Reflection and Improvement on the Four-Week Intensive TEFL Course

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British Council ELT Master's Dissertation Awards: Commendation

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By submitting this assignment, I certify that this is my own work, and that the work of other people is duly referenced and acknowledged in accordance with XXXX's cheating procedures.

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Date: _____

Acknowledgements and thanks

I would like to thank the following people who all contributed in some way to the completion of this project:

The six volunteers who took part in this study and made it possible and also made it easy and stress-free to conduct.

The trainers involved in the project, other than myself, for agreeing to have their work recorded and for keeping accurate and detailed records of all the lessons, which made data collection easier than it could have been.

The director of XXXX Czech Republic, for letting me conduct this research on the premises.

XXXXX, for all the help with the transcriptions and for being a sounding board throughout this entire project.

XXXX, my supervising tutor, for all the advice and reassurance that what I was producing and studying was in some way worthwhile.

And special thanks to XXXX, my wife, for proofreading, helping to transcribe, dealing with my stress and everything else that she didn't know she'd signed up for when we got married.

And to XXXX for always keeping me smiling.

Abstract

Despite the almost universal adoption of reflection on initial teacher training courses, there is very little empirical evidence to support its role in improving teachers in this context, especially within the field of EFL. This study primarily sought to investigate whether more reflection leads to higher performance on intensive 4-week TEFL training courses .

The study is a multiple case study and followed six native-speaker trainees on a 4-week TEFL course in the Czech Republic. After teaching lessons, participants were recorded in their post-lesson feedback conferences and evidence of reflection was noted. This reflection was then compared with course performance to identify correlation.

The study found that those who openly reflected on their lessons tended to be those who performed at the highest level on the course, but failed to find any significant relationship between reflection alone and improvement. The study did find, however, that deeper and more genuine reflection seemed to be the most likely cause of improvement on the course and that those who reflected more superficially, or were not fully invested in their own development, did not tend to improve. Depth of reflection seemed to improve in line with higher grades.

In the end, this study posits that while reflection is an important factor in initial teacher training it should be perhaps integrated into these courses differently. Trainee teachers should have a range of ways to reflect available to them, but these should not be made to feel like a vital course requirement. Instead, tutors should raise awareness of reflective practice as a development tool and allow trainees to reflect how and how often they wish. This study also claims that video recorded observations and reflective journals can be considered as a way to deepen trainee reflection.

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1. Introduction

1.1 Context

Teaching English as a Foreign language (TEFL) has become a huge industry worldwide, offering people the chance to work as they travel the world in pursuit of life experience and bringing English to people around the globe. As a result of the demand for English teachers, schools offering TEFL certification have appeared en masse, with Brandt (2006) estimating that around 10,000 people undertake some form of initial training every year. These courses range from four-week intensive courses (the British context), such as the Cambridge CELTA and Trinity CertTESOL, up to three and four year degree programmes (the American context). Although not without criticism (Ferguson and Donno 2003), intensive training courses have become very popular as they offer a quick route into English language teaching. Such a course is the context for this study and all six participants were pursuing this route into their new careers. All participants were willing volunteers who provided "reasonably informed consent" (Dornyei 2007) to have their feedback conferences recorded and analysed.

The course itself runs for four weeks, where the trainee teachers attend sixty hours of tutor led input on language awareness and current methodology and have six hours of tutor observed teaching practice where they are also peer observed. As a theoretical component trainees experience three hours of an unknown foreign language, on which they are required to write an ungraded reflective assignment, in addition to having to produce a detailed profile of an individual learner and have to complete a grammar test. Final course grades are awarded according to the following bands: fail, pass, strong pass, distinction, with distinction being the highest level of achievement. A significant majority of trainees graduate the course with a "pass" grade with less than 5% attaining a distinction grade.

1.2 Importance

Since Dewey's (1933) work in the first half of the previous century, reflection has become a central issue in education and is widely regarded as a vital component in affecting change at every level. Many academics have since researched and written on the subject (Van Manen 1977; Schön 1983; Zeichner and Liston 1985; Farrell 2011 plus many others) in attempt to

clarify the purpose of reflection and the process itself. Whilst the true nature of the development triggered by reflection seems unclear and subject to varying definition (Collin, Karsenti and Komis 2013), whether to refine existing teaching skills, to critically assess the wider educational context or to simply make deep held beliefs and values more explicit, teacher training courses have adopted reflective practice and it is difficult to imagine a training program without some form of reflective component.

Despite a plethora of literature focusing on the reflective process there is still very little research on the positive effects of adopting reflective practice and it could be claimed that there is no empirical evidence to support the claim that reflection is beneficial in producing effective teachers (Cornford 2002), at least during pre-service training. Stoiber (1991) claims that a group of teachers who went through more reflective training program were better able to problem solve and make decisions related to classroom management than a control group who did experience the reflective treatment. Despite the study being well presented and well thought through, this does not seem to be ample evidence to support the widespread use of reflection on initial training courses. Added to which, this is a study from the field of general education, no studies found during an extensive literature search uncovered any studies of the efficacy of reflection on intensive TEFL training courses.

Considering the popularity of the four-week format, it seems sensible, if not vital, to start asking questions about the role of reflection within this context. For many, the cost of the course, and at times relocation, makes this a high stakes qualification, so if reflection plays a vital role it should be exploited to aid course success, whereas if reflection fails to show direct benefits, it may be time to rethink the role it plays and rather focus on more technical aspects of teaching and consider how a more directive approach may be of greater benefit. This paper does not question the merits of reflection as a developmental tool as described by Schön (1983), but instead questions how useful it is over a four-week period.

It is believed that this research holds great benefits for course designers and accrediting bodies as it may encourage new perspectives on the use of reflective components in intensive teacher training. As a result, the research may hold greater benefits for candidates on future courses, knowing that more care has been taken to ensure their success and value for money. Improved training may then have an impact on the industry as a whole producing teachers with a more positive attitude towards the industry as well as newly qualified teachers more aware of routes toward future development.

1.3 Research aims

As a result of what has been stated above, the purpose of this dissertation is to establish whether there is a correlation between reflection and high performance on intensive teacher training courses and to gain some insight into the types of reflection that seem to be the most beneficial for trainee teachers. This paper does not seek to investigate whether reflection is an effective tool for professional development as the time frame of this study would not support such a necessarily longitudinal investigation. It is also already widely recognised as being a vital part of professional development - a view the researcher shares.

Despite not being the only reflection on the course, this study is concerned solely with trainee teachers' reflections on their own teaching in the practicum component of the course.

Therefore, when reflection is discussed, it can be assumed that this formed part of the post-observation feedback conference and is reflection on a lesson carried out no more than three hours after the actual teaching. Reflective assignments were not consulted as part of this study, though the researcher acknowledges that this may also play a role in teacher improvement. Post-lesson reflection, however, was felt to have the most effect on improved teacher performance.

When investigating the relationship between reflection and performance, the sole indicator of performance is the lesson score and qualitative tutor feedback on individual lessons. No indicators of future success or professionalism were considered, merely how successfully the trainee teachers met the practical requirements of the course. As previously stated, this study is concerned with analysing performance on training courses rather than connecting reflection with "good teachers", a concept which is very difficult to define. Furthermore, it is difficult to say if all trainee teachers strive to become good teachers, but considering the financial investment, most trainees strive for success on their training courses.

The study also seeks to identify the ways in which pre-service teachers reflect on their teaching. Initially the paper will discuss how trainee teachers reflect on their work using prefabricated categories to code their reflections and thought processes, categories taken for Zeichner and Liston (1985), which gives a good comprehensive categorisation system. The paper also looks to discover which specific aspects of teaching are the predominant areas of focus.

In summary, this paper seeks to answer the following three questions:

1. Do more reflective pre-service teachers perform better on intensive teacher training courses?
2. What areas of teaching do pre-service teachers reflect on?
3. Do pre-service teachers show greater improvement in areas they reflect upon?

In answering these questions this dissertation seeks to lay groundwork for further research in this area and to enable course designers to evaluate the level of reflection required of trainees on these courses.

1.4 Key terminology

Throughout this paper key terminology, which is often subject to debate, will be used to describe very specific concepts.

Reflection - As will be discussed in the next chapter, reflection is a widely used term that has become very difficult to define. Throughout this paper it will refer to Schön's (1983) concept of reflection-on-action. A process of looking back at the event of teaching and questioning what happened. It will also be seen as being confined to the post-observation conference.

Post-observation conference/feedback conference - These terms are used interchangeably to refer to the meeting immediately after teaching when the trainee teacher meets with a supervising tutor to discuss the lesson that took place. No distinction is drawn in terminology between conferences with peers present or without.

Observation - The process of a supervising tutor watching a trainee teacher teach. All observations can be assumed to take place under the terms of "clinical supervision" as outlined by Wallace (1991).

Trainee teacher/pre-service teacher/trainee - These terms are used interchangeably to refer to a participant on an initial training course.

Intensive training course - A full-time four-week initial training course for teachers of English as a foreign language.

All other terminology is defined in the chapters that follow.

2. Literature Review

2.1 Defining good teaching

There are many issues in defining good teaching and Roberts (1998:162) states that it may indeed be impossible as no one style of teaching can be seen to be the most effective across all contexts and under all conditions. Bailey (2006:213) states that 'it [teacher effectiveness] is influenced by many factors, including the content being taught, the learners' ages, and the cultural values of the educational system'. Teaching assessment may also fail to take into account changes in society and static grading criteria may quickly become outdated.

However, It is clear that on an initial training course it is necessary to reach some definition of what constitutes effective teaching and many (Roberts 1998; Bailey 2006; Wallace 1991) agree that, although hard to define, we can reach definitions of good teaching that are serviceable within a particular context. A popular form of assessment on initial teacher training courses is the use of checklists of behavioural competencies focusing on individual criteria. Checklists are a convenient tool in assessment as they promote consistency between markers. Marking checklists also make expectations for teaching practice more transparent and can be made available to trainee teachers. Because they can be made public there may also be space for negotiation on within the categories and trainee teachers can become more motivated if they can play a part in choosing assessment criteria (Withall and Wood 1979).

Choosing criteria for assessment can be a difficult process and a number of considerations must be made. Criteria must be specified very clearly and objectively to limit disparity between markers, but also should not be limited so much that it trivialises the process of teaching (Wallace 1991), if criteria are too specific, it can reduce teaching to a list of behavioural factors and not consider the wider context of the classroom. The designer must also decide how many criteria are necessary to give a complete picture of the situation. Fewer broader categories create more opportunity for supervisors' inferences, whereas a greater number of more specific categories becomes harder to use (Roberts 1998). If each criterion must also enable grading for expertise in each area, it becomes even harder to produce appropriate criteria (Wallace 1991). Course designers should also look to the literature available on teaching to design categories, rather than relying on the traditional 'folk wisdom' (Bailey 2006:216) on what effective teachers are, and despite their being little from

the context form EFL, there is research from the field of general education that can be applied to this problem. They should also be based on the overall course aims and objectives.

In any assessment of competence there will always be an issue of personal bias on the part of the marker, which is often subconscious and unintentional. Brandt (2008) discovered that perceived inconsistency among tutors was one of several critical issues raised by trainee teacher on intensive preservice training course. Observer bias may originate from a number of different sources:

- experience and deep lying beliefs on how languages are best learned/taught.
- interpersonal relations with trainee teachers
- responsibility to make high-inference observations in class
- selectively attending to data that confirms previous expectations

(Roberts 1998:166)

As stated above, rating scales can be an effective way to limit marker bias, but they also present a number of problems. it would seem that to assess teaching as the complex act that it is, it is close to impossible to completely eradicate bias from the tutor.

2.2 Clinical supervision and supervisor roles

Most intensive teacher training courses include some classroom based teaching practice, often referred to as practicum. On the whole, the structure of the practicum has become based on clinical supervision (Bailey 2006), which has been defined in different ways describing both the goals (Stoller 1996) and phases (Bailey 2006; Kayaoglu 2012) of this approach. Wallace (1991:109) asserts that the term should be reserved for situations where a) there is face-to-face contact between supervisor and teacher b) the meeting is in regard to observed teaching that has taken place c) the purpose of the meeting is teacher development. Clinical supervision has become standard in teacher development. In this report, clinical supervision will be considered as a general framework where observation and feedback take place and all references to feedback will assume clinical supervision conditions.

The roles supervisors can assume are numerous. Freeman (1982) suggests that there are three basic approaches to teacher supervision. "The Supervisory Approach", a directive approach where supervisors advise on strengths and weaknesses of the lesson, "The

Alternatives Approach", where the tutor merely suggests alternate way of approaching the lesson and "The Non-Directive Approach", where the supervisor again refrains from judging, but instead focuses on building a relationship with the teacher that will aid them in reflecting on their own lesson. Another two supervisory models were suggested by Gebhard (1984), "collaborative supervision" where the observer and observed operate on an equal footing to suggest further improvement, and "creative supervision" which allows for the combining of ideas.

In reality it seems that following one particular model in the classroom may not be helpful, as supervisors may have to adapt their role to suit different situations (Roberts 1998). Heron (1986 cited in Roberts 1998:156) provides a framework for a more flexible approach to observation. See table 1 below (adapted from Roberts 1998).

Table 1 - Heron's (1986) Authoritative and Facilitative Interventions

Authoritative Interventions	
Prescriptive	direction to teach in a certain way
Informative	provide alternatives and information
Confronting	present evidence of teaching strategies that have been effective and those which have been ineffective
Facilitative interventions	
Cathartic	reflect how the person is feeling
Catalytic	stimulate by open questioning, regarding rationale, context etc.
Supportive	positive attending to the teacher

2.3 Reflective practice

Since the latter part of the 20th century teacher educators have been suggesting models of teacher education based on reflective practice. The publication of Schön's influential work *The Reflective Practitioner* (1983), though not initially recognising teaching as a true profession, added fuel to this movement. Schön claimed that the path to professional competence was not through "technical rationality" and the application of empirical science, but rather through a process of reflection. He claims that professionals know more about

how they work than they can articulate (knowing-in-action) and through reflection, practitioners can begin to understand and make this knowledge more explicit and therefore achieve a higher level of professional competence. Schön identifies two types of reflection.

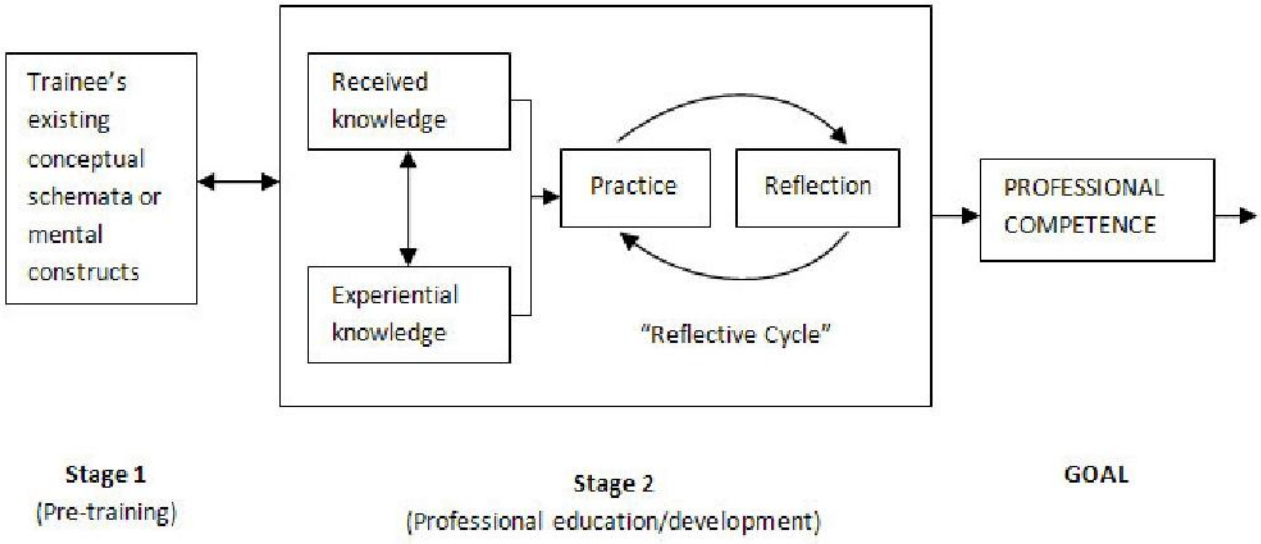
1. Reflection-in-action.
2. Reflection-on-action.

Reflection-in-action can be seen as the teacher responding to a problem in the moment and changing things accordingly, which is the ability professionals strive for. Hatton and Smith (1995:46) point out that this is also the most demanding form of reflection. Farrell (2013:37) lists a four step sequence to clarify this process.

1. A classroom situation triggers an automatic response.
2. The automatic response does not produce the desired action and causes surprise. 3. The teacher tries to uncover the reason for the surprise response.
4. The teacher experiments in the moment to try to resolve the problem.

Reflection-on-action is concerned with looking back at what happened in the classroom and using this knowledge to affect future action. This paper will be concerned with reflection-on-action. Wallace's (1991:49) reflective cycle (fig. 1 below) outlines a basic process of reflection-on-action within the context of English language teaching.

Figure 1 - Wallace's (1991) Reflective cycle



Teachers' practice is influenced by both received knowledge (that which is taught and gleaned from research), experiential knowledge (that which we simply know - our routines and what Schön calls *knowledge in action*) and our existing schema of teaching. Once these are in place the teacher goes through a cycle of reflection and practice until competence is reached. Wallace is vague on exactly what reflection entails, but it can be assumed that he draws on Schön's ideas of taking a problem encountered in class and reframing it in different ways to help understand the problem. Continual reflection then allows the teacher to experiment and to find a solution. It could be argued that Wallace's model is slightly short-sighted as there is no provision for reflection to feed back into either experiential or received knowledge.

Others have also developed reflective theories and models specifically related to foreign language teaching and to the field of education in general (notably Zeichner and Liston; Cruickshank both cited in Bartlett 1990:202) and many more. In fact, Farrell (2013:33) claims to have identified over a hundred in twenty years of study. However, although definitions may vary, especially in their goals - Cruickshank sees improved teacher skill as the result of reflective practice, often called "technical reflection" (Hatton and Smith 1995), whereas Zeichner and Liston see the effects as much more far-reaching and extending to the ability to affect policy change at all levels (Bartlett 1990:202). Despite variation in the number of phases and how rigorous the inquiry should be, one thing remains consistent - reflective practice is a way of helping the teacher uncover their beliefs and routines and subject them to scrutiny to better understand what they do and why they do it.

2.4 Reflection as a process

Due to the number of theories regarding reflective practice, writers have struggled to reach a consensus on what exactly the reflective process is, with some proposing sequential and specific thought processes, to those who believe that mere pondering is an adequate definition. Rodgers (2002) proposes that this fuzziness may stem from misinterpretation or misunderstanding of Dewey's original, and later updated (1933), work, claiming that as a philosopher the writing is aimed more at other philosophers rather than teacher educators and may encourage readers to merely skim the surface. Rodgers, however, attempts to read deeply into Dewey's idea of reflection and to present a clear framework to help define reflection.

Dewey (1933) claims that there are four criteria for reflection and without these being met reflection cannot happen.

1. It is a way of making sense of experiences and providing a sense of continuity between them.
2. Reflection is a detailed, systematic and rigorous process consisting of a number of stages.
3. Reflection doesn't happen in isolation and is a social process. Having to communicate experience to others means that the speaker must have a well formed interpretation of the experience.
4. Teachers must be open minded and fully committed to growth.

In ensuring that reflection is structured, Dewey also proposes 6 phases of reflection that should be followed.

1. An experience is required to trigger some sort of reflective thought.
2. The teacher seeks to interpret the experience. 3.
The teacher seeks to name the problem.
4. The teacher seeks explanations for the problem and general questions are created. 5.
A concrete hypothesis is developed. 6. The hypothesis is tested.

(adapted from Rodgers 2002:851)

These phases are what distinguish Dewey's reflective thinking from merely thinking about problem or a lesson, something conscientious teachers engage in on a regular basis. Copeland et al. (1993:350) develop Dewey's idea further and suggest that there may be twelve "critical attributes of reflective practice in teaching" that may be present in reflective processes of teachers.

Attributes related to problem identification

1. A problem is identified.
2. The problem derives from a concrete situation in practice 3.
The problem has meaning for the practitioner.
4. The problem can be said to be one of import for successful teaching/learning.

Attributes related to generating solutions

5. Possible solutions are generated.
6. Solutions are generated from or are grounded in theories, assumptions or research findings which are explicitly held and understood by the practitioner
7. The generation of solutions engages the teacher in a critical examination of his or her own professional actions and its link to target actions in others.
8. The solutions sought are expected to have positive consequences in terms of student learning.

Attributes related to testing solutions

9. A solution to the problem is selected.
10. The chosen solution is implemented.
11. The solution is weighed as to its effect on the target actions and the consequences of these effects in terms of student outcomes.

An attribute related to learning from reflective practice

12. The reflective process leads to an enhancement of teacher's understanding used to give meaning to the professional context in which the problem was identified

Bartlett (1990:209) suggests that reflection is a reflexive cycle consisting of five elements.

1. Mapping - The observation of our teaching practices.
2. Informing - The identification of the principles underlying our teaching. 3. Contesting - The investigation of how these principles were founded. 4. Appraisal - Looking for alternative ways to teach.
5. Acting - Taking action based on what has been unearthed.

Despite being a cycle, Bartlett does claim that this process is not linear or sequential, In fact, when engaged in reflecting, teachers can skip phases entirely. However, this approach does still offer a systematic approach to uncovering good teaching.

Larrivee (2000) proposes a much more complex and dramatic framework for conceptualising reflection consisting of 3 major stages 1)the examination of beliefs and classroom practice 2)the struggle to "surrender" the beliefs that may be detrimental to teaching and finally 3) the perceptual shift where the teacher has transformed in terms of behaviour and is freed from old beliefs. Within these stages she also suggests other stages such as "inner conflict", "chaos" and "uncertainty".

2.5 Levels of reflection and critical reflection

One of the earliest taxonomies of reflection was Van Manen (1977) who identified three levels of reflectivity. The lowest level of reflectivity , technical rationality, focuses on educational goals and rather than a desire to develop and grow professionally, this focuses on successful attainment of these goals. At the second level, practical application, educators are more concerned with analysing their own beliefs, assumptions and how they achieve their goals. At the highest level, critical reflection, teachers take in the wider social and political context and question the worth of received knowledge as well curriculum and educational policy.

Zeichner and Liston (1985:162) found Van Manen's categories insufficient to fully explore supervisory discourse and so synthesised his categories with those of Gauthier in the creation of their own. The framework for analysing practical reasoning consists of four types of discourse.

1. Factual Discourse - This focuses on descriptive accounts of what happened in the lesson as well as what has happened and what will happen.
2. Prudential Discourse - This focuses on suggestions and advice based on what happened in the lesson. It also encapsulates evaluation of the effectiveness of actions in the lesson.
3. Justificatory Discourse - This focuses on reasons and justifications for actions in the lesson.
4. Critical Discourse - This focuses on analysing the justifications themselves and the form and content of the curriculum in general.

Zeichner and Liston also divide these categories into smaller subcategories which allows for very precise, but perhaps complicated analysis of reflective discourse which will not be discussed here.

Hatton and Smith (1995:40), like Zeichner and Liston above also use four categories to assess reflective thinking.

1. Descriptive Information - This level is not reflective in any true sense and is simply a description of events.
2. Descriptive Reflection - There is some attempt to justify classroom events and actions. This reflection tends to be descriptive and reportive in nature.

3. Dialogic Reflection - This is a much more analytical form of reflection where the teacher can "step back" and provide different hypotheses and explanations for what happened. This is described as a discussion with oneself.
4. Critical Reflection - This is also concerned with providing explanations and hypotheses, but considers the events within a wider socio-political context.

Jay and Johnson (2002) outline a 3 dimensional (descriptive, comparative and critical) typology of reflection, developed by the University of Washington, which closely mirrors processes described by Schön.

1. Descriptive reflection - This concerns the process of defining the problem to be reflected on. Unlike Hatton and Smith's descriptive reflection, this dimension is not merely "reporting the facts" (Jay and Johnson 2002:78), but also involves analysing reasons and outcomes of actions. Important and significant details of the problem should be identified so they are not misidentified
2. Comparative reflection - This involves reframing the problem in many different ways to view it from a number of different participant perspectives and comparing the different perspectives. Through this process the teacher can enrich their understanding of the situation.
3. Critical reflection - After considering the problem from a number of different perspectives the teacher considers the outcome of each and makes a choice or simply integrates this knowledge into their existing schema. Critical reflection also considers the broader socio-political context.

It is felt by the authors that this typology not only describes what reflective teachers do, but perhaps also what reflective teachers should do. The authors also acknowledge that the separation of types can aid description, which is necessary for teaching reflection, as there is indeed a large amount of overlap.

From analysing these models some clear parallels emerge, despite differences in naming. All models make use of different levels of reflection beginning with a more technical focus on teaching skill or achievement of lesson objectives, progressing to a more socio-political analysis of the problem, referred to as "critical" reflection. Bartlett reminds us that "the word *critical* (original italics) does not mean 'criticising' or being negative; it refers to the stance of enabling us as teachers to see our actions in relation to the historical, social, and cultural

context in which our teaching is actually embedded" (1990:205). There has been discussion of whether these categories represent different levels of reflection or in fact different types of reflection (Van Manen 1977; Hatton and Smith 1995; Thorsen and DeVore 2012) with the latter two favouring these views as taxonomies of type rather than levels. It does, however, seem that there is a developmental process at work even if this is true, with novice teachers being more capable of technical and descriptive reflection than they are of critical reflection as the higher forms tend to require more experiential knowledge (Hatton and Smith 1995:43).

2.6 Barriers to reflection

In feedback on initial teacher training courses there is a naturally asymmetrical power relationship and this can create many problems. Despite supervisors' best efforts, supervisory conferences intended to be reflective and collaborative can very easily become dominated by the supervisor and the supervisor's agenda, Copland (2012) suggests that at times the trainee teacher's agenda is not heard at all. Farr (2006; 2011) and Vazquez (2004) both found that in supervisory conferences, the observing tutor accounted for two thirds or more of the total language in the session which can lead to trainee teachers not feeling that they can contribute (Waite 1993). Orland-Barak and Klein (2004), Hyland and Lo (2006), Vasquez and Reppen (2009), Copland, Ma and Mann (2009) as well as others have all noted that feedback is very often directive and instructional.

Trainee roles may also play a part in influencing reflection. Waite (1993) identified three participatory roles adopted by trainee teachers:

1. Passive - When there is a strong supervisory agenda.
2. Adversarial - When there is a strong teacher agenda. 3.
Collaborative - Neither party has a strong agenda.

A collaborative role is seen as optimum in encouraging reflection as the both parties are open to exploring details about the lesson with no prior agenda. When a passive role is adopted, trainees do not have the opportunity to reflect due to an imposed supervisory agenda, and adversarial roles are adopted when trainees are unwilling to have supervisory agendas thrust upon them. There is also evidence that some trainee teachers resent the idea of forced reflection on training courses and rather than truly reflecting, simply play the game and produce strategic responses rather than reflect openly and honestly on their practice (Hobbs 2007). However, it should also be stated that there is also research to

support the idea that teachers do see reflection as an important part of professional development and appreciate the opportunity to do so (Farrell 2001, 2013; Farr 2011; Kaasila and Lauriala 2012).

Copland (2010) has suggested that tensions in feedback may stem from a mismatch in expectation, between teachers and supervisors and either a lack of understanding of, or a simple refusal to "play the game". This may be due to supervising tutors never making the objectives of feedback explicit as to many tutors this rationale for this stage of the grading process seems obvious. Jay and Johnson (2002) point out when discussing reflection that if it is difficult to define, then it is also difficult to teach. However, they claim that by using their typology (discussed earlier) and guiding reflective questions, teachers were able to produce 'deeper' reflections.

As, according to Wallace (1991) and Schön (1983), effective reflection relies on both received and experiential knowledge, it has been argued that pre-service teachers may lack the required knowledge to do so (Copeland et al. 1993; Kennedy 1993; Rogers 1998). These problems may manifest themselves as lacking the experience to be able to frame problems in a number of different ways, as Schön's model requires, and lacking the technical language to be able to form articulate questions relate to their teaching. As a result, it has been noted that beginning teachers' reflections are often "shallow and egocentric" (Risko, Vukelich and Roskos 2002) or largely situated in descriptive forms of reflection (Hatton and Smith 1995).

2.7 Encouraging Reflection

Despite Dewey's (1933) assertion that reflection is not an isolated process, many promote individual writing as a way to promote reflection. Bartlett (1990) asserts that writing is the first step towards reflecting on our practice in the classroom and Farrell (2013:61) claims that a written record of classroom events can help teachers reach a deeper understanding of their practice. Writing could take the form of diaries and teaching journals (Richards 1995; Farrell 2013), portfolios (Borko et al. 1997), and collaborative diary keeping (Richards 1995) to name a few. Etscheidt, Curran and Sawyer (2011) suggest that pre-service teachers benefit from varying modes of reflection and should have the opportunity to reflect in different ways on preparation courses by combining modes on the reflective framework. Farrell (2001) observed through a case study that certain modes of reflection are preferred by different

teachers whilst others are resisted, and that reflection should be tailored to individual needs. On intensive courses, however, trainee teachers can see focused reflection as another hoop to jump through (Kennedy 1993; Hobbs 2007) and the sometimes repetitive nature of writing prompts can lead to strategic responses rather than real reflection (Hobbs 2007).

Feedback should be carried out as close to the teaching event as possible so experiences are better remembered (Roberts 1998). However, Williams and Watson (2004) argue that if feedback happens between twelve and twenty-four hours after the teaching event that trainee teachers reflect more.

There seems to be general agreement in the literature (Farrell 2001; Jay and Johnson 2002; Copland 2010) that reflection as a skill is one which needs to be taught or at least practised before trainee teachers can become proficient. Jay and Johnson (2002:74) state that "it is

[…] difficult for novices to learn what their instructors fail to describe" and so in their typology

of reflection they define a number of typical questions intended to teach reflective practice to pre-service teachers. They experienced success with using these questions in reflective seminars to increase the depth of reflection. Copland (2010) asserts that there should be focused induction on both the feedback conference and reflective practice at the beginning of training courses so teachers understand the process, interaction and importantly expectations.

Waring (2013) discovered that it is possible to elicit reflection through carefully structured advice and assessment which can possibly be interpreted by the trainee as an invitation to contribute and reflect, whereas much previous work focuses on questioning strategies for encouraging reflection. There are different types of questions supervising tutors can use to elicit different levels of reflection and give different levels of support to those who need it and help the trainee construct the necessary knowledge. Engin (2013) suggests a four level framework of questions ranging form level 1 (telling) up to higher order processing tasks at level 4 (hypothetical questions), which are used for eliciting open reflection (Farr 2011).

2.8 What areas of teaching do teachers reflect on?

Zeichner and Liston (1985) found that, although there was some variation between tutors and trainees, which isn't made clear, two of the most reflected on areas were *procedures* and *students* (found to be in the top three for each teacher). *Goals* on the other hand were discussed the least overall along with *supervisory procedures* and *lesson, general*. The categories are discussed later but serve as a useful system. Considering the the different

backgrounds, knowledge and schema of pre-service service teachers, it must be expected that actual reflections will vary wildly and higher level reflection may bring about reflection on different topics (Kaasila and Lauriala 2011).

When looking at the reflections of experienced teachers, Farrell (2013) found that in reflective discussion groups teachers tended to discuss the school context, perceptions of themselves as teachers and how they felt learners responded to their teaching. In analysis of reflective journals teachers also reflected on their perception of self, but focused more on their teaching methods (most common) and evaluating their teaching. Approaches and methods were also found to be the most common category for reflection in Farrell's earlier case study (2001), where theories of teaching and evaluation were also popular.

This literature review attempts to provide a comprehensive overview of reflection and teacher assessment. However, much of the research quoted on reflective practice does not come from the field of EFL and very little from within the context of intensive teacher training programs due to a dearth of research in this area. This project seeks to add to the literature in that area.

3. Methodology

3.1 Research Approach

The general approach chosen for this research was, what Dornyei describes as, a 'multiple or collective case study' (2007:152). As the main focus of the research was to investigate the wider phenomenon of whether reflection is connected to high performance on training courses, this was felt to be an appropriate approach. Casanave (2010:66) states that a case study is not a method for research per se, but rather an approach that can incorporate both quantitative and qualitative research methods or a 'tradition'. This is echoed by Cohen, Manion and Morrison (2000:181) who claim that 'case studies are distinguished less by the methodologies they employ than by the subjects/objects of their inquiry'. Referring to Stake's definitions (2005:445 cited in Casanave 2010:68), this case study can be considered as instrumental as the case is not the primary focus, but instead another interest in which it seeks to advance understanding.

There are numerous criticisms of case study research. Brown and Rodgers (2002) claim that the major threats to the usefulness of case study research revolve around issues of internal and external validity. Internal validity concerns whether the researcher has disclosed all relevant information or just the data that seems to support their hypothesis. This concern is also articulated by Cohen, Manion and Morrison (2000:184) who claim that because they are difficult to cross-check, case studies can sometimes suffer from bias, selectivity and subjectivity. External validity refers to how easily the results can be generalised to a wider population. Dornyei (2007:153) states that with 'purposive sampling' case studies can indeed be of great use to the wider community and that 'analytic generalisation', or the 'generalisation to *theoretical models*" rather to the population, can be very useful in developing new theoretical frameworks and models. It should also be pointed out that when undertaking case study research it is not often the goal to show how one case is representative of larger group, but instead how these cases are special (Casanave 2010:67). This case study does not seek to make generalisations about reflection on teacher training courses as a whole, rather it seeks to investigate the correlation within its own personal context. The findings may, however, be able to provide insight and assistance in investigating other cases in similar contexts (Cohen, Manion and Morrison 2000:184).

3.2 Sample Size and Selection

For a qualitative study, Dornyei (2007:127) recommends a sample size of 6-10, which if carried out thoroughly can provide a wealth of very rich data. For this particular study, an initial sample size of 6 was selected as anything bigger may result in the researcher becoming overwhelmed by data to analyse. Furthermore, in the almost inevitable case of participant attrition there is still the possibility of having 3 or more cases remaining. Fortunately, in this case study there was no participant attrition at all. This format is seen as being 'fairly typical' (Donrnyei 2007:152) in multiple case study research.

The participants for the study were selected from the total participants (n=20) of the February 2014 TEFL course. To help identify the correlation between reflection and teaching it was important to select participants who met specific criteria as, according to Dornyei (2007:127), these types of purposive sampling strategies allow us to reach saturation relatively quickly. The criteria were as follows.

1. All participants should have the same amount of EFL teaching experience. It was decided that the best amount of teaching experience should be none as it would be difficult to quantify exactly how much each participant had taught and would be difficult to find participants who have taught in the same teaching context.
2. All participants should have the same level of education and similar academic background. It was decided that participants should hold a 3 year bachelor's degree in a non pedagogical subject.
3. Participants should be of a similar age. It was decided that all participants would aged between 20 and 30.
4. All participants should be native English speakers.

These criteria not only help to provide homogenous cases, but also select participants who can be considered typical for this particular course. Using these criteria 6 participants were chosen based on their initial applications to the course. All were native English speakers with 3 year undergraduate degrees. None of the participants had ever taught EFL before the start of the course. The participants were divided into two teaching groups of 3 and stayed in these groups for the duration of the course. Every teaching day composed of one lesson each and each lesson was observed by the other members of the teaching group.

3.3 Ethics

Qualitative research presents a number of ethical issues that require special attention, especially as participants may disclose information of a personal or sensitive nature (Dornyei 2007:64-66). Specific data collection instruments also present their own individual ethical issues a major issue being that of anonymity. When participants disclose a lot of a information about themselves, it can become increasingly easy to identify them and may cause a threat to anonymity. If recorded data is stored irresponsibly and falls into unauthorised hands, this may also present a serious threat to anonymity. Bell (2010) stresses that when offering confidentiality and anonymity to participants, it must be clear in the researcher's mind exactly what they mean by these terms and exactly what they are offering the participants. It is also important that the researcher does not promise anything they can't deliver.

All participants in this study were required to provide informed consent before any data was recorded. To obtain this consent the researcher provided each potential participant with an information letter about the general nature of the project and an accompanying form to sign (appendix 1). The letter promises anonymity, which in the context of this study means that no data will be reproduced in any way that will make the participant easily identifiable, so no responses citing personal information will be reproduced and all participants will be assigned pseudonyms. This procedure was also explained to each participant in person. All consent forms were returned.

The exact focus of the study was not made clear to the participants before data was gathered, instead they were informed that the project was investigating the types of discourse present in post-lesson feedback conferences. It was felt that by providing too much information the participants may behave differently in the conferences and either try to meet the researcher's supposed expectations for reflection or may in some way seek to subvert the project. Both may compromise the validity of the project (Dornyei 53-54). As a result, the participants gave, what Cohen, Manion and Morrison (2000:51) refer to as, 'reasonably informed consent'. Participants were informed that they could withdraw consent at any time for any reason.

Participants in the study were not subjected to any experimental conditions and data was collected purely through observation of their progress throughout the course. Every effort was made to ensure that the course experienced by the research participants was the same

as the course experienced by by non-participatory trainee teachers. The course was also identical in structure to all recent courses that preceded it. As a result, it was felt that there would be no negative consequences directly related to participation in this study.

Full consent was also sought and obtained from the director of the school through similar means (appendix 2).

3.4 Data Collection

Three types of data were collected.

1. Observation
2. Written self reflections
3. Lesson assessment data

3.4.1 Observation

After every taught lesson (n=6) the trainee teacher participated in a feedback conference with the observing tutor, and for the first 3 lessons the other members of the teaching group. Each feedback conference was recorded, transcribed (see appendices 3 and 4 for an example of a transcript and transcription legend) and later analysed. It was felt that as the researcher had a clear agenda and was at times a participant in the conference, note taking may become selective and biased (Bell 2010). The conferences were conducted by 3 different course tutors and each group was observed by each tutor at least once.

All tutors were trained to use a generic feedback structure before the course began. It was felt that this would ensure greater consistency across the conferences themselves.

1. Trainees were requested to offer feedback on each other's lessons.
2. Trainees were asked to reflect on the positive and negative aspects of their own lessons.
3. Trainees were asked about specific incidents in their lessons. 4.
Tutors provided feedback on any remaining issues.

Steps 1 and 2 were designed to elicit open reflection. (Farr 2011:73)
Step 3 was designed to elicit focused reflection. (Farr 2011:75)

All conferences were transcribed to be analysed for levels of reflection (discussed in the next section)

3.4.2 Written reflections

After every lesson trainee teachers were asked to produce short written reflections on their lessons. These were intended to start the reflection process and trainee teachers had the opportunity to write as little or as much as they needed. A form was provided (appendix 5) to mirror the generic structure of the feedback conference.

3.4.3 Lesson assessment

All lessons were assessed using a lesson assessment grid (appendix 6). All supervising tutors are regularly standardised on how to use the grids and it is felt that the criteria represent a comprehensive and workable definition of effective teaching. This checklist when multiplied by two gives an overall achievement mark.

Trainee teachers were also scored according to more specific criteria (appendix 7) in the areas of:

- Lesson planning and aims (items 1-4)
- Classroom management (items 5-8)
- Rapport (item 9)
- Teacher language and interaction (items 11-14)

These criteria are generally considered important on teacher training courses and it was also felt that these areas would be addressed in all lessons. Qualitative comments were provided for each criterion.

During lessons qualitative lesson critiques were written by supervising tutors, in which key incidents in the lesson were identified.

3.5 Data analysis

3.5.1 Do more reflective pre-service teachers perform better on intensive teacher training courses?

To answer the initial research question, it was important to be able to recognise reflective discourse within the recorded supervisory conferences. Although factors such as modal verb use (Wallace and Watson, 2004) and use of certain verbs (think, feel, look) (Farr 2011)

have been identified as indicators of reflection, in this study a reflective turn was defined as anytime the trainee teacher thought back to and discussed an aspect of the lesson. Whenever a change of focus was identified it was coded as a new reflective turn.

It was also felt that data should be coded for quality of reflection. After considering a number of different typologies and taxonomies (Van Mannen 1977; Zeichner and Liston 1985; Hatton and Smith 1995; Jay and Johnson 2002), it was felt that the framework provided by Zeichner and Liston was sufficient for detailed analysis of the data and presented little overlap between categories. It is not suggested that each category shows a different level of reflection, but rather each category shows a different focus of reflection. It was felt that for objective analysis these categories would be more easily utilised, rather than making judgements on the depth of reflective thinking. Categories are outlined below, examples are provided in appendix 8.

Factual discourse will be defined as any time the trainee teacher recalls specific incidents in the lesson and discusses them in an objective way.

Prudential discourse will be defined as any time the trainee teacher suggests alternative to what actually happened in the lesson. Any moments in the feedback conference where the teacher comments on the effectiveness of specific actions (whether positive or negative).

Justificatory discourse will be defined as any time the trainee teacher gives reasons or justification for classroom actions.

Critical discourse will be defined as any time the trainee teacher relates their reflection to the wider educational culture or to curricular issues.

Number of instances were tabulated and qualitative examples were used to enrich the numerical data.

Course performance is represented by a final percentage grade which is an average of all taught lessons and coursework.

60 - 69% Pass
70 - 79% Strong Pass
80%+ Pass with Distinction

Once data had been collected and coded, and tabulated, correlations between final score and different levels and types of reflection were calculated using the Pearson product-moment correlation coefficient (r) (Brown and Rodgers 2002). Correlations of r=-0.4 were seen as being statistically insignificant, between r=0.41 - r=0.8 were seen as showing a moderate correlation and anything about r=0.81 was seen as a strong and statistically significant correlation.

3.5.2 What areas of teaching do pre-service teachers reflect on?

Zeichner and Liston (1985:164) also developed six categories according to investigate the 'substantive dimension' of supervisory discourse. It was felt that these categories were adequate to encompass the full range of topics for consideration without being too complex and difficult to apply to the analysis. The basic categories used for classification are a slight adaptation on the ones proposed in their paper. As all of the trainee teachers involved in this study had no previous EFL teaching experience considerations of overall curriculum and previous lessons were removed. It was also felt that "lesson, general" and "context" as two separate categories was unnecessary and could be combined into one category to encompass all issues not related to the first four categories:

1. Goals - reflection related to the lesson goals.
2. Material - reflection related to the teaching material used in the lesson. 3. Procedures - reflection related to methods used in the lesson. 4. Students - reflection related to the students.
5. General - reflection related to the lesson or wider educational context that does not fall in the other categories.

After analysis it was felt that these categories did not yield sufficiently rich data. As a result the data was subjected to process of open coding (Dornyei 2007), the results of which are discussed later in the findings chapter.

3.5.3 Do pre-service teachers show greater improvement in areas they reflect upon?

Firstly, tutors' qualitative commentaries from lesson observations and marking grids were consulted in chronological order to identify areas in which trainee teachers seemed to show improvement. This was signalled by an increase in score on marking grids or simply changing from an area for improvement into something praised by the tutor. Once key areas of improvement were noted for each participant, transcripts and written reflections were

consulted to find evidence of reflection in these areas. Transcripts were also consulted chronologically to identify whether the reflection occurred before or after the improvement had been noted.

4 Findings

The major findings of this research paper are presented in two stages:

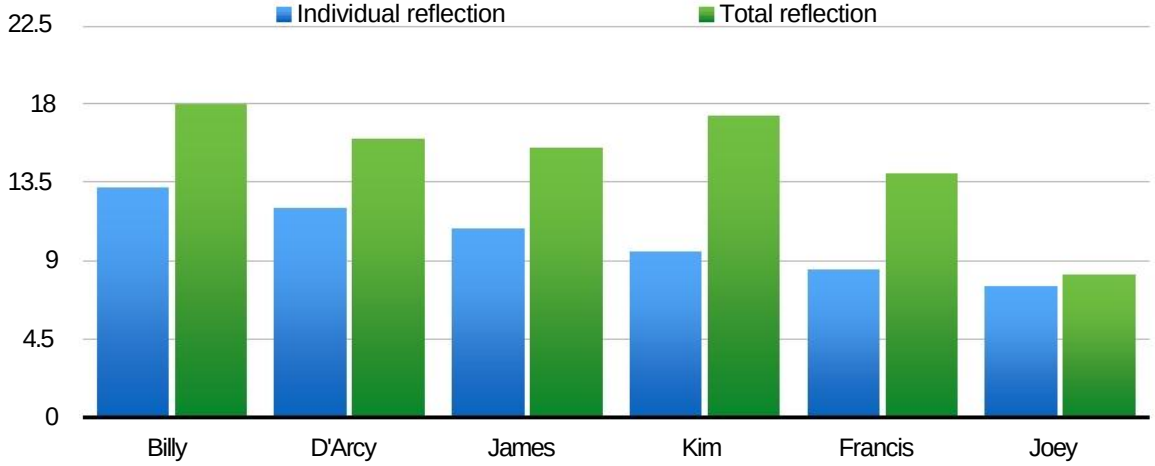
- Qualitative data, which will present correlations between reflection and performance.
- Quantitative data, which will analyse the content of teachers' reflections.

4.1 Quantitative data

4.1.1 Overall reflectivity

Trainee teacher reflection was recorded according to the average number of reflective turns whilst analysing their own teaching, in addition to average number of reflective turns focusing on both their own and others' lessons.

Figure 2 - Average reflective turns per conference



In both areas there was considerable variation in levels of reflection, but most prominently in the area of total reflection, ranging from 8.2 to 18 turns per conference. When reflecting on their own lessons there was a narrower range, 8 to 13.2 turns per conference, but still considerable variation. With the exception of one trainee, the rank order of reflectivity was the same across categories (see fig 2).

After statistical analysis, very little significant correlation was found between reflection and high performance on this particular course. Individual reflection produced a negative correlation, r= -0.25, whereas total reflection produced a positive correlation, r= 0.36, but both of these coefficients are too low to be indicative of any real relationship. Even less positive correlation was found between reflection and general improvement. Teachers' improvement on the course was calculated by subtracting their first lesson score from the final average teaching practice grade. Both final scores and course improvement are shown in table 2 (below). Lesson scores for the whole course are shown in appendix 9.

Table 2 - Final scores and improvement

	Final score	Improvement (points)
Kim	76.4	3.40
Francis	72.2	0.20
D'Arcy	69.6	-6.40
James	69.4	4.40
Joey	64.8	5.80
Billy	64.2	0.20

Both overall reflection and individual reflection produced a negative correlation with general improvement, though neither produced a statistically strong correlation. Overall reflection produced a correlation of r= -0.44, whereas individual reflection produced a slightly more significant correlation of r= -0.57. This may suggest that high levels of reflectivity do not necessarily lead to improvement, but despite the negative correlation, it seems unlikely that reflection would be an indicator of poor performance or atrophy.

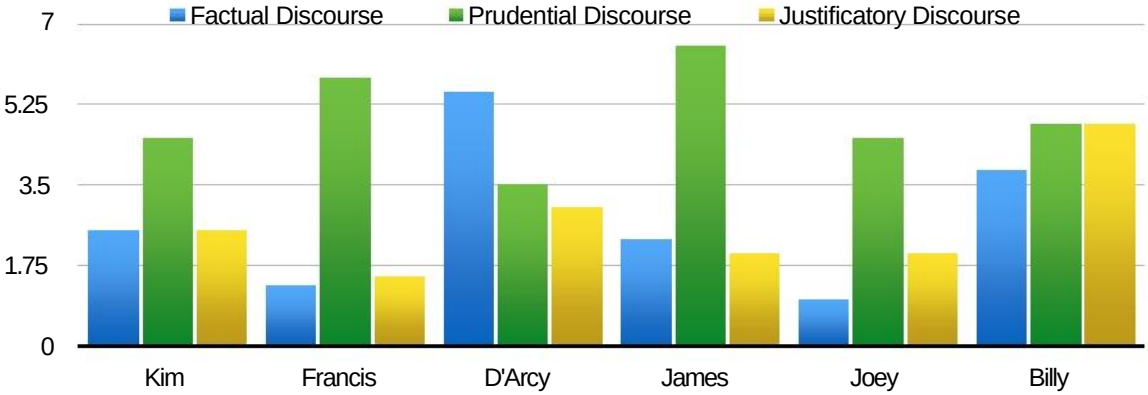
4.1.2 Types of reflection

Reflection was also recorded according to type using categories devised by Zeichner and Liston (1985) as discussed earlier. Totals are shown over in fig. 3.

None of the trainee teachers produced any reflection which could be described as critical reflection and for this reason it was not included in the chart. As with the previous analysis

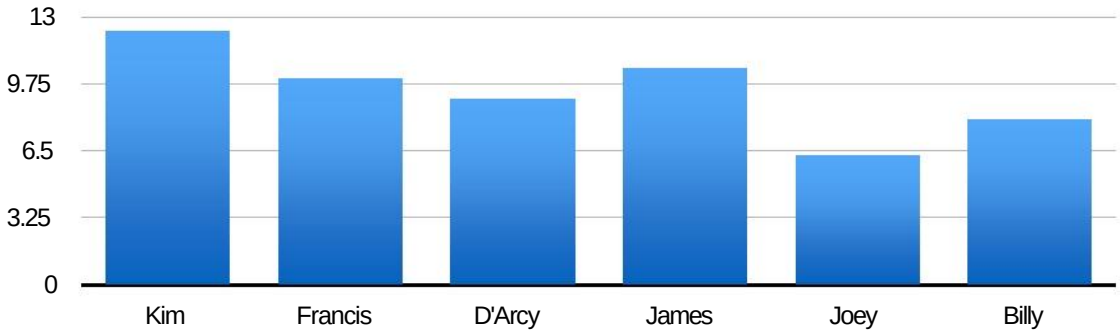
no significant positive correlation was found between course performance and different levels of reflectivity, the only positive correlation being prudential discourse, r=0.07, which is such a weak correlation it can be considered insignificant. Justificatory discourse produced a moderate negative correlation, r=-0.46, and may suggest that in some cases it may be linked with lower performance. This is slightly supported by the fact that when compared with improvement on the course, justificatory discourse also returns a negative correlation, r=-0.35, though not as statistically significant. This will be discussed further in the following chapter.

Figure 3 - Average reflections by type



The strongest relationship between improvement and reflection was a very strong negative correlation with factual discourse, r= -0.83, suggesting that those who focus mostly on objective elements of the lesson perform worse than others. Prudential discourse on the other hand, appears to present a slight relationship with improvement, r=0.52.

Figure 4 - Average open reflection



Trainee teachers' reflections were also coded according to Farr's (2011) definitions of open and focused reflection. Open reflection was defined as any reflection based on the trainee's own agenda, whereas focused reflection was seen as anytime tutors required trainees to reflect on a specific point in their lesson with a specific agenda in mind. Trainee teachers' overall open reflection, including reflections on the lessons of their peers, was compared

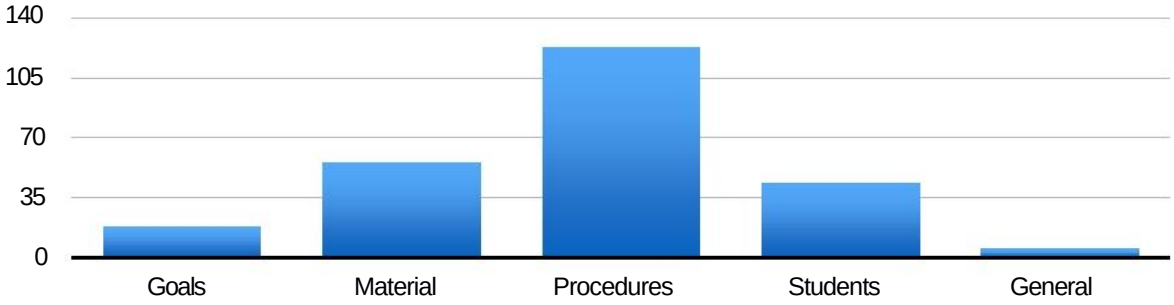
against both overall achievement and improvement. Open reflection and overall achievement produced a very strong and statistically significant correlation, r=0.91, suggesting that those who voluntarily reflect on teaching perform better on this type of training course. However, no correlation was found between open reflection and improvement, r=-0.01. Average open reflective turns per conference are shown on page 26 (fig. 4).

4.2 Qualitative data

4.2.1 Areas of reflection

After coding the data according to Zeichner and Liston's (1985) categories above, it was found that the biggest focus for these pre-service teachers was on actual teaching procedures with 122 reflective turns in total from all teachers across 5 feedback conferences (n=33)[1]. This accounted for nearly 50% of all reflection (n=242) recorded (shown in fig. 5 below) which mirrors Zeichner and Liston's findings, who also found this to be the most reflected upon area (34.1%). There is also a big gulf between reflections on students and materials compared to reflections on goals and general issues, something also noted in the literature.

Figure 5 - Total reflection by category



When discussing procedures trainees tended to focus on aspects of teaching such as successful grading of teacher language, error correction and other classroom management issues. Reflection on materials tended to focus on use of the whiteboard and other teaching aids and reflection on students often focused on perceived students enjoyment and performance.

[1] due to technical problems the recorded data from James and Kim's final feedback conference was lost. In this part of the analysis it was not felt that this would skew the analysis in any way.

To monitor improvement more precisely it was felt that the categories already mentioned were too broad. As a result, it was felt that a process of 'open coding' , which is, according to Dornyei (2007:260), about asking what the data represents, rather than trying to fit it into prefabricated categories, was necessary. This interrogative process produced a total of 10 categories which it was felt more usefully represented the reflection.

Teacher Language - related to the effectiveness of instruction (including paralinguistic features) and the teacher's ability to grade their spoken language to the level of the students.

Timing - related to the general pace of the lesson and teacher's ability to negotiate the lesson activities in the time allowed.

Concept Checking - related to the teacher's ability to present and clarify grammar and lexis.

Lesson Activities - related to effectiveness of specific activities in the lesson.

Lesson Planning and Aims - related to decisions made in the lesson planning stage and also to the contribution of activities towards specific lesson aims and objectives.

Materials and Visuals - related to adaptation of lesson material and use of visuals such as pictures, realia and the whiteboard.

Rapport - related to the teachers ability to create an enjoyable affective learning environment.

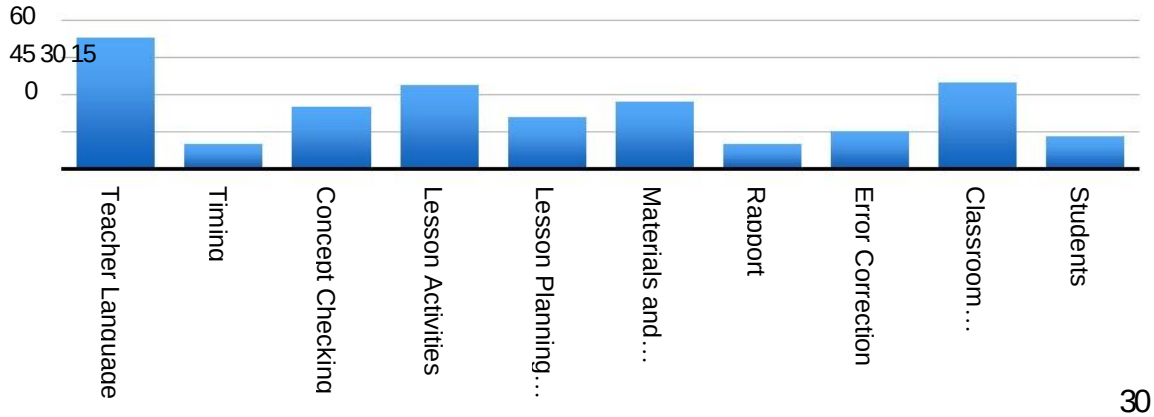
Error Correction - related to the teacher's treatment of student errors.

Classroom Management - related to the teacher's overall presence in the classroom and ability to group students, get attention and direct learning.

Students - related to the students and their reactions to the lesson material.

Examples are provided in appendix 10.

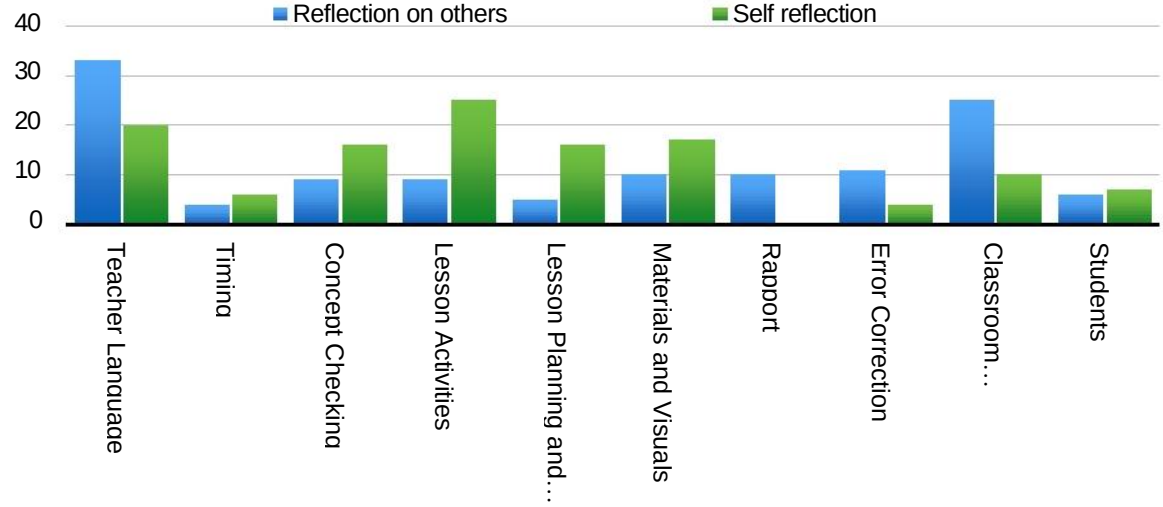
Figure 6 - Total reflection by category after open coding



This more detailed breakdown (see fig. 6 above) of reflection reveals that the most commonly reflected upon areas of teaching are those which relate to general management of the classroom (teacher language and classroom management) rather than delivery of lesson material. Areas focussing on actual lesson material (lesson activities, materials, concept checking and lesson planning) were the next most reflected upon, whereas timing issues, error correction, rapport and the students were the least discussed.

When comparing reflection on others' lessons and reflection on their own, there seemed to be a clear difference between what trainee teachers reflect on from their own lessons and what they reflect upon from the lessons of their fellow trainees (see fig. 7 below). Teacher language was a popular area for reflection in both self-reflection and reflection on others, being the second most and the most reflected upon respectively. Classroom management, whilst the second most reflected upon area overall and in reflection on others, was a much lesser concern in self-reflection as was error correction. Lesson planning and aims, third in self-reflection was ninth when discussing the levels of others. Implications of the the data presented here will be discussed in the following chapter.

Figure 7 - Total self-reflection and peer-reflection by category



4.2.2 Reflection and improvement

As stated earlier, no positive correlation was noted between reflection and improvement of teaching performance and in some cases, very little improvement was observed at all. In one case (D'Arcy) there seemed to be actual atrophy, but it must be considered that any number of factors may have influenced the drop in marks, including the fact that she began with two very high scoring lessons or that other affective or external factors may have been involved. Despite not seeing any improvement, it was still felt that D'Arcy left as a very

effective teacher, but still had a number of areas that she had struggled to address during the course.

As neither made any significant improvement on the course, Francis and Billy are not discussed in this section with the other four participants. Francis performed at a high level throughout the course and it is felt that he reached a plateau that he may surpass in the future, there were no clear and consistent areas of improvement for him and he reflected honestly and deeply throughout the course.

Billy, on the other hand, performed at a consistently low level, just meeting the course requirements in each lesson. It was felt by all tutors that he was striving to do the minimum required of him in each lesson and rather than engage in meaningful reflection, he tended to make excuses for his lessons. This will be mentioned later.

The four that follow are the three trainees who made the most improvement on the course and the one who appeared get worse.

4.2.2.1 Joey

Joey not only showed the most improvement during the course, but also started at the lowest point - he was the only trainee to begin the course with an unsuccessful lesson. At the start of the course Joey found it difficult to adapt his language to the students' level, causing frequent misunderstanding. He also struggled to adapt the material in a way to engage the students and with finding ways of checking understanding and concept checking.

A constant criticism throughout the course and something noted by each tutor was the lack of concept checking when introducing new language to the class. This was also one of the most reflected upon areas of Joey's teaching as it was the subject of either open or closed reflection in each lesson. It seems that despite the reflection, there was no actual improvement in this area as the same critiques were made throughout. However, as the course moved along it became apparent that the reflections themselves were becoming more aligned with those of the tutor. Initially, this was recognised as a positive in the lesson.

"*E:m, I (laughs) yeah, em the concept, eh I thought the eh, I did a pretty good job with the con… eliciting and the concept… eh… checking questions*."

Open self-reflection after lesson 2

Whereas later he became much more critical of this area.

"*…the vocab, there was room for improvement there. I didn't know if I concept checked*"

Open self-reflection after lesson 3

"*…the vocab did link to the [incomprehensible], or to what came, but em, I'm not sure, if I'm doing enough concept checking with that.*"

Open self-reflection after lesson 5

Similarly, there were still issues with teacher language in the final lesson despite some reflection throughout. Although in this area it seemed that he wasn't really sure about how to make his instructions more effective.

"*…the instructions at some points I thought could have been a bit clearer, you know they kind of figured, I mean they figured it out eventually, but I just don't know how to make clearer instructions to that level*"

Open self-reflection after lesson 5

The biggest improvement in Joey's teaching was the general organisation of lesson activities and ensuring that activities engaged the students throughout. In the first lesson there was no real attempt to adapt the material and instead the students were instructed to work through the material individually, but as the course moved on there was more evidence that he was not only evaluating the material better (both in and before the lesson), but also adding extra activities to extend practice and provide support in skills work. Although this was not the area Joey reflected on the most, it did seem like the area where the reflections contained the most depth and detail, focusing on specifics in the lesson much more than in other cases.

"*Could a criticism be made on the opposite? Let's say I do the pre-teaching first and then I activate the schema for the re-organisation and it takes it into reading 'cos that's about urbanisation and someone might say, Why did you do the pre-teaching first if you didn't activate all the schema? you played games and they forgot what they'd learned.*"

Closed self-reflection after lesson 2

Although his decisions for the order of activities in the lesson were questioned by the tutor previously, this reflection articulates the thought process more than many other of his reflections which seem rather vague. Similar depth was observed later in the course.

"*I wanted to give more examples of the negative statements and the questions but I also thought I had to keep it simple…I actually wanted to do a textile [sic] thing but I abandoned that, because I saw them actually starting to write so I thought, why not, just let them 'cos I had it all printed out*"

Closed self-reflection after lesson 5

4.2.2.2 James

James' biggest issue throughout the early stages of teaching practice was grading his language and instructions to the level of the students. This was noted as a significant weakness in three of the first four lessons he taught on the course. However, at the end of the course James was praised for the improvements he made in this area and in lesson five his language was noted as a strength. Teacher language and instructions were James' most reflected upon area by far in both self-reflection and when reflecting on lessons taught by others. The reflections showed not only an awareness of the flaws in this aspect of his teaching, but also offer insight into how he is dealing with the problems, after lesson two he produced a metaphor to help him articulate his thought process.

"*…like Billy said I was so much slower than last time. I felt like there were still times where I got back. It's like you drive on a motorway and you go a hundred miles an hour and you see a police car, so you slow down, 'Hi Officer, I didn't…' and then you go ahead and speed off, so kind of just stay at the limit*."

Open self-reflection after lesson 2

As James moved through the course he also improved in encouraging more group and pair work and generally creating lessons that were less teacher centred. However, this was not an area of his teaching on which he reflected at any point during the course.

4.2.2.3 Kim

Kim made the third largest improvement of all of the trainees in this study and is also the trainee who finished the course with the highest grade. Throughout the course her teaching was found to be at a very high standard which made it difficult to identify any clear areas of improvement. The only real fluctuation was in lesson planning and ensuring that lesson activities were varied and, importantly, appropriate to the stated lesson aims. By the end of the course this was recognised as a strength. There wasn't a lot of reflection focused on actual lesson planning activities, but what reflection was produced tended to be detailed and specific.

"*I think in my head, which didn't translate well in practice, was I wanted them to have the rule before the exercise to help them…Because here it kind of also felt, like they do this stuff here and they do nothing with it here and so I thought if they have the rule and then used it or used it and then have the rule and then moved to something different- Yeah, it made sense in my head. But in practice it didn't work*"

Closed self-reflection after lesson 2

"*And if I could do it again, I would have maybe spent a bit more time on the questions that were jumbled em, but then, at the same time I felt like they picked the ones that were very good. Like a speaking exercise? Because one of the questions, I have them here, so they have just like do you see friends? Like you know, I would have had to elaborated on that, where as they were going just based on what they had unscrambled that couldn't go very far.*"

Open self-reflection after lesson 3

In fact, Kim's reflection tended to be the most specific and detailed of all the teachers who took part in this project.

4.2.2.4 D'Arcy

D'Arcy was the only teacher on the course who seemed to regress, losing over 6 percentage points on average. However, this is not to suggest that she became worse in all areas. Monitoring students work and and making activities appropriate to stated lesson aims were two areas in which she showed good improvement on the course - only monitoring was the subject of reflection and was only mentioned twice in total. Initially, D'Arcy stated that monitoring was something that made her feel 'super awkward' (open-reflection after lesson 1), yet in subsequent lessons she made a big effort and was often praised for this.

However, other areas, also related to classroom management, seemed to show an opposite trend. General classroom control, minimising L1 in the classroom and grading teacher language all deteriorated as the course progressed. Much of the problem stemmed from a lack of assertiveness and confidence in the classroom, which she found very difficult.

" *this is something that is really difficult for me… It's very weird to me to be assertive to adults. (tutor laughs). And it's something that, it just gets in my head and I, I was standing at the board, should I hit him with the marker, should I not hit him with the marker*"

Open self-reflection after lesson 2

Working on assertiveness was something that was also mentioned as something to do differently in three different written reflections.

Teacher language and instructions was a frequently reflected upon area.

"*I think there was twice when I noticed the instructions were a little confusing for them and the one time I tried to back-track and the other… I kinda… tried to individually do it, but I think putting that out better and kind of expecting instructions to be confusing and I think I use a lot of words when I talk and I [need to] simplify it.*"

Open reflection after lesson 1

"*it was just hard to articulate what exactly I wanted them to do… tried to word it, I tried to give examples, I don't, it just went way over, em*"

Open reflection after lesson 4

"*Em, I think maybe not in the beginning but, I think, in the end they actually understood what I was trying to ask them to do. Where in the last one it was kind of just there was one activity and they just couldn't even get the point across of what I was trying to ask them to do*"

Open reflection after lesson 5

Yet it proved to be an area that was scored lower and lower as the course progressed. However, it is unlikely that D'Arcy actually became worse in this area. Her teaching group began at a very high level (C1[2]) and each week moved to a lower level, ending at A2. It seems more likely that this particular problem became more evident when teaching students with a weaker command of English, and despite reflection, this seemed like an area of her teaching that she was unable to address in the classroom.

4.3 Summary

From the analysis presented above it seems that reflection is not necessary for teaching improvement, as most teachers developed skills despite not focusing on these issues in their reflections. There were also areas of teaching that were often reflected upon that yielded little to no improvement on the course. Therefore it must be said that pre-service teachers do not necessarily show greater improvement in the areas they reflect more on. However, it does seem like more detailed and analytic reflection tended to lead to improvement in some cases and that the teacher who produced the most detailed reflections did perform at the highest level.

It should also be noted that on all the aspects of teaching stated above, the teachers also received directive feedback. As such it is impossible to determine which improvements were due to reflection and which to tutor intervention.

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[2] Common European Framework of Reference (CEFR) level

5 Discussion

5.1 Useful reflection

From the evidence presented previously, it seems that open reflection is the most useful in promoting teacher development. It is unclear, however, as to how exactly these two concepts correlate. It is possible that a willingness and ability to reflect resulted in better performance, but on the other hand, it is equally possible that the cause of the more successful course performance lies somewhere else and high performance actually leads to more open reflection. In any case, teachers who perform at higher levels are also the teachers who produce the most open reflection on their performance. It also seems that the high performing teachers are also those who reflect in the most detail on their lessons and as improvement occurs, reflection tends to develop more depth. This was definitely noted in Joey's conferences, as his more detailed reflections tended to yield the most improvement overall. It is likely that a more complete procedural and experiential knowledge leads to both improved performance and greater levels of reflectivity, and development of this schema is what was witnessed with Joey as the course progressed, accounting for more tutor-aligned reflections, deeper reflections and improved performance. The catalyst for this schematic development remains unclear.

However, it also appears that reflection should not feel like too much of a course requirement as this may lead to some trainees volunteering purely strategic responses and never really engaging in genuine reflection, suggested by Hobbs (2007). Trainees on this course were aware that their feedback made up part of their grade and with one in particular, Billy, it was felt that he was frequently trying to please the observer or make excuses for the lesson, producing, on average, nearly 5 justificatory turns per conference, 22 of the total 23 being prompted by the supervisor, which was considerably higher than the other 5 participants. These turns tended to be among the longest of any reflective turns produced by any of the participants and were typically very detailed, open reflection and non-justificatory turns tended to be a lot more superficial. As excuse making falls under the umbrella of justificatory discourse, this may explain the strong negative correlation with improvement mentioned earlier.

The strategic responses, offered particularly by Billy, may contradict Dewey's (1933) fourth criteria for reflection, which states that teachers must be fully committed to reflection and growth. When reflection is an assessed component of the course, a conflict of interest arises

between seeking growth as a teacher and seeking to attain a higher grade. As a result, trainers may want to rethink how reflection is promoted on initial teacher training courses. It seems clear that space and time should be available for trainee teachers to reflect openly, but reflection as an assessed component may undermine the real reasons for reflection. Instead, helping trainees to develop a better understanding of what reflection is, the benefits to professional growth and how it can improve their classroom performance may be a more effective way to encourage reflection, as has been suggested by (Copland 2010).

5.2 Reflection and improvement

From the data gathered, it seems that the act of reflecting on one's lesson does not necessarily lead to improvement. From the data discussed earlier it seems that the most improvement was made in the areas that teachers reflected the most deeply on and not necessarily the areas they reflected upon the most. The depth of reflection may indicate trainee teachers setting priorities for improvement and signal the areas which are most troubling, whereas more superficial reflection may be the result of trying to meet supervisors' expectations.

The data also reinforces Dewey's (1993) phases of reflection, and in particular the final phase, referred to as *acting* in Bartlett's (1990) reflective model. The one trainee who experienced atrophy in lesson quality was one who, despite a lot of reflection and some very detailed reflection, failed to implement her ideas and test the hypothesis formulated in reflective process. The teacher who seemed reluctant or unable to engage in genuine reflection (discussed earlier) also failed to register any real progress on the course. So, for reflection to yield results it appears that Dewey's parameters are still an important part of the process over one hundred years after his initial publication. Reflection can be the catalyst for improvement provided that the one reflecting is rigorous in their reflective process, fully committed to improvement and prepared to apply their ideas in the classroom.

It also seems that other factors are involved in teacher improvement. As has been discussed earlier, improvement was noted when there had been no reflection in that area, which suggests that supervisors' authoritative interventions may also be playing a part in developing teachers ability and performance.

5.3 Types of reflection

In terms of the types of reflection discussed previously, there doesn't seem to be one type of reflection particularly associated with improved teacher performance. All the trainees in this study produced a variety of factual, prudential and justificatory discourse types and no significant pattern was noticed. Instead, it seems that the depth of reflection was more important than anything else and the areas trainees reflected on more deeply were the areas where they tended to show the most improvement over the course. It, does, interestingly, show that beginning teachers are capable of producing reflection that is not purely descriptive, as has been suggested (Hatton and Smith 1995).

However, it seems that reaching, what is viewed as the most desired level of reflection - critical reflection - may be an unrealistic expectation for trainee teachers on intensive training courses, as no incidences of it were noticed from any of the trainees. To reach this level it does seem that a higher level of experiential and procedural knowledge is required that cannot be acquired in the space of a four-week long course. it may also be due, in part, to a lack of input on wider curriculum based issues on the course itself. The lack of critical reflection is consistent with findings of both Zeichner and Liston (1985) and Hatton and Smith (1995), who both found critical forms of reflection to be heavily under-represented.

5.4 Areas of Reflection

As can be expected (Kaasila and Lauriala 2011), reflection focused on a wide range of areas, though mostly on teaching procedures, situating the reflection within the realm of technical reflection (Hatton and Smith 1995). It suggests that trainee teachers at this stage of development are more interested in the hows of teaching rather than the whys and whats, which is supported by the lack of any critical reflection from the participants. None of the participants had any EFL teaching experience before coming on the course, so the lack of educational schema may have led to the more technical focus of the reflection. Without a deeper knowledge of educational concepts and wider curricular issues it seems easier for trainees to ease themselves into the profession by seeing teaching as a list of competencies and skills to acquire.

When areas of reflection were coded further, it became apparent that the specific areas aligned almost perfectly with the criteria used for grading lessons (see appendix 4). The only variation from the marking rubric was focus on the students' reaction to lesson material, which is not part of the grading criteria. Trainees are provided with a breakdown of this

marking criteria at the start of the course and it is unclear whether the variety of topics reflected on is due to them in some part considering the assessment criteria or whether this tends to be general areas of concern and interest for pre-service trainee teachers. It is also possible that the after years of using the marking grid to assess teaching, the categories were in the back of the researcher's mind and formed convenient categories.

Consistent with the claims above, the most popular areas of reflection were teacher language and classroom management, reflections focusing mostly on skills rather than the lesson content itself or reasons why, reinforcing the idea of teaching being viewed primarily as a skill set before anything else. Although materials, lesson planning and concept checking issues were the next most reflected upon areas. There was no reflection focused on professional self-image, the school context and very little focus on the learners themselves as was reported in Farrell (2013), nor was there much focus on theories of teaching, popular in Farrell's earlier (2001) study. Both studies were conducted with experienced teachers which may indicate a change of focus once trainees become professionals, experienced and inducted into the school context. It is also possible that longer training courses may also engender this change in focus.

However, it seems that on whom the reflection is focused may have a significant effect on chosen areas of reflection. Self-reflection was much more balanced in terms of area, whereas there was large disparity between teacher language, classroom management and everything else when reflecting on others' performance. When working in a group it is important to maintain good relations between co-trainees, so it is possible that reflection on peers' lessons focused mostly on classroom management related issues to avoid face challenges. It may be easier for trainees to question each other's ability to perform routine classroom related tasks rather than to question the underlying reasons for their actions and personal philosophies. As a result, it is likely that through reflecting on performance of their peers, in the presence of their peers, it may be difficult to observe true reflection, instead experiencing trainees focusing on "safe" topics.

5.5 Levels of reflectivity

The first observation that became apparent when coding the data was the amount of reflection present in each feedback conference and the level of interactivity within each

conference. On average trainees only had the floor for 36% of the time with the lowest being 13%. In fact, in only 5 cases did the trainees do more than 50% of the talking, which suggests that conferences tended toward directive feedback, especially in the case of unsuccessful lessons. There is also disparity between tutors with one tutor averaging only 23.5% trainee talking time across the month long course. This observation was consistent with research carried out by Farr (2006; 2011) and Vazquez (2004) who found that supervisor talk can account for up to two thirds of the total interaction. On average, during feedback, trainees managed between 8 and 13.2 self-reflective turns per conference which ranged from six or seven words to two or three-hundred words. As a result, it was not felt that these particular feedback sessions were as reflective as they seemed at the time.

The reasons for the levels of reflectivity are not immediately evident from the data and could stem from supervisor training to the fact that pre-service teachers, at this stage in their development, may be lacking a developed enough schematic knowledge of teaching to be able to reflect effectively, as has been suggested earlier (Copland et al. 1993; Kennedy 1993; Rogers 1998). In a number of cases the trainees were visibly shaken after the lesson and struggled to remember details of the lesson with any clarity, even with prompting from the supervising tutor. This may present a case for delaying feedback until the next day, as suggested by Williams and Watson (2004), to allow students to gather their thoughts and reflect a bit more objectively, once emotions have settled. In this study all feedback was carried out on the day of the lesson.

6 Conclusion

This study, it is hoped, has begun explore the role of reflection in intensive pre-service teacher training courses and come to a number of conclusions.

There does seem to be a strong correlation between open reflection and high performance on intensive TEFL courses, but little evidence that reflection alone leads directly to improvement within this context. However, there is evidence to support the idea that deeper reflection can lead to development. Consequently, it seems that space to reflect is an important component in any teacher training course.

Having reflection as an assessed course component may lead to strategic responses to please the tutor or to score points, which may be detrimental for development. Due to this, it may be wise to separate reflection and assessment and accept that a reflective approach may not suit all trainee teachers equally at all stages of development and some, especially those with a less developed schematic knowledge, may benefit from varied forms of supervision as suggested by Gebhard (1984) and for weaker candidates more authoritative interventions (Heron 1986) may be necessary.

This study also showed that trainee teachers tend to reflect on a number of different areas, but focus predominantly on technical teaching skills. The range of areas in this case reflected the grading criteria almost perfectly, which may indicate positive a backwash effect of expansive grading criteria rather than a natural tendency to reflect widely. Trainees were also able to reflect in some depth.

Finally, it would seem that tutors impressions of feedback conferences may differ considerably from reality. All tutors in this study felt that they had encouraged reflections and believed that the conferences themselves were balanced and interactive, whereas the reality, as has been suggested by other research, suggests that they are still tutor dominated. This calls for reflection not only on the part of the course participant, but also on the part of the tutor. A greater awareness of how feedback is conducted may lead tutors towards more balanced interaction and greater flexibility in feedback.

6.1 Further Research

It is clear from the literature consulted that reflective practice on intensive four-week course is an under-researched area and there is much work to be done in this field. As stated

earlier, this research does does not seek to generalise the results to the whole population, but instead to provide a starting point for more investigation.

One significant flaw in this research was the interactivity in the conferences themselves, which yielded less reflective data than was anticipated. Further studies should seek to increase the reflection in the feedback conference to help further investigate the results presented here. Importantly, we should seek to investigate the relationship between improvement and reflection as this would appear to be the key concept in developing the effectiveness of teacher training courses. If reflection and high performance go hand in hand, as seems to be the case, the most pressing question is how to get low performers to a higher level of performance. If reflection breeds reflection and reflection leads to improvement, then reflection becomes a vital part of any pre-service teaching programme. Unfortunately this study fails to demonstrate this.

Further research can also be carried out into the influence of grading criteria on reflection. This study found the areas of reflection to very closely mirror the marking rubric, but it is impossible to draw reliable generalisations form this. With more research we can discover to what extent grading criteria influence reflection, which can aid course developers in formulation of these criteria.

A final consideration is to investigate the intended product of this course format and to clearly define it. Criticism has been levelled at four-week training course (Ferguson and Donno, 2003 for example) and whether the format is suitable to equip teachers to work in the industry and perhaps course developers need to investigate what the expectations are for newly qualified teachers in the workplace. Do these courses aim to produce a teacher with a set of skills to utilise in the classroom on day one or are they aiming to produce professionals in the making who through effective reflection will continue to develop. If the latter is true then reflection as a course component is vital to achieving this product.

6.2 Future Practice

The findings and implications of this paper have led me to consider a number of changes to this particular course.

Time should be made on the course, before the commencement of teaching practice, to have focused input on reflection as a process and tool for professional development, as has been suggested by (Copland 2010). A greater understanding of the benefits of reflection may encourage more trainee teachers to engage in more genuine open reflection.

All supervisors should be trained in both reflective practice as a theory and ways in which questioning and advice can be used to elicit reflection. This may, over time, bring about more consistency in the feedback conference and create more space for trainees to reflect without feeling pushed. A better understanding of reflection will also better enable supervisors to assist trainees in reflecting (Jay and Johnson 2002)

More time should be created on the course to allow reflection on teaching performance, as perhaps the short time between the act of teaching and the feedback conference may not be optimum for considered reflection to take place. This could be achieved by delaying feedback until the following day as suggested by Watson and Williams (2004).

More varied forms of feedback should be available on the course as reflecting face to face with a supervisor may not be the preferred form of reflection for all trainee teachers and it is important to match reflection modes to individuals (Farrell 2001). Video recorded lessons have proved successful in enabling trainees to reflect and improve (Rosaen et al. 2008; Gun 2011; Eröz-Tuğa), so recorded observations can be provided at trainee's request. Trainees can also be encouraged to complete reflective journals as they go through the course. Both forms of reflection can be carried out at the trainees' convenience and would be an optional course component with no tutor supervision or grading assigned. It is believed that by both delaying the feedback conference and offering a variety of modes, trainees' reflections may also become deeper.

Word Count - 14 532

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Appendices

Appendix 1 - Participant information letter and consent form

Dear

I am currently studying for my Master's Degree in Teaching English to Speakers of Other Languages (TESOL) at XXXX. For my dissertation I am investigating the types of discourse in post-lesson feedback on teacher training courses.

As part of your course you will receive feedback from a tutor after all of your observed lessons. I would like to record these feedback sessions and take copies of completed marking grids and observation reports to assess the effectiveness of feedback. All research will be purely observational, so the course itself will be the same as all other non-participating students and exactly what was advertised to you before the course.

When data is compiled, it will be presented using pseudonyms, so complete anonymity is guaranteed. If you decide that you do not want to take part in this research, you are free to withdraw from the study at any time for any reason and this will not affect your final grade on the course. When all the data is compiled you are welcome to request a summary of the major findings.

If you are happy to take part in this research project, please complete and sign the attached consent form and return it to me.

Thank you very much for your help,

MA TESOL - Participant Consent Form

Name of researcher:
Provisional title of research project: The effects of post-lesson reflection on teacher performance during intensive pre-service training courses.
Please sign the form if you agree with the following statements: **I understand that all of my feedback conferences will be recorded for analysis.** **I understand that no recording will be carried out before I have given full consent.** **I understand that any collected data reproduced in the final research paper will be anonymous.** **I understand that participation in this research project is voluntary and will not influence the final grade awarded on the course.** **I understand that I can withdraw from this study at any time with no reason stated.** **I understand that after the research has been completed that I can see a summary of the findings on request.**
Signed:_____ Date:_____ Print:_____
Signed:_____ Date:_____ MA Research Student

Appendix 2 - Director information letter and consent form

Dear,

As you are aware I am currently studying for an MA in Teaching English to Speakers of Other Languages at XXXX. As part of the final phase I will be undertaking research to investigate if there is a correlation between effective post-lesson reflection and high performance on the course.

On the February course, 2014 I will record all the post-lesson feedback with 6 willing participants to analyse for evidence of effective reflection. I will also gather data from observation reports written by the observing tutor and will take copies of completed marking grids. The participants will not receive any different instruction to other members of the course, nor will they receive any extra support from the tutors that would not otherwise be available to them. The research will purely monitor their everyday behaviour on the course and aims to be as unintrusive as possible.

All participants in the study will be anonymised before the final copy of the dissertation is submitted. All participants will receive an information letter on the first day of the course outlining the purpose and details of the research and will sign a consent form before anything is recorded. Participants will be made aware that any involvement in the project is entirely voluntary and that they have the right to withdraw from the study at any stage without providing prior notice or reason.

I would very much like your permission to conduct this research on the premises of XXXX Czech Republic as part of the February course. I believe that the findings may enable me to redesign the system of post-lesson feedback to help trainee teachers to be more successful in meeting the course criteria. I believe that in the long term this may help to further raise the reputation of the school as a teacher training provider.

Thank you very much in advance,

MA TESOL - School Director Consent Form

Name of researcher:
Provisional title of research project: The effects of post-lesson reflection on teacher performance during intensive pre-service training courses.
Please sign the form if you agree with the following statements: **I have been fully informed of the nature, format and procedure of the research project.** **I give permission for this research to be carried out on the premises of XXXX Czech Republic.** **I understand that no participants in this project will be recorded before they have submitted written consent.** **I understand that all transcribed data and any other data will be presented anonymously and will only be used in this research project.** **I understand that I am entitled to see a summary of the findings once the data is compiled.**
Signed:_____ Date:_____ Director, XXXX Czech Republic
Signed:_____ Date:_____ MA Research Student

Appendix 3 - Sample transcription

Tutor	So Trainee 1, how do you feel Trainee 3 did?
Trainee 1	I enjoyed Trainee 3's lesson, I really did, the only thing… the first thing I'll say and it hasn't to do with Trainee 3 and I don't know if this is just me who thought this but but I felt like the class, it was maybe the last lesson, they were a bit more chatty, they were sort of… during the warmer… they were just sitting and telling each other what they were listening to, I think, so maybe because it was the last class and they've already been in for two hours, they were just sort of like ready to go but, yeah you… but still you did very well… you were doing your presentation, that you did, about the hockey before you got into that, that was great the word association game (?) there was a lot of good stuff. Negative e:h, I think your warmer dragged a little bit
Trainee 3	Yeah
Trainee 1	It was like 12 to 13 minutes. I think there was a time when after 10 minutes had gone I thought "she needs to wrap this up" and you were like "wait, we've got two more to do" and I was like "I don't know if we really need this last two" and I think they felt that as well and there was passionate, the one they didn't know
Trainee 3	They didn't know that yeah.
Trainee 1	I think that part you could have just ended the game and moved on, cos you started to… trying and explain it, they were still sitting there and they were just chatting away and like… but it was still [apart from that I think you did really well
Trainee 3	[I also wanted to explain cos the one student said [(?)
Trainee 1	[Yeah you just were trying to do that and the other group was just still playing the game and sort of [chatting away
Trainee 3	[Yeah
Trainee 1	But no apart from that I thought you were quite nice with them, they responded quite well to you [so.
Trainee 3	[and I also wanted to change that and keep the warmer shorter I worked on that to cut down the words from 6 to 4
Trainee 1	The idea itself was good they really enjoyed playing the actual game so that was very positive, I enjoyed it.
Tutor	Trainee 2, how how do you think it went?

Trainee 2	E:m I thought she did great, I liked the fact that you had a lot of use with the whiteboard, especially when you did the spider web and I thought you had really connected with that. The only thing I said you could do better was, em, and that's just two or three examples, like they asked you a question and like you knew the answer but you didn't know how to explain it, so you gave multiple eh answers back and I think it was just too e:m too much for them to comprehend so I wouldn't say, not rambling but I don't know.
Trainee 3	Yeah, do you remember anywhere in particular where I did that?
Trainee 2	No:, I know it was e:h… *interesting*. When they asked you what interesting was.
Trainee 3	Mhm.
Trainee 2	Erm I know it was with passionate. I thought you did eh I liked the fact that you let them talk amongst themselves eem a lot that was a lack with [me (?)
Trainee 1	[Also the activity you did was set up quite well I think, they quickly knew how to do so, I think that was…
Trainee 2	Yeah, the game, they enjoyed the game because it got them, it got them…
Trainee 3	Very competitive
Trainee 2	Very competitive and it made them want to do it. Just like us in class in class. They are identical to us, you know. I said I learned that Trainee 3 is very prepared what makes things go 50 times better, if you have everything laid out it makes things go very smoothly (laughter) e:m I said the students acted very interested they would rather do the work e:m instead of you doing it for them I thought that they were very engaged with your lesson I thought that was really good
Trainee 3	Thank you.
Trainee 2	They liked to speak aloud, yeah.
Tutor	Ok, Trainee 3 how do you feel about your lesson?
Trainee 3	Eeeh I feel relieved (laughs) I feel like satisfied, I mean I don't think it, you know, it was like the lesson to blow the minds of all other lessons at the same time I, I, I, think it was far from terrible I think it was fine for a first lesson.
Trainee 2	Yeah I think fine is ok.
Trainee 3	(laughs) And also like I am I hope this is not just one adjective (?) Also I'm excited for my next chance to teach, like I enjoyed it more than I expected to I thought the whole time would be like oh my god ok, like, ok like half an hour left like twenty minutes, you know, and em I really liked it, I like enjoyed it and I am looking forward to to doing more teaching and you know whatever feedback you give me to apply.
Tutor	Ok. What were you happy with? [What went well?

Trainee 3	[E:m I was happy with, even though I would have reduced the number of words that I've used… the words in the warmer… I was happy with… that I used that in the warmer… the brain storming and in the presentation that I did *because* e:m I thought the repetition stayed with them and it proved effective when I saw them using the words when I was monitoring their writing and they… even if they didn't use the exact one in the middle they used the words in the web that I wanted them to do and that's why I used these kind of core words to e:m kind of like… inspire is the wrong word… and to think more about these words and how they're not limiting, so when I saw that come out in their production I was satisfied with that, that being said, I wish I had given them more time in the production. E:m I wanted to give them, because they can't do like power point presentations in class, I thought like the best thing to do was to divide their paper in four or five slides or you know do it like a few in the corner a few in the corner
Tutor	Mhm
Trainee 3	Aslong as it made (?) one group would be a slide and they, they understood it and I saw from what they did that they were getting it and I wish I would have given them more time to finish it and so I wish I'd done that.
Tutor	Ok. How do you think you could have given them more time? As you said you'd have cut the warmer.
Trainee 3	Yeah, I'd cut the warmer I: would have, I would have maybe. What else can I do to give them more time? I think I would have maybe gave them too much time with the first activity on the worksheet.
Tutor	Ok
Trainee 3	Where they were, where they were with the slides, like circle the letter and then put your pen down [once you have decided
Tutor	[Ok
Trainee 3	And I found that like I was just waiting on e:h Zbynek and I thought I might should have gone with the rest of the class and be like ok, they're all done I think yeah I gave an extra like two minutes for him to try.
Trainee 2	And it makes it hard though because the class is so small. That you really want everyone to get it. I mean it's just like Frankie gets it done in two seconds and then you do have someone like Hana or you know they are in the same level but they just have [different levels
Trainee 3	[So I need to I need to find that middle ground. So basically just to accept that Frankie will be done before everyone else. And em that maybe that Zbynek is a bit slower in some things.
Tutor	Mhm
Trainee 3	I think his comprehension is [great

Trainee 2	[Oh yeah he's great
Trainee 3	I think he just takes a little more *time*, but I think that I think he is very thorough and I think he also needs to like relax a little bit, e:m yeah I think I need to find the middle ground between that in terms of like not try to keep up with Frankie and make everyone else feel behind but not wait too long because of one person.
Tutor	Ok. E:m the, the spidergrams or word webs, however you want to call them, why did you decide to do those?
Trainee 3	E:m, I wanted them to at least have on paper… e:m… the other, like words, that was inspired (?) they could use in their production so they could look back on it, and so I used history just as an example… I could have picked any word, I suppose e:m and I wanted to keep it up there so that they could do that, they could look at it when they were talking in pairs, just to look back up and see not just the words to use but also how we got there. So they… I would say, ok did you ever think about history as a subject, because they said a few things before that, you know things like that like that
Trainee 2	I think like you helped with their vocabulary too they did say that was great, or they could say, oh yeah, that was *fascinating*. You know what I mean? I think, I really like the fact that you gave them options like big vocabulary word, so
Trainee 3	So I did that I at least wanted an example on the board. I maybe could have maybe just chosen one word and that's maybe another way I could have cut time instead of having them do the webs for two.
Tutor	Ok, I, I agree I think, I liked the idea, I liked how you built… how you built the lesson and one thing is it felt like it had a very nice flow to it… seemed very well thought out, it was very careful, but I feel by the time you got to the end you've used quite a lot of time so the word webs… maybe limit them a little bit. E:h, with the warmer I definitely think it went on for a little bit too long as well, which is a shame that they didn't have too much time in the end. But the other thing I thought you might… could have won some time: you decided to let them make slides about their hobbies rather than what they did in the previous lesson. Why did you choose that one? To do it that way?
Trainee 3	As in like each others hobbies?
Tutor	Yeah, cause in the work sheets it says make some slides about the talks you've prepared from page 95 or an interest of your own. And you chose to go for the interest rather than the one from, em, Trainee 1's lesson. Why did you choose that?
Trainee 3	I wasn't familiar enough with Trainee 1's lesson.
Tutor	Ok, ok.
Trainee 3	A:nd I didn't want to say from 95 and not feel helpful so like
Tutor	O:k

Trainee 3	I just didn't feel familiar enough with it.
Tutor	Ok.
Trainee 3	I didn't really realize Trainee 1's lesson was on page 95.
Tutor	Ok.
Trainee 3	(laughs)
Tutor	Cause I think with that… with what… that could have done is actually taking out the planning time. Because (?) Trainee 1's lesson then they've already got the ideas they've already prepared a little talk and then they could really get into it a little bit more.
Trainee 3	Yeah.
Tutor	But I really did like the way that you got the pair work in the end. I think it was nice that you got them to correct it, well not correct it, but
Trainee 3	Share it.
Tutor	Simplify it and share with each other, I thought that was a really, really nice idea. The presentation that you made with the slides, I thought that was a really good idea as well. It gave them loads of context. And you had some really nice (?) in the lesson, where you, where you I think focused on making it a little bit easier for them or making it a bit more interesting. I think you did that really… e:::m effectively actually. E::m hmhmhmh (pause) the… passionate, when that came up. How do you think you dealt with that?
Trainee 3	Eeeh
Tutor	Were you happy with that, how that went in the end. Not that they didn't know but after you realised that they didn't know.
Trainee 3	Eeem, yeah I couldn't really go anywhere with it, after that. (laughs) I kind of thought it would help if I had one of their class mates explain it and but they (laughs) so yeah, I eh, e:m… I think I would have maybe either seen that through more at a second like if I paid more attention to the time like in the second I saw that wasn't really effective I would have been like yeah don't worry about it.
Trainee 2	Would you say that passionate to be a word that you expected them to understand… Before you came in?
Trainee 3	I thought they would know it.
Tutor	Ok. I think obviously it's not ideal when it's in the warmer, when you have to explain, because they don't know what it is. I think you dealt with it very well.
Trainee 3	*Really?*

Tutor	I think when you found out that they didn't understand it. Because you started concept checking it, and I don't know if you were actually aware that you were doing it.
Trainee 3	No (laughs)
Tutor	But you got them to explain it, but then you started asking concept checking questions, so ok can you be passionate about a sport? How do people show that they're passionate about sport? So they didn't know when you wrote that on the board at the end of it they did. So I think you did a fantastic job with it.
Trainee 3	Thank you
Tutor	Of course it is a situation you don't want to be in, but you thought on your feet… or maybe even didn't think and just instinctively went for it.
Trainee 3	I didn't realize I was concept checking (laughs)
Tutor	It turned out really, really well in the end. E:m, how do you feel about your instructions as well?
Trainee 3	E:::m I think for the most part they understood them. There was like one occasion where I had to explain it to Zbynek one more time… I think he understood that he had to do the points but he just didn't understand how like I made the points in (?) to the slides. E::m and then I, I made a note to myself to ask them to repeat the instructions were e:m so I think they understood what they had to do.
Tutor	Definitely they did. I think they were good and I think also your models were really good. You're really careful. Very thorough, very visual, the warmer you set up very well. I thought maybe just the final writing activity you could have kind of modelled. Maybe have some sentences about one of your hobbies again.
Trainee 3	Right
Tutor	And then maybe as a class, make it into a slide. So maybe that would give it a bit more of a vocab focus or a bit more of a grammar focus, so this is what you should do with it. Cause I think the vocab… you introduced it a bit at the beginning. But I think it was definitely a good writing lesson. And it was definitely well staged. I felt in your aims this vocab part I didn't really see that in the lesson so much.
Trainee 3	Yeah, I think I assumed they already knew most of the words.
Trainee 2	I did too.
Trainee 3	And so what I wanted to do with them was what I did with the mind map and have them thinking about words in different ways and they might have been and I don't know how to clarify that in terms of my aims, I feel like they already know these words.

Tutor	I don't, I think, I think, be very specific about target language. I think if you're writing and you got the focus on vocab, I think I would focus maybe on the elements of the vocab that are specific to that type of writing. So for example with this one it could have been even kind of dropping auxiliary verbs or dropping subjects. For example: First crosswords invented one hundred years ago. Rather than they were invented. Do you see this kind of (?) is all we use when we tend to make notes. So maybe think about something like that as the language focus, rather than some words that you want to check. And that might make it a little bit clearer there.
Trainee 3	Yeah, ok.
Trainee 2	When it comes to like the pre reading of it, it is so hard to gauge what you think they know or don't know and so I feel like I obviously felt like they know anxious but they said it properly and everything and which is (?) I should have pre read, which would have given me more time here is anxious here is fire extinguisher, here is you know so.. Wrap they didn't know what wrap means, so I think I could have done that a little better
Tutor	The thing is with vocab you'll never know.
Trainee 2	Yeah
Tutor	That's it. Even if you taught that word to the class the previous week. But you don't know if they are paying attention, you don't know if all the class were there, it's always like, you can take educated guesses, like at this level they should know this word. But they can always catch you with some weird stuff from time to time. But over all for your first lesson I think you did a good job with it, nice activities.
Trainee 3	Thank you.

Appendix 4 - Transcription legend

Appendix 5 - Self-reflection form

Please use the questions below to help you think about and make notes on your lesson. You don't have to complete each section if you have nothing to say about it.

How do you feel now the lesson is over? List a few adjectives.

What do you feel worked well in your lesson and why?

Is there anything in your lesson that wasn't as successful as you had hoped?

If you could plan and teach the lesson again, what would you do differently?

Are there any questions you would like to ask the observer about your lesson?

Appendix 6 - Marking grid

	1	2	3	4	5
Lesson Planning / Aims	• No detail on plan • Unclear labeling of component parts of lesson • Aims not achievable / inappropriate for level • No T / L activity shown	• Little detail on plan • Some attempt at labeling component parts of lesson • Aims not quite appropriate or achievable • Only a little T / L activity	• Some useful detail on plan • Reasonable labeling of component parts • Aims generally achievable and appropriate for level • Some T / L activity shown	• Quite a detailed plan • Component parts mostly labeled correctly • Aims mostly achievable and appropriate for level • Most T / L activity shown	• Plan contained excellent detail – lots of verbatim insts, model, elicits, etc • All component parts clear • Aims very appropriate • All T / L activity shown
Lesson Activities	• Activities show no relation to each other • No grading of difficulty • Messy materials maybe also containing mistakes • No variety for learning styles	• Activities show little relation to each other • Little evidence of logical easy-difficult progression • Materials were less than satisfactory - little variety	• Satisfactory linking of activities • Some logical progression of activities was evident • Materials adequately prep'd & different learning styles inc.	• Mostly linked together • Quite good progression of difficulty • Materials well prepared with a variety of learning styles catered for	• Excellently linked together • All activities showed logical progression of difficulty • Materials professionally prep'd and relating to all VAK learning styles
Eliciting / Concept Checking	• Ss had no idea of the concepts being elicited or none done • Ss not involved and methods inappropriate	• Ss weren't too sure of concepts being elicited • Too T-centred • Methods used not s-centered enough	• Ss had a reasonable understanding as a result • Ss were involved to a certain extent • Appropriate methods used	• Ss understood well from T's efforts • Ss were involved well • A variety of methods used to good effect	• Ss understood perfectly from T's good efforts • Ss involved throughout • Different methods used throughout the lesson
Use of Classroom Resources	• Use of visuals, tape recorder and realia missing or ineffective • Writing and organisation of whiteboard not clear and difficult to understand	• Use of visuals, tape recorder and/or realia attempted but not too successfully • Writing on the whiteboard was not printed or clear enough	• Reasonable use of visuals, tape recorder and realia • Writing on whiteboard printed and fairly clear	• A variety of visual aids used to good effect inc. visuals, tape recorder and realia • Whiteboard used very well – organised, clear writing and colour	• A wide variety of visual aids used, inc. visuals, tape recorder and realia, to excellent effect • Whiteboard also extremely clearly organised and labeled
Rapport with Learners	• Poor interaction with Ss and atmosphere was not relaxed • Little or no awareness shown of Ss' needs • No interest shown in Ss	• Interaction with Ss and atmosphere could have been better • At times T lacked awareness of Ss' needs • Little interest shown in Ss.	• Rapport with Ss was satisfactory and the atmosphere fairly relaxed • At times awareness and sensitivity shown to Ss' needs • Some empathy towards Ss shown	• Good rapport with Ss and a relaxed atmosphere • Sensitivity shown to Ss' needs • Took an interest in Ss' opinions and used humour well	• Excellent rapport with Ss and very relaxed atmosphere • Sensitivity shown to Ss' needs throughout lesson • Showed empathy at all times and used humour to very good effect
Correction	• Very little correction done and generally ineffective • Ss were not involved and not given enough praise or encouragement	• Some appropriate chances for correction missed • Same method of correction all the time • Not enough praise or encouragement given to Ss	• T corrected adequately at times and fairly sensitively • More than one method of correction used • Ss were given praise and encouragement some of the time	• T corrected well and sensitively • A variety of techniques was used – self/peer/teacher • Praise and encouragement given well	• T corrected very well and sensitively throughout lesson • Self/peer/T correction used to excellent effect at appropriate times • Praise and encouragement very natural with Ss

	1	2	3	4	5
Teacher Language	• T lang was not graded to Ss' level and resulted in misunderstanding • Instructions were unclear and tasks were not modeled for clarity or checked • Too much echoing/repetition/prefacing	• T lang not really graded well enough to Ss' level – they were often confused • Instructions not quite clear enough for Ss to catch and little or unclear modeling/checking • A little too much echoing/repetition/prefacing	• T lang graded to some degree, although Ss still had difficulties at times • Instructions were reasonably clear and some tasks were modeled / checked effectively • Not too many examples of echoing/repetition/prefacing	• T lang mostly well graded and Ss showed good understanding • Instructions were clear and most tasks were modeled / checked well • Few examples of echoing/repetition/prefacing	• T lang very well graded – Ss showed excellent understanding • Instructions and modeling were perfectly clear and were checked • No cases of unnecessary TTT
Classroom Management	1 • T didn't monitor effectively enough to help Ss • Feedback not done or T gave the answers • Lesson too T-centred – Ss were not involved enough, right to silence not respected and L1 was high	2 • Some monitoring done, although not adequately to help Ss • Feedback too T-centred • Ss were not involved equally, lesson was a bit too T-centred and L1 use was higher than normal	3 • T monitored adequately and gave some help to Ss • Feedback was relatively S-centred • Generally Ss were involved equally and their right to silence respected and L1 kept reasonably under control	4 • T monitored well and usually helped Ss when necessary • Feedback was mostly S-centred • Overall, Ss were involved well, their right to silence respected and L1 use was low	5 • T monitored excellently and interacted very well with Ss • Feedback was consistently S-centred and varied • L1 was kept to a minimum and all Ss were actively involved and their right to silence respected
Timing	1 • Timing was problematic and Ss didn't have enough time to complete activities • Pace was too fast/slow for Ss to maintain interest/focus • The lesson did not run close enough to its planned time	2 • Timing was not really adequate for Ss to complete activities appropriately • Pace a little too slow/fast to keep Ss interested/focused • The lesson length was more than a few minutes out	3 • Timing throughout lesson was fair and Ss had enough time to complete activities • Pace was adequately maintained to keep S interest • The lesson was of adequate length	4 • Overall timing of lesson was good and Ss mostly completed activities • Pace was good and kept S interest • The lesson finished v. close to 45 minutes	5 • Timing throughout lesson was excellent and Ss completed all activities • Pace was v. well maintained while keeping S interest • The lesson started and finished on time
Feedback	1 • T contributed very little during feedback • T identified very few successful or weaker aspects of lessons • Comments may have lacked sensitivity and/or were badly received from others	2 • T made few useful contributions in feedback • T identified few successful or weaker aspects of lessons • Comments could have been said a bit better or received more warmly	3 • T contributed adequately in feedback • T identified some successful and weaker aspects of own and others' lessons • Comments given in a fairly sensitive manner and reasonably well received	4 • T contributed quite well in feedback • T identified successful and weaker areas of own and others' lessons • Comments given in a sensitive manner and well received from others	5 • T was very active during feedback • T identified many specific points of own and others' lessons • Comments very sensitively given and very well received from others

Appendix 7 - Specific marking criteria

Lesson activities follow a logical progression of difficulty	1	2	3	4	5
Comments:					
Materials are well and thoughtfully prepared	1	2	3	4	5
Comments:					
Good variety of activities	1	2	3	4	5
Comments:					
Activities are appropriate to lesson aims	1	2	3	4	5
Comments:					
Teacher actively encourages pair/group work at appropriate times	1	2	3	4	5
Comments:					
Teacher makes an effort to ensure the lesson is conducted in English and L1 use is minimised	1	2	3	4	5
Comments:					
Teacher monitors students closely	1	2	3	4	5
Comments:					
Teacher shows good control over the classroom	1	2	3	4	5
Comments:					
Teacher creates and maintains a positive rapport with the class	1	2	3	4	5
Comments:					
TTT/STT is well balanced and appropriate to the lesson	1	2	3	4	5
Comments:					
Teacher provides examples for activities	1	2	3	4	5
Comments:					
Teacher language is well graded to students' level	1	2	3	4	5
Comments:					
Speed of teacher language is appropriate to the class	1	2	3	4	5
Comments:					

Appendix 8 - Categories for reflection

Factual discourse

Reflection noted in this category was recognised as objective description of lesson events with no attempt to comment on effectiveness. In some cases this focused on the students themselves.

"*I think that these particular students really like sharing their opinion. And I think. I was actually kinda surprised that they really enjoyed teaching each other about the different explorers. So I think anything where they were really engaged and they were engaging each other they liked a lot more and I think that… like… setting that situation up.*"

At other times it focused on personal performance and thoughts about the lesson.

"*I was… was…. was checking what the time looked like and I knew once I was doing the listening, I'm going through the listening realising how long it took… and then… from then I thought I'm not really going to be able to fit anything else in*"

Prudential discourse

Reflection noted in this category was recognised as any time the trainee commented on the effectiveness of some classroom action.

"Ok, I actually didn't think that I did a good job with instruction checking. I even wrote in my lesson plan ask someone, ok, what are you meant to do. And I didn't do that. Em, and what frustrates me even more is, I did that last week. And I made a real point in doing that last week. And I didn't this week."

Reflection where the trainees suggested alternatives to what really happened were also included in this category.

"so when I saw that come out in their production I was satisfied with that, that being said, I wish I had given them more time in the production. Eeem I wanted to give them, because they can't do like power poiint presentations in class, I thought like the best thing to do was to

divide their paper in four or five slides or you know do it like a few in the corner a few in the corner… Aslong as it made ?? one group would be a slide and they, they understood it and I saw from what they did that they were getting it and I wish I would have given them more time to finish it and so I wish I'd done that."

Justificatory discourse

Reflection noted in this category was recognised as trainees providing reasons, either for classroom decisions or considerations during the planning process.

"Because I wanted to and I had it in my plan to have them come up and write. I was just gonna do one sentence at a time, but then I had them write it on their page for some reason, I don't know why. It just, it just got a little over my head for some reason, but I wanted them to come up and correct it their selves, like we did for you in class today…So, em, because of that I really wanted them to focus on what part of the sentence was wrong…And then also could have helped with their spelling. I don't know. I just really wanted them to do it."

"I think in my head, which didn't translate well in practice, was I wanted them to have the rule before the exercise to help them…Because here it kind of also felt, like they do this stuff with 'very' here and they do nothing with it here and so I thought, if they have the rule and then used it, or used it and then have the rule and then moved to something different- Yeah, it made sense in my head. But in practice it didn't work."

Appendix 9 - Lesson scores

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Average
Kim	73	80	74	74	81	76.4
Francis	72	74	71	76	68	72.2
D'Arcy	76	76	65	66	65	69.6
James	65	72	62	72	76	69.4
Joey	59	68	61	76	60	64.8
Billy	64	61	61	74	61	64.2

Appendix 10 - Categories of reflection after open coding

Teacher Language - All reflection focused on instruction and general quality of trainees' communication with students.

"Umm, you had a lot of echoing in the first activity so every time they said something it was repeat it or you put it on the board - I don't know if you've noticed that."

"I don't know, maybe that's just me, but I try to avoid the word easy. Just because if I was a student that didn't think it was easy I would kind of think like: Oh there is something wrong with me. So maybe just be more careful with that kind of language? But I think over all he did very well."

"But I think there was twice when I noticed the instructions were a little confusing for them and the one time I tried to back-track and the other I kinds tried to individually do it, but I think putting that out better and kind of expecting instructions to be confusing and I think I use a lot of words when I talk and I [need to] simplify it."

Timing - All reflection focused on time management in the lesson.

"*I felt it went relatively smoothly. In my past lessons I had to manage to get through the material, so I got through the material today and managed that at a reasonable time.*"'

"I think your warmer dragged a little bit…It was like 12 to 13 minutes I think there was a time when after 10 minutes had gone… I thought she needs to wrap this up and you were like '*wait we've got two more to do*', *and I was like* '*I don't know if we really need this last two*' *and I think they felt that as well.*"

Concept Checking - All reflection focused on teaching or reviewing new language

"*Um:, she elicited really well, um, especially… there was a time when the class didn't really know a word but she went on with it anyway and they knew the word by the end of it.*"

"*…I didn't know how to introduce the language, how to start introducing the language, cause there are so many different ways that do… can be… eh, represented…*"

Lesson Activities - All reflection focused on how successful activities were in the lesson.

"*I felt like I didn't flow*"

"*And it wasn't a complete failure, so, you know. It was difficult to do with two people, but it worked of a sort, so yeah…*"

Lesson Planning and Aims - All reflection focused on lesson planning and achieving aims.

"*E:m, I think it was planned out well, I think the warmer was very good, so he actually got the schema on track. And it was clearly something that a couple people were actually really interested in as well.*"

"*I think that I have no concept of time, especially when I'm planning out my lesson plans. So, I think 'the would you rather' activity that I thought of literally this morning, that's why it's on the back page… em… would have used the vocab a little more and I think that was something to maybe prioritise first and then do a little less of the talking with the questions.*"

"Yeah, I just feel I didn't really challenge them and I tried"

Materials and Visuals - All reflection focused on use of teaching aids.

"I thought she had a really good use of visuals, um:, the pictures and stuff, got her point across really well. The concept checking with the scales I thought was really great as well.

Um, I thought like… when I was sitting back there that she could have made it a bit larger, but sitting here I could see everything perfectly."

"I think the pictures helped them figure out what I was talking about"

Rapport - All reflection focused on the affective learning environment.

"I think that she was particularly friendly. She presented an atmosphere in the class where students weren't worried to ask a question…if they didn't understand something"

Error Correction - All reflection focused on the teacher's treatment of student errors.

"The only thing is, and I don't even know if you have been able to catch this., but when they were working… I heard a lot of grammar errors when they were forming questions… which was something that I was just listening for because I have caught a lot when I was monitoring, so just for you to know when you are monitoring the next time, this class has a lot of difficulty with forming the questions."

"*I found myself holding back at trying to overcorrect them in the sense of, you know, like 'argh, correct this' you know, just continually (tutor chuckles), and it would be the same for like three or four people and I didn't want to continually pick on those people, 'cause I didn't want to make them feel inferior*"

Classroom Management - All reflection focused on the trainee's ability to direct learning.

"So I thought, that you, when they were talking in Czech… I think you did interrupt them quite well, but you did it in a nice way, so that was good."

"*my… my classroom management, which I wanted to work on wasn't as good as it could have been…Em, so sometimes maybe I could… rather a bit louder… a little bit louder or wait*

until everyone had my attention, em, eh… till that I had the attention. E:::m, but yeah, I guess, that hopefully will happen with time"

"I also feel super awkward with monitoring people, because I don't know exactly what you're supposed to do. And, like… It almost feels like I'm staring them down, so I think it's just…kind of… I need to get used to it"

Students - All reflection focused on the students themselves and their reaction to the lessons.

"I think that these particular students really like sharing their opinion, and I think… I was actually kinda surprised that they really enjoyed teaching each other about the different explorers. So, I think anything where they were really engaged and they were engaging each other they liked a lot more and I think that… like… setting that situation up."

"I think it was just the, the comprehension in terms of the text itself they were having some difficulties with"