs are used	Des	Factual Descriptive
WA2	as they were attempting to use them, although not completely successfully.	Des	Factual Descriptive
WA3	Within that hour, I don't think it [the students' English] really did improve in any practical way.	Des	Factual Descriptive
WA4	They became more aware of using auxiliary verbs	Des	Factual Descriptive
WA5	but were unable to use them in a way which is useful or practical for the lesson aim.	Des	Factual Descriptive
WA6	Honestly I felt that within the hour I didn't really achieve much at all	Des	Prudential Evaluation
WA7	as the lesson aim wasn't achieved	Des	Factual Descriptive
WA8	and the students were left with a significant amount of confusion.	Com	Factual Descriptive
WA9	The final task didn't go well at all for several reasons.	Des	Factual Explanatory/hypothetical
WA10	I didn't model it,	Des	Factual Explanatory/hypothetical
WA11	had I given the students an example of the type of conversation I was wanting them to create, the outcome would have been much better and less confused.	Com	Prudential Advice/opinion
WA12	I didn't focus enough on one critical language point, using auxiliary verbs to show interest.	Des	Factual Explanatory/hypothetical
WA13	While we looked at it again in a later session, it was neglected in that hour	Des	Factual Descriptive
WA14	and as a result the conversations struggled to keep going	Des	Factual Explanatory/hypothetical
WA15	as they were focusing on question tags, which weren't as important.	Des	Factual Explanatory/hypothetical
WA16	The checklist was immensely confusing	Com	Factual Descriptive
WA17	and wasn't properly explained.	Des	Factual Descriptive
WA18	I feel that they're far more practical for writing tasks rather than speaking tasks;	Crit	Prudential Evaluation
WA19	however, with careful integration they can have a place at ensuring that language points are used.	Crit	Prudential Evaluation
WA20	The students would have benefitted from the flexi stage of the lesson	Com	Factual Informational
WA21	which I didn't do	Des	Factual Descriptive
WA22	as I wanted to keep timings,	Des	Factual Informational

Ref.	Segment	Jay-Johnson	Zeichner-Liston
WA23	had we done those exercises then understanding of use of language would have been much higher	Com	Prudential Advice/opinion
WA24	and the final task would have been much better.	Com	Prudential Advice/opinion
WA25	I got a little bogged down in early stages,	Des	Factual Descriptive
WA26	which resulted in less time for the task.	Des	Factual Explanatory/ hypothetical Evaluation
WA27	Was there any need to listen to all three recordings again? Probably not,	Com	Prudential
WA28	it took away from their true purpose which was to present language, not test listening skills.	Des	Justificatory Pragmatic rationale
WA29	Having said that, by not listening again, there is a risk of student frustration.	Com	Justificatory Pragmatic rationale
WA30	We could also have done without the short discussion about the people in the recordings.	Com	Prudential Evaluation
WA31	I also perhaps tried to incorporate too many language points	Des	Factual Descriptive
WA32	which muddled the waters further.	Des	Factual Explanatory/ hypothetical Advice/opinion
WA33	[I could prevent those problems in the future] By being very aware of how things are progressing in class,	Com	Prudential
WA34	had I been properly aware of what was happening a lot of the above could have been avoided.	Com	Justificatory Pragmatic rationale
WA35	From a personal standpoint, creating a mental (or perhaps on paper) flow chart of how I think the lesson should progress with more contingency plans in place could help adapting to developing situations.	Com	Prudential Advice/opinion
WA36	[I could help to prevent problems in the future by] Really focusing on key language points and not trying to cover too many	Com	Prudential Advice/opinion
WA37	Following on from this lesson we looked again at the language points, in particular form and use,	Des	Factual Informational
WA38	we did a series of practise exercises,	Des	Factual Informational
WA39	I modelled an example conversation with groups	Des	Factual Informational
WA40	and gave the students plenty of practise, feedback and opportunities to try again,	Des	Factual Informational
WA41	as a result, after the late session they were able to successfully create conversations and keep them going.	Com	Factual Informational
WA42	[From this lesson I learnt that] I really need to pay attention to developments in class	Des	Prudential Advice/opinion
WA43	and if needs be, deviate from the plan to address arising needs/problems,	Des	Prudential Advice/opinion
WA44	even if it means timings slipping or not getting through everything.	Des	Prudential Advice/opinion
WA45	[From this lesson I learnt that] I also really need to learn how to zero in on what's truly important for the final task and lesson aim	Des	Prudential Advice/opinion

<b>Ref.</b>	<b>Segment</b>	<b>Jay-Johnson</b>	<b>Zeichner-Liston</b>
WA46	and focus on that while cutting out a lot of the “fluff”.	Des	Prudential Advice/opinion
WA47	I need to truly understand the purpose of activities	Des	Prudential Advice/opinion
WA48	and not blur boundaries between them.	Des	Prudential Advice/opinion



## Observation B: Written reflection

Ref.	Segment	Jay-Johnson	Zeichner-Liston
WB1	The students learnt new vocabulary related to mysteries.	Des	Factual Descriptive
WB2	They were able to successfully use the new vocabulary in a paragraph about their own mysterious experience (or made up experience)	Com	Factual Descriptive
WB3	By the end of the lesson the students had a reasonable grasp of the new vocabulary and were able to use it appropriately.	Com	Factual Descriptive
WB4	The main lesson aim was achieved.	Des	Factual Descriptive
WB5	The vocabulary was used successfully in the final production.	Des	Factual Descriptive
WB6	However I did have to remind some students to use the vocabulary in their writing	Des	Factual Descriptive
WB7	as they started writing and forgot to use it.	Des	Justificatory Pragmatic rationale
WB8	However once this was pointed out they were able to work it in.	Des	Factual Explanatory/hypothetical
WB9	There were a few big areas which I feel didn't go too well:	Des	Factual Descriptive
WB9	<b>Asking the students to think of the endings to the texts. (16.30)</b>	-	
WB10	The major problem here was that the students started to compare the texts to the phrases in activity 2 rather than discuss how they thought the stories were going to end.	Des	Factual Descriptive
WB11	The instructions were clear	Des	Factual Descriptive
WB12	but when monitoring I didn't pay close enough attention to what they were actually saying	Des	Factual Descriptive
WB13	and then when getting answers didn't immediately pick up that they weren't giving endings	Des	Factual Informational
WB14	and responded to what they were saying, not quite aware that they weren't giving me what I originally wanted.	Des	Factual Descriptive
WB15	This wasted a few minutes of getting inappropriate answers,	Des	Factual Explanatory/hypothetical
WB16	and then having to repeat the exercise.	Des	Factual Explanatory/hypothetical
WB17	The stage is non critical to the final task and only serves to tie up a loose end,	Des	Prudential Evaluation
WB18	by wasting time on doing it again,	Des	Factual Descriptive
WB19	because I hadn't picked up it was being done incorrectly quickly enough	Des	Factual Explanatory/hypothetical
WB18	and then stopping and restarting the exercise,	-	

Ref.	Segment	Jay-Johnson	Zeichner-Liston	
WB20	meant I lost time later on where it really mattered.	Des	Factual	Explanatory/ hypothetical
WB9	<b>Feeding back after creating the synonyms. (31.30)</b>	-		
WB21	While I was giving feedback to the students and getting their synonyms, I spent a long time eliciting corrections	Des	Factual	Descriptive
WB22	and providing more detailed explanations.	Des	Factual	Descriptive
WB23	While this is undoubtedly useful,	Des	Prudential	Evaluation
WB24	it could have been handled in a much more concise way.	Com	Prudential	Evaluation
WB25	I tended to talk quite a bit	Des	Factual	Descriptive
WB26	and spent quite a bit of time on each word,	Des	Factual	Descriptive
WB27	which really ate into the time allowed for the final task and final feedback.	Des	Factual	Descriptive
WB28	I really should have been quicker	Com	Prudential	Evaluation
WB29	or used a different method of feedback.	Com	Prudential	Evaluation
WB9	<b>Teaching the form of the vocabulary. (35.55)</b>	-		
WB30	Again, this took a long time.	Des	Factual	Descriptive
WB31	Having me ask the students concept questions and eliciting answers is immensely time consuming.	Des	Factual	Descriptive
WB32	Again like the synonym exercise, it would have been better if I'd given the questions as a work sheet,	Com	Prudential	Advice/opinion
WB33	that way I could have dealt with questions/difficulties as they arose on a one on one basis.	Com	Justificatory	Pragmatic rationale
WB34	The students did gain some useful insight into the vocabulary form,	Des	Factual	Descriptive
WB35	but it could have been far far more efficient.	Des	Prudential	Evaluation
WB36	Another point in vocab form which could have been better was the form of "lobe" in conjunction with other words (41.45) –	Des	Prudential	Evaluation
WB37	I should have elicited the position of the word preceding lobe rather than just telling to the students.	Com	Prudential	Advice/opinion
WB9	<b>Responding to the students query about adverbs (2nd video, 3.20)</b>	-		
WB38	Jan asked me about using double adverbs when the word deadly is actually an adjective,	Des	Factual	Descriptive
WB39	I didn't give appropriate examples of other adjectives end with ly,	Des	Factual	Descriptive
WB40	I got a little flustered and moved on too quickly.	Des	Factual	Descriptive
WB41	A better example would have been lively.	Com	Prudential	Advice/opinion

Ref.	Segment	Jay-Johnson	Zeichner-Liston
WB9	<b>Speaking to the board</b>	-	
WB42	I'm still directing a lot of instructions to the board when using the flipchart/software to display exercises,	Des	Factual Descriptive
WB43	perhaps I should just turn it off.	Com	Prudential Advice/opinion
WB9	<b>Snappy instructions (9.00)</b>	-	
WB44	While I'm aware of the need to use snappy instructions I'm still slipping into old habits of giving wordy instructions,	Des	Factual Descriptive
WB45	although I did start to stop myself, recompose and give a shorter instructions, although not smoothly (2nd video, 3.45)	Des	Factual Descriptive
WB9	<b>Setting up of the final task.</b>	-	
WB46	I tried to make the final paragraph relatable to the students' experience,	Des	Factual Descriptive
WB47	and did try to factor in that perhaps they hadn't had a mysterious experience by getting them to use their imagination.	Des	Factual Descriptive
WB48	This can be quite hard for Malaysian students to do,	Des	Factual Descriptive
WB49	so some of them took a bit of time to get started	Des	Factual Descriptive
WB50	as they had to come up with ideas.	Des	Factual Explanatory/hypothetical
WB51	With regards to monitoring the quick text ending exercise, I really do have to pay attention to what the students were <b>actually</b> doing rather than just being aware that they doing something related.	Com	Prudential Advice/opinion
WB52	I need to be truly aware of the stage aim and what the stage is trying to achieve.	Des	Prudential Advice/opinion
WB53	When feeding back after the synonym exercise, perhaps giving the students a set of suitable synonyms to check their choice against would have been far more time efficient,	Com	Prudential Advice/opinion
WB54	allowing me to deal with any instances of confusion as they arose.	Com	Justificatory Pragmatic rationale
WB55	When working through vocabulary form, it would be better to give a hand-out with the CCQ's on and then deal with individual issues.	Com	Prudential Advice/opinion
WB56	Better CCQ's would also help.	Com	Prudential Advice/opinion
WB57	It might help if I write my instructions down on a cheat sheet,	Com	Prudential Advice/opinion
WB58	that way I should be able to keep things tighter and more concise.	Com	Justificatory Pragmatic rationale
WB59	Having some story beginnings ready to give students struggling to come up with ideas	Com	Prudential Advice/opinion
WB60	would save them time and give them a springboard to start from.	Com	Justificatory Pragmatic rationale

<b>Ref.</b>	<b>Segment</b>	<b>Jay-Johnson</b>	<b>Zeichner-Liston</b>	
WB61	Following on from this lesson, we expanded the paragraph that the students wrote, into full prose, by looking at the structure and narrative tenses.	Des	Factual	Informational
WB62	The students planned, and wrote a full length story based upon their initial paragraph, using the vocabulary.	Des	Factual	Informational
WB63	I still need to stop speaking to the board	Des	Prudential	Advice/opinion
WB64	and make instructions snappier.	Des	Prudential	Advice/opinion
WB65	I also really need to listen to speaking tasks	Des	Prudential	Advice/opinion
WB66	to make sure that they are actually doing exactly what I wanted	Des	Justificatory	Pragmatic rationale
WB67	I really need to stand still!!!!!!!	Des	Prudential	Advice/opinion

## Observation C: Written reflection

Ref.	Segment	Jay-Johnson	Zeichner-Liston
WC1	The students learnt how to properly talk about a film they have seen with a friend.	Com	Factual Descriptive
WC2	They learnt how to describe their feelings about a film using more varied adjectives.	Com	Factual Descriptive
WC3	By the end of the class and at the end of each task round the students were trying to incorporate their new knowledge into their discussions.	Com	Factual Descriptive
WC4	Students became aware of suitable structures and language that they can use to talk about a recent film	Com	Factual Descriptive
WC5	and [they] were starting to use them, although not completely.	Des	Factual Descriptive
WC6	In terms of lesson aim, yes [achieved]. Sort of.	Des	Factual Descriptive
WC7	The students were able to talk about aspects of a film they'd seen	Des	Factual Descriptive
WC8	but didn't unify everything into one discussion.	Des	Factual Descriptive
WC9	This was the first time I'd ever tried to teach a lesson in this manner	Des	Factual Informational
WC10	and I'm still trying to come to grips with it.	Des	Prudential Support
WC11	There are obviously some things that went well, and some that didn't.	Des	Prudential Evaluation
WC12	One of the hardest things I found was keeping up with every pairing,	Des	Prudential Support
WC13	it was quite difficult to listen to each group, especially quieter students	Des	Prudential Support
WC14	and trying to identify areas for improvement.	Des	Prudential Support
WC15	While I found areas to work on,	Des	Factual Descriptive
WC16	by being unable to hear what everyone had to say	Des	Factual Descriptive
WC17	meant that there is a distinct possibility that some problems went un-addressed.	Com	Factual Explanatory/hypothetical
WC18	I also feel that while I addressed the major problems as they came up,	Des	Factual Descriptive
WC19	the final discussions were still somewhat incomplete.	Des	Factual Descriptive
WC20	Students were able to discuss film synopsis' and their feelings about a film,	Des	Factual Descriptive
WC21	but each time I set a new round of discussion, they tended just to focus on the aspect that was discussed in feedback, rather than try and unify it all together.	Com	Factual Descriptive

<b>Ref.</b>	<b>Segment</b>	<b>Jay-Johnson</b>	<b>Zeichner-Liston</b>	
WC22	Clearer instructions during the final round of discussion could have prevented this.	Com	Prudential	Advice/opinion
WC23	"Try again, talk about a film you have seen recently. Talk about, the film, the plot and your feelings".	Com	Prudential	Advice/opinion
WC24	I felt that by repeating the same task over and over, albeit with different films and with different people, the students started to get a bit bored,	Com	Factual	Descriptive
WC25	I tried to counter this by amending the topic to talk about a film they saw recently that was bad.	Des	Factual	Descriptive
WC26	I also feel that perhaps by sticking to one film rather than changing each time may have stunted language production	Com	Factual	Descriptive
WC27	as each time they had to start again from scratch, instead of just modifying what they already had.	Com	Factual	Explanatory/ hypothetical
WC28	This is a tough decision to make,	Com	Prudential	Support
WC29	change film to keep things interesting and have the opportunity for a fresh start? Or keep the same film but modify what you have at the risk of boredom, but can re-work areas that need to be improved?	Com	Prudential	Support
WC30	I'm not sure	Com	Prudential	Support
WC31	Having each pair sit further apart	Com	Prudential	Advice/opinion
WC32	would certainly have helped with being [me] able to focus on each group better.	Com	Justificatory	Pragmatic rationale
WC33	I would also make sure that by the time we do the final round of discussion, I would clearly state that I want them to try and unify everything together.	Com	Prudential	Advice/opinion
WC34	With this being a myClass lesson it's going to be quite hard to further the same topic/line of discussion,	Des	Factual	Informational
WC35	but should the opportunity present itself, the students would certainly benefit from having one more round of discussion in which they try and unify everything they learned.	Com	Prudential	Advice/opinion
WC36	I felt that my individual feedback was more suitable to individual students needs	Des	Factual	Descriptive
WC37	and I was able to correct and explain several errors as they occurred.	Des	Factual	Descriptive
WC38	However I still feel I neglect quieter students, tending to favour more vocal students	Des	Factual	Descriptive
WC39	and this is something I really need to address.	Des	Prudential	Advice/opinion
WC40	I should make conscious effort to engage those quieter students,	Com	Prudential	Advice/opinion
WC41	perhaps even making notes at the beginning about who to talk to.	Com	Prudential	Advice/opinion

<b>Ref.</b>	<b>Segment</b>	<b>Jay-Johnson</b>	<b>Zeichner-Liston</b>
WC42	I was using the board far less than before,	Des	Factual Descriptive
WC43	but that was more by design.	Des	Factual Informational
WC44	The board was merely used to write up examples and for feedback.	Des	Factual Descriptive
WC45	This meant I was talking more with the students and less at the board,	Des	Factual Explanatory/ hypothetical
WC46	although there were a few occasions where I still kept talking to the board.	Des	Factual Descriptive
WC47	I did however, make a concious effort to turn away from the board and face students.	Des	Factual Informational
WC48	My instructions were clearer I thought,	Des	Factual Descriptive
WC49	although there is still the habit to be wordy.	Des	Factual Descriptive
WC50	I need to really pay attention to this.	Des	Prudential Evaluation

## **Appendix B: Spoken reflection**

The tables below present transcripts of the post-observation discussions between me and Garth. The transcripts are complete; they include my turns as well as Garth's. However, only Garth's turns were segmented and coded.

### **Ref.**

Each segment or utterance (when insufficient to qualify as a segment) is assigned a reference number in the lefthand column. Not all segments, however, were assigned codes under the reflection frameworks (see page 32).

### **Speaker**

My turns are indicated by 'M'; Garth's turns are indicated by 'G'.

### **Segment**

The transcribed segments represent a compromise between readability and completeness of description. Overlapping turns and intonation are not marked, and pauses are marked by (.) only if they exceed one second. Punctuation has therefore been added to represent in writing the structure that these features lend to the stream of speech. Non-linguistic remarks are given in italics within double parentheses. All student names are pseudonyms.

### **Jay-Johnson**

Codes denoting the types of reflection outlined by Jay and Johnson (2002) are shown in abbreviated form: Des for Descriptive, Com for Comparative, and Crit for Critical.

### **Zeichner-Liston**

Codes pertaining to Zeichner and Liston's (1985) framework are given in two parts: the first label shows the principal logical category of reflective discourse, the second indicates the sub-category.



## Observation A: Spoken reflection

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
	M	So, thanks for your reflection, Garth. Um, my first question is always 'did you achieve your aim?', but you said in your- in the written reflection that you hadn't achieved it.			
SA1	G	Not really, no.	Des	Factual	Descriptive
	M	Um, so my question is why?			
SA2	G	Why. Couple of reasons, as I put in there (( <i>gestures to the written reflection I'm holding</i> )) actually.	Des	Factual	Descriptive
SA3	G	Um, well, several reasons, more than a couple.			
SA4	G	One: uh, bit of confusion with language points; it got a bit muddled in the middle.	Des	Factual	Explanatory
SA5	G	And I didn't pay enough attention to a couple of really key language points, uh, which was using auxiliary verbs to show interest, which is a really (( <i>indistinct</i> )) is a really critical, um, er language point, and I kind of glossed over it a bit,	Des	Factual	Explanatory
SA6	G	I needed to just really go into that more. I should really focus on it.	Des	Prudential	Opinion
SA7	G	'Cos when they went to do the final task, they weren't really using it that much, if at all.	Des	Justificatory	Pragmatic
SA8	G	So by missing it, or not paying it enough attention, the students didn't realise that 'this is useful'.	Des	Factual	Explanatory
	M	Right.			
SA9	G	Uh, another reason ... a different reason:			
SA10	G	I gave them a checklist of different, like, different language points to try and work in.	Des	Factual	Descriptive
SA11	G	And I didn't properly explain it very well.	Des	Factual	Descriptive
SA12	G	Um, so they were trying to, uh, almost do, like, individual conversations for each language point, rather than try and work it into one conversation.	Des	Factual	Explanatory/ hypothetical
SA13	G	And as I've put in my reflection, I think checklists are useful, but they tend to be more useful for written assignment- written tasks than speaking ones.	Crit	Prudential	Evaluation
SA14	G	Um, so that created a lot of confusion.	Des	Factual	Descriptive
SA15	G	Uh, could have done with a model on the final task, I should have given them an example - a better example - uh, of what I was expecting. Um, I think it would have been a lot better if I'd done that.	Com	Prudential	Advice/opinion
SA16	G	'Cos again, there was just confusion: "hold on, I've gotta do a conversation but is it just like- rather than say "oh no, this is what we need to do, a-b, a-b". Yeah, so there was just- a lot of mud.	Des	Factual	Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Ok. Um, Let's pick up on those things then. So you've said: confusion on language points.		
SA17	G	Uh hm.		
	M	What do you mean when you say language point?		
SA18	G	The language points – we had those five, uh, five uses of auxiliary verbs, in conversations.	Des	Factual Descriptive
SA19	G	Um, and the three main ones which are used in a conversation to keep the conversation going, is: one is question tags, to get extra information or just confirm the information you've got; you've got showing interest, to kind of prompt the speaker to speak more; and the third one was emphasis.	Des	Factual Informational
SA20	G	So they were trying to use emphasis (( <i>indistinct</i> )) trying to use emphasis,	Des	Factual Descriptive
SA21	G	question tags they were using a little bit	Des	Factual Descriptive
SA22	G	but the one that really and this was the real, um, one that they- the critical one, as I said earlier, was showing interest.	Des	Factual Descriptive
SA23	G	'Cos they were saying "oh, I do like your shoes" and then it was like "er, what do I say now?" instead of "oh, do you?"	Des	Factual Hermeneutic
SA24	G	And that's the bit- If I'd not missed that bit, or skipped over that bit as much as I did,	Des	Factual Descriptive
SA25	G	then at least the conversations would have gone on a bit more than they did, because it gave them a reason to continue.	Com	Factual Explanatory/hypothetical
	M	Okay.		
SA26	G	That's one reason.		
SA27	G	And (( <i>indistinct</i> )) we're talking about language points.		
SA28	G	So, by skipping that bit, they weren't really aware that "if we use this we can move forward with the conversation".	Com	Factual Explanatory/hypothetical
	M	Yeah. What's the- ...So there were some, um- you had a range of functions.		
SA29	G	Yeah there were five.	Des	Factual Descriptive
	M	What were the- what were the kind of unifying features of that?		
SA30	G	They were all using auxiliary verbs.	Des	Factual Descriptive
	M	Anything else?		

<b>Ref.</b>	<b>Speaker</b>	<b>Segment</b>	<b>Jay-Johnson</b>	<b>Zeichner-Liston</b>	
SA31	G	Uh, and they're all used to- so, three of them, to keep a conversation going, and the other two are more responses, to avoid repetition.	Des	Factual	Informational
SA32	G	So again, to kind of keep a conversation going without making them too wordy.	Des	Factual	Informational
	M	Conversations are wordy by nature though, aren't they?			
SA33	G	Yeah, I know, but you don't wanna repeat yourself, you don't wanna be a parrot.	Des	Prudential	Evaluation
	M	Um, so what- having- let's assume that they, uh absorbed it perfectly, you know, got it all – what would you have expected to see?			
SA34	G	I would have expected to see- so you'd have an opening statement using an auxiliary verb for emphasis, and	Des	Factual	Informational
	M	Does every conversation open with an auxiliary verb for emphasis?			
SA35	G	Not necessarily, not necessarily. I depends upon the topic.	Des	Factual	Informational
SA36	G	So I should have done something else: I should have clearly stated what kind of conversation I wanted them to have.	Com	Prudential	Advice/opinion
SA37	G	I just said "have a conversation".	Des	Factual	Descriptive
SA38	G	I should have said "let's have a conversation about something new about your friend, or something your friend has done recently.	Com	Prudential	Advice/opinion
SA39	G	So- "oh!"- the example I gave in the- in the thing was "oh, I do like your shoes", or, um, or "I don't like that new car you've got", it should have been something like that. Or "I do like your new boyfriend" or "I don't like your girlfriend".	Com	Factual	Hermeneutic
SA40	G	So it should have been something- it should have had a specific purpose.	Com	Prudential	Advice/opinion
SA41	G	The conversation had to have a specific purpose and I didn't set that up.	Com	Prudential	Advice/opinion
	M	Ok. That leads us to the checklist. Well, maybe we can talk about those two points together 'cos you mentioned the checklist, and a model for the final task. You've said that these things led to confusion...			
SA42	G	Yeah, and again it was all in my set-up.	Des	Factual	Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA43	G	So setting up that task, what I should have done is say “ok, I want you to have a conversation, or create this conversation, about something new about your friend – maybe they’ve got a new car, or maybe they’ve got a new boyfriend, or a new pair of shoes, or they’ve got something you don’t like.”	Des	Prudential Advice/opinion
	M	Stop there.		
SA44	G	Yep.		
	M	I want you to think about exactly what you’ve just said,		
SA45	G	Hmm-mm		
	M	The very words that you’ve just said.		
SA46	G	“I do like your new-” or “I want you to have-”		Factual Hermeneutic
	M	Well first of all, how many sentences were were in that instruction?		
SA47	G	A lot	Des	Factual Informational
	M	So how could you make it far more succinct?		
SA48	G	Uh, a better instruction would be “I want you to have a conversation about a new item of clothing that your friend has”	Com	Prudential Advice/opinion
	M	Can you make it any shorter?		
SA49	G	“Have a conversation about a new item of clothing that your friend has.”	Com	Prudential Advice/opinion
SA50	G	Or even shorter again, “have a conversation about your friend’s new clothes.”	Com	Prudential Advice/opinion
	M	So that’s, that’s possibly one area to consider.		
SA51	G	Right. So instructions very short and snappy ( <i>writes this down</i> ).	Crit	Prudential Advice/opinion
	M	Just repeat the short version that you wrote		
SA52	G	Uh, “have a conversation about your friend’s new clothes”	Com	Factual Hermeneutic
	M	So how have you started that instruction?		
SA53	G	With an imperative.	Des	Factual Informational
	M	Rather than...		
SA54	G	“what I want you to do is...” So using more of an imperative, direct command as it were, avoids any	Crit	Factual Informational
	M	Pretty much! Uh, we’ll come back to the checklist and the model in a moment, um, but to continue the theme of instructions ... where did you stand, when you gave instructions?		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA55	G	Erm, by the board.	Des	Factual Descriptive
SA56	G	And it's quite a distance actually, to the board.	Des	Factual Descriptive
	M	It's quite a distance; how does it relate to the two tables in the room?		
SA57	G	In terms of Classroom 1?		
	M	Yeah		
SA58	G	It's actually, standing by the board, it's closer to that other table where that other group can see it, not the ones by the glass. So you're not	Des	Factual Descriptive
	M	Yep – in the middle of the students.		
SA59	G	Yeah.		
	M	Um, anything else that tends to happen when you're near the board?		
SA60	G	You tend to ... Well, that I tend to do or teachers in general?		
	M	I think teachers in general.		
SA61	G	When you're near the board, you tend to... you don- you're not- when you're by the board, and you're giving instructions, or when students are doing something, you tend to miss little key clues about understand- whether they're kind of understanding you.	Com	Factual Informational
	M	You mean, when you're giving instructions?		
SA62	G	Well if you're by the board- also, actually when you're by the board, when you're by the board not with the students, I suppose you tend to "this is the instruction, get on with it". Um, rather than try and clarify with them as much.	Com	Factual Informational
	M	Um, the point I was getting at is more that, for most of the tasks, you're asking them to do something from the book, and you had the- that task on the board, as it was in the book.		
SA63	G	Yeah yeah.		
	M	Which means that you're giving instructions but you're also kind of pointing at what's on the board,		
SA64	G	Right.		
	M	and often, you turn- giving instructions to the board		
SA65	G	giving instructions to the board, not to them!	Com	Factual Descriptive
SA66	G	So what would be better is maybe (( <i>indistinct</i> )) chesting, taking the book or taking a copy	Crit	Prudential Advice/opinion

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Absolutely, so take your book, and stand midway between the two tables, stay in that position, deliver your imperative command, let them go.		
SA67	G	Yeah, it's interesting. You say quite a lot of teachers seem to do that?		Prudential Evaluation
	M	I think it's, you know if, it's the natural kind of contradiction between addressing people, and trying to bring the board into the interaction.		
SA68	G	Could be an interesting area of study.		Prudential Evaluation
	M	You know, I s'pose it's that kind of scenario where someone gives a Powerpoint presentation and stands there just reading off.		
SA69	G	Yeah. No it's interesting you say that –		Prudential Evaluation
SA70	G	when I've done myClass lessons, and what I've done a few times now is ignored the board, particularly with smaller classes, and I've just taken my copy, and sat with them on the table.	Des	Factual Informational
	M	Why didn't you do that in this class?		
SA71	G	Good point.	Com	Prudential Evaluation
SA72	G	Um, yeah 'cos there's nothing really to stop me bringing my chair and sitting between the two tables.	Com	Factual Informational
SA73	G	Um, and then, they're more comfortable, 'cos I'm in amongst them, there's that kind of "oh, he's the teacher over there, we're the students over here" – that barrier is broken.	Com	Justificatory Pragmatic rationale
SA74	G	And they're more likely to ask questions I s'pose, if I'm down with them as well. Just to, be sure of their understanding.	Com	Justificatory Pragmatic rationale
SA75	G	(( <i>Indistinct</i> )) something to try out more with other, other class- even big ones, I s'pose, as well.	Crit	Prudential Evaluation
	M	Yep. Ok, let's return to your-the word you used is 'confusion'		
SA76	G	Yep.		
	M	Um, what makes you think that the students were confused?		
SA77	G	About the final task?		
	M	Hmm-mm.		
SA78	G	Uh, as they were trying to do it, they were just going, they were tending- rather than doing a full conversation they tended to- they were just doing little soundbites, as it were.	Des	Factual Descriptive
SA79	G	Or, um, quick exchanges, just one-two exchanges, rather than a flow, which is what I was after.	Des	Factual Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA80	G	So they knew they had to have some kind of interaction, but they didn't realise that I wanted it to flow. And to continue.	Des	Factual Descriptive
SA81	G	Um, so, when I went up to them and said "ok, we've got an interaction here, but I want more" and they're like "uhhh".	Des	Factual Descriptive
SA82	G	Yeah. And I think a lot of that comes back down to instructions, that short snappy instruction: "have a conversation".	Des	Factual Descriptive
SA83	G	Um. And, touching back on the key language points, showing interest, I should have added other things like "add a follow-up question."	Des	Prudential Advice/opinion
SA84	G	And just given them a bit more guidance that way.	Des	Prudential Advice/opinion
SA85	G	And that would have just cleared the waters a bit for them, I think.	Des	Prudential Advice/opinion
	M	Yeah. Do you think possibly that, um ... they had a kind of- the lesson up to that point maybe had presented, um, conversations, or the kind of conversations that you wanted them to have, in quite an atomised way.		
SA86	G	Hmm. Rather than a-	Des	Factual Descriptive
	M	Rather than as-		
SA87	G	A holistic-		
	M	Yeah, like two people sitting down to exchange information, or to share gossip, or something like that.		
SA88	G	Yeah, I think so. I'd kind of broken it down a bit too far.	Des	Factual Descriptive
SA89	G	So what would have been better was "ok, so we've got some people here having a lovely conversation, uuhhh, how do we stop this conversation from stalling? Well, we can do this, this and this."	Com	Prudential Advice/opinion
SA90	G	And again it's going back to the keeping it snappy, keeping it on point.	Com	Prudential Advice/opinion
SA91	G	It's clearer to them- as you say, if it's broken down too much it's like the ant trying to see an elephant – it can't, it's overwhelming.	Com	Justificatory Pragmatic rationale
	M	Alright. I'm gonna add a few points of my own. One of them is, uh, pace		
SA92	G	Uh huh		
	M	Pace and timing.		
SA93	G	Bit slow at the beginning.	Des	Factual Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Why do you think it was slow?		
SA94	G	Um, I think I put- reflected in there as well (( <i>gestures to the written reflection</i> )) is that- I had that listening activity...		
	M	That's right.		
SA95	G	And I treated it as a listening skill.	Des	Factual Descriptive
SA96	G	And in the back of my mind when I was planning I was like "don't do this as a listening skill, don't do as a listening skill"	Des	Factual Informational
	M	Yeah, and we'd spoken about that		
SA97	G	And I did it as a listening skill!	Des	Factual Descriptive
	M	So, in the – I'm interested – in the lesson,		
SA98	G	Yeah		
	M	What was going through your mind?		
SA99	G	Well, the reason- so, it's fair enough, you play them the recordings and they answer the questions quick.	Des	Factual Informational
SA100	G	And in my mind I was seeing that they were, um "ok, so they're not quite getting all the answers here."	Des	Factual Informational
SA101	G	And I was thinking "right, if I don't play this again they're gonna feel they're not keeping up or they're not doing well, or whatever, so let's give them that second chance to do it."	Des	Factual Informational
SA102	G	But of course, then we're taking it into listening skills territory, and that wasn't the purpose, the purpose was to present the language.	Des	Factual Informational
SA103	G	And so by doing it twice, like that, valuable minutes were taken up that I could have used for doing some of the practice activities later on.	Des	Factual Explanatory
SA104	G	And I think I put that one down as well.		Factual Hermeneutic
	M	Yesss.		
	M	So, what- how- I mean it's quite likely you might find yourself in the same situation again. How how do you think you could avoid that in future?		
SA105	G	Well, one, going back, is a cheatsheet if I had my own notes saying "do not do this as a ... a listening skill, it is presentation.	Com	Prudential Advice/opinion



Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA106	G	One is explaining to the students, maybe saying to the students “look we’re gonna listen to these conversations – yes you’ve got some questions to answer, but we’re not test- we’re not check- testing your listening skills here, we’re presenting language we’re gonna need.”	Com	Prudential Advice/opinion
SA107	G	And explain- so that way they’re not gonna feel, um, that “okay, I haven’t got all the questions right, I, uh, I- not doing very well,”	Com	Justificatory Pragmatic rationale
SA108	G	but actually saying to them- telling them what we’re doing, and why we’re doing it, then they’re gonna “okay I’m gonna just listen for the language, that’s what’s important.”	Com	Justificatory Intrinsic rationale
	M	Is that something that you generally do?		
SA109	G	Um, not as much as I probably should.	Des	Prudential Evaluation
SA110	G	I tend to fi- if we’re doing something like that and I am using listening I- I make the mistake I made there.	Des	Factual Informational
SA111	G	Oh, uh, they need to, they, they’re gonna feel bad if I don’t use these questions.	Des	Factual Informational
SA112	G	So it’s that cycle of the same trap every time which I need to stop doing.	Crit	Prudential Advice/opinion
	M	Yeah. Yeah so, I, I, I think maybe it’s... having that kind of long term goal in mind during the lesson itself helps you to balance the stages.		
SA113	G	Yeah, and not getting bogged down.	Des	Prudential Advice/opinion
	M	Yeah. But it wi- I think it’s quite likely that it will come down to a, a decision: “do I play this again, or not?” “Do we do this task, or not?” So you need to be aware of it, in the moment, in class.		
SA114	G	Yeah.		
	M	Uh... okay. Um, monitoring – what were you doing during the various tasks that you gave the students?		
SA115	G	Various tasks, with a- well I’ll be looking over their shoulders, for some of them.	Des	Factual Descriptive
SA116	G	Uh, occasionally when they’d make a mistake I’d say “are you sure about this?”	Des	Factual Descriptive
SA117	G	Uhh, when we were on the final task and I was monitoring then and I was trying to give, like, I’d say in feedback I would almost give them conversation that I was expecting.	Des	Factual Descriptive
SA118	G	And so I’d say- and I would give them a full example, and then- but I would do it at a million miles an hour.	Des	Factual Descriptive
SA119	G	And so I would do that and then they’d be like “ah yeah okay, got it.” Yeah.	Des	Factual Descriptive
	M	Mmm.		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA120	G	And rather wha- in those situations what I should have done is gone "right ok everyone stop."... "Let's go back. Let's look at this again."	Com	Prudential Advice/opinion
SA121	G	And made sure everyone was clear.	Com	Prudential Advice/opinion
SA122	G	'Cos I was doing the same thing over here, and then doing it again over there, and doing it again-	Des	Factual Descriptive
	M	So what's your aim when you monitor?		
SA123	G	Aim is to see how they're- you know, are they understanding what they're doing, are they able to do, do the work, are they-	Des	Factual Informational
SA124	G	to pick up any little tiny mistakes that don't necessarily need to be done as a whole group.	Des	Factual Informational
SA125	G	Um, just to make sure they're able to do the task without too much difficulty.	Des	Factual Informational
	M	Okay. Um, a couple of points.		
SA126	G	Yep.		
	M	Um, I think in the early stages of the lesson, you had- they were discussing friendship		
SA127	G	Yeah		
	M	And those things. Um, and you seemed to be very involved in those conversations.		
SA128	G	Yeah. And I should have stepped back?	Com	Prudential Advice/opinion
	M	What do you think?		
SA129	G	Uh ( <i>indistinct</i> ) it's ... those early that early- that first speaking activity is about setting, or introducing topic really and generating interest.	Com	Factual Descriptive
SA130	G	So, yeah, I could let them talk in their groups,	Com	Prudential Advice/opinion
SA131	G	but there is also a bit of value of me talking with them as well, because it is conversational.	Com	Justificatory Intrinsic rationale
	M	Hmm hm. What's the possible downside of you being involved?		
SA132	G	I could talk too much and I could take over the conversation.	Com	Prudential Advice/opinion
	M	There are a couple of very quiet students in each group. Um,		
SA133	G	Karen in this one, the Indian lady in this one, and in this one was Maria, Chinese lady.	Des	Factual Descriptive
	M	Okay, yeah.		
SA134	G	Yeah.		
	M	Um, the lady by the ( <i>indistinct</i> ) was also quite quiet.		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SA135	G	Jan. Um,			
	M	Did you do anything to make sure that they were involved?			
SA136	G	No, no.	Des	Factual	Descriptive
SA137	G	What I should have done is I should have gone “well I think this, what do you think?”	Com	Prudential	Advice/opinion
SA138	G	And directed the conversation, or directed a question about the topic to them.	Com	Prudential	Advice/opinion
	M	Yep. Okay.			
SA139	G	And what I was tending to do, I was tending to interact more with the more talkative ones	Des	Factual	Descriptive
	M	Very much			
SA140	G	Very much. And not interacting too much with the quieter ones.	Des	Factual	Descriptive
SA141	G	And that’s annoying, because I put it in the bloody lesson plan! (( <i>laughs</i> ))	Des	Prudential	Evaluation
	M	So maybe taking your lesson plan into class			
SA142	G	Yeah. Or as I said, a cheat sheet.	Com	Prudential	Advice/opinion
	M	Yeah.			
SA143	G	Be sure to talk to these people.	Crit	Prudential	Advice/opinion
	M	Yep. Um, ok. And finally, feedback.			
SA144	G	Yeah.			
	M	So, on a number of occasions in this class, you, um, you kind of presented feedback, you know, rather than eliciting answers you just put them up on the board or handed them out. What was the reasoning behind that?			
SA145	G	The reasoning behind that, uh, one is to reduce my talk time.	Des	Justificatory	Pragmatic rationale
SA146	G	Plus if I elicit we can be there forever. “Ok, what’s the answer to this one? Ok, what’s the answer to this one?”	Des	Justificatory	Pragmatic rationale
SA147	G	Yes, there is some value in doing that sometimes, but sometimes when you need to move forward, giving them, “ok, very good, here we go, check your answers.”	Des	Justificatory	Intrinsic rationale
SA148	G	They can check with that, they can check with each other,	Des	Justificatory	Pragmatic rationale
SA149	G	and sometimes what I’ve seen- not in this class, but I’ve seen in other classes, they tend to be like “hold on, why?”	Des	Factual	Hermeneutic

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Did that happen in this class?		
SA150	G	Not so much in this one.	Des	Factual Descriptive
	M	Why do you think that is?		
SA151	G	Umm, one because I think they were mostly correct.	Des	Factual Explanatory/hypothetical
SA152	G	Um, and one I think 'cos maybe I moved them on too quickly.	Des	Factual Explanatory/hypothetical
	M	I think the latter, probably, more. There was, uh, I think it was the controlled practice activity		
SA153	G	Yeah		
	M	Um, the first one. There seemed to be quite a few wrong answers.		
SA154	G	Yeah		
	M	Um, so I think perhaps maybe first of all giving them an opportunity just by saying "any questions?" um, would be a good idea. You did ask at one point, "any wrong answers?"		
SA155	G	Ok		
	M	Um, I've written here, you said "which one did you get wrong?" The student said, "number eight," you said "very good."		
SA156	G	Right! (( <i>laughs</i> )) I should (( <i>indistinct</i> )) "okay, let's look at that one"	Com	Prudential Advice/opinion
	M	Yeah. So feedback is an opportunity for you to find out who's okay, who's not okay, and why they're not ok. So I think a bit more probing is (( <i>indistinct</i> )) But I agree that it's a good thing to give the answers and let them digest them. Um, it does save a lot of time.		
SA157	G	And also, as you say, giving- I find, yeah, putting them up on the board is a good thing, but also giving them on a paper.	Des	Prudential Evaluation
SA158	G	Like, as well, I gave them the answers on a paper.	Des	Factual Descriptive
SA159	G	And- but not individually, it was in groups, twos and threes, and gave them a chance to talk about it.	Des	Factual Descriptive
SA160	G	And yeah (( <i>indistinct</i> )) it gives them more of a chance to digest.	Des	Justificatory Pragmatic rationale
	M	Okay. We've talked quite a lot about negative things – let's talk about some positives		
SA161	G	(( <i>Laughs</i> )) Positives! I don't know to be honest Matt, the whole thing the whole thing.	Des	Prudential Evaluation
SA162	G	The aim wasn't achieved,	Des	Factual Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SA163	G	um there was confusion in the middle,	Des	Factual	Descriptive
SA164	G	I think I got bogged down on that listening stage	Des	Factual	Descriptive
SA165	G	and so from there the whole thing just fell ap- in my eyes, anyway, fell apart	Des	Factual	Informational
SA166	G	I can't think of much positive in things that I did after that.	Des	Prudential	Evaluation
	M	Well, the- you had a well-staged lesson			
SA167	G	Right			
	M	So...the, the groundwork was there			
SA168	G	Right			
	M	The skeleton was there. Um, I thi- I think part of the reason that the students didn't benefit from those stages			
SA169	G	Yep			
	M	was that they weren't always set up in the right way, and then they we- didn't always get			
SA170	G	Fed back			
	M	Yeah, feedback in- in the way that they needed it. Um, but I think the structure was there			
SA171	G	Right			
	M	So that was good. Um, lots of good techniques, you know, like peer checking after the listening, um, kind of, you know, being available during tasks			
SA172	G	Yeah			
	M	So that students could ask questions, um, a coup- some sporadic ICQs			
SA173	G	Right			
	M	So ... uh, I guess, you know, being a bit more thorough about things like that.			
SA174	G	Right			
	M	Um, but, they are there.			
SA175	G	Right			
	M	Um, and I think the students, you know, I think they did enjoy the lesson. I think they			
SA176	G	Yeah			
	M	they felt that they got something from it			

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA177	G	Right		
	M	Um, but, yeah there was confusion in the final		
SA178	G	Yeah		
	M	task probably confusion about quite what you wanted from them		
SA179	G	Yeah and as I put that in there, the reasons were in the- in the evaluation there. Not the evaluation, the reflection.		Factual Hermeneutic
	M	Yeah, I think your reflection's a- another strong point actually, you've uh picked up on quite a bit.		
SA180	G	Yeah.		
	M	So, to summarise, um, what will you take away?		
SA181	G	What I've taken away from this is nice, snappy instructions, straight to the point, no waffle.	Crit	Prudential Advice/opinion
SA182	G	Uh, perhaps just move away from the board, when I'm giving instructions, when I'm demonstrating something.	Crit	Prudential Advice/opinion
SA183	G	The board is useful but I think it's- as you say, I think sometimes it can be a hindrance more than a help.	Crit	Prudential Evaluation
	M	Mmm.		
SA184	G	Uh, more ... - what's the correct word for this? -	Crit	Prudential Advice/opinion
SA185	G	when it comes to feedback, rele- relevant feedback. And suita-		
	M	Targeted, maybe?		
SA186	G	Targeted feedback. And so, for example, so if when I've give 'em the answers and I go "ok, how have we done? Have we got any- uh, how did we do?" And I say "oh teacher, I got this one wrong" And it's like "alright, lets- let's look at this one together. And we can go through it together. So stuff like that.		
SA187	G	Umm. In- also, one thing is, as you say ... small things, just sitting with them.	Crit	Prudential Advice/opinion
SA188	G	And when we're having those conversations at the beginning, maybe having a list of right I'll make sure I speak to this person, make sure I speak to this person,	Crit	Prudential Advice/opinion
SA189	G	make sure I give them an opportunity to ...say something.	Crit	Justificatory Pragmatic rationale
	M	Yeah.		
SA190	G	Things to take forward as well, is uh... be very clear what I expect them to do	Crit	Prudential Advice/opinion
	M	Yeah. I think one-		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SA191	G	One more?		
	M	One way of maybe thinking about it is that for each stage you set up the stage		
SA192	G	Right		
	M	Um, thoroughly but succinctly;		
SA193	G	To the point.		
	M	During the stage you make yourself available,		
SA194	G	Yep.		
	M	But-		
SA195	G	But don't micromanage it.	Com	Prudential Advice/opinion
	M	Yep. Um, and afterwards		
SA196	G	Yeah		
	M	use the feedback to make sure that people-		
SA197	G	To really clear up any confusion, or any...misunderstandings.	Crit	Prudential Advice/opinion
SA198	G	And another thing, uh, as well is: when a task is happening, making sure that that task is relevant...to the final, and I'm not taking it in another direction.	Crit	Prudential Advice/opinion
SA199	G	That was- we did with the listening.	Des	Factual Descriptive
	M	Good stuff		
SA200	G	Alright		

## Observation B: Spoken reflection

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	So, tell me, did you achieve your aim in this lesson, and-		
SB1	G	Well, the aim was for them to use the vocabulary in a...short paragraph, uh, about some kind of mysterious event, ideally related to their own experience...	Des	Factual Informational
SB2	G	uhh which, they were using the vocabulary,	Des	Factual Descriptive
SB3	G	and I was getting some- some short paragraphs, some a bit longer, um, all working in the vocabulary.	Des	Factual Descriptive
SB4	G	So I think, in terms of that aim, yeah, they did it.	Des	Factual Descriptive
	M	Ok. So what do you feel were the things that you did right?		
SB5	G	Right, what did I do right?		Prudential Support
SB6	G	Um, the instructions for that final task were a bit clearer, than before.	Des	Prudential Evaluation
SB7	G	Um, so there was no- there was very little doubt in their mind about what they had to do.	Des	Justificatory Pragmatic rationale
SB8	G	Um...what else did I do right?		Prudential Support
SB9	G	Uh ... I think having a quick pract- a quick practice before helped, as well,	Des	Prudential Evaluation
SB10	G	so they were aware of meaning of the vocabulary so they were able to work that in.	Des	Justificatory Pragmatic rationale
SB11	G	Um ... what else did I do right?		Prudential Support
SB12	G	... Again, I can always think of more that I did wrong than I did right.		Prudential Support
SB13	G	Um ... yeah, that's all I can think of.		Prudential Support
	M	Ok.		
SB14	G	Now. (( <i>Indistinct</i> )) I can always think of more that I did wrong than I did right		Prudential Support
	M	So, um ... let's- well let's go through the things that you mentioned in your reflection.		
SB15	G	Yeah.		
	M	Um, ... whi- most of which were negative.		
SB16	G	Yep.		
	M	Alright? Um, so you noted the point ... when you asked the students to think of endings to the texts.		
SB17	G	Yes		
	M	And you feel that didn't go-		



SB18	G	No	Des	Prudential	Evaluation
SB19	G	Because they didn't think of endings, apart from one pair, the others didn't think of endings to the texts.	Des	Justificatory	Pragmatic rationale
SB20	G	What they started doing is if we were to look here (( <i>gestures to the lesson materials</i> )) uh, this, if you look at activity three stage 4: 'match the topics in exercise two to each story', and they didn't- that's what they started to do instead of thinking of their own ending.	Des	Factual	Descriptive
SB21	G	And I wasted a bit of time there	Des	Factual	Descriptive
SB22	G	because they started doing this and I was watching them "ok, everyone's doing something" (( <i>indistinct</i> ))	Des	Factual	Informational
SB23	G	I was aware of what they were doing	Des	Factual	Informational
SB24	G	but I wasn't listening in closely enough to what they were actually doing until I started getting the answers back from them.	Des	Prudential	Advice/opinion
SB25	G	So they hadn't done the task I wanted them to do, which was just think of an ending.	Des	Factual	Descriptive
SB26	G	They were doing activity 3, stage 4. And that didn't- so that wasn't quite right.	Des	Factual	Descriptive
	M	Ok. Uh, this is interesting 'cos I had a different interpretation			
SB27	G	Really?			
	M	Um, I think that when you were asking them for their predic- predicted endings,			
SB28	G	Yep.			
	M	I think they were sitting, reading			
SB29	G	Right.			
	M	The wh- the endings that are here			
SB30	G	Right.			
	M	Um, and I was looking in particular at, uh, is it Jan? At the back?			
SB31	G	Jan yes			
	M	And the guy in the red t-shirt that was with her			
SB32	G	Yes, Alan			
	M	Because when- they didn't talk at all, they- the two of them sat-			
SB33	G	Right			
	M	um, reading			
SB34	G	Yeah			
	M	This. Um, and I thought that when you began the feedback on that,			

SB35	G	Yeah			
	M	somebody mentioned something about natural or supernatural-			
SB36	G	Yeah, and I went off on a tangent	Des	Factual	Descriptive
	M	Yeah. And I think that ... that kind of confused the next group			
SB37	G	(( <i>Indistinct</i> ))			
	M	Yep. And I thought that might have been why you got the impression that they were looking at			
SB38	G	Yeah			
	M	exercise two but I ... I thought that they were just			
SB39	G	just reading. (( <i>Indistinct</i> ))			
	M	Did you watch that bit back?			
SB40	G	Yeah I watched it back a couple of times			
SB41	G	and I was watching me.			
SB42	G	And I was there, "ok [name]' doing something"	Des	Factual	Informational
SB43	G	Not ... watching really what they're doing,	Des	Factual	Descriptive
SB44	G	and not really listening	Des	Factual	Informational
	M	Yep.			
SB45	G	to what they're doing;			
SB46	G	I had to get in closer,	Com	Prudential	Advice/opinion
SB47	G	I had to be really dialled in to them.	Com	Prudential	Advice/opinion
SB48	G	And that, as I said, I put that in there, that I didn't dial in properly.	Des	Factual	Informational
	M	Ok. Before that, they'd done exercise three.			
SB49	G	They had.			
	M	Did you feel that went ok or were there any problems?			
SB50	G	In terms of the general completion of exe- of exer- of activity three?			
SB51	G	... Uhh, when we fed back, yes they'd got the answers correctly.	Des	Factual	Descriptive
SB52	G	Um ... there were very few mistakes	Des	Factual	Descriptive
SB53	G	I think one thing that might have been better is that I would- I should've befo- whereas I set that task up I should've probably ICQed it a bit- eith- either ICQed it,	Com	Prudential	Advice/opinion
SB54	G	or given a more specific instruction for each activity within there.	Com	Prudential	Advice/opinion

	M	Did you, did you intend for them- because they when they started this activity they'd each only read one of the stories			
SB55	G	Yeah, and that's another thing is I should have said "right, just pick your story"	Com	Prudential	Advice/opinion
	M	Yeah. Because all of these questions assume that they've read			
SB56	G	Read them all. Yeah. And I should've adapted it, or just explicitly stated "just. your. story."	Com	Prudential	Advice/opinion
	M	Yep.			
SB57	G	'Cos otherwise it's then they're gonna waste time reading all the other four.	Des	Justificatory	Pragmatic rationale
	M	Yeah.			
SB58	G	And it wasn't really necessary.	Des	Prudential	Evaluation
	M	Did that occur to you in the lesson?			
SB59	G	Yeah it did, afterwards. Yeah when I when I- when I went back and I's like "ah" – 'scuse the language on the recording – "ah crap". I should've said "just your one" (.)	Des	Factual	Informational
	M	Ok, and then the next point that you've raised is feeding back after the students have found the synonyms.			
SB60	G	Yeah.			
	M	Tell me about that.			
SB61	G	Um ... it seemed to take a long time, and it shouldn't didn't need to take that much time really.	Des	Prudential	Evaluation
	M	Why do you think it took so long?			
SB62	G	Because I was going "ok, what's your synonym? Alright, ok, let's look at that, is it correc- does it really work, alright" bla bla bla, we get through it "alright, your synonym."	Des	Factual	Hermeneutic
SB63	G	And so you're spending a few minutes on each- on six, five groups, five synonyms. We- eight synonyms, sorry.	Des	Factual	Descriptive
	M	Uh, well there were some examples where I, I thought that it worked quite well.			
SB64	G	Right			
	M	Because you're you're kind of negotiating meaning with them, and I think that helps them to understand what's going on.			
SB65	G	Uh huh.			
	M	Um...so I think somebody suggested <i>poisonous</i>			
SB66	G	Yeah			
	M	as a synonym for <i>potentially deadly</i>			

SB67	G	Mmm.			
	M	which works in that context,			
SB68	G	Yeah			
	M	but not necessarily			
SB69	G	as a general cont- as a general synonym			
	M	generally			
SB70	G	Yeah, and so, that's one we we kind of negotiated "well yeah, <i>poisonous</i> , could be but" ... yeah.	Des	Factual	Descriptive
SB71	G	Whereas in- you know, a closer synonym for potentially deadly is 'very very very very dangerous and you could die'.	Des	Factual	Informational
SB72	G	And I think that's what we came up with in the end, and I think we negotiated towards that.	Des	Factual	Descriptive
SB73	G	But, so yeah, there's the negotiating meaning which is a, which is a positive side, but it is time-consuming.	Crit	Prudential	Evaluation
	M	Well I thought that there were some other things that you , that you brought in, and I think that that was why it took longer.			
SB74	G	Right			
	M	Um, for example, so they w- they were talking about <i>lobe</i>			
SB75	G	Yeah			
	M	<i>Ear lobe</i> , and then you started talking about <i>temporal lobes</i>			
SB76	G	Yeah well it was to do with the form, wasn't it.	Des	Factual	Informational
SB77	G	And I'd asked them could lobe work with any other, uh, words or body parts, and they were like "no" we-	Des	Factual	Descriptive
	M	Is that, is that an issue of form? And is it something they need to know in order to use that word?			
SB78	G	It's not really that they need to know it for this, so it's kind of superf- surplus to requirements, really	Des	Prudential	Evaluation
	M	Yeah. I think, um ... that was, that kind of thing doesn't need to be			
SB79	G	surplus to requirements			
	M	included, yeah. Because that's really a different word, it's a different meaning. (.) Maybe the same with, you started talking about the passive			
SB80	G	Yeah			
	M	I- I'm not sure that was necessary			
SB81	G	Yeah. And actually, that's a, a whole, that's a whole thing I was thinking of when I was, when we were looking at the form of this,	Des	Factual	Informational

SB82	G	and I think, yeah, you can spend a whole lesson on the passive form itself, and for this do they really need to know that it's passive and do they just need to know that what we're focusing on is the baby's fall,	Com	Prudential	Evaluation
	M	Mmm.			
SB83	G	rather than- and that it was past tense			
	M	Yeah. So what, what could have been more useful then? When dealing with that item?			
SB84	G	With that one, f-on the baby's fall? "Is it past or present tense?"	Com	Prudential	Advice/opinion
	M	Yep but maybe to, to highlight the the base form,			
SB85	G	Yeah			
	M	you know: <i>break something's fall</i>			
SB86	G	Yeah			
	M	<i>Break a fall</i>			
SB87	G	Break a fall. yeah			
	M	So that they can then manipulate it in the way that they need to,			
SB88	G	up and down, yeah			
	M	whenever they use it. (.) So yeah, it did take quite a long time, and I think another reason for that is that you broke up- you went through each item in terms of meaning, then you went through each item in terms of form, and then you did the pron for each one. And if you'd just done that, if you'd done MFP for, um, <i>toiled</i>			
SB89	G	Right			
	M	and then MFP for, I don't know, <i>littered with</i> ,			
SB90	G	Littered with			
	M	so you do it all at once,			
SB91	G	Right			
	M	I think it's quicker,			
SB92	G	Uh huh			
	M	and the students get more from it			
SB93	G	Ok then. So again, it's a case of I atomised it again, would you argue?	Des	Prudential	Evaluation
	M	Um, maybe yeah. Yep.			
SB94	G	I looked at each bit too ... separately	Des	Prudential	Evaluation
	M	Yeah.			

SB95	G	Yeah.			
	M	So if you kind of create a routine of			
SB96	G	Yeah			
	M	going through meaning, eliciting form,			
SB97	G	ok			
	M	and then drilling the pron and then you move on to the next thing			
SB98	G	Yeah			
	M	And that, and that one's done			
SB99	G	So (( <i>indistinct</i> )) "right, so we've got <i>littered with</i> here, what's your synonym for <i>littered with</i> ? Covered – great. Alright now let's have a look, is it past tense is it present tense, is it an adjective, is it a verb? Alright cool, <i>littered with</i> , we've got the <i>-ed</i> sound, right so it <i>t</i> or a <i>d</i> sound? Let's drill: <i>littered with</i> , <i>littered with</i> , this side that side, alright, next one.	Com	Prudential	Support
	M	Mmm. ... yeah			
SB100	G	Ok			
	M	So that would have been faster			
SB101	G	Right (.) (( <i>making notes</i> )) Don't separate the parts of MFP.	Crit	Prudential	Advice/opinion
	M	Yeah. Um, the next thing you've got here is teaching the form of voca-			
SB102	G	yeah			
	M	of the vocabulary			
SB103	G	yeah			
	M	Um, and you've mentioned the concept questions here			
SB104	G	Yeah			
	M	What what what's the aim of concept questions, in your point of view?			
SB105	G	That, concept questions is that they try, yo- you try to make sure that they they're f- one that they're following, and two that they're understanding, uh, what you're trying to get across	Des	Factual	Informational
	M	Ok. Um, I think generally when you're presenting language like this,			
SB106	G	yeah			
	M	you c- you can use them for form, but I would expect you to use your CCQs more for meaning			
SB107	G	right			
	M	So you've the students have an idea of meaning,			

SB108	G	right			
	M	they've come up with those synonyms			
SB109	G	yep			
	M	and generally they're ok			
SB110	G	right			
	M	you then need to check that they truly understand the meaning			
SB111	G	right			
	M	and you do that with your CCQs			
SB112	G	right			
	M	(.) I suppose the equivalent for form is, is in the controlled practice. So you can elicit form, but they will always make mistakes with it			
SB113	G	right			
	M	and that then you can correct that when they do their controlled practice			
SB114	G	right, ok			
	M	So most of your concept questions were, um			
SB115	G	Based around (( <i>indistinct</i> ))	Des	Factual	Descriptive
	M	Based around form, yeah, rather than meaning			
SB116	G	So, well intentioned, but not quite practical	Des	Prudential	Evaluation
	M	Uh yeah, I think probably the the meaning side got ... neglected slightly			
SB117	G	right			
	M	and I think you overdid the form side			
SB118	G	okay			
	M	which wasn't an efficient use of the time. (.) The next point on your list is, um, responding to this query about adverbs			
SB119	G	Yeah, it was <i>potentially deadly</i> . And it was Jan. And she said "te- so why have we got two adverbs?" And I go "well are they both adverbs? We've got <i>potentially</i> , which is an adverb, but is <i>deadly</i> an adverb?" "Yeah" "Why do you think it's an adverb?" "We've got <i>-ly</i> " "Ok, so I can see you're using another rule here and applying it to this." And I said "so <i>-ly</i> adverbs, great, yes, it's very common, but sometimes we have <i>-ly</i> adjectives as well."	Des	Factual	Hermeneutic

SB120	G	And then trying on the spot to think of another -ly adjective of which there are not that many, and I went "quickly – no, wait, quickly's an adverb."	Des	Factual	Descriptive
SB121	G	And then I didn't really follow through with it, I kind of just left it.	Des	Factual	Descriptive
SB122	G	And, as I put in there, I should have thought, lively is a better adjective	Com	Prudential	Advice/opinion
	M	<i>Friendly</i>			
SB123	G	<i>Friendly!</i>			
	M	is the one that I always think of			
SB124	G	<i>friendly, lively</i>			
	M	Yeah			
SB125	G	Yeah			
	M	Um, I disagreed really because I thought that you, in my notes I pu- I wrote that you actually dealt with it quite well			
SB126	G	right			
	M	Because it was, ... um, ... you know you picked up on the question, and, um, you were alert enough to realise why he'd made that error			
SB127	G	Yeah. She was applying another rule.	Des	Factual	Informational
	M	Yeah, why she'd made that error. Um, and I think most people would have struggled to think of an example there on the spot. What's the solution?			
SB128	G	Thinking of an example on the spot? Have one in the back of you mind ready to go, I s'pose.	Des	Prudential	Advice/opinion
	M	I thi- I think it's just a case of, um, getting back to her after the break or in the next lesson and saying			
SB129	G	Alright			
	M	"you asked that question about -ly adjectives, here are some examples"			
SB130	G	Right			
	M	So you go away afterwards, just have a quick look, so you find <i>quickly</i> , sorry, <i>lively</i> and <i>friendly</i> and things like that. ... um, but you've put it as a weakness; I didn't think it was a weakness			
SB131	G	Right			
	M	There was another query			
SB132	G	Right			
	M	which was about, um, ... let me find it here (.) it was about the form, I think, of <i>severed</i>			



SB133	G	Ah, <i>sever</i> and <i>severed</i>			
	M	Yeah, so your- you'd, um, you'd you'd explained to the students, or you'd			
SB134	G	Yeah			
	M	made them aware that <i>severed</i> was the past tense			
SB135	G	Yeah			
	M	and this student was asking you "what's the present tense? What's the root form?"			
SB136	G	Ah, and I missed it. Right	Des	Factual	Descriptive
	M	Yeah. Um, and you missed that. But that's the kind of thing			
SB137	G	Right			
	M	that you should deal with, when you deal with form			
SB138	G	Right ...??			
	M	So that they can use it in other ways. (.) Ok, um, the rest of your points were in relation to setting up tasks			
SB139	G	Yep			
	M	and we talked about			
SB140	G	Yep			
	M	talked about that last time. So generally, how do you feel this lesson compared to the last one-			
SB141	G	In terms of giving instructions, as I put in there, it's a habit that needs to be broken.	Crit	Prudential	Evaluation
SB142	G	And I'm aware I'm doing it, and I'm trying to stop myself, and that's wordy instructions.	Des	Factual	Informational
SB143	G	And I st- went off on one point "right, what I want you to do is wa-" – stop! Deep breath! "Ok, do this and this and this."	Des	Factual	Descriptive
	M	Mmm			
SB144	G	And I did that, they actually-	Des	Factual	Descriptive
SB145	G	you might have seen it,	vid	vid	
SB146	G	it doesn't show very well in the video,	vid	vid	
SB147	G	actually, but when I was setting up that final task, in my mind I wanted to go "right, what I want you to do is" but I stopped myself.	Des	Factual	Informational
SB148	G	And I, was like ... "ok, I wan- you, you need to write" – ah, or well it wasn't "you need to write" – "write a paragraph. Using these- four of these verbs, of these words. About...a mysterious event...that you have experienced. If you haven't experienced anything, use your imagination."	Des	Factual	Hermeneutic
SB149	G	But I had to stop myself, and think, before I did that.	Des	Factual	Informational

	M	But that's what we were talking about last time,			
SB150	G	yeah			
	M	of making decisions			
SB151	G	yeah			
	M	there in the classroom			
SB152	G	yeah			
	M	about what you're doing			
SB153	G	yeah			
	M	so I, think that was a really good example of uh,			
SB154	G	Yeah it happened a couple of times where I started and then stopped, reset, and went again	Des	Factual	Descriptive
	M	Yes I noticed that. But in general, an improvement, do you think?			
SB155	G	I think so,	Des	Prudential	Evaluation
SB156	G	I think it was evident in how they got on with the final task. They jus- some of them did struggle to come up with ideas,	Des	Factual	Descriptive
SB157	G	um, because maybe they haven't had a mysterious experience and Malaysian students generally do struggle when they have to use their imagination to come up with stuff.	Com	Factual	Explanatory/ hypothetical
SB158	G	Um, but once they got started they knew exactly what they had to do. Uh, they knew they had to get four	Des	Factual	Descriptive
SB159	G	and a couple of them got too carried away,	Des	Factual	Descriptive
SB160	G	and then it was just a case of "have you got these words in?" "Ah, no, hold on, let me continue"	Des	Factual	Descriptive
	M	Yeah. I thought, there was kind of a mixture, and I could see that sometimes, that it was in the forefront of your mind			
SB161	G	Yeah			
	M	Um, and then at other times it, you were thinking about other things			
SB162	G	Yeah			
	M	So it, it got forgotten			
SB163	G	I said, it's a it's a it's an ingrained habit, a fossilised habit	Des	Factual	Informational
	M	Yep			
SB164	G	And it needs to be broken. And the only way I can break it is to keep trying to stop myself, and reset.	Com	Prudential	Evaluation
	M	Yeah. ... Um,... so I've got an example of, I think for, for activity three			
SB165	G	Yeah			

	M	Your instructions were quite succinct, to the point. Um, when it came to, um, t- talking about synonyms and things like that, they were more the wordy type.			
SB166	G	Right			
	M	So perhaps, when you've got something that is, uh, slightly less structured			
SB167	G	Yep			
	M	than "work through these questions", that's when you need to think carefully about how you're gonna set up the task			
SB168	G	Yeah			
	M	at the planning stage			
SB169	G	Yeah I think I put in there, I should really start doing a cheat sheet, with my instructions on them	Com	Prudential	Advice/opinion
	M	Yeah			
SB170	G	And if I need to, I can grab my cheat sheet, "hold on, alright. Do this, this and this."	Com	Justificatory	Pragmatic rationale
	M	Yep. Uh, the same with ICQs			
SB171	G	Yeah			
	M	So if you've got, uh, for the, the stage when you were checking their understanding			
SB172	G	Yeah			
	M	You had some ICQs there. You didn't have any ICQs for this task,			
SB173	G	Uh huh			
	M	activity three, and I think that's one reason why it went wrong			
SB174	G	Right			
	M	your instructions were succinct, but you weren't clear enough that they were not to read the second half, and that they were			
SB175	G	yeah			
	M	to come up with something, uh, together in pairs. (.) So, ye- absolutely, definite progress			
SB176	G				
	M	um, on the instructions. You've also mentioned that um, that you need to stand still.			
SB177	G	Yeah			
	M	which I agree with			
SB178	G	Watching I was just like "ah! Stay put, will you!"		Prudential	Evaluation

	M	Yeah. Uh, and, occasionally still talking to the board			
SB179	G	Yeah I've put that in there as well.		Factual	Hermeneutic
	M	Um			
SB180	G	Again, it's something in the front of my mind and I realise I'm doing it, and then I turn round. Yeah.	Des	Factual	Informational
	M	Yeah.			
SB181	G	So it's stuff that I'm aware I'm doing and stop it, trying to continue wi-	Des	Factual	Informational
SB182	G	I'm also very tempted ... to actually plan some lessons without the board. Without the IWB.	Com	Prudential	Advice/opinion
	M	Hmm.			
SB183	G	'Cos then I have nothing to talk to.	Com	Justificatory	Pragmatic rationale
	M	Yeah ...			
SB184	G	'Cos a lot of the time it is just superfluous	Des	Justificatory	Intrinsic rationale
	M	Yeah			
SB185	G	It's not necessary	Des	Justificatory	Intrinsic rationale
	M	Ok. Um, the other...the other point that I, um, picked up on was feedback in this lesson.			
SB186	G	Yep.			
	M	We talked about that last time as well; do you think there was any, did you notice any change?			
SB187	G	(( <i>Sighs</i> )) In terms of more specific feedback to specific issues, that arose?			
SB188	G	Um, (.) I think in terms of, like, the final- when I was monitoring the final task, it was, you know, I was pretty much more aware of what they were doing and I was able to give a bit more, uh, relateable, well, useful feedback.	Des	Factual	Informational
	M	Yeah			
SB189	G	So again, I think it was, uh, I think it was Jan, no it wasn't Jan it was Mala. And I realised that she'd gone off on a million miles an hour on her final task and I went and looked through and said "Mala, have we got the final- have we got these words in there?" (( <i>indistinct</i> )) "ok, ah no I haven't, I'll start again!" (( <i>indistinct</i> )) "Don't start again, just continue, and try and work them in now."	Des	Factual	Descriptive
SB190	G	And I think, that- in that area, feedback was good.	Des	Prudential	Evaluation
SB191	G	Uh, I think in terms of, as I say, dealing with, uh, like that adverb-adverb thing, dealing with that	Des	Prudential	Evaluation
	M	Yes			
SB192	G	that was quite good.			

SB193	G	Um (.) What else went well with feedback?		Prudential	Support
SB194	G	(.) Off the top of my head, that's the only two things I can think of that were good about feedback. 'Cos that was a lot of that going on.		Factual	Hermeneutic
	M	Hmm.			
SB195	G	Uh, did I neglect anyone? I needed to spend more time with Karen. I needed to spend more time with her. Earlier on, in particular.	Des	Prudential	Evaluation
	M	Hmm-mm.			
SB196	G	Uh,			
	M	Why do you say that?			
SB197	G	Well 'cos it would have been things like when, like we we spoke about earlier, when,			
SB198	G	when I asked them to do, uh, activity ff- activity three stage five, how do you think the story ends, come up with a quick ending,	Des	Factual	Descriptive
SB199	G	I should have been paying attention,	Com	Prudential	Advice/opinion
SB200	G	and I've gone "Karen, talk with y- you know, uh, are we just reading or are we coming up with an ending?" and just brought her back into what I wanted her to do.	Com	Prudential	Advice/opinion
	M	Mmm.			
SB201	G	So that would have been better if I'd don- been more aware of that, and responded more to her, in that respect.	Com	Prudential	Advice/opinion
	M	Ok. Yeah, I thought- well we mentioned, uh, feedback last time, and I think, uh, similar to the instructions,			
SB202	G	Yeah			
	M	I thought there were some clear signs of progress			
SB203	G	Right			
	M	and then a few things still			
SB204	G	yeah			
	M	to work on. Um, so we spoke last week about how you flash the answers up on the board			
SB205	G	Yep			
	M	um, and students weren't always getting an opportunity to ask questions and things like that, but you did that in this lesson			
SB206	G	Yeah			

	M	So you, a couple of times you revealed the answers			
SB207	G	Ya			
	M	and then asked if the students had any questions			
SB208	G	Uh huh			
	M	or if, um ... if they'd got anything different			
SB209	G	Yeah			
	M	Um, at one point, you were doing that, um, and the students were discussing their answers together			
SB210	G	Uh huh. Right			
	M	and you moved them on.			
SB211	G	Right			
	M	So maybe a bit more, um, awareness of-			
SB212	G	Let them continue a little bit longer	Com	Prudential	Advice/opinion
	M	Yeah, just digest it a bit.			
SB213	G	Yeah			
	M	um, together if need be			
SB214	G	Right			
	M	Before you, before you move them on.			
SB215	G	Yeah			
	M	Um, at one point, you you did that, you revealed the answers, one of the students got...got the wrong answer – this is when they were matching -			
SB216	G	right			
	M	One of them hadn't got it right			
SB217	G	right			
	M	And you elicited from him			
SB218	G	Uh huh			
	M	what he could have done to			
SB219	G	right			
	M	to match them better,			
SB220	G	Uh huh			

	M	by looking for keywords			
SB221	G	Yeah			
	M	um, which was a great thing,			
SB222	G	uh huh			
	M	you know, that you got that from him. You didn't go as far as, um			
SB223	G	"right, try again"			
	M	or, yeah, or saying "what might be the keywords here and here?"			
SB224	G	right			
	M	um, so, could could still have probably gone that extra step			
SB225	G	right			
	M	but the fact that you			
SB226	G	yep			
	M	you know, probed a bit further, he- I think he would have got far more from that task			
SB227	G	right			
	M	than if you'd done that the week before			
SB228	G	right			
	M	if you see what I mean			
SB229	G	yeah yeah			
	M	um			
SB230	G	so he was actually aware of key words and then if I'd just gone that bit and sa- "ok,	Com	Prudential	Advice/opinion
	M	yeah			
SB231	G	what do you think the key words actually are?"	Com	Factual	Hermeneutic
	M	yeah. Then it- that- he would really have learnt something from that feedback stage. I think he did learn a bit anyway,			
SB232	G	Yeah			
	M	but that could have been			
SB233	G	really cemented			
	M	a real, uh, lightbulb moment for him			
SB234	G	right			

	M	um, so that's why it's good to			
SB235	G	yeah			
	M	you know, conduct feedback in the way that we've talked about, where you probe a bit. Um, there was, for the controlled practice task			
SB236	G	yep			
	M	all of your answers were the same as			
SB237	G	yeah, I realised that and he said "teacher, they're all the same" and I was going "yeah, I realise that."	Des	Factual	Descriptive
SB238	G	I, perhaps I should have jiggged them around a bit	Com	Prudential	Advice/opinion
	M	Yeah, uh, not only jiggged them around but um, forced them to manipulate form a bit			
SB239	G	ah ok			
	M	as well. Um, to test whether they could really do that.			
SB240	G	ok			
	M	Um, but good that you put together some of your own materials for this lesson. Um, and for the final task, um, what kind of delayed language feedback did they get?			
SB241	G	Delayed language feedback? Um...			
	M	So you ga- you did give some feedback as they were writing			
SB242	G	yep			
	M	Um, and a couple of those things were to do with, um, so somebody had used <i>tormented</i> as a verb			
SB243	G	yep			
	M	not as an adjective			
SB244	G	uh huh			
	M	um ... I thought you should have praised that more than you did			
SB245	G	right			
	M	you know,			
SB246	G	ok			
	M	and maybe used it to then highlight to others			
SB247	G	right			
	M	that there's this possibility of			



SB248	G	ok			
	M	you can use (( <i>indistinct</i> )) both ways			
SB249	G	yeah			
	M	because there's a fine line between, um, <i>-ed</i> adjectives			
SB250	G	right			
	M	in adjective form and verb form; you know it's a blurred boundary			
SB251	G	yeah			
	M	um, and then the other one was the Japanese girl who'd			
SB252	G	Gita. She'd done a very short one	Des	Factual	Descriptive
	M	Yeah. But actually-			
SB253	G	It all linked; when I when I when I looked at it in a bit closer "oh no wait, it does link!" I thought "have we just got two sentences here? No actually, it all links beautifully."	Des	Factual	Descriptive
	M	Yeah			
SB254	G	And she'd almost written it like a haiku.	Des	Factual	Descriptive
	M	Yeah I thought it was very nice			
SB255	G	Yeah			
	M	Um, but even if, I think even if it hadn't			
SB256	G	yeah			
	M	uh, worked together,			
SB257	G	yeah			
	M	um, the fact that she'd been able to use the target language			
SB258	G	yeah			
	M	um ... in a sentence correctly			
SB259	G	yeah			
	M	probably should have been your- the primary focus			
SB260	G	right			
	M	the story is the secondary task			
SB261	G	yep			
	M	um, so maybe bearing that in mind when you give feedback			

SB262	G	but if, if it's been used correctly, that's something worthy of praise	Crit	Prudential	Advice/opinion
	M	yep. So that's- if they can use the target language – great. If they haven't done precisely what you wanted them to do			
SB263	G	Yep. As long as they're using it, that's the important point.	Crit	Justificatory	Intrinsic rationale
	M	yeah			
SB264	G	So it's about ... being aware, or focussing on what's really important.	Crit	Prudential	Advice/opinion
	M	Yes			
SB265	G	Which is using that language	Crit	Prudential	Evaluation
	M	yeah			
SB266	G	even if it's not as I intended it to			
	M	Because, because what you really want is for them to be able to			
SB267	G	yeah			
	M	leave the classroom and use it			
SB268	G	yeah			
	M	in whatever context the world throws at them			
SB269	G	yeah			
	M	um, but um, in terms of delayed feedback ... you, um, you didn't board any of the target language			
SB270	G	Right. I looked at an apostrophe s	Des	Factual	Descriptive
	M	yeah			
SB271	G	yeah			
	M	which, again,			
SB272	G	yep			
	M	uh, if you come back to your your aim,			
SB273	G	yeah. Wasn't	Des	Factual	Informational
	M	that's			
SB274	G	what I want, wasn't related			
	M	it's by the by. So, why didn't you choose target language to focus on?			
SB275	G	Um ... I think for the most part [I didn't choose target language to focus on] because they got it all correctly and I'm thinking "if I'm gonna feed back here I need to think about mistakes."	Des	Factual	Informational

SB276	G	And what I should have done- and as you as you said earlier, I could have given some lovely examples, that they'd done, and said "ok everyone, look at this. Is this good? Have they used it correctly? Yes they have, fantastic work."	Com	Prudential	Advice/opinion
	M	yep			
SB277	G	So, I need to praise	Crit	Prudential	Advice/opinion
	M	Yeah. So there- there's value in first of all in asking them			
SB278	G	yeah			
	M	to evaluate whether the usage is correct			
SB279	G	yeah			
	M	or incorrect			
SB280	G	uh huh			
	M	because that forces them to think about the target language			
SB281	G	yeah			
	M	um, and then there's value also in them seeing correct usage because that's extra input for them			
SB282	G	right			
	M	they get that input from each other			
SB283	G	yeah...so, value in praise and	Crit	Justificatory	Intrinsic rationale
	M	and, and of course it's motivating			
SB284	G	yeah. So va- there's a lot of value in looking at go- looking at successful work	Crit	Justificatory	Intrinsic rationale
	M	yeah. So don't be afraid to take down those examples that you see			
SB285	G	yeah			
	M	and put them up.			
SB286	G	yeah			
	M	Even though they may all be correct.			
SB287	G	yeah			
	M	the the other thing is that you could- they might be correct but that doesn't mean they can't still be improved in some way			
SB288	G	Yeah. And actually I think Gita's one, the short and sweet one, would have been perfec- perfect example of that	Des	Factual	Descriptive
	M	Mmm			

SB289	G	Yeah. It was it was literally I think it might have just been one long- no, it was two sentences. Um, "there were potentially dead- potentially deadly mushrooms littering the forest floor. A thief" uh, something, I can't remember what it was, "a thief came in and severed his fin- severed his thumb."	Des	Factual	Hermeneutic
SB290	G	Yeah, and it was quick, it would have been two seconds to write it up on the board.	Des	Factual	Descriptive
	M	Yeah			
SB291	G	Everything was used perfectly: form, meaning, was perfect.	Des	Factual	Descriptive
SB292	G	And, so yeah, I can totally see "look at this. Ok. Is it used properly? Yes. Is it making sense? Yes. Is this a nice example? Yeah. Good stuff." Yeah.	Crit	Prudential	Evaluation
	M	Ok. Anything else that stood out for you, or?			
SB293	G	Timing. Dropped a little bit.	Des	Factual	Descriptive
SB294	G	Um, I think because I made- I, again it was coming back to that, uh, the endings thing we talked about earlier, and I kind of rese- I went back and reset it and I seemed to do it again.	Des	Factual	Explanatory/ hypothetical
SB295	G	And probably wasn't a bit wasn't overly necessary to ask them to do it again. 'Cos it was tying up a loose end rather than a moving forward	Des	Prudential	Evaluation
	M	Oh I see, you mean with this task where they'd			
SB296	G	Yeah, number five			
	M	Misunderstanding your instructions			
SB297	G	Yeah. Was there any real need for me to do it again? Well again it's, like last time, does it further their path to the final... to the final task? You could argue it doesn't, and so it was uh	Com	Justificatory	Pragmatic rationale
	M	um, yeah you could, I think also though that you, you gave them very little time for that actually			
SB298	G	yeah			
	M	um, because I made a note of that. You asked them to predict how the story would end and they got less than a minute to do that			
SB299	G	right			
	M	um ... and since they were ... the actual question			
SB300	G	yeah			
	M	is 'how do you think each story ends?'			
SB301	G	Yeah			
	M	And they all started with			

SB302	G	number one			
	M	number one.			
SB303	G	Yeah			
	M	So when you did the feedback			
SB304	G	they should have been "how do you think <i>your</i> story	Com	Prudential	Advice/opinion
	M	yeah			
SB305	G	ends?"			
	M	You did feedback and you got a coherent response from the group nearest you			
SB306	G	yeah			
	M	because that was their story.			
SB307	G	yeah			
	M	No one else was able to answer because they hadn't got to that			
SB308	G	yeah			
	M	So, it ... I think you were right to reset the task, but I think it still wasn't clear enough to them what they were meant to be doing. ... Um, you've got a habit of saying "very quickly"			
SB309	G	yeah			
	M	when you give your instructions. "Very quickly." I- I dunno, I didn't count but it'd be interesting to go back and see			
SB310	G	right			
	M	um, but not everything has to be			
SB311	G	very quickly			
	M	very quickly			
SB312	G	But it's something I'm quite aware of, is that time slips.	Des	Factual	Descriptive
SB313	G	And I'm not quite sure where it- well, apart from things like that, I'm not quite sure where it slips.	Com	Prudential	Support
	M	I think it tends to slip in the same ... areas. I mean in general, not just you			
SB314	G	At the beginning	Des	Factual	Informational
	M	When, when you're dealing with a text,			
SB315	G	Yep			
	M	it can- it's easy for it to let it run away with you. Um, occasionally dealing with feedback,			

SB316	G	Right			
	M	but you don't have that problem.			
SB317	G	Right			
	M	Um, and dealing with language: going through meaning, form and pron.			
SB318	G	Right. Yeah, that was definitely			
	M	I think for me that was the big area where time			
SB319	G	slipped			
	M	slipped in this lesson. But generally um, your timing wasn't bad. I thought you rushed them slightly at the beginning,			
SB320	G	Yeah			
	M	But since in the last lesson			
SB321	G	Yeah			
	M	that section had taken too long			
SB322	G	Yeah			
	M	I can totally understand that. Yeah.			
SB323	G	Alright. So I think the main thing to take from this, in terms of stopping time from slipping, and making it more useful, is MFP, pulling it pulling it pulling it all together. Rather than doing it each bit explicitly	Crit	Prudential	Advice/opinion
	M	Yeah			
SB324	G	Yeah			
	M	And if you have a ... a kind of routine that you go through			
SB325	G	Yeah			
	M	for each item			
SB326	G	right			
	M	then it's- it's easier for you, I think it helps to stop you digressing,			
SB327	G	yeah			
	M	um, and it's probably snappier for the students because it's they know what's coming and they know			
SB328	G	right			
	M	how to take it board.			
SB329	G	Right. So again, I think that's stuff to put on a cheatsheet.	Com	Prudential	Advice/opinion

M Yeah. But, um, definite progress on the instructions,  
SB330 G uh huh  
M and on the feedback stages  
SB331 G Alright, good. ... Alright.

## Observation C: Spoken reflection

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	So the first question is the same as always: did you achieve your aim?		
SC1	G	Kind of.	Des	Factual Informational
SC2	G	Um, the aim was for them to talk about a movie they'd seen recently with a friend...um,	Des	Factual Informational
SC3	G	so yes, they were able to talk about a movie, but it tended to be in more discrete elements, rather than unified.	Des	Factual Descriptive
SC4	G	So each time we did it, they tended to focus on what we'd just talked about.	Des	Factual Descriptive
SC5	G	So if we'd talked about structure the next bit they'd try to talk- they, they structured it quite well, but neglected to use...a variety of adjectives, for example. Or if they focused on – we were talking about the plot, and they'd just talked about the plot then they would forget to talk about their feeling.	Des	Factual Descriptive
SC6	G	So every time we did it the bits they did were quite good, but it didn't come together. So that's why I said "kind of".	Des	Factual Descriptive
	M	Uh, do you think that's a bad thing?		
SC7	G	No.	Des	Prudential Evaluation
SC8	G	'Cos they were able to do each bit, individually,	Des	Factual Descriptive
SC9	G	and I think if we'd had more time ( <i>indistinct</i> ) another round, then I could have "right, final time, make sure you get this bit, this bit, this bit."	Des	Prudential Evaluation
	M	And did they do it better at the end than they did at the beginning?		
SC10	G	Um... there was a lot more detail at the end, um,	Des	Factual Descriptive
SC11	G	but what I noticed actually the last time they did it they star- there was- started to be more interaction between them.	Des	Factual Descriptive
SC12	G	They started to, um, ask, kind of, questions about it, follow-up questions.	Des	Factual Descriptive
SC13	G	So in that respect the conversation actually became more natural between people.	Des	Factual Descriptive
	M	And why do you think that happened?		
SC14	G	Um, because they became familiar with what they were trying to do, they were aware of what they were trying to do.	Com	Factual Explanatory/hypothetical
SC15	G	And ... the person who was listening ... obviously felt comfortable asking for more information about it.	Com	Factual Explanatory/hypothetical



Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SC16	G	Um, and so actually, yeah, I s'pose in the end it did become more natural than kind of the very structured thing at the beginning.	Des	Factual	Descriptive
	M	Do you think that was as as a result of your feedback to them? And what you did in the class? Or was it something incidental?			
SC17	G	(.) A bit of both because it started to happen gradually.	Des	Factual	Explanatory/ hypothetical
SC18	G	Every time we went and did it more follow-up questions started to happen and the conversations became gradually more natural.	Des	Factual	Explanatory/ hypothetical
SC19	G	So yeah, partly (.) uh, about well about the feedback I gave because I'd say "ok, this is good so but remember we need to talk about how you felt about it. And we do that we can do that like this."	Des	Factual	Explanatory/ hypothetical
SC20	G	And so, they went and did it and that kind of naturally prompted, uh, probing by the listener.	Des	Factual	Descriptive
SC21	G	So by drawing their attention to talking about it it triggered something in the listener as well.	Des	Factual	Explanatory/ hypothetical
	M	Is that something then that is there is there something from that that you might take for future lessons?			
SC22	G	Um (.) yeah, that by focusing on these things and drawing their attention to what would be an important point of what they were wanting to do, then giving them the freedom- it gives them- well in future lessons I would expect them that kind of thing to kind of happen again (.) um, without me having to (.) push it, or tell them to do it.	Crit	Factual	Descriptive
SC23	G	'Cos they- the listener knows what they, you know, "ok, yes we're talking about this now, great, oh! That's an interesting point, I wanna know more about it."	Crit	Factual	Explanatory/ hypothetical
SC24	G	Um, so yeah, it's definitely something that I would probably try and encourage, in future, in future lessons, rather than "no, just listen, ask questions at the end" actually allow it to happen naturally like that.	Crit	Prudential	Advice/opinion
SC25	G	Because that's what would happen if you and I were talking about a film or a football match or whatever. You would have that in- you would have that exchange of questions. So, yeah.	Com	Justificatory	Extrinsic rationale
	M	Yeah. So this this was a bit of an experiment			
SC26	G	It was very much an experiment	Des	Factual	Informational
	M	for you. And (.) was that kind of repetition of the task, with feedback in between, is that something that you'd normally do?			

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC27	G	No, I would not – normally I would they way I would do it would be much more structured “ok, this is what we want to do (.) we need these steps to get there.”	Com	Factual Informational
SC28	G	But by doing it “ok, let’s work on this bit, let’s try again, alright that’s good now let’s look at this bit” it seems- so rather than it being a very structured conversation between them, it evolved into something more natural (.) rather than a very- yeah, rather than a very structured, framed discussion.	Des	Factual Descriptive
	M	Yeah. So is that kind of lesson structure something that you think you’ll		
SC29	G	Yeah!		
	M	continue experimenting with?		
SC30	G	Yeah. I will definitely try and experiment with it more.	Crit	Prudential Advice/opinion
SC31	G	Obviously it depends on topic and whatnot, what we’re trying to achieve...	Crit	Factual Informational
SC32	G	um, so in this case, yeah, I suppose did they achieve the aim, talk about a movie they’ve seen with their friend,	Des	Prudential Evaluation
SC33	G	then yeah, they were talking quite happily about lots of different aspects of the film they’d just seen.	Des	Factual Descriptive
	M	Ok. Uh, so what things do you think you did well, that contributed to that		
SC34	G	I think		
	M	success?		
SC35	G	Some of the individual feedback.	Des	Factual Explanatory/hypothetical
SC36	G	I was going- it was Frida, she well she asked a lot of questions anyway, she does have a tendency to get hung up on grammar, like, discrete explicit grammar, um,	Des	Factual Informational
SC37	G	and there was one point she was getting confused with using the pre- past past continuous and trying to explain that to someone.	Des	Factual Descriptive
SC38	G	And it wasn’t really using the past continuous- in this situation it wasn’t really necessary because obviously you would use the past continuous to describe a background action not what you’ve done.	Des	Factual Informational
SC39	G	Um, so just by bringing her back into... uh, into something more useful to what she’s doing	Des	Factual Descriptive
	M	Yeah		
SC40	G	that certainly helped.	Des	Prudential Evaluation
	M	I’m gonna s-		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC41	G	Yeah		
	M	I'm gonna play a clip at this point		
SC42	G	That was second video, sixteen minutes I think		
	M	Um ((15 sec pause while I find the clip)) Ok, Frida is this lady, is that right?		
SC43	G	Yes		
	M	Um, you've just said that she has a tendency to get hung up on grammar		
SC44	G	Yeah		
	M	This lady's just asked you a question		
SC45	G	Uh huh		
	M	Can you remember what it was?		
SC46	G	No		
	M	Uh		
SC47	G	Not without looking again		
	M	It's annoyingly, uh, on the other video, I think; cuts over the (.) boundary ((29 seconds in which I locate the clip and we begin watching)) She hasn't asked it yet. ((20 secs in which we continue watching)) Ok, so she's just asked "I haven't read ((/red/)) the book or I haven't ((/ri:d/)) the book?"		
SC48	G	Yes		
	M	Ok,		
SC49	G	Yeah		
	M	Uh huh. Let's listen to your answer.		
	G	Yeah ((15 secs in which we watch))		
SC50	G	So I got hung up on grammar. ((9 secs as we continue watching))	Com	Factual Descriptive
	G	Yeah I remember that now.	Des	Factual Informational

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	(( <i>Stops the recording</i> )) Yes. Do- I- Do you think that- (( <i>Restarts playback</i> )) I think you carry on here. (( <i>54 secs in which we watch</i> ))		
SC51	G	So yeah, I got hung up on grammar.	Com	Factual Informational
	M	Yeah, so I...		
SC52	G	So it's interesting		Prudential Evaluation
	M	Do you think there's any...relationship between your reaction to questions like that		
SC53	G	Yeah		
	M	and their, uh, Frida getting hung up on grammar?		
SC54	G	Um,		
	M	Or, what's her name? Katherine?		
SC55	G	Ily- Ah, that's Eve. Katherine's the one that asked me the question about I have read.	Des	Factual Descriptive
	M	Mmm.		
SC56	G	(( <i>Sighs</i> )) Um, yeah I think, yeah maybe there's a (.) yeah there probably is a difference in how I reacted to it but,	Com	Factual Informational
SC57	G	having said that the way Katherine asked me "I haven't read or I haven't read" ... she didn't need to know that it was all past perfect, she just needs to know was it read or read.	Com	Factual Informational
	M	Mmm.		
SC58	G	Yeah		
	M	Yeah		
SC59	G	So it was a pronunciation issue not a grammar issue	Des	Factual Explanatory/hypothetical
	M	Yeah. Well I guess it's ...yeah, um I think she knew the grammar but (( <i>indistinct</i> )) pronunciation.		
SC60	G	Yeah, so I ----- be careful; again, it's this what does she actually need?	Com	Critical Pragmatic
	M	Yeah. I just wonder if there's a relationship between uh ... uh your grammar focus		
SC61	G	Yeah		
	M	in situations like that and maybe the students'		
SC62	G	Yeah		
	M	focus on grammar.		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC63	G	I think what it might have been ... cos we went back to ... it'd be the first video. If we go back to Frida she's talking about ...		
	M	So this- is this one of your clips?		
SC64	G	No it's not, it's another one I've just thought of. Um, it's bu- it's about what we're talking about.		
	M	Hmm-mm.		
SC65	G	And it's Frida is asking me- it's when I fed back it's when I fed back after the first one.	Des	Factual Descriptive
	M	After their first speaking?		
SC66	G	Yeah. And I had two examples on the board ... uh ok ... there it is. So she got real- she started to get hung up on this sentence, so she was like	Des	Factual Descriptive
	M	This one?		
SC67	G	"ok, so we've got, uh, a subject, and a verb and a, you know, whatever"	Des	Factual Hermeneutic
	M	hmm-mm.		
SC68	G	Um ... so yeah, she was really trying to break the sentence apart into its constituents.	Des	Factual Explanatory/hypothetical
	M	Ok. The first one or the second one?		
SC69	G	First one. <i>The climax was confusing.</i>		
	M	Shall we try and find that		
SC70	G	Yeah (( 16 secs while we search for the clip)) Bit before there (( 19 secs)) So yeah it was that bit, see if you c- before then she was like "we've got a subject, we've got a-" yeah. (( 15 secs while we watch part of the clip))		
	M	This part,		
SC71	G	Yeah		
	M	is it?		
SC72	G	Yeah		
	M	Um		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC73	G	And there's another part later on, in the same video, uh sixteen minutes, where's she's going on about the past perfect.	Des	Factual Descriptive
	M	Mmm. So why do you think she's focused on those things? ... And does it have anything to do with you?		
SC74	G	... It might be from past lessons where I've tended to focus on mistakes,	Com	Factual Explanatory/ hypothetical
SC75	G	rathe- praisi- here I was doing something different I was actually saying "look, this is a good sentence"	Des	Factual Descriptive
	M	Hmm mm		
SC76	G	"Why is it good? We've got a lovely description: <i>the climax was confusing</i> , some nice vocabulary."		
SC77	G	And so I think from past lessons, where I've tended to focus on mistakes you're thinking "crap, there's something wrong with the (.) something wrong with the, uh, the grammatical structure or something" so but past experience is informing what she's trying to do now	Com	Factual Explanatory/ hypothetical
	M	Yeah, and perhaps it also shows how much, uh, the way that you look at language		
SC78	G	yeah		
	M	influences the way the students look at it		
SC79	G	yeah		
	M	are they looking at it in terms of subject verb object		
SC80	G	yeah		
	M	or subject verb complement		
SC81	G	yeah		
	M	and are they breaking it down like that, or are they looking at it, um from a functional point of view?		
SC82	G	Yeah whereas today we were trying to look at it from a functional point of view, whereas I s'pose in the past I've always focused it on a on a structural point of view	Des	Factual Informational
	M	Yep		
SC83	G	yep		
	M	Ok, uh, what else did you pick out?		
SC84	G	So if we go to the first video, twenty eight minutes,		
	M	That's just here		
SC85	G	Oh that's this one, yeah.		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC86	G	So, again the good points were I was praising some good stuff	Des	Prudential Evaluation
	M	Hmm mm		
SC87	G	and then we looked at a little bit uh about something that didn't go quite right. Um, and that that was a grammatical mistake they'd made.	Des	Factual Descriptive
SC88	G	And what te- particularly when I was praising, my God I need to shut up!	Des	Prudential Evaluation
SC89	G	All I had to say was "this is a great sentence, we've got a nice vocabulary here, it's nice and clear, right let's look at something else"	Com	Prudential Advice/opinion
	M	So were you praising this one?		
SC90	G	Yeah, praising that one	Des	Factual Descriptive
	M	Let's- I actually chose this as well, so let's watch the whole thing <i>((9 secs to set up the clip))</i>		
SC91	G	I have a tendenc- tendency to repeat myself sometimes <i>((here we watch the clip))</i>	Des	Factual Descriptive
	M	Ok		
SC92	G	Alright		
	M	Uh, is there anything that you noticed from- just from that clip?		
SC93	G	Talking a lot	Des	Factual Descriptive
	M	Yeah, on a on a kind of ratio of you your talk and student talk		
SC94	G	Seventy-thirty	Des	Factual Descriptive
	M	Yeah-		
SC95	G	That's so- that's something I really hear, it's like "shut up"	Des	Prudential Evaluation
	M	So how could, how could you redress the balance?		
SC96	G	Direct questions towards them	Com	Prudential Advice/opinion
	M	What kind of questions?		
SC97	G	Ok, so one: is the grammar ok?	Com	Prudential Advice/opinion
	M	Hmm mm		
SC98	G	<i>((indistinct))</i> "is the grammar ok?" "yeah, I think it's fine." And then, uh		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Is the grammar ok or is the		
SC99	G	is the grammar correct		
	M	function ok?		
SC100	G	is the function ok		
	M	Does it do its job?		
SC101	G	Does it do its job. Uh, yeah. And then I could've, uh "have we got some interesting vocabulary? In here." Yes. What? <i>Climax confusing</i>	Com	Prudential Advice/opinion
	M	Mmm		
SC102	G	Yeah, I think it need to be- I need to direct- change my speaking into questions	Crit	Prudential Advice/opinion
	M	Yeah. Um ... there's- do you remember at the start of that clip		
SC103	G	Yeah		
	M	what was going on?		
SC104	G	Yeah. Going back to the beginning again?		
	M	Uh I think it's here <i>((16 secs to find the clip))</i> Watch what the students are doing <i>((18 seconds to watch))</i>		
SC105	G	They're watching. Me write it	Des	Factual Descriptive
	M	Yeah		
SC106	G	Yeah		
	M	They're not really doing anything		
SC107	G	No, they're just watching me write it	Des	Factual Descriptive
	M	Uh, wh- what might be a better way of, um ... doing this, or setting this up?		
SC108	G	(.) not necessarily writing it up on the board	Com	Prudential Advice/opinion
	M	I think it's good to write it up on the board		
SC109	G	Yeah		
	M	but you don't need to stop them talking and then write		



Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC110	G	I ca- aah		
	M	You c- you can write-		
SC111	G	while they're while they're finishing up I can	Com	Prudential Advice/opinion
	M	yeah, and then stop them talking		
SC112	G	stick it up on the board, right		
	M	um, so for them there's not that gap of		
SC113	G	yeah. what are you doing		
	M	staring up at you		
SC114	G	yeah. Alright		
	M	Yeah. Um, m- I dunno, my preference is to board everything		
SC115	G	right		
	M	you know, before they stop talking		
SC116	G	ok		
	M	um so it's all up there		
SC117	G	yeah. 'Cos I got it on my notes	Des	Factual Informational
	M	Mmm		
SC118	G	notepad. Um...but yeah, I think yeah it needs to go up on the board while- as I hear it I think it should go up.	Com	Prudential Evaluation
SC119	G	But, there's a risk that I might miss something else	Com	Prudential Evaluation
	M	Yeah. I think you- you did the right thing by sitting and		
SC120	G	yeah		
	M	taking your notes and doing it at the end		
SC121	G	yeah		
	M	but you can put it all up at once, and if you want to reveal it		
SC122	G	uh huh		
	M	a set- you know, line by line,		
SC123	G	yeah		
	M	you can just use the revealer		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC124	G	yeah yeah		
	M	on the board		
SC125	G	So as they're finishing up, as they're wrapping up, I can be whacking it up on the board	Crit	Prudential Advice/opinion
	M	Yeah		
SC126	G	Yeah		
	M	And then stop them		
SC127	G	Yeah		
	M	Um I'm gonna skip to a section near the end		
SC128	G	Right		
	M	We'll come back to that one <i>((46 secs – Garth finds a clip and we watch it))</i> Any similarities between this and... talking about <i>the climax was confusing?</i>		
SC129	G	Yeah	Des	Factual Descriptive
SC130	G	Um, we tried to elicit the meaning of climax, "what does climax mean?" now "what does cinematography mean?"	Des	Factual Descriptive
SC131	G	She clearly knows what it means 'cos she's used it correctly	Com	Factual Explanatory/hypothetical
	M	Um, I think- does that mean that you shouldn't do it then?		
SC132	G	No I think it- that it's useful for others that haven't, that may not know it	Com	Prudential Evaluation
	M	Mmm. Yeah.		
SC133	G	Um		
	M	And when you, when you elicit that meaning, what do you have to do?		
SC134	G	Um, again, maybe if they're struggling break it down into bits.	Com	Prudential Evaluation
SC135	G	So cinematography, so it's a portmanew [sic] of cinema and photography.	Com	Prudential Advice/opinion
SC136	G	But that's taking too complicated. Um,	Com	Prudential Evaluation
	M	What did you do in the last lesson when you taught vocab?		
SC137	G	Uh, context.		
	M	You've got your context already		
SC138	G	Uh huh. Um, what did I do in the last lesson? We looked at the context, uh ...	Des	Factual Informational

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	You have to go through your		
SC139	G	Yeb. So, meaning and usage,	Com	Prudential Advice/opinion
	M	Hmm mmm		
SC140	G	form, pronunciation		
	M	Yeah		
SC141	G	So in this case it's- what you mean is meaning		
	M	Yeah		
SC142	G	and use		
	M	And when you do meaning, you have to CCQ it		
SC143	G	CCQ it, right		
	M	for everybody		
SC144	G	Yep		
	M	Um, ...you need to look at the form so that might be the time to say		
SC145	G	ok		
	M	<i>cinema</i>		
SC146	G	<i>photography</i>		
	M	<i>photography</i>		
SC147	G	Yep		
	M	And then you need to drill pron		
SC148	G	Right		
	M	So, if you pick up on things like that in class,		
SC149	G	Yeah, you still need to MFP it	Com	Prudential Evaluation
	M	Yeah, do it exactly as you would		
SC150	G	Okay		
	M	in a vocab lesson.		
SC151	G	Right so (( <i>indistinct</i> )) so yeah, I should have done- so I got the meaning from her	Des	Prudential Advice/opinion
	M	Yeah		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SC152	G	And then I shoulda- "ok, let's break it down-	Crit	Prudential	Advice/opinion
	M	Then you should have CCQed it			
SC153	G	Right			
	M	Which is hard to do on the spot			
SC154	G	Hmm			
	M	Um... but it takes practice, and that's one reason why you do it in your plans			
SC155	G	Right			
	M	so that you can later do it quickly, in class. Elicit form, "what two words			
SC156	G	Yeah			
	M	are being put together here?" and then drill			
SC157	G	Yeah. <i>Cinematography</i> , you're focusing on <i>tography</i> the stress	Des	Factual	Informational
	M	Yeah. So you're right, I mean it's good that you picked out those words,			
SC158	G	Yep			
	M	but you have to deal with them thoroughly.			
SC159	G	So you hav- so, any word that I've picked up on has to be MFP'd.	Crit	Prudential	Evaluation
	M	Yeah. Uh, the other thing ... I'll just put it back slightly <i>((27 secs plays back a clip))</i>			
SC160	G	I directed it to her instead of the whole class.	Des	Factual	Descriptive
	M	Was it her that said it?			
SC161	G	Yeah			
	M	I think that's ok			
SC162	G	Uh huh			
	M	Uh, one thing that stands out for me here is that you're you're saying "this is a nice word to use, this is a good thing to do"			
SC163	G	Uh huh			
	M	But I don't think it's clear to the students why			
SC164	G	Right			

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Why why is this good, or why is this bad?		
SC165	G	Are you on about the contrasting bit?		
	M	All of it		
SC166	G	Ok		
	M	Um, same with um, <i>the climax was confusing</i> . I'm not sure that they understood		
SC167	G	Right		
	M	Why why you're praising that and		
SC168	G	Ok		
	M	why you- why you're correcting the other things. So if you- if you're gonna deal with function, then that has to be clear to the students		
SC169	G	Right		
	M	Um, so it has to be clear to them what they're aiming for, so that when they do it they understand that they've done it well		
SC170	G	Right, ok		
	M	Otherwise it's a case of just pleasing you		
SC171	G	Right, yep		
	M	Which will only take them so far		
SC172	G	Right, ok		
	M	Alright ...		
SC173	G	<i>((indistinct))</i> second video, it's around two minutes		
	M	This is the second one isn't it		
SC174	G	This is where we start to pick up on, uh, aspects of the movie that they wanted to talk about. So, I'm putting up some examples of movie, genre, stars and so on that they'd all used	Des	Factual Descriptive
SC175	G	but they hadn't- they didn't put it out, uh ... the way they presented it they presented it "okay, I watched this movie. It's a comedy."	Des	Factual Descriptive
	M	Yeah		
SC176	G	"It stars this person."		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Yeah		
SC177	G	So it's more bullet-pointed than continuous speech.	Des	Factual Descriptive
	M	Mmm.		
SC178	G	And the reason why this happened is that when you look at my script, that wasn't in there. When I (( <i>indistinct</i> )) the handout, from it- the original myClass handout, it says 'think about movie, genre, stars-'	Des	Factual Explanatory/hypothetical
	M	Aaah		
SC179	G	And so there was that mismatch ... um, which is why they thought- they looked at this and go "oh! I've gotta talk about this. Ok, it's a movie, it's this person, it's this."	Com	Factual Explanatory/hypothetical
SC180	G	Um, so yeah, that could have been better, I think I should have included that more in the, in the script.	Com	Prudential Evaluation
SC181	G	I should have had that in there as a so it would have been modelled beforehand.	Com	Justificatory Pragmatic rationale
	M	Well, I thought you did have it actually. If we go forwards, to look at your script on the board		
SC182	G	Yeah. Stop		
	M	Can you see that?		
SC183	G	Yeah		
	M	(( <i>indistinct</i> )) yep. Um, this is not a- a random list of sentences		
SC184	G	Mmm.		
	M	It is a cohesive text		
SC185	G	Yeah		
	M	Can you point out some examples of why?		
SC186	G	So it's here's what I watched, (( <i>indistinct</i> )) thought about it, so I watched the new Star Wars film and I thought that it was- I loved it, it was better than The Force Awakens, so I'm t-	Des	Factual Hermeneutic
	M	But what links it? What links ... the different sentences?		
SC187	G	Uh ... ((9 seconds)) What links it? It's phrases that'll go there like it's about, so that follows on from what it is.	Des	Factual Informational
SC188	G	What do you think?		
	M	Kind of. So, first of all,		
SC189	G	Yeah		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Using pronouns		
SC190	G	Right		
	M	to link it		
SC191	G	Right		
	M	Instead of just repeating		
SC192	G	Yeah		
	M	The film is about		
SC193	G	Yeah		
	M	So- <i>it</i> and the same again here		
SC194	G	Yeah		
	M	<i>it's about</i>		
SC195	G	Yep		
	M	Um, the same for personal pronouns so		
SC196	G	Yeah, <i>he she</i>		
	M	We're talking about a young girl		
SC197	G	Yeah		
	M	<i>her her her.</i>		
SC198	G	Yeah		
	M	Um, you've got uh these linkers like <i>so</i> ,		
SC199	G	Hmm mm		
	M	<i>in doing so</i>		
SC200	G	Hmm mm		
	M	Um ... uh <i>which, but, and</i> ... um ... So, this was a cohesive text		
SC201	G	Uh huh		
	M	Um, and I think you alluded to that later on because you were saying- you did pick up on um ... which ((10 secs trying to find a clip)) maybe not, I don't know where it was. But there was using relative clauses as a		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC202	G	Yeah		
	M	Descriptor		
SC203	G	Uh huh		
	M	Um, which, I don't know, "bla bla bla bla bla, which was amazing-"		
SC204	G	Yeah		
	M	"which looks really good"		
SC205	G	Oh yeah when we were talking about the space battle	Des	Factual Descriptive
	M	Mmm		
SC206	G	(( <i>indistinct</i> )) "oh this looks amazing on screen"	Des	Factual Hermeneutic
	M	Yeah		
SC207	G	Yeah		
	M	Um, so you you did have		
SC208	G	uh huh		
	M	cohesive devices in there that		
SC209	G	yeah		
	M	you could have		
SC210	G	exploited more		
	M	exploited, yeah. Um, but, you know, you went through it with them		
SC211	G	Yeah		
	M	Um ... bearing in mind what we said about feedback		
SC212	G	uh huh		
	M	uh just now		
SC213	G	yeah		
	M	is there anything that you think you could have done to improve this uh, this uh stage?		
SC214	G	Um		
	M	So this is when you were re-formulating your		
SC215	G	beginning		



Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	your text		
SC216	G	yeah reformulating my text. It's perhaps I should have gone back and showed them my text and said "okay, can we pu- where can we put this in?"	Com	Prudential Advice/opinion
	M	Yeah. I think you could have gone back and asked them to		
SC217	G	uh huh		
	M	look for those things that I've just shown you		
SC218	G	Yep		
	M	What- just said "what makes this		
SC219	G	Yep		
	M	cohesive?"		
SC220	G	Yep		
	M	Um, you could've got them to reformulate this		
SC221	G	uh huh		
	M	which might have made more sense		
SC222	G	uh huh. In fact I think I did (.)	Des	Factual Descriptive
SC223	G	if we go on a bit (.) just play it from there. Go back. Bit before that. 'Cos it's g- it's gone off the board by this point. Back, more. Back again. Way back.  ((few seconds watching the recording)) Go back a bit more. Little bit before that. And again. ((continue watching for a few seconds)) So, she's ((indistinct)) there. ((stop recording)) Yeah.		
	M	Yeah. Um, it's still fairly teacher-directed		
SC224	G	Hmm mm		
	M	'Cos you're, you're still there		
SC225	G	It's all going "okay, this bit, this bit,	Des	Factual Descriptive

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	yeah		
SC226	G	this bit"		
	M	Yeah		
SC227	G	Yeah		
	M	And you could've kind of given it to them to work together in pairs		
SC228	G	So what would've been better is going "okay, these are the points,"	Com	Prudential Advice/opinion
	M	Yeah		
SC229	G	"go"		
	M	Yep. So as a general principle, in these feedback sessions you take student language		
SC230	G	Hmm mm		
	M	and you say to them, um elici- you could elicit what's wrong with it,		
SC231	G	Hmm mm		
	M	and then say "ok, now you improve it"		
SC232	G	Right		
	M	and and leave them to it, for a while		
SC233	G	Hmm mm		
	M	so then they can discuss it and learn from each other		
SC234	G	Ok. Yeah.		
	M	(.) We- was there anything else that you- that made you pick out that stage?		
SC235	G	Um, (.) one yeah- I think the main thing was that this came up and that the confusion was caused by it not being in my original text. That it- so there was- they didn't quite match up and-	Des	Factual Explanatory/hypothetical
	M	I jus-		
SC236	G	I think you know they definitely got something from it, um	Com	Prudential Evaluation
	M	It's, it's a difficult balance isn't it		
SC237	G	Yeah		
	M	between scaffolding the task		
SC238	G	Yeah		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	providing those bullet points		
SC239	G	Yeah		
	M	and kind of twisting the outcome or affecting the outcome. ... But I think		
SC240	G	yeah		
	M	you can't have it both ways		
SC241	G	Yeah. So it's one or the other	Des	Factual Informational
	M	Yeah. But I don't- I don't think it was a problem with your text, actually		
SC242	G	Right, right		
	M	Because it was a- this was a cohesive		
SC243	G	Yeah. But then it was just a case of making theirs cohesive	Des	Factual Descriptive
	M	Yep		
SC244	G	'Cos they were going bullet point bullet point bullet point bullet point, and theirs wasn't cohesive	Des	Factual Descriptive
	M	So you could've- you'd you'd put that up		
SC245	G	Yep		
	M	You could've had yours on		
SC246	G	hmm mm		
	M	on the IWB and then said "what's the difference?"		
SC247	G	Right		
SC248	G	Yeah. Don't worry about ... what's the content, how- but just how are they linking together.	Des	Prudential Advice/opinion
	M	Yeah		
SC249	G	Yeah		
	M	Okay, any more clips?		
SC250	G	Uh, second video, twenty-three minutes, the model of bad language.		
SC251	G	We're talking about adjectives, and I spoke an example and I used- repeated the word good throughout it	Des	Factual Descriptive
	M	Oh yesss <i>((38 secs while we watch the clip))</i>		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SC252	G	So it's there, so I'd modelled a good langua- ye no- a bad way of doing it, which they found quite amusing but that's by the by. .	Des	Factual	Descriptive
SC253	G	Um, there's one, I need to shut up again.	Des	Prudential	Evaluation
SC254	G	Uh the- the- there's some value in doing that, ...	Crit	Justificatory	Intrinsic rationale
SC255	G	but I could have been much more concise with it I think, I didn't need to waffle on that much.	Com	Prudential	Evaluation
SC256	G	Yeah. So I've got here: model of bad language, good idea, but shut up	Crit	Prudential	Advice/opinion
	M	Uh my, the thing that struck me about it			
SC257	G	Yeah			
	M	um, it goes back to the thing of how do they know			
SC258	G	yeah			
	M	what is, what they're aiming for			
SC259	G	Yeah			
	M	and what is, um, good usage and what's bad usage			
SC260	G	Right			
	M	Um, ... and I guess, uh, it's a question for you as well. What- what counts as good usage and what's not?			
SC261	G	Variety. A variety of-	Crit	Justificatory	Intrinsic rationale
	M	And where does that come from?			
SC262	G	Where does the idea of variety comes from?			
	M	No that whe- your belief that variety is a good thing, where does that come from?			
SC263	G	Um, ... to be honest I'm not a hundred per cent sure why, because I don't wanna hear the same word over and over again because i- it's one it's not natural	Des	Justificatory	Intrinsic rationale
	M	G- I- 'cos I listened to you doing that and I thought it didn't sound too bad			
SC264	G	Right			
	M	You know			
SC265	G	Yeah but			
	M	And and in terms of achieving the task			

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston	
SC266	G	Yeah ... but i- as you say it doesn't sound too bad, but if your- but- when two people are having a conversation, uh, are they always gonna go "yeah it was good, it was good, it was good, it was good"	Com	Critical	Intrinsic
	M	I, I think actually they there's a huge amount of repetition in spoken language, yeah			
SC267	G	Okay			
	M	Yeah. So my, um, I dunno, this is my personal belief			
SC268	G	Hmm mm			
	M	that your aim is for the students to sound as natural as possible			
SC269	G	Yeah			
	M	Whether you agree with that as good or bad			
SC270	G	Right			
	M	is a separate thing			
SC271	G	Right			
	M	Um, yeah, so I just thought that was interesting. I- that kind of thing has- I remember doing at school, and teachers saying			
SC272	G	use variety			
	M	yeah don't use the word <i>nice</i> it's a terrible word			
SC273	G	Yeah			
	M	and, you know, similar to that			
SC274	G	but here in Malaysia they use nice all the time	Des	Justificatory	Extrinsic rationale
	M	Yeah. But I think people in in spoken language, the- there is a limited there is a much more limited vocabulary to spoken language, because you're you're having to think and speak at the same time			
SC275	G	Hmm			
	M	So variety's not a priority, fluency is the priority			
SC276	G	Right, ok			
	M	Um			
SC277	G	So again I'm probably being- in this case I'm probably being informed by my schoolteachers	Des	Critical	Intrinsic
	M	Yeah I thi- I just think it's interesting, uh, to consider			

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC278	G	Yeah		
	M	where your values about language come from.		
SC279	G	Yeah		
	M	And it- I'm not saying that you're wrong and I'm right, it's just a different		
SC280	G	Yeah		
	M	perspective		
SC281	G	So yeah I think it probably what it is, yeah, probably being informed by a- by schoolteachers saying (( <i>indistinct</i> )) "try and vary it a bit," um, "it makes it more interesting" I think I'm being informed by that.	Des	Critical Intrinsic
SC282	G	Um, so in terms of getting them to vary their language yes there's value in that I think	Crit	Justificatory Intrinsic rationale
	M	Yeah		
SC283	G	Um, but at the same time yeah you've got a valid point that is it really a hundred per cent natural?	Crit	Justificatory Extrinsic rationale
	M	Yeah. And uh, I think your your benchmark throughout		
SC284	G	Yeah		
	M	a lesson like this has to be on uh task achievement		
SC285	G	Right		
	M	Are they		
SC286	G	So by this point it will- it w- the task had already kind- they were already doing the task	Des	Factual Descriptive
	M	Mmm		
SC287	G	well enough and so this was like an extra		
	M	Ok		
SC288	G	that's- yeah, it's like an extra	Des	Factual Descriptive
	M	Ok		
SC289	G	I s'pose we had a bit of time, "okay, let's make it-"	Des	Factual Informational
	M	Mmm		
SC290	G	yeah		
	M	Alright		
SC291	G	Alright		

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	Um, let me just kind of summarise a few extra points. Um, I thought in general your- as an experiment		
SC292	G	Yeah		
	M	I thought this went really well		
SC293	G	Right		
	M	Um ... I thought that the students got a huge amount of speaking practice		
SC294	G	Hmm mm		
	M	compared to what they might other-		
SC295	G	Yeah		
	M	otherwise have had		
SC296	G	Uh huh		
	M	You know, it could have been a very, uh, paper-centred lesson, but they spent m- the vast majority of this lesson		
SC297	G	talking		
	M	talking. Um, I thought your model was far more useful than the one in the original materials. Um, I thought- one of the positives is that this didn't take you too long to plan		
SC298	G	No		
	M	You know, we- there was some assistance, obviously,		
SC299	G	Yeah		
	M	but hopefully you can see that doing a lesson like this		
SC300	G	Mmm mm		
	M	can be much more efficient, um, than planning a whole load of		
SC301	G	stages		
	M	stages in advance		
SC302	G	Mmm		
	M	Um, they got-		
SC303	G	I s'pose it depends what the aim is doesn't it;	Crit	Justificatory Pragmatic rationale

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC304	G	if the aim is to do something ... then, or something like this which does involve a lot of discussion, uh, and something which they can kind of do at the beginning, but we want them to do it better, then this method of teaching is more effective	Crit	Justificatory Pragmatic rationale
	M	What, what kind of lesson wouldn't fit those criteria?		
SC305	G	I s'pose ... hmm, actually I think all lessons could do it really even if it was a writing lesson or anything could do it.	Crit	Prudential Evaluation
SC306	G	Writing lesson, "okay, great, let's have a look, alright, let's look at these bits,"	Crit	Prudential Advice/opinion
	M	hmm		
SC307	G	"ok rewrite those, re- rewrite it." Yeah. So yeah it could all work this way. If you're- as I say, if it's TBL, then		
	M	Um, I thought another good thing was that they got regular feedback		
SC308	G	Uh huh		
	M	They got quite a lot of feedback, um, and I thought that you- your assessment of their problems		
SC309	G	uh huh		
	M	and their strengths was quite accurate		
SC310	G	Right		
	M	So that was good. The- the way that you present it to them and get them to work on it		
SC311	G	Yeah		
	M	that can be improved		
SC312	G	Right		
	M	but actually picking up on things like the- the lack of, um, cohesion		
SC313	G	Yep		
	M	Or um ... what else was there?		
SC314	G	Uh we had lack of cohesion, uh ... what else was there? Oh yeah, (( <i>indistinct</i> ))	Des	Factual Descriptive
	M	Stance you picked on		
SC315	G	Yeah		
	M	So these- those things were really good		
SC316	G	Yeah		
	M	Um, ... so so that's great		



Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
SC317	G	Uh huh		
	M	Um ... the only, kind of the things to work on I think we've talked about:		
SC318	G	Mmm		
	M	sometimes the feedback is quite teacher-centred		
SC319	G	Yeah		
	M	um, and the the students don't get a lot of practice		
SC320	G	Right		
	M	it's not them, uh, thinking about how to improve the language		
SC321	G	Mmm. It's me saying "this is how you do it"	Des	Factual Descriptive
	M	Yeah		
SC322	G	Mmm		
	M	Uh and perhaps it's also them- they're getting the impression that what you- what counts is what you like		
SC323	G	Right		
	M	rather than		
SC324	G	what's useful		
	M	what achieves the task; what's most functionally effective. Um, but overall I thought this was- I'd encourage you to keep doing this		
SC325	G	Right. Okay		
	M	How did it feel ... compared to teaching a normal myClass lesson?		
SC326	G	Different. Very very very different!	Des	Prudential Evaluation
	M	In a good in a good way, or?		
SC327	G	Uhm, good and bad.	Des	Prudential Evaluation
SC328	G	In i- if you if there was a normal way, is- you're very clear of what what to do next and what's coming up. Um, whereas this way you're really having to think on the spot.	Des	Factual Informational
SC329	G	"Okay, so these guys, alright they're struggling with this bit, right, how can we get them to to sort this bit out"	Des	Factual Hermeneutic
	M	Mmm		
SC330	G	And that's the tough bit	Des	Prudential Support

Ref.	Speaker	Segment	Jay-Johnson	Zeichner-Liston
	M	I don't know about you but I enj- that's the bit I enjoy most		
SC331	G	Right. How to work it out		
	M	Yeah		
SC332	G	It's very different.	Des	Prudential Evaluation
SC333	G	It- in terms of writing a lesson plan, I don't think you can, really.	Crit	Prudential Evaluation
SC334	G	Your lesson plan would literally be "ok, lead-in, example, task, feedback, task, feedback, task, feedback, task, feedback, finished."	Crit	Prudential Evaluation
	M	Mmm		
SC335	G	That's what it would be. So if it		
	M	But you could still have an aim, couldn't you		
SC336	G	Yeah. You could still have an aim	Crit	Factual Informational
	M	And that aim would have to be formulated in terms of uh, the the task or the		
SC337	G	Yeah		
	M	real-world task		
SC338	G	Yeah. 'I can talk to my fr- uh, well not using 'I can'; 'students will be able to talk to their friends about a movie they've just seen'	Crit	Factual Informational
	M	Yeah. And ... y- your preparation involves you being very clear about how people do that		
SC339	G	Hmm		
	M	in real life. And what kind of language they use		
SC340	G	Yeah. So I noticed you were using COCA, beforehand	Des	Factual Informational
	M	Yeah		
SC341	G	And so that's giving examples of how they do it	Des	Factual Informational
	M	Yep		
SC342	G	Yeah		
	M	Um but also, I think the more you do that the more you just notice		
SC343	G	Right		
	M	how people talk,		

<b>Ref.</b>	<b>Speaker</b>	<b>Segment</b>	<b>Jay- Johnson</b>	<b>Zeichner-Liston</b>
SC344	G	uh huh		
	M	or ... uh, what kind of language is used		
SC345	G	Yep ... Alright		
	M	Yeah. But a a very successful experiment, I though		
SC346	G	Okay. Good. ... Right		
	M	Okay. Thanks Garth		

## Appendix C: Validation interview

Line	Speaker	
1	M:	So the kind of general question how if at all did your reflections or the process of reflecting
2		change over these three observations
3	G:	So the first one was your control one right?
4	M:	Yeah
5	G:	Um so we're talking about two and three. Second one I think my reflection in terms of
6		writing a reflection I don't think it changed dramatically I ended up using the video to just go
7		back and double check on my original thoughts. Uh from there yeah I did pick up a few
8		other bits but it didn't really change the process a lot of what I would write down. It would
9		just clarify it what I thought. When the third one when we watched it while discussing I
10		found that far more useful and I got a lot more from that because we could both look at
11		different things that we thought of together
12	M:	Yeah
13	G:	Um and it was much more useful as a demonstration tool. (( <i>indistinct</i> )) we did this and you
14		did that so let's have a look so can you see what you did and that was really useful. But in
15		terms of writing a reflection no it just supports what my initial thoughts were
16	M:	Ok so when you did that written reflection was your starting point those reflection prompts
17	G:	Yeah
18	M:	Uh rather than the video
19	G:	Yeah
20	M:	Yeah
21	G:	Yeah umm so I think if you wanted to a way of kind of maybe making the video more useful
22		in that respect would be to watch the video before being given those prompts
23	M:	Yeah ok yeah
24	G:	Uh I think if you take the prompts first then the prompts are guiding you
25	M:	Yep
26	G:	In the direction yeah wha what you write is very much geared to what the prompts are
27	M:	Yep
28	G:	And so um whereas I think if you watch it first you're more likely to pick up on stuff more
29		naturally maybe that was a good point that was good oh no that wasn't so good and it then
30		it'd be more of a true reflection I think
31	M:	Hmm
32	G:	'Cos it's not prompted or guided in any way
33	M:	So when you did it
34	G:	Yeah
35	M:	Did you watch it first and then sit down to write the reflection, or were you
36	G:	No I 'cos I was given the paper first
37	M:	Yep
38	G:	And so you look at th- you look at what you have to write and think ok so what do you think
39		like well and already in your head you've got ideas well this bit went well that bit went well
40		let's go look at those again
41	M:	Ok
42	G:	Yep I agree my thoughts agree with what I'm seeing
43	M:	Ok
44	G:	Um and the same thing you know what didn't go so well and why well I thought this bit
45		didn't go so well this bit didn't go so well alright let's double check with the am I am I
46		thinking correctly um so yeah I think the prompts you know that that template really does
47		guide you or kind of for for better or worse it's definitely kind of influencing what you're
48		gonna write and what you're looking for in the video
49	M:	Alright uh do you so what did you think were the benefits of the video? in in number two
50		and number three
51	G:	Um in number two clarifying that I'm actually what I'm thinking I remembered it properly
52		and then it enables me to pick up on some extra little bits around that and I suppose you
53		you can write your reflection with greater clarity 'cos you can confirm what you did without
54		having to try and remember it
55	M:	Yeah
56	G:	Um you know when you're busy teaching and stuff it's easy to forget stuff or just life it's
57		easy to forget stuff um second time when we were talking and watching and at as I say I
58		found that really useful because you can then the video can then be used to illustrate what
59		you say what you were saying or what I was saying you know there was that definite back
60		and forth so let's look at this ok well I did that let's look at that
61	M:	Hmm

Line	Speaker	
62	G:	Um that was really useful that was really useful in that i- it provides greater impact to the
63		feedback
64	M:	Ok
65	G:	Yeah
66	M:	Uh so in terms of how what you're thinking um during that that discussion
67	G:	Hmm
68	M:	What do you mean by impact how is it changing your-
69	G:	The feedback was more meaningful
70	M:	Ok
71	G:	Because it's I s'pose maybe 'cos it's all very well and good to talk about something but
72		when you actually see it it it becomes more concrete
73	M:	Yeah
74	G:	And um yeah that really enables you to see and reflect properly on those elements you're
75		talking about and you can work out strategies for improving or to work the good stuff in to
76		future lessons. For example if you know cos it's all like it's all very well and good you say
77		ok well you did this bit really well ok let's move on to the next bit instead of you did this bit
78		really what we found in the second one this bit was really good ok good so you can see
79		how you did that and you see how you responded to that
80	M:	Hmm mm
81	G:	Um it yeah it's just much more meaningful because it's more real for lack of a better word
82	M:	Ok any limitations or drawbacks of using the video
83	G:	The drawbacks come at the b- first time you do it (.) The first time you watch it because
84		and this is a natural human response that first response is well i sound like shit that's what i
85		look like why did i wear that shirt what am i doing i need to shut up and all that kind of stuff
86		and so i- it takes a while to get past that and it's only the second or third time you start
87		looking at it that you start to ignore the superficial aspect of you and start to focus on the
88		important stuff which is what your doing teaching and your feedback to the students so
89		yeah that's the first drawback it takes a while to get over that. That initial shock of seeing
90		yourself on screen. Um (.) In terms of other drawbacks it can be a little bit time consuming
91		if you've got time to do it i think it's rea- i- it's useful. It's all about having time to do it
92		though um and i think we're still on so you just want drawbacks for the time being right?
93	M:	Yeah
94	G:	Right. Timing (.) um I think as well we're fortunate where we are that we have the facilities
95		to be able to do that you know I can imagine there are other centres institutions that may
96		not have such facilities and if you've got it yeah great um is it a massive drawback to not
97		have it and doing things the traditional way not necessarily you know I think a non video
98		feedback is still quite effective
99	M:	Mm
100	G:	Um but having it is a definite bonus
101	M:	Ok
102	G:	And you can get quite a bit more from it by having video by having the recordings to review
103	M:	So it makes a difference but
104	G:	It makes a difference but I wouldn't say it is radically different
105	M:	Yep
106	G:	It improves what's already there but it doesn't radically change it
107	M:	Yep
108	G:	But then it all depends on the observer so if you've got someone like yourself or or other
109		senior teachers like Carmen or whoever who are very observant very good at picking up on
110		different things uh then maybe the video is yeah it's an addition but for someone who's
111		maybe someone who's fairly new to doing observations or someone who's not comfortable
112		doing them or someone who's just not very good at doing them then it's it there's much
113		more value in that I think
114	M:	Um does that mean that you think the video kind of shifts the the roles does it alter the
115		roles of the observer and the teacher?
116	G:	It can do it can do again it depends on the observer
117	M:	Did you find that or not really
118	G:	I found a a little bit of a shift in that I would began to observe myself and so I was thinking
119		more along the lines of the observer the second time first time no because it was new to
120		me
121	M:	Yep
122	G:	Second time I began to think more ok I'm observing someone here what's good
123	M:	You mean when when we were watching it in the meeting
124	G:	Yeah
125	M:	That one

Line	Speaker	
126	G:	Yeah yeah yeah sec- first first time no it was very much as I said before it was just
127		supplementing and reinforcing my own ideas but when we were doing it together then I
128		began to think more more like an observer I suppose
129	M:	Um how do you think it affected your written reflection I think you may have already
130		answered this already
131	G:	Yeah it reinforces you use it to reinforce what you were thinking or to double check your
132		memory. Is my recollection of this what actually happened
133	M:	Ok uh and in terms of the face to face
134	G:	Yeah
135	M:	Discussion any other thoughts about how it affected that
136	G:	What well again it reinforces both my memory and the observer's memory uum but it also
137		enables both sides to talk about va- well the points we're discussing with greater clarity um
138		because you say ok go back look at it again alright so you see what happened here and
139		yeah and but what was good is it kind of I think I felt more comfortable um talking about
140		things that I was thinking about rather than just listening to a the observer cos sometimes I
141		think in the traditional in traditional feedback sessions it can be very much the observer
142		talking
143	M:	Hmm mm
144	G:	And the teacher just going yes ok and just writing notes or whatever. But by having that i- it
145		it kind of levelled it levelled it a bit there was more bit more equality between the observer
146		and the teacher. Equality's probably the wrong word but it's the best one i can think of right
147		now. I think it it pro- it provides a more equal dialogue
148	M:	In in the second one or the third one or both
149	G:	Second one no third one
150	M:	Ok
151	G:	Yeah when you know we're both watching together
152	M:	Yep
153	G:	Because yeah it was it reduce- it removes any doubt about memory on both sides but also
154		enables both sides to reinforce what they're wanting to say not saying that there's a
155		division or a conflict between observer and teacher cos there ofte- there isn't but um it I
156		think it provides a greater dialogue
157	M:	Alright. Do you think that it's something that needs some training or some practice for the
158		teacher
159	G:	A little bit. I think from an observer's perspective definitely um I can see uh some observers
160		struggling to get to grips with it and really use it to its full potential so I think observers will
161		definitely need training on it and yeah teachers will need need training on maybe how to
162		get the most from it but the risk of giving training to teachers is that you can fall into the
163		same pitfalls as that with the template in that you're almost directing the train of thought
164		down a certain path and therefore it's not necessarily gonna be a true or accurate reflection
165		so yeah training for teachers is you've gotta be very careful on how it's how it's
166		implemented and again with observers as well
167	M:	But you you said that you thought the first time you were very much focused on
168	G:	Me
169	M:	Superficial things
170	G:	Yeah
171	M:	Um do you think that doing this a few times would
172	G:	Yeah
173	M:	Do you think you your process would change after doing it um?
174	G:	Three or four times yeah definitely my process would definitely change uum cos I wouldn't
175		be focused on the superficial aspects I'd be focusing on what the students were doing cos
176		again something else I found the first time and a little bit doing this to a certain extent the
177		second time as well is that you focus very much on just you and you also need to focus on
178		the students as well what are they doing um case in point you had one I think it was the
179		third one I was writing something up on the board and you said ok what are the students
180		doing and they were just sitting there watching me write something on the board and if you
181		hadn't pointed that out I wouldn't have thought about it. So I think yeah you need-
182	M:	Even if you'd watched that yourself?
183	G:	Yeah and that's because you do for the first few times (( <i>indistinct</i> )) just get transfixed on
		you
184	M:	Ok. Um how would you feel about using the video in this way uh for your regular BC
185		observations?

Line	Speaker	
186	G:	Uh useful I think uum mind you they're so infrequent I think that maybe the impact is
187		diminished a little bit. I think when you've got like we had we had three sessions over three
188		weeks the fact that it was regular um kind o- I s'pose it kind of builds you up into using the
189		videos effectively um whereas I think if you're doing just one every six months there's the
190		tendency to slip back into just getting transfixed on you oh my god what was I wearing that
191		day is that my voice my voice sounds weird because it's so infrequent I think you need to
192		build you need to build that that filter and it's easy to lose that filter (.) if you don't do it often
193	M:	Ok. And do you think that your teaching improved over these three lessons?
194	G:	Oh yeah
195	M:	And how much of that improvement was down to the video?
196	G:	A bit
197	M:	If you can say this
198	G:	A little bit yeah a little bit I think um I think the majority of my improvement was down to the
199		feedback sessions uum but the video really helped illustrate that yeah particularly in the
200		third session
201	M:	Mmm
202	G:	Yeah really helped me I think having the video there in feedback not just in reflection was
203		more useful I think I got a lot more from it and so the le- my my next set of lessons are
204		likely to be impacted uh more than just watching it while writing
205	M:	Ok and finally if if a colleague was saying I'm thinking of using video as part of my
206		observation what recommendations if any would you give to them
207	G:	Do it. Yeah I mean it's definitely I think having the video is definitely better than not having
208		the video um just be aware that the first time you watch it you're gonna be worrying about
209		what you look and sound like. Um so I I would say do it over a series of observations as I
210		said I think it's far more useful over a series of observations for example like a mentoring
211		series uh than it would be for your biannual observation
212	M:	Alright thanks very much Garth
213	G:	No worries