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RE-THINKING POST-OBSERVATION FEEDBACK IN THE EFL TEACHING PRACTICUM: A CASE STUDY OF A PROFESSIONAL DEVELOPMENT PROGRAMME

Georgina Venn Ma

Supervised by Associate Professor Lee Rusznyak and Associate Professor Yvonne Reed

A thesis submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Doctor of Philosophy

Johannesburg, 2019

Candidate's Declaration

DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



Georgina Venn Ma
7 February 2019

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Dedication

This thesis is dedicated to Dr Ann Venn Berry (1918-1988) - my role model and guardian angel.

Publications and Presentations Emanating from this Research

Ma, G. (2017). Supporting Post-observation feedback in the EFL Teaching Practicum. In D.L. Banegas (Ed.), *Initial English Language Teacher Education: International Perspectives on Research, Curriculum and Practice* (pp.73-88). London: Bloomsbury Academic.

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Abbreviations

CELTA	Certificate in English Language Teaching to Adults provided by Cambridge English Language Assessment
CLT	Communicative Language Teaching Approach
DELTA	Diploma in English language Teaching to Adults provided by Cambridge English Language Assessment
EFL	English as a Foreign Language
ESL	English as a Second Language
LTE	Language Teacher Education Unit
Mid-PD 1	First data collection point during the professional development intervention
Mid-PD 2	Second data collection point during the professional development intervention
PGCE	Postgraduate Certificate in Education
Post-PD 1	First data collection point following the professional development intervention
Post-PD 2	Second data collection point following the professional development intervention
PPP	Presentation, Practice, Production – CLT lesson structure
Pre-PD 1	Data collection point prior to the professional development intervention
TEFL	Teaching English as a Foreign Language Certificate
TESOL	Teaching English to Speakers of Other Languages Certificate
TP	Teaching Practicum
TTT	Teacher Talking Time
ZPD	Zone of Proximal Development

Chapter 1: Introduction

1.1. Background to the Research

This study focuses on a short language teacher training course, which is one of the most popular methods of entry into English Language Teaching (ELT). Popular short language teacher education courses include the Certificate in Teaching English to Speakers of other Languages (TESOL) course and the Certificate in Teaching English Language to Adults (CELTA) course. These initial teacher training courses differ from university-based credit-bearing language teacher education courses in that they are highly practical and skills-based, 120-hour courses that can be completed in one intensive month. They provide a baseline entry into teaching English as a Foreign Language (EFL) in private language schools around the world. Student teachers complete sessions on language analysis, planning for learning and teaching, classroom strategies, teaching language systems (including grammar and phonology) and language skills (for example speaking and reading) (Copland, 2010).

Like all initial teacher training courses, TESOL courses include a teaching practicum, which typically includes a minimum of six hours of observed teaching practice, where student teachers have the opportunity to put theory into practice and gain classroom experience by teaching language to actual learners. A central component of the teaching practicum is the support and supervision that is offered by more experienced teachers who are either mentors (senior colleagues at the institution where the practicum takes place) or supervisors (trainers at the institution awarding the qualification) (Copland, 2010). During these sessions, the lessons of student teachers are observed by mentors or supervisors, who then discuss the lesson with the student teachers. This post-observation feedback in language teacher education has been the focus of a number of studies, in which researchers have looked at asymmetric power relations (Copland, 2010), a lack of clarity of instruction (Copland, 2010), supervisor dominance (Vasquez, 2004) and lack of opportunity to reflect (Copland & Mann, 2010). There is often much at stake in the post-observation feedback conference and it is a challenging event for both the supervisor and student teacher to manage (Copland, Mann & Ma, 2009).

Giving appropriate feedback requires considerable knowledge and skill from the supervisor; yet, surprisingly, many supervisors are not sufficiently experienced or trained in giving such feedback to student teachers (Fletcher, 2016). Most supervisors have learned how to

supervise through their membership of a community of practice (Copland, 2010, p. 471), where they have acquired some skills and knowledge through their own personalised and contextually embedded experiences of teaching. They may have experiences of receiving feedback during their early career, which acts as a default model for their practices as supervisors. Such *laissez faire* approaches to the development of supervisors' knowledge and skills is concerning. How can supervisors be tasked with the important role of working with student teachers' development and assessment in initial EFL teacher training courses when they have received no training in providing feedback? Why is it that even though there are particular kinds of skills and knowledge required by supervisors in order for them to be effective, their initial training and subsequent professional development is left to chance? This study investigates whether there is meaningful uptake by supervisors of specific skills and knowledge required to scaffold student teachers' learning in initial EFL teacher education courses through high-quality post-observation feedback through their involvement a professional development interventions.

My interest in conducting research on post-observation feedback in the EFL teaching practicum began almost a decade ago and can be traced back to receiving the quotation below from Harmer (2005) in email correspondence from a student teacher who was enrolled in an initial EFL certificate teacher training course that I managed at a tertiary institution in South Africa.

> When students are criticised or score poor grades and they then find other students have suffered less criticism for an equally good or bad performance they tend to be extremely unhappy. Most of them want credit for good performance and constructive criticism for poor performance. What they do not want is a feeling that they are being unfairly judged. (Harmer, 2005, p. 60)

This student teacher was unhappy with the consistency and method of evaluation of teaching practice, as well as with the post-observation feedback provided by the supervisors on the course, and wanted to bring this to my attention as manager of the programme. Through my own initial EFL teacher education experience and my work as a teacher trainer and supervisor on initial teacher training certificate courses, I was aware of the questionable reputation of post-observation feedback. Like many other teacher trainers, I had 'fallen' into language teacher education quite by accident when I was offered a temporary relief position as a language teacher trainer. Armed with nothing more than my professional education and private EFL language teaching experience, my induction into language teacher education

occurred via a typical 'look and learn' approach (Díaz Maggioli, 2012) in the craft tradition of teacher education (Wallace, 1991). I observed and learned to imitate the content and procedures that I needed to follow. The part-time role grew into a permanent role and I began to carve out my career in language teacher education. I learned through observing experts in the field and drawing on my own EFL teacher training and teaching experience while doing, making mistakes, and reflecting on my practice. In the nine years that I worked as an initial language teacher trainer, my colleagues and I received no institution-initiated in-service professional development. The student teacher's email further raised my already acute awareness of the complexity of the post-observation feedback event and led me to embark on a nine-year research journey in which I aimed to better understand the discourse of post-observation feedback with a view to contributing positively to the professional development of supervisors working on intensive initial EFL teacher training certificate courses.

In research conducted for an MA in English Language Teaching, I set out to understand the discourse(s) of the post-observation feedback event in the TESOL course (Ma, 2009). The research project was designed as a small-scale, context-specific needs analysis for the professional development of supervisors working on the TESOL course at this language centre. The research was problem-led: I aimed to identify needs that could be addressed, as well as interventions that would improve the quality of post-observation feedback. This was done by reviewing the institutional requirements and the literature on initial language teacher education, as well as by analysing post-observation feedback on the TESOL course.

The 2009 research project was informed by a social constructivist, process-oriented approach to initial language teacher education (Carlson, 1999; Malderez & Bodóczky, 1999; Randall & Thornton, 2001; Smith, 2001; Farr, 2011), where post-observation feedback is recognised as playing an important role in the development of student teachers' professional competence. When informing post-observation feedback, social constructivist theory suggests that supervisors need to move away from a directive or transmission approach, which is 'expert-directed, subordinating, replicating, dependent', towards a non-directive or exploratory approach which 'builds on existing knowledge, allows for different learning styles, provides opportunities for problem solving, encourages autonomy and is reflective' (Brandt, 2006, p. 362). It allows for dialogue between student and teacher that promotes thinking and reflection and evokes and explores understanding (Black, Harrison, Lee, Marshall & Wiliam (2002). While conducting the 2009 research project, I subscribed strongly to the view that constructivist approaches to feedback, such as the non-directive or exploratory approaches would result in greater learning and development by student

teachers. I believed that dialogue and reflection were the cornerstones in the development of student teachers; however over time, I have come to question whether there is in fact a place for a directive approach to feedback in a social-constructivist approach to initial language teacher education. While I do not dispute the importance of dialogue and reflection in initial language teacher education, I question the binary that has been established in the literature between directive feedback and constructivist approaches, where directive feedback is seen as limiting teacher growth and development and the constructivist approach is regarded as progressive and desirable (Farr, 2011).

Initial research into post-observation feedback on the TESOL course (Ma, 2009) revealed that while supervisors working on initial EFL teacher training courses were committed to the professional development of the student teachers they supervised, the quality of their supervision was affected by their lack of knowledge or lack of possible options for different strategies. The supervisors tended to use a default approach to supervision, resulting in feedback sessions that were supervisor-led, with little opportunity for student teachers to engage in dialogue or reflection. Five of the six macro features of post-observation feedback researched were identified as needing development:

- approach of supervisors to feedback;
- structure of the feedback;
- dialogic nature of the event;
- participants' talk during the event; and
- reflective nature of the feedback event.

One of the three interventions that was recommended, based on these findings, was the design and implementation of professional development courses for supervisors.

At the outset of this research project, I aimed to assess the impact of a professional development intervention on the practice of supervisors working on the TESOL course at the language centre, with the specific goal of identifying the extent to which their practice shifted from a transmission, product-oriented approach to a constructivist, process-oriented approach. However through my work with supervisors and experience of delivering post-observation feedback, it became apparent that prevalent literature advocating for a constructivist approach was in fact creating an unhelpful binary between a directive approach and a constructive approach which served to constrain the practices of supervisors rather than support meaningful scaffolding during post-observation feedback events. This research has instead aimed to assess the impact the professional development intervention

had on the practice of supervisors, with the specific goal of identifying the extent to which they were able to construct post-observation feedback discussions in more informed and nuanced ways that supported student teacher growth and development.

1.2. The Context of the Research

This section begins with an overview of the practices of EFL teaching, and then goes on to describe the particular context of the study. This description encompasses the stakeholders involved, the TESOL course and the students and staff who study or work within this context.

1.2.1. The Demand for EFL Teachers

Since the middle of the twentieth century, the rise and spread of English as a global language has resulted in a dramatic increase in the number of English language learners worldwide. In the 1995 press release for the launch of the English 2000 project, the British Council estimated that by the year 2000, over one billion people would be learning English (Graddol, 2000). Graddol (2006, p. 14) predicted that the number of people learning English would peak at two billion between 2016 and 2021. Over the last two decades, the demand for English tuition has seen a growth in private language schools worldwide and an insatiable need for English language teachers, particularly those for whom English is a mother tongue. The expansion in the use of English as a second language (ESL) has resulted in an increased need for effective approaches to the preparation of teachers who can teach ESL confidently and competently (Burns & Richards, 2009). It has also led to debates about 'naming' the object of study: English Foreign Language, English Additional Language, or lingua franca English.

A review of English language teaching vacancies advertised online and in the print media indicates that language schools worldwide require their teachers to have a qualification in English language teaching. There are thousands of schools around the world offering initial EFL teacher education courses, and a handful of validating examination bodies, which aim to maintain the quality and standards of the courses. The most well-known of these examination bodies are Trinity College London and Cambridge ESOL, which accredit the TESOL course and the Certificate in English Language Teaching to Adults (CELTA) courses, respectively. It is estimated that these two well-known providers accredit at least 400 international course providers to offer courses to 10,000 student teachers annually (Hobbs, 2013). Many aspiring language teachers complete their EFL teacher training courses through universities or other training providers. This has resulted in a demand for

teacher educators, including trainers and supervisors, who can teach EFL teachers. Towards the late 1990s, language teacher supervision started emerging as a 'career track' (Bailey, 2006, p. 3).

1.2.2. The Academic and Accrediting Institutions

The context of this study is a university-based language centre in South Africa. The language centre offers tuition in a range of languages, various language services (such as translation and interpreting), as well as initial language teacher training certificate courses. All courses offered by the centre are monitored by the Dean of Humanities and must meet specified quality assurance standards laid down by the Faculty and the University.

In 2007, the language centre in question purchased exclusive rights from an accrediting body in the United Kingdom to run its TESOL course in South Africa. The language centre has a responsibility to its partner institutions, including the University, the franchise organisation, and international accrediting bodies, to ensure that administrative and academic requirements are fulfilled and quality standards are met.

Along with being accredited by an accrediting body in the United Kingdom, the course fulfils the British Council's requirements for a recognised intensive EFL initial teacher training certificate level course because it is includes a minimum of 120 hours of input sessions and six hours of observed and assessed teaching practice. The franchise organisation has branches worldwide, with TESOL courses being offered by schools in at least 11 countries, including Spain, Turkey and Portugal. Course providers offering accredited courses are required to adhere to a rigorous code of practice which governs course structure and content, administration, course evaluation and quality assurance, as specified by the franchise organisation. All courses are externally moderated in an attempt to ensure that high standards are maintained.

The international accrediting body acts as both a national and international qualification awarding body and is approved and licensed by the Qualifications and Curriculum Authority (QCA) and the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom.

1.2.3. The Language Teacher Education Unit

The Language Teacher Education (LTE) unit at the language centre was formed in 2009 and is responsible for the academic and administrative aspects of the courses that fall under it.

The Certificate in TESOL course is one of several intensive initial language teacher training courses offered at the language centre; the other courses include, but are not limited to, certificate courses in Teaching English to Young Learners and Teaching Business English.

1.2.4. The TESOL Course

The TESOL course is an accredited initial EFL teacher training course that consists of between 120 and 150 hours of tuition in teaching EFL/ESL using the Communicative Language Teaching (CLT) approach. This is a non-credit bearing certificate course aimed at preparing teachers to teach EFL in private language schools and should not be confused with other university-based courses that prepare new teachers for public-sector teaching. The CLT approach is the umbrella term used to capture the essence of classroom methodological approaches designed to 'improve students' ability to communicate' (Littlewood, 2011, p. 542).

Brown (2014, p. 236) uses four interconnected characteristics to define CLT:

1. Classroom goals are focussed on all the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organisational language forms are not the central focus; the focus is aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

On the TESOL course, student teachers are introduced to the concepts of communicative competence and how this can be achieved through Communicative Language Teaching techniques.

Both part-time and full-time courses are offered throughout the year, and are of 12 weeks' and four weeks' duration respectively. The course is made up of a theoretical component and a practical component. The theoretical component addresses language awareness, teaching techniques and language teaching methodology. Due to the fact that the course is an intensive initial teacher training certificate course preparing teachers to teach in the private EFL/ESL sector, there is less focus on the theory of EFL teaching than there would

be in a postgraduate certificate course preparing teachers to teach in public-sector schools. Student teachers attend input sessions in which they are introduced to theories of language learning and pedagogic strategies for assisting learners to become proficient users of English. Student teachers attend a total of 46 input sessions during the course. The practical component involves a teaching practicum where student teachers are given the opportunity to put theoretical knowledge into practice and to develop their teaching knowledge and skills by preparing for and teaching a series of lessons to EFL learners from the local community.[1] Student teachers must complete seven teaching practice lessons ranging from 15 minutes to 1 hour, which are staggered throughout the course. By the end of the course, student teachers would have completed a minimum of 7 hours of observed and assessed teaching practice. An outline of the theoretical and practical components of the course is provided in Appendix 1. A sample schedule of a typical four-week TESOL course is included in Appendix 2. A sample teaching practicum schedule for a typical four-week TESOL course is included in Appendix 3.

In official documents issued to all course providers, TESOL course providers are required to cover the core content and assignments. The accrediting institution also stipulates that for the Certificate in TESOL course to be validated at National Qualifications Framework (NQF) level 4,[2] the course must include a minimum of six hours of assessed teaching during a formal practicum session. The course material supplied to student teachers consists of the core TESOL material, which is supplemented with materials developed by the LTE unit at the language centre. There are two methods of assessment on the TESOL course: written assignments and the teaching practicum. Grades from the assignments and teaching practicum make up the final course result. The assignments count 40% towards the final course mark and the assessment of student teachers' competence during the teaching practicum makes up 60% of the final course mark.

Upon successful completion of this course, student teachers receive a certificate of competence in TESOL. This qualification is not recognised by the South African Council for Educators (SACE) as a professional pre-service teacher qualification, and on its own would

[1] The participating foundation, an independent, non-profit public benefit organisation, provided students for the language classes. The majority of the students are refugees and come from African countries, including the Democratic Republic of Congo, Congo Brazzaville and Somalia. Part-time and full-time courses are run throughout the year.

[2] NQF level 4 is a level descriptor which is part of a credit transfer system in the United Kingdom. NQF level 4 qualifications are at a level equivalent to Certificates of Higher Education. In South Africa, an NQF level 5 qualification is the equivalent of an NQF level 4 qualification issued in the United Kingdom.

not enable employment within state-sector schools in South Africa. However, with this qualification, student teachers are qualified to pursue employment as second or foreign language English teachers in private language schools in South Africa or abroad. It is also a useful additional qualification that can support qualified teachers who hold professional teaching registration for teaching in state-sector schools in their work with EFL/ESL learners.

1.2.5. The TESOL Student Teachers

The TESOL classes are usually small, with a maximum of 20 student teachers per course. In order to be accepted into the course, they must have a minimum of a National Senior Certificate[3] or equivalent, as well as a high level of proficiency in English. Although an undergraduate degree is not a prerequisite for entry into the course, it is highly recommended for employment purposes after the course. Student teachers are not required to have any previous teaching or training experience. In addition to meeting entry requirements, all student teachers must attend an interview and successfully complete a pre-course English language assessment as part of the course application procedure.

1.2.6. The TESOL Team

At the time of the study, the TESOL team was made up of a small group of staff who were employed by the LTE unit. As head of department, I was responsible for overseeing the administrative and academic aspects of the course. There were two full-time teacher trainers employed by the LTE unit to give input on the theoretical component of the course and to do teaching practicum supervision. The remainder of the team was made up of part-time supervisors who were appointed by the language school on sessional contracts to work as supervisors on the TESOL course. Supervisors play a central role in providing feedback that will enable student teachers to develop their practice of teaching English as a second language. The supervisors employed on the TESOL course observed approximately 4 to 10 hours of teaching practicum per week when TESOL courses were running. They also mentored and assessed student teachers during their practicum sessions. All supervisors were provided with teaching practice criteria and an assessment rubric to guide their observation and assessment, as well as written assessment templates.

[3] National Senior Certificate is the main school-leaving qualification awarded in South Africa. It is equivalent to a high school diploma.

1.3. Research Aim

The post-observation feedback event plays an important role in the professional development of student teachers enrolled in initial EFL teacher training certificate courses; however, it is a challenging event and needs to be carefully managed (Murdoch, 2000). However, without formal training, supervisors were tending to adopt a default strategy, which mentored students in similar ways to what they were mentored. Following a shift towards social constructivism within language teacher education, a binary between directive approaches and constructivist approaches has been promulgated in the literature and supervisors are encouraged to adopt a constructivist approach over a directive approach in their post-observation feedback practice (Farr, 2011; Ma, 2009). Farr (2011, p. 174) is critical of supervisors' reliance on a heavily directive approach to feedback, despite it being established as inadequate and inappropriate over 30 years ago identifies. She puts the supervisors' preference for a directive approach down to 'a lack of critical skills and responsibility taking confidence' (Farr, 2011, p. 174) As evidenced in an earlier research project (Ma, 2009), a lack of knowledge and skills, particularly relating to dialogic talk and reflective practice, was found to limit supervisors' post-observation feedback practice and their adoption of a constructivist approach to feedback. As indicated in Section 1.1. this simplistic binary, supported by Farr (2011) and Ma (2009), that establishes directive feedback as bad and constructivist feedback as good is unhelpful. Advocating for a constructivist approach potentially limits the range of options a supervisor has when scaffolding student teachers. Instead, supervisors require a range of approaches which they can draw on thoughtfully and with sound reasoning when scaffolding student teachers' learning through post-observation feedback. There are times when supervisors may deliberately and consciously use a directive approach with good reason and good effect.

While some of the literature encourages supervisors to shift their post-observation feedback practice from a more directive, transmission approach to a less directive, exploratory approach, the aim of the professional development intervention was to inform supervisors of the range of options they have when delivering feedback through professional development interventions so that they could construct post-observation feedback discussions in more informed and nuanced ways that supported student teacher learning. The aim of the research was to investigate what approaches to the feedback session supervisors would use if they had more options than just the default mode of supervision that they were accustomed to. The empirical data collected from the initial research outlined above, as well as key concepts in the language teacher education literature, were used to inform a post-observation feedback framework, comprising the post-observation feedback session content

(the '*what*') as well as the form of these sessions (the '*how*'). This framework provided a model for the design and implementation of the professional development intervention for supervisors. The effects of exposure to professional development interventions on the supervisors and their practice were analysed, with the goal of assessing the effectiveness of professional development as a means to develop the post-observation feedback practice of supervisors working within the context of intensive initial language teacher training courses.

The research question that framed the study is as follows:

> What is the effect of a professional development intervention on the practices of supervisors of the teaching practicum in an initial EFL teacher training course?

1.4. Rationale

Teachers who are qualified and experienced in EFL teaching and who are considered to display the necessary knowledge and practice in their own classrooms are often invited to work as supervisors for initial EFL teacher education courses. It is assumed that they will have knowledge of the practice of language teaching and the ability to successfully supervise student teachers, or at least that they will be able to perfect their skill on the job (Bailey, 2006; Wajnryb, 1994a). However, not everyone who is an excellent teacher makes an excellent supervisor, because some teachers may not have the requisite knowledge to teach novices to teach or the disposition to provide feedback in the rigorous yet constructive way that creates a positive learning space for student teachers.

Supervision is not a straightforward extension of teaching. Being an effective teacher is not enough to guarantee that an individual will make an effective supervisor (Bailey, 2006; Brooks & Sikes, 1997). Supervision requires 'different perspectives, abilities, aptitudes, attitudes and skills' (Brooks & Sikes, 1997, p. 66) to those of a teacher. Becoming a supervisor is a process of transition from one way of working to another, which may include a transformed perspective on the educational process (Wright, 1999).

It is also important to consider that each supervisor comes to an observation with different personal and interpersonal skills, professional qualities, knowledge and aptitudes, views of the internal logic and standards of excellence in teaching, abilities and skills in supervision, all of which may affect their professional judgement and practice. As a result of these differences, supervisors may offer different kinds of personal and professional support to student teachers. They may establish different kinds of relationships with their student teachers, have different expectations, interpret teaching practicum criteria differently, place

emphasis on different aspects of the practice, comment differently on the procedures and techniques that are observed in a lesson, as well as handle feedback differently.

Assuming that experienced teachers have the skills and knowledge to supervise student teachers because of their experience in the field, or that they will quickly be able to pick up the skills and knowledge through apprenticeship, overlooks important issues that may affect the development of student teachers as well as the standardisation and quality of initial EFL teacher education courses (Freiburg & Waxman, 1990). It has been argued that supervisors have considerable influence on how and what students learn (Wright, 1999; Feiman-Nemser, 2001). Therefore, poor supervision may have serious consequences for the quality of initial EFL teacher education, which may in turn affect subsequent teaching and learning.
The scope of English language teaching and the subsequent growth of initial EFL teacher training programmes have created a demand for greater accountability in EFL/ESL language teacher training practices as well as in the assessment of student teachers (Burns & Richards, 1999). One of the goals of any institution offering initial EFL teacher training courses where teaching practicum and post-observation feedback events are included in the course is to provide quality supervision. Quality supervision is likely to result in 'improved student learning, better student teacher teaching skills and more effective teachers' (Arnold, 2006, p. 119). In order to provide quality supervision to student teachers during post-observation feedback on initial EFL teacher training courses, supervisors should strive to continuously develop their practice in order to become 'masters of standard [supervision] practices' (ibid., p. 118).

Professional development interventions seem a logical way to provide supervisors with a common understanding of the practices associated with supervising students on a TESOL course. In a report on research conducted on the quality of supervision provided to student teachers on initial education programmes at the University of Queensland, Keogh, Dole & Hudson (2006, p. 1) argue that 'not all experienced teachers are effective [supervisors], and ... they need to undertake professional development and training in effective [supervision] to enable them to provide fully-rounded practicum experiences for the initial teacher'.

Wright (2010) raises the issue of whether or not teacher educators need to learn how new second language teacher education pedagogies work, and if so, in what ways and where. The development of supervisors 'is an area in which there is growing and challenging demand for formal and informal training at pre- and in-service levels' (Kurtoğlu Eken, 2010, p. 5). While ample literature on curricula and methodologies for initial language teacher development exists, there is limited, although increasing, literature on the professional

development of teacher educators (Krishnan, Pahl & Bailey, 2017; Wright, 1999). Some studies reviewed for this research project have identified development needs for supervisors in general and in relation to the post-observation feedback event in particular (Fairbanks, Freedman & Khan, 2000; Timperley, 2001; Wang, 2001; Arnold, 2006; Wajnryb, 1994a; Kyriacou, 1997). However, the articulation of development needs does not seem to have led to formal education initiatives, or if initiatives have been implemented, there has been little formal review of these interventions. Little research has been done to evaluate the models and processes of supervisor education or the impact that professional development interventions have had on the practice of supervisors post-intervention (Crasborn, Hennissen, Brouwer, Korthagen & Bergen, 2008). Crasborn et al. (2008, p. 501) state that 'very few studies are available concerning the observable effects of training on the use of supervisory skills by [supervisors] in authentic [supervision] dialogues with student teachers'. Studies that have been conducted where interventions have been implemented for professional development purposes, and where the effect of such interventions has been evaluated, reveal that they have had positive effects on the development of supervisors (Krishnan et al., 2017; Veenman & Denessen, 2001; Crasborn et al., 2008).

Although post-observation feedback and supervisor development have been a focus of a number of studies in the field of intensive initial EFL teacher training over the last decade, little research has focussed on the explicit professional development of supervisors working within the field of intensive initial EFL teacher training and the impact such an intervention may have on the practice of teaching practicum post-observation feedback. Research and reflection on the work of teacher educators, particularly supervisors working in the field of intensive language teacher education programmes, is rare (Wright, 2010). This research aims to address this dearth in order to contribute positively to the professional development of supervisors working on the TESOL course at the language centre as well as in the initial EFL teacher training field in general.

1.5. Thesis Chapter Outline

This chapter has provided an introduction to the research. It has briefly discussed the importance of post-observation feedback and the role that supervisors play in the development of student teachers enrolled on initial EFL teacher training certificate courses such as the TESOL course. It has questioned the promotion of constructivist approaches over directive approaches to post-observation feedback and argued that instead supervisors need to be provided with options and supported to make informed and nuanced choices when delivering post-observation feedback. It has highlighted the need for professional

development of supervisors working on such courses, citing a small-scale needs analysis research project, the findings of which identified key areas for the development of supervisors' practice and which served as the first part of the reconnaissance phase for this action research project. It has situated the research by providing an overview of the context, presented the research questions and provided a rationale for the study.

Chapter 2 reviews the literature relevant to this thesis and identifies the major themes of this research. The review is organised using sociocultural theory in teacher education as the overarching theme and explores literature relating to the practice and the nature of post-observation feedback, the knowledge base of teaching, and key concepts in the literature relating to the professional development of supervisors. This chapter provides an overview of the conceptual framework that shaped the design and direction of the study and guided its evolution (Ravitch & Riggan, 2012).

Chapter 3 outlines the methodological approach employed for the study. The study design is described and a rationale provided for this design. An overview is given of the research participants, and this is followed by a description of the data instruments and methods of data analysis used in the study. The chapter introduces the professional development intervention that was designed and delivered as part of this research project. The approach and content used for the professional development intervention are briefly discussed. The chapter ends with an overview of the ethical considerations to be addressed before the research could be undertaken and limitations of this study.

Chapters 4 and 5 provide an analysis and discussion of the data in relation to the research question. Chapter 5 in particular presents an analysis of the data which includes accounts of and reflections by the supervisors on their learning following their participation in a professional development intervention.

Chapter 6 provides a critical appraisal of what I, as the researcher, have learned from this practitioner research project. In Chapter 7, the findings of the research are summarised.

Chapter 8 provides a conclusion to the study, highlights major findings, discusses the contribution of this thesis to the field of intensive initial EFL language teacher supervision and offers direction for further research.

Chapter 2: Literature Review

As established in Chapter 1, few supervisors working on short initial language teacher training courses have had formal training in student teacher supervision and they may not be knowledgeable of the supervisory options available to them or skilful in the practice of giving post-observation feedback that supports student teacher learning. This study seeks to explore the impact of a professional development intervention on the practice of supervisors working in the field of intensive, initial EFL teacher training.

This chapter provides an overview of the relevant literature and identifies major themes within the research. It is arranged into three sections. The first situates language teacher supervision as a practice within the social constructivist paradigm of language teacher education and introduces related key concepts, namely zone of proximal development, scaffolding, dialogue and reflective practice. The second section outlines the knowledge required by supervisors working within the social constructivist paradigm. The third presents the professional development needs of supervisors and the conceptual framework, a model of post-observation feedback, which is used in this study as the framework for the professional development intervention and as a framework to assess the impact of the professional development intervention on the supervisors' practice. In this section, the benefits and characteristics of effective professional development for language teacher educators are discussed.

While this literature review touches on initial language teachers and their teacher education, the focus is on supervisors, who are the main participants in this research. Efforts have been made to source literature related to language teacher education; however where appropriate, literature from general education has been used.

2.1. Situating Supervision as a Sociocultural Practice

Supervision is a practice that forms part of the professional training of student teachers. A teaching practicum 'is a setting designed for the task of learning a practice' (Schön, 1987, p. 37) and supervisors play an important role in scaffolding student teachers' learning. This section provides an overview of two perspectives on practice and argues for a broader definition of practice than is found in some of the literature.

From a positivist perspective, practice can be defined as ‘any coherent and complex form of socially established cooperative human activity through which goods internal to practices are realized in the course of trying to achieve those standards of excellence which are appropriate to, and partially definitive of, that form of activity, with the result that human powers to achieve excellence, and human conceptions of the ends and goods, are systematically extended’ (MacIntyre, 1984, p. 187).

In this view, theory or the internal goods informing practice are the concepts, beliefs, principles and activities that are specific to the practice and which can only be ‘realised in the course of trying to achieve those standards of excellence which are appropriate to, and partially definitive of, that form of activity’ (MacIntyre, 1981, p. 175). These internal goods and standards of excellence are specified in terms of the practice and can only be identified and recognised by individuals who have been involved in the practice itself (ibid., p. 176). Through experience and increased expertise, practitioners learn to understand the inner logic and relationships between the parts of the practice that contribute to making a coherent whole, and in doing so are able to imagine new possibilities that help to advance the practice by extending its boundaries. The danger of a positivist view of teaching is that practice is based on ‘a set of abstractions and generalizable truths that are assumed to be empirically tested as effective with all learners in all contexts’ (Johnson, 2000, p. 5). This approach looks backwards in an attempt to maintain tradition, and this results in practice that is local, particular and situated (Shulman, 2004).

In the context of language teacher training, this perspective is known as the craft tradition (Wallace, 1991) and identifies the teacher educator or supervisor as the model to be emulated and the student teacher as the apprentice, much like apprentices learn their craft in traditional apprenticeships. This ‘look and learn’ perspective prioritises ‘the learning of ‘methods’ or ‘ways of doing teaching’ (Díaz Maggioli, 2012, p. 8). Many intensive language teacher education courses focus on practice rather than theory and still use this model as the basis for accreditation of student teachers who can demonstrate that they can reproduce the methods, techniques and procedures taught in the course (ibid.).

Following a sociocultural turn in language teacher education, which was also influenced by general education theory and practice in the 1990s, noticeable changes have been made in the approaches to initial language teacher education (Johnson, 2000). Crandall (2000) identifies these as trends which include four major shifts. Three of these shifts are relevant to this study. The first is from transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning and has resulted in student

teachers no longer being seen as passive recipients of knowledge, as reflected in Wallace's (1991) craft model of teaching, but rather as active participants in the process of learning. The second shift has been in response to the view that teacher education programmes do not sufficiently prepare teachers for the classroom. Thus there has been a movement in such programmes to include more focus on teacher cognition, practice and linking theory and practice in a more relevant way. The third shift is the recognition that teachers' prior experiences, as well as their attitudes to and knowledge of teaching, play an important role in constituting their identities. Self-observation and reflection are considered to help the teacher to move from a pre-constructed philosophy of teaching and learning to a 'philosophy of teaching consistent with their emerging understandings of the language learning and teaching process' (Crandall, 2000, p. 35).

The sociocultural perspective 'depicts teachers as sources of knowledge, as theorizers who, based on a combination of theoretical, personal, practical and experiential knowledge, routinely enact theories of teaching and learning within the contexts of their own classrooms' (Johnson, 2000, p. 5). Practice is therefore 'shaped and guided by the theory that informs it and by the concepts, beliefs and principles of those who participate in it' (Morrow, 2007, p. 77). The quality of a professional practice is dependent on the quality of the thought of its practitioners and their commitment to the standards of excellence in the practice (Morrow, 2007, pp. 77-78). Good practice is not static, as it should be responsive to complex situations, new theories, techniques and technologies, as well as to the context in which it is situated (Dewey, 1938). This approach looks forward, is grounded in science though experimenting and testing hypotheses, and subsequently develops knowledge of practice that is portable and transferrable (Shulman, 2004). Díaz Maggioli aptly summarises the emphasis of the sociocultural perspective as 'helping [student teachers] *BECOME t*eachers through engagement in the practice of teaching, so that both can be transformed' (Díaz Maggioli, 2012, p. 12).

Sociocultural theory is a key construct in this research as it is both an end and a means to developing the practice of supervisors working on the intensive TESOL course at the language centre. The aim of this professional development intervention is to support supervisors to develop their practice in post-observation feedback so that they are knowledgeable of the range of supervisory options available to them and are empowered to deliver their feedback in informed and nuanced ways that supports student teacher growth and development. In the section that follows, I examine key concepts within sociocultural theory that are relevant to the practice of supervisors involved in teaching practicum

observation and post-observation feedback within intensive EFL teacher training courses. These concepts form the basis of the conceptual framework of this research.

2.1.1. The Zone of Proximal Development

Vygotsky (1978) introduced the notion of the Zone of Proximal Development (ZPD) following his work on learning and the conditions under which children learn through their engagement with others. ZPD is defined as 'the distance between the actual developmental level determined by the individual problem solving and the level of development as determined through problem solving under guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 84). Although the ZPD was originally developed to describe the cultural development of children, Vygotsky's work relating to the processes of instruction, particularly within the ZPD, introduced core concepts within social cultural theory that are of particular relevance to this research.

In his work on specific forms of instruction, Vygotsky focused on how interpsychological functioning can be structured in a way that maximises the development of intrapsychological functioning. He argued that instruction is only beneficial for learning when it runs ahead of development as it 'awakens and rouses to life an entire set of functions which are in the stage of maturing, which lie in the zone of proximal development' (Vygotsky, 1934, p. 222). At first, the novice is other-regulated in that learning is done by carrying out intermental activities or tasks under the guidance and support of more skilled and knowledgeable individuals, such as parents, teachers, or peers. Through mediation in the form of collaborative talk and activity, and with supportive dialogue from the expert, the novice navigates the domain of learning. In successful learning, there is a shift from intermental, socially mediated talk and activity to inner speech and intramental, individually-controlled activity. This process results in knowledge or skills being appropriated by the novice into their own individual consciousness, which ultimately leads to the attainment of self-regulation (Mitchell & Myles, 1998). Good instruction includes mediation through collaborative talk that is appropriate for the ZPD of the individual, measures the level of actual and potential development and addresses their specific needs.

In the context of this study, ZPD is an important concept in relation to the development of initial EFL teachers' practice and of supervisors' practice. Following the observation of student teachers, supervisors must determine the student teacher's ZPD by identifying what the student teacher has done, what they have not done, and what they still need to do in order to develop their teaching practice. During post-observation feedback supervisors should create a developmental pathway by aiming their supervision at the 'ceiling' level of

the student teacher's ZPD. To create a developmental pathway, supervisors should ascertain the level that the student teacher can initially perform with assistance, provide guidance to the student teacher on what to improve and how to improve so as to help them develop the ability to perform more independently. Supervisors should raise the level of their supervision so that it will again target the upper threshold within the student teacher's ZPD (Karpov, 2014).

Factors identified as enabling this process within the context of this research include:
1. a cognitive readiness on the part of the student teacher;
2. a willingness on the part of the more knowledgeable supervisor to transfer strategic responsibility to the student teacher;
3. the supervisor's use of 'reflective assessments' to inform the student teacher of the significance of his or her behaviours;
4. the explicitness of the supervisor's directives; and
5. the use of language and dialogic structure of the interaction (Wertsch, 1985, p. 166).

Through the observation of student teachers' lessons and the mediation provided in post-observation feedback, supervisors 'capture a student teacher's potential abilities by observing and promoting his or her current abilities and reveal those abilities which are not yet fully formed but are still in the process of developing' (Johnson, 2009, p. 99). In doing so, effective supervisors not only encourage student teachers to develop and become engaged in more advanced teaching activities, but also play a role in awakening new motives within the student teachers that encourage them to continue engaging in new activities and developing.

2.1.2. Scaffolding

Wood, Bruner and Ross (1976) first introduced the concept of scaffolding to illustrate how a person can become intimately and productively involved in someone else's learning. They defined scaffolding as a process that enables a child or novice to solve a problem, carry out a task or achieve a goal that is beyond his or her unaided ability (Wood et al.,1976).

Although their work focussed primarily on the observation of mother-child interactions during a problem-solving task, scaffolding is aligned to the key principles of learning within a sociocultural framework and is therefore relevant to the professional development of student teachers. Scaffolding is conceptualized as a psychological tool with the goal of cognitive development that is critical to moving learners between everyday and scientific concepts (Johnson, 2009).

When scaffolding learning, the more experienced individual assumes the cognitive load and keeps the learner at the centre of the task, and leads the learner to the successful completion of a task or resolution of the problem. The experienced individual pre-empts errors, if possible, or if errors are made, shows the learner a way of getting back on track towards successful completion of the task. Through a process of dialogic engagement that is modified as the learner's capabilities change, the learner is supported to see, understand, notice or think about something in a way they hadn't done so before. It is only with this cognitive assistance that the learner can fully engage in the task (Johnson, 2009, p. 22) and insight shifts from between the individuals (interpersonal) to within the individual (intrapersonal). It is important to point out that in scaffolding learning the task does not change; instead, the nature of support that is provided to the novice is varied (Díaz Maggioli, 2012).

In the context of post-observation feedback events from a socio-cultural perspective, the more experienced supervisors are sensitive to what the less experienced student teachers are capable of. 'Scaffolding each [student] teacher's knowledge about teaching (through discussion of teaching practice) can play a significant role in the negotiation of each [student] teacher's ZPD' (Kurtoğlu-Hooton, 2016, p. 6). A student teacher's learning is scaffolded through the provision of cognitive support in the form of dialogue whereby the complexity of the task is broken down into a clearer learning pathway through the complexity.

Moving student teachers from 'assisted to unassisted competence' depends on 'the student teacher's ZPD, how they internalize the information and whether they are ready for the reduction in assistance during the process' (Kurtoğlu-Hooton, 2016, p. 6) as well as on the nature of support provided be the supervisor when scaffolding learning. A non-directive or exploratory approach which involves making space for student teachers to reflect and talk about what they have done may not necessarily lead the student teachers to make the shift to unassisted competence. Opening up spaces for unguided and uncritical reflection and talk may not necessarily equate to successful scaffolding for all student teachers. Successful scaffolding requires that the supervisor provide tailored feedback to each student teacher in order to lead the student teacher to a clearer understanding of his/her practice and the successful completion of teaching practice. A directive approach to feedback may be one such approach available to supervisors' when scaffolding student teacher learning. All feedback can provide an opportunity for learning provided that it is given in the spirit of caring, includes a balance of confirmatory and corrective feedback and engages the student teacher in dialogue which encourages the student teacher to respond and expand on the

feedback and consider alternative ways of doing things (Egan, 2002, p 361). Approaches to feedback are discussed further in Section 2.2.1.

A range of scaffolding techniques, identified for use in EFL teaching contexts by Walqui (2006) may be useful for supervisors when working with student teachers. These include modelling, bridging, contextualising, schema building, re-presenting and developing metacognition. Modelling is where supervisors demonstrate expected performance, show their thinking in action by verbalising decisions they take, and exhibit their professionalism. In bridging, supervisors ensure that new understandings are built firmly on prior knowledge and understandings. When contextualising learning, supervisors expand on scientific concepts by making explicit connections between these and the student teachers' existing understandings. In schema building, supervisors help student teachers see connections between what they already know and new understandings. In using representing, supervisors may draw on a range of genres, such as narratives and drama, to help student teachers make sense of information. Assisting student teachers to develop metacognition involves supporting them to plan, monitor and evaluate their own understanding of their teaching.

Randall & Thornton (2001, p. 122) suggest that in order for supervisors to scaffold student teachers through their ZPD, they should begin from the student teacher's account of the lesson and may identify data which needs to be thought about (critical incidents); probe student teacher's views of the critical incidents; negotiate with the student teacher regarding their view of the critical incident; and prompt the teacher to arrive at a new understanding.

2.2. Features of Post-observation Feedback

In Section 2.1. I situated supervision as a sociocultural practice and presented associated key concepts. This research is based on the view that post-observation feedback within the context of the initial language teacher education should be constructivist and process-oriented in nature. In this section, I focus on the impact sociocultural feedback has had on teacher education and outline key macro features of post-observation feedback that are central to this study.

Sociocultural theory (Vygotsky, 1978; Wertsch, 2009) has exerted a powerful influence on how second language is taught (Farr, 2011). Learning is no longer viewed as 'a straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal mediational control by

individual learners, which results in the transformation of both the self and the activity' (Johnson, 2006, p. 237). Teachers are not viewed as 'empty vessels waiting to be filled with theoretical and pedagogical skills', but as 'individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge of teaching and shape what they do in their classrooms' (Freeman & Johnson, 1998, p. 401).

In the constructivist, process-oriented approach to initial teacher training, the teaching practicum, post observation feedback, reflection and interrogation of the process have come to play an important role in the development of language teachers as they provide authentic practical experiences which involve opportunities for experimentation and learning through experience (Dewey, 1986) earning pathways are opened up through scaffolding provided by supervisors. In addition, post-observation feedback emphasises the co-construction of knowledge between supervisor and student teacher (Farr, 2011). In doing so, post-observation feedback draws on the trainees' prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do, as well as their experience in the classroom. Post-observation feedback provides an opportunity for supervisors and student teachers to engage in dialogue which can promote thinking and reflection and evokes and explores understanding (Black et al., 2002).

The essence of a sociocultural perspective on language teacher education is that engagement in dialogic mediation as a component of goal-directed practical activity leads to and shapes higher-level cognitive development (Johnson, 2009, p. 19). Post-observation feedback should therefore 'provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood' (Hattie & Timperley, 2007, p. 81).

In the sections that follow, I outline four key macro features of post-observation feedback that align with a sociocultural perspective.

2.2.1. Approaches to Feedback

In order to achieve their goals, supervisors have a wide range of supervisory behaviours available to them. In this section, the different approaches or styles of supervision as described by Freeman (1982; 1990) and Gebhard (1984) are outlined, and an argument is provided for the adoption of a differentiated approach.

Freeman (1982; 1990) describes three approaches to post-observation feedback, namely: the *direct or supervisory approach*, the *alternatives approach* and the *non-directive approach*

(Randall & Thornton, 2001). In the *direct approach*, the supervisor comments on the student teacher's teaching and makes proposals for change. The roles are clear: the supervisor 'directs' and the student teacher 'does'. The direct approach is suitable for making comments about low-inference skills, such as classroom management and organisation, instructional techniques and materials and communication and presentation techniques, but aspects such as attitude, personality, beliefs, physical attributes and others are more difficult to address using a direct approach. According to Fanselow (1990) and O'Donoghue (1997) no matter how helpfully comment is given, a strongly directive approach to supervision can stop exploration and inhibit student teacher development. Farr (2011) calls for supervisors to change their overly directive approach which is 'inadequate' and 'inappropriate'. On the other hand, Bax (1995) reports that pre-service student teachers may actually prefer the directive approach to other types of supervision because they feel that without a directive approach, they may miss out on important pieces of information as they do not have the skills or knowledge to identify them. Randall & Thornton (2001, p. 7) echo this view that when given the opportunity to evaluate or talk through their lesson, student teachers' 'accounts tend to be superficial and the issues raised are often trivial'.

In the *alternatives approach*, the supervisor selects a point to raise and proposes alternative solutions to the student teacher, who can then reject or accept them. However, the supervisor still retains control of the supervision by directing the student teacher to specific areas in order to facilitate development of their practice. By providing alternatives, the supervisor may help the student teacher to see or understand different ways of doing things. The *non-directive approach* is equated with understanding on the part of the supervisor. Stevick (1980) describes understanding as 'hold[ing] back from asking questions, telling about [one's] own experiences, and from making suggestions' (cited in Freeman, 1990, p. 112). The role of the supervisor is to provide the student teacher with a forum in which he or she can clarify perceptions of what was done in the lesson and for the supervisor to understand the perceptions. In this approach there is very little scaffolding provided by the supervisor and this approach would be suitable for student teachers who have reached the competent level and are nearing the end of their initial teacher education course.

Gebhard's (1984) models or styles of supervision include directive, alternative and non-directive supervision, as outlined by Freeman (1982), as well as three additional styles: *collaborative*, *creative* and *self-help* supervision. In *collaborative supervision*, 'the [student] teacher and supervisor work together in addressing a problem in the teacher's classroom teaching. They pose a hypothesis, experiment and implement strategies that appear to offer a reasonable solution to the problem under consideration' (Gebhard, 1990, p. 160). *Creative*

supervision is well described using a quotation from De Bono (1970): 'any particular way of looking at things is only one from among many other possible ways' (cited in Gebhard, 1990, p. 162). This style of supervision is an eclectic one, drawing on a combination of models, shifting supervisory models and applying insights from other fields (Gebhard, 1990). *Self-help or exploratory supervision* is described as offering the student teacher the opportunity to self-observe and critically reflect on the lesson. Exploratory and discovery-oriented approaches, which are non-directive, may be suitable for certain students at particular stages of post-observation feedback or within initial language teacher education courses.

Theory informing a social constructivist approach to language teacher education calls for supervisors to move from a directive approach to a non-directive, exploratory approach to post-observation feedback (Brandt, 2006; Farr, 2011). The definitive positioning of a directive approach as undesirable within social constructivist approach by Farr (2011), Faneslow, (2000) and others is problematic as it assumes one approach to post-observation feedback is suitable for all students, in all contexts and for all learning opportunities. Mann (2005) questions whether the shift from a transmission model of teacher education to a constructivist model meets participants' expectations of teacher education programmes. He points out that there may be tensions between a student teachers' desire for 'hard information' and supervisors' increasing reliance and belief in constructivist approaches (Mann, 2005, p. 107). I support Freeman's (1990) view that individuals involved in initial EFL teacher education need to be aware of and sensitive to context, purpose and people and match their approach to supervision accordingly. He states that '[t]eaching something as complex and multifaceted as language teaching cannot be limited to one form of relationship between the educator and the student teacher; it requires, in a sense, a true harmony of ends and means (Freeman, 1990, p. 114). Each approach has its place in the development of student teachers' practice and the success of the supervisor's approach depends on their ability to utilise the most suitable approach for each student teacher at the right time.

Supervisors need to tailor their feedback to the needs of the student teachers, and there may therefore be instances where a directive approach to feedback is more suitable than a non-directive approach. Each of the approaches to supervision listed above has both advantages and disadvantages, which in turn may have positive or negative effects on the construction of scaffolds that support student teacher development. Some approaches are more suitable than others in certain contexts. Supervisors must be aware of the student teachers' ZPD, and provide feedback on what the student teachers are doing, what they are not doing and what they need to be doing in order to effectively scaffold their learning. Feedback must be individualised and personalised to each student teacher.

Supervisors, through their participation in a community of practice as teachers, are equipped with a great deal of practical experience and knowledge of the internal goods and standards of excellence of the practice of teaching. However, supervisors may not necessarily be equipped with the content and pedagogic knowledge needed in the practice of initial language teacher supervision to provide 'a true harmony of ends and means', as Freeman (1990, p. 114) suggests, or to expertly scaffold student teachers' learning through their ZPD to lead them to success.

In the context of initial EFL language teacher supervision, a tailored and differentiated approach is likely to have more impact. Supervisors' approach to feedback will address the needs of the student teacher so as to scaffold their learning as they navigate their ZPD and develop their teaching. It is therefore important that supervisors are aware of and able to draw on the different approaches available to them when engaged in post-observation feedback.

2.2.2. Dialogic Talk

The discourse of post-observation feedback plays an important part in the development and training of student teachers and can be described as the *dialogue* between supervisor and student teacher that encourages thought, reflection and understanding in order for the student teacher to develop and improve their teaching knowledge and skills so that they can successfully complete the training course and later find employment as a teacher of English as a second or foreign language. White succinctly describes what constitutes effective feedback:

> Feedback is most effective when it focuses on the tasks and associated learning, confirms for students that they are on the right track, includes suggestions that scaffold students to move on, is frequent and given when there is an opportunity for the learner to take action and is in the context of a *dialogue* about the learning. (White, 2007, p. 300)

It is interesting to note the use of the word 'dialogue' by White (2007) and Black et al. (2002) to refer to the process of production of feedback. The word 'dialogue' is both a misleading and fitting term to use to describe the discourse of post-observation feedback (Locke, 2004). It is misleading because it implies that both parties engaged in the discussion are equal, thereby downplaying the inherently unequal power dynamics between the supervisor and student teacher. The supervisor is entrusted by the educational institution to use certain

predetermined criteria when observing and grading the teaching practice in order to create productive pathways for learning. The supervisor therefore plays the hegemonic role of gatekeeper in that he or she must decide whether a student teacher is successful in a teaching practice, and ultimately whether the student teacher can graduate from the course. Student teachers, on the other hand, have to meet the criteria and requirements specified by the institution and supervisor if they want to successfully complete the course. This entails a certain degree of compliance on the part of the student teachers in that they must accept the authority of the practice (MacInyre,1981) and demonstrate that they can conform to or can prove that they are working towards developing their skills so as to meet the standards. Such dynamics suggest that beneath the apparent 'dialogue', the supervisor is actually telling the trainee what or what not to do.

However, 'dialogue' is also a fitting term in that it suggests that the discussion is not one-sided, but is rather a negotiation of feedback. Supervisors may give the feedback, but the student teachers can accept, challenge, ignore, reject or adopt the feedback. Despite their power, supervisors are aware of this fact and in order for their feedback to be meaningful and useful for the student teacher and in order for it to bring about some change in knowledge or behaviour; they recognise that it needs to be given in a certain way.

> Learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity. (Johnson, 2006, p. 238)

In the quote above, Johnson refers to the importance that talk plays in helping to scaffold an individual's learning in the ZPD in their transition from being other-regulated to self-regulated.

In a constructivist, process-oriented approach to initial teacher education, talk plays an important role in the student teachers' development. However, talk is not sufficient on its own to create a ZPD and result in student teacher development. Elsewhere, Johnson contends that '[s]ince dialogic mediation occurs through language, the nature of language use within the ZPD is critical to shaping opportunities for learning that in turn create the potential for cognitive development' (2009, p. 19). Student teachers need to be involved in socially mediated talk and appropriate activities that help them to move beyond what they are capable of on their own. Dialogic talk is characterized by a greater proportion of student

teacher talk, peer contributions, the supervisor working with and valuing student teacher contributions, and a lack of 'display questions' (Copland, Mann & Ma, 2009, p. 19).

Gebhard (1990) concluded from research with student teachers that talk plays an important role in instigating change. If supervisors want to be successful in their goal of scaffolding student teacher learning, they need to provide opportunities for student teachers to talk about their teaching by providing a collaborative environment during post-observation feedback. As Freeman argues, '[t]he student can be "told" the parts, but each person must arrive at the whole independently in order for it to be meaningful' (1990, p. 114).

A more dialogic approach to post-observation feedback can enable student teachers to 'work through their individual teaching issues or problems, raise questions, learn about teaching possibilities and ultimately to change their teaching behaviour' (Gebhard, 1990, p. 126). Dialogic talk and the fostering of critical and reflective dispositions are useful strategies to scaffold student learning in a constructivist approach to initial language teacher education.

2.2.3. Structure of the post-observation feedback session

Roberts suggests that 'confusion and lack of structure can provoke anxiety, and therefore that, just as a lesson will have a basic outline, a feedback session can also benefit from this kind of design' (2001, p. 113). Structure enables the supervisor to provide feedback that effectively tailors supervision to scaffold student teacher learning by providing input that is accessible to the student teacher and opportunities to reflect and participate. The use of frameworks and framing to better structure post-observation may be effective.

A post-observation feedback events is structured by the framework or organisation of the feedback session. This section provides an overview of post-observation feedback frameworks. A number of frameworks for post-observation feedback were reviewed for this study (Sheal, 1989; Copland, 2008; Wallace & Woolger, 1991; Edge, 1994) (see Table 2.1.).

Table 2.1. Summary of Post-observation Feedback Frameworks

Sheal (1989)	Edge (1994)	Copland (2015)	Farr (2015)
Climate setting Review Problem-solving Goal-setting	Pre-observation stage Report stage Alternatives stage Directive stage	Self-evaluation phase Trainer feedback phase Peer feedback phase Questioning phase Summary phase	Reflection Direction Evaluation Relational & cathartic talk

Edge (1994) identifies four distinct stages: 1) the pre-observation stage, where the supervisor and student teacher discuss and agree on a focus for the observation; 2) the report stage, where the student teacher describes the lesson from his/her point of view and the supervisor listens non-evaluatively; 3) the alternatives stage, where student teacher and supervisor discuss alternatives for the lesson and their possible outcomes; and 4) the directive stage, where the supervisor gives formative evaluative feedback. Edge's post-observation feedback framework provides an excellent model in which student teachers are prompted through successive steps of scaffolded learning (Mitchell & Myles, 1998). The student teacher is involved in the planning of the observation focus prior to the teaching practicum and is then engaged in critical, reflective and problem-solving activities. Through the observation of the teaching practicum and the initial student teacher-led interaction, the supervisor is able to gauge the student teacher's developmental needs and provide feedback so as to help them acquire new strategies and knowledge that they did not possess before. Providing such conditions for learning may enable the student teacher to engage in higher-order thinking in order to reach a fuller and clearer understanding of his or her teaching, and to transfer that learning to other contexts.

Copland (2011) outlines five feedback phases which do not follow a particular order and which can be repeated or merged: 1) Self-evaluation, where the student teacher discusses his/her lesson and highlights strong and weak aspects; 2) Trainer feedback, where the supervisor critiques the student teacher's lesson with positive and negative evaluation, and provides advice and suggestions; 3) Peer feedback, where other student teachers provide feedback on the strengths and weaknesses of their peers' lessons; 4) Questioning, where the supervisor asks questions about specific aspects of the lesson; and 5) Clarification, where the supervisor and student teacher discuss things not directly relevant to the lesson, such as future teaching practice lessons, or assignments. Copland's framework would provide very similar scaffolding to that of Edge's framework and provides useful conditions for learning. Her framework includes a peer feedback phase, which creates the conditions for the student teachers to step up as more capable peers to co-construct knowledge in a shared activity (Mitchell & Myles, 1998). Provided that the learning conditions are right, it is expected that the student teacher would be inducted into shared consciousness through collaborative talk that would help to move him or her from intermental activity to intramental activity (Mitchell & Myles, 1998).

Sheal's (1989) model for post-observation feedback is very similar to those of Edge and Copland, with the addition of a goal-setting stage. Sheal's model includes: 1) Climate setting, where the student teacher is asked to reflect generally about the lesson; 2) Review, where

the student teacher is asked to reflect on specific aspects of the lesson and the supervisor provides his/her observations from the lesson; 3) Problem-solving, where alternatives are discussed; and 4) Goal-setting, where the student teacher is asked to set goals for the next lesson. Like Edge and Copland's frameworks, Sheal's framework prioritises co-operation, collaboration, critical thinking and reflection and as a result could provide student teachers with appropriate scaffolding for their learning.

Farr (2015) argues that discourse is integrated into post-observation feedback and identifies four categories that feature in post-observation feedback: 1) Reflection, which includes both open and focussed reflection; 2) Direction (management, content and performance), where the supervisor gives instruction and direction to the student teacher which is aimed at promoting change in order to develop the student teacher's practice; 3) Evaluation, in which the supervisor gives praise and constructive criticism; and 4) Relational and cathartic talk, which Farr describes as 'exchanges which seem to have the sole aim of attending to the emotional equilibrium of the student teachers and to maintaining good relations in the context' (2015, p. 92). Farr's framework includes the typical transactional features of post-observation feedback (direction and reflection), but it differs slightly from the other frameworks in that it includes a strong interpersonal strand of emotionally supportive and interpersonal talk in phase 4. Analysis of data from Farr's study on the discourse of post-observation feedback revealed that this talk was a determining factor in learning success and the positive perception of feedback by the student teachers who took part in the study (Farr, 2011).

In considering a suitable framework for use in this study, I drew on categories from the frameworks of Sheal (1989), Edge (1994), Copland (2015) and Farr (2015). I selected these for their potential as a scaffold to support student teachers' induction into EFL teaching practices. The proposed framework which supports a constructivist, process-oriented approach to post-observation feedback was presented to supervisors in the professional development intervention and was assessed for its suitability in context. The proposed framework is as follows:

1. Reflection phase
2. Feedback phase – group or individual
3. Summary phase
4. Goal-setting phase

As outlined in 2.1.1., effective supervision is mediation through collaborative talk that is geared towards the individual in that it falls into the ZPD of the individual, measures the level of actual and potential development, and addresses their specific needs. To achieve this, supervisors need to structure their feedback adequately, and this can be achieved by using frameworks to guide their feedback. In addition, supervisors need to tailor the framing of their feedback in such a way that it is responsive to the student teacher's participation in the feedback event.

2.2.4. Reflection

The third shift in the approach to teacher education is informed not by transmission, product-oriented theories, but rather by constructivist, process-oriented theories of learning, teaching, and teacher learning (Crandall, 2000) in which reflection is considered to play a major role in student teacher development. This section outlines what reflection is, how it may promote initial teacher development, and how it can be productively used.

Reflection has been defined as 'the independent capacity to make informed teaching decisions and to assess the impact of those decisions on both their own and their students' learning' (Freeman, 1990, p. 103). Johnson identifies learning to teach as a reflective process. Teachers and teacher educators are open to true learning or educative experience (Dewey, 1933, p. 46) when they openly and honestly engage in deliberative reflection on and critical enquiry into their own experiences and practices (Johnson, 2000, p. 4). Wallace (1991) argues that it is through practice in reflection and self-evaluation that student teachers move through their ZPD and develop autonomy. By creating a process of guided reflection, supervisors can provide a powerful scaffold for promoting the professional development of student teachers.

One goal of supervisors is to induct student teachers into the practice by introducing the criteria for the practice, which include internal goods and standards of excellence. In addition, teaching practice and the post-observation feedback event provide important opportunities for student teachers to develop a reflective disposition (Malderez & Bodóczky, 2002). Supervisors must prepare student teachers to be reflective practitioners who 'can independently contemplate and critically assess their own performances in order to mediate judicious change' (Farr, 2011, p. 73). This involves encouraging student teachers to be engaged in 'the transformative process of making sense of classroom experience (everyday concepts) through the theoretical constructs of the broader discourse community (scientific concepts) and vice versa' so as to enable them 'to reconceptualise the way they think about teaching and student learning' (Johnson, 2009, p. 98).

Through collaboration and co-operation, the supervisor helps the student teacher to move through the ZPD to 'develop autonomy through practice in reflection and self-evaluation' (Wallace, 1991, p. 110). Allowing space for student teacher self-nomination, active listening, building on contributions, recycling contributions in framing questions, and sensitivity to the balance between input, elicitation and open questions, is important.

Reflection plays a major role in helping students to navigate the ZPD in order to become autonomous, reflective practitioners who are aware of themselves, what they are doing and how their actions affect learning, and who are therefore more able to change and develop areas of their teaching (Copland, Ma & Mann, 2009). A reflective habit will not only help them to develop as student teachers on an initial teacher education course, but will also be an invaluable tool in their future careers as language teachers.

An initial teacher education course such as a TESOL course cannot 'fully develop the entire repertoire of knowledge, skills and attitudes required for expert teaching; yet it has the potential for laying a firm foundation for developing student [teachers]' conceptions of teaching as a complex professional practice' (Rusznyak, 2011, p. 14).

In order to develop a reflective disposition, student teachers need to learn 'the skills of reviewing which include noticing, interpreting, and evaluating, as well as developing the subsequent skills of planning and selecting' (Malderez & Bodóczky, 2002, p. 16). Supervisors can scaffold student teachers to develop these skills by using a variety of questioning techniques that lead them to reflect on their lesson (Kullman, 1998; Randall & Thornton, 2001). These question techniques involve first asking the student teacher to 'recall specific incidents in the lesson and proceed to questions which require the [student teacher] to explore more deeply' (Kullman, 1998, p. 478). Kullman suggests that these probing follow-up questions are related to particular actions, language or students and should be in the form of open questions that 'allow the trainee time and "space" to respond' (Kullman, 1998, p. 478). Closed questions that require a yes/no answer should be avoided. With reference to the types of questions supervisors should ask trainees, Jyrhama states that "[t]he right questions are why-questions that make the student justify their actions and which direct the student's attention to relevant points with regard to attaining success in teaching' (2001, p. 16). Through such interactions with a more experienced supervisor, student teachers comes to notice aspects of their teaching that they had not given sufficient significance to previously.

Farr (2015) presents two useful categories of reflection, namely, open reflection and focussed reflection. The aim of open reflection is to 'encourage general reflection and afford some space to the teachers to engage in talk related to their own individual observations and priorities' (Farr, 2015, p. 73). Open reflection usually takes place at the beginning of feedback interactions, during transition stages within the post-observation feedback discourse, or as a 'pre-closing strategy' (ibid.). Open reflection is achieved by asking open-ended questions or by issuing prompts. Focussed reflection is described by Farr (2015, p. 75) as reflective questioning where the supervisor 'clearly has a priority issue for discussion and this is typically mentioned in the elicitation stage of the relevant part of the discourse'.

2.3. Knowledge for Supervision

Cochran-Smith and Lytle (1999) distinguish between three prominent conceptions of teacher knowledge with regard to the notion of practice, namely 'knowledge-*for*-practice', 'knowledge-*in*-practice' and 'knowledge-*of*-practice'. Each of these is useful for considering supervisor knowledge. According to these authors, 'knowledge-*for*-practice' consists of 'formal knowledge' of the 'general theories and research-based findings that constitute the basic domains of knowledge about teaching', which include knowledge of content, pedagogy, disciplinary foundations of education, human development, learners' needs and characteristics, assessment, and social and cultural contexts of teaching and learning (ibid., p. 254). This type of knowledge is learned by supervisors through formal initial and in-service teacher education and training opportunities. Practical knowledge or 'knowledge-*in*-practice' is 'what very competent teachers know as it is expressed or embedded *in* the artistry of practice, *in* teachers' reflections on practice, *in* teachers' practical inquiries, and/or *in* teachers' narrative accounts of practice' (ibid., p. 262). This type of knowledge is gained by supervisors through experience, reflection and inquiry into practice. 'Knowledge-*of*-practice' differs from the first two conceptions of knowledge, and is regarded as the knowledge that is generated when supervisors use their own classrooms and schools as well as the knowledge and theory produced by others as 'generative material for interrogation and interpretation' (ibid., p. 250). Furthermore, a good practitioner will have '"situational appreciation" (...a professionally appropriate perception of what is salient in particular situations) and "judgement-in-context" (professional judgements that take informed account of the details of particular situations)' (Morrow, 2007, p. 80).

The knowledge required by supervisors includes knowledge of teaching, however this is not sufficient on its own, and hence there is a need to develop the supervisors' knowledge for supervision through a professional development intervention. The aim of the professional

development interventions central to this study is to provide supervisors with the opportunity to review their 'knowledge-*for*-practice' (propositional and case knowledge in relation to the content and pedagogy of English language teaching and English language teacher education) by drawing on their 'knowledge-*in*-practice', with the ultimate aim of developing their strategic knowledge and 'knowledge-*of*-practice'.

Knowledge of teaching and language teaching lie at the foundation of the competence required for supervisors to supervise student teachers. In the sections that follow, I outline the knowledge required for effective supervision: knowledge for teaching and knowledge for supervision.

Knowledge for teaching is defined in the literature in a number of ways. Shulman (2004) and Roberts (1998) define the knowledge required by a teacher in an exhaustive list of categories. For Shulman (2004) these categories include, at a minimum, content knowledge, general pedagogic knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values.

Content knowledge is the 'amount and organization of knowledge … in the mind of the teacher' (Shulman, 2004, p. 201). In the context of language teaching, this would include knowledge of the facts and concepts of a discipline, substantive knowledge (knowledge of how the basic concepts and principles are organized) and syntactic content knowledge (knowledge of the rules or accepted truths of a discipline). General pedagogic knowledge is knowledge of 'broad principles and strategies of classroom management and organization that appear to transcend subject matter' (Shulman, 2004, p. 227). In order to have curriculum knowledge, a teacher must have key lateral and vertical curriculum knowledge, which involves knowledge of the curriculum materials of one's own subject at all levels, as well as understanding of how this knowledge connects with the curricula of other subjects. Pedagogical content knowledge is the special form of professional understanding that teachers have of the common topics taught in the subject and useful ways of representing or formulating the subject to make it comprehensible to learners. Knowledge of one's learners and their characteristics includes knowing about the developmental levels and abilities of the learners, their learning styles, challenges or difficulties they experience, as well as their interests, likes and dislikes. Educational context knowledge involves knowledge 'ranging from workings of the groups or classroom, the governance and financing of school districts to the character of communities and cultures' (Shulman, 2004, p. 227). Finally, a teacher

requires knowledge of the ends, purposes and values of education and their philosophical and historical underpinnings.

Shulman organizes these categories of knowledge into three forms of knowledge: 1) propositional knowledge involving principles, maxims and norms; 2) case knowledge involving cases which demonstrate theoretical principles, principles of practice, and norms and values of the underlying knowledge base; and 3) strategic knowledge, involving metacognitive and reflective awareness, which extends the teacher's understanding 'beyond principle to the wisdom of practice' (Shulman, 2004, p. 210).

In the context of language teaching, Roberts (1998) uses Shulman's ideas to define teacher knowledge as a system of six knowledge bases. Content knowledge refers to teachers' knowledge of the target language systems and their competence in the target language. Pedagogic content knowledge refers to the knowledge of language that teachers need in order to teach it, or 'content restructured for purposes of pedagogy' (Roberts, 1998, p. 105). General pedagogic knowledge refers to classroom management skills, which include language learning activities, the use of teaching aids, monitoring, feedback and assessment of learning. Curricular knowledge refers to awareness of the curriculum, materials available for use, and the nature of assessment. Contextual knowledge refers to awareness of the students, school and wider education system. Process knowledge refers to enabling skills and attitudes that facilitate the development of the teacher, such as study skills, collaborative skills, inquiry skills and 'meta-processing' skills (skills and attitudes of self-awareness and self-management).

In contrast to Roberts, Howard (2015) and Freeman, Orzulak & Morrissey (1999) condense the knowledge required by teachers into three simple categories. Howard (2015) identifies three areas of language knowledge that English second language teachers need in order to teach (see Figure 2.2). These are: 1) content knowledge of the language, 2) knowledge of how to teach the language, and 3) knowledge about the medium of transmission in order to be able to use the language to teach. Howard argues that a supervisor observing a TESOL lesson must be aware of all three of these aspects.

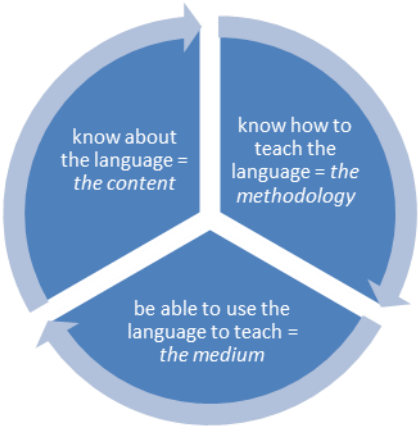


Figure 2.2. Language Knowledge in Second Language Teacher Education (Howard, 2015)

Freeman et al. (1999) recognize the messy complexity of language teaching and its assessment. They adopt an emergent view of knowledge for/in teaching that recognizes that language teaching is connected to three inextricably linked domains: knowing about the language as content or '*what'* the teacher is teaching; using the language as a *medium* in teaching; and knowing '*how'* to teach it (see Figure 2.3). They argue that this framework offers a new and useful lens for conceptualizing assessment in second language teacher education that enables the assessor, in W.B. Yeats's words, 'to know the dancer from the dance' (Freeman et al.,1999, p. 87)

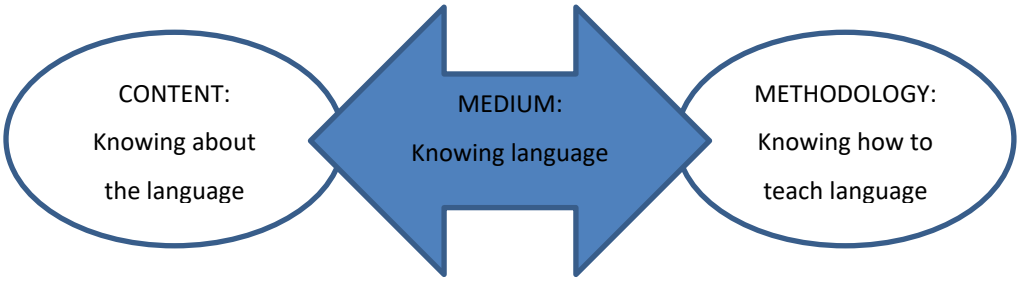


Figure 2.3. Language Knowledge for/in Teaching (Freeman et al., 1999)

Johnson (2009, p. 11) defines a knowledge base as a professional self-definition. It reflects a widely accepted conception of what people need to know and are able to do to carry out the work of a particular profession. According to Johnson, the knowledge base informs three broad areas within second language teacher education: 1) the content of L2 teacher education programs: *What teachers need to know*; (2) the pedagogies that are taught in L2 teacher education programs: *How L2 teachers should teach*; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: *How L2 teachers learn to teach.*

Two categories appear across all six authors' classifications of knowledge. Although they are assigned different names, they are essentially the content of what needs to be taught, or the '*what'*, and the approach to how it is taught, or the '*how'*. In this research project, I claim that to be an effective supervisor, they need access to the knowledges identified, knowledge of the content, or the '*what'*, of learning to teach, as well as effective supervisory approaches and how to create scaffolds for the development of student teachers, or the '*how*'' (see Figure 2.4). This concept is expanded on in Section 2.6., where I present the framework used for the professional development of supervisors' post-observation feedback practice.

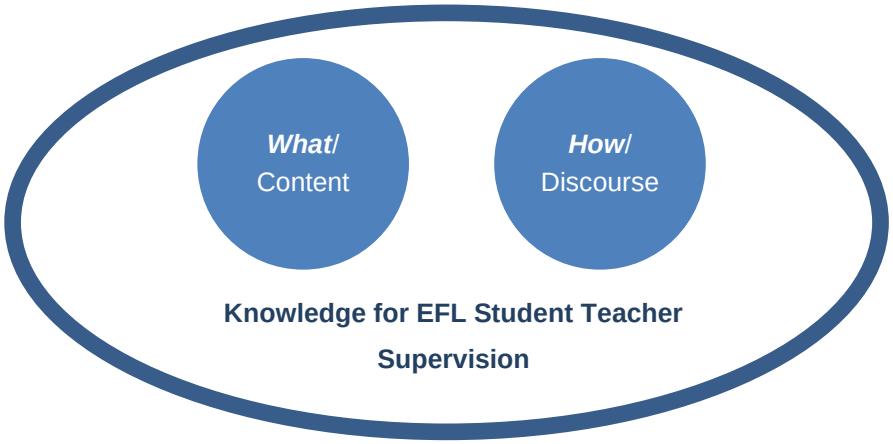


Figure 2.4. Categories of Knowledge Required by Supervisors

As outlined earlier in this section, supervisors require knowledge for supervision. This knowledge entails: 1) content of what needs to be taught, or the '*what'*, and 2) the approach to how it is taught, or the '*how'*. These underpin this study on the development of the supervisory practice of supervisors working with EFL student teachers.

2.4. Developing Supervisors' Practice

Few observers working on initial language teacher education courses have had formal training in student teacher supervision (Woodward, 1992) and they may not be knowledgeable or skilful in the practice of giving post-observation feedback. Freiberg and Waxman conducted research on feedback given to student teachers in general education in the United States, and found that 'most supervisors of student teachers receive very little preparation or training, and many do not have the expertise to supervise beginning teachers effectively' (1990, p. 8). Keogh et al. (2006) argue that supervisors need to participate in professional development activities in order to be effective in their role. This view is echoed by Rueda (1998, p.1), who following a review of research on improving educational

outcomes for learners and schooling, argues that ‘effective instructional environments depend on well-trained and effective [supervisors] who are adequately supported in terms of professional development’. Krishnan et al. (2017) assert that many educational organisations are hiring supervisors, and with professionalism increasing in the field of English language teaching, appropriate professional development opportunities for supervisors are required.

As few studies on supervisor professional development have been conducted in the field of language teacher education, I have drawn on studies in the field of general education that have focussed on the development of supervisors or mentors working with student teachers in order to provide an overview of the range and findings of studies on supervisor professional development.

Bailey (in Krishnan et al., 2017) designed a graduate seminar at Middlebury Institute of International Studies at Monterey to prepare teachers and course administrators for their future role as supervisors. The main aim of the course is for participants to understand models of, and research on, language teacher supervision. A finding from research conducted by Krishnan et al. (2017) on the impact of their Language Teacher Supervision course is that participants believe that the course will continue to impact their practice positively. Course participants felt that they were ‘much more cognizant of their own supervisory styles, the discourse of post-observation conferences, and the many mitigation strategies that are commonly employed in delivering feedback’ (ibid., p. 243).

Timperley (2001) implemented a structured approach to mentor training where mentors were provided with specific guidance on how to converse with student teachers in order to promote their professional development. In training, mentors were introduced to effective feedback strategies, which included data-based feedback, where mentors identified areas of the teaching that needed to be developed and provided specific examples that they had observed. Timperley reported that the mentors in the study became more successful in giving constructive feedback than they had been previously.

A study conducted by Arnold (2006) on mentoring at a large military EFL school in the Middle East found that the mentor training that was provided for the programme was inadequate as ‘it did not provide enough coaching, practice and feedback for mentors on the standard practices such as observing lessons and giving feedback’ (Arnold, 2006, p. 123). Korthagen (2004) developed a series of courses in which teacher educators were trained in how to include levels of professional identity and mission in their work with student teachers.

The author reported that these courses for educators appeared to 'fill a gap in their professional development' (ibid., p. 92).

Crasborn et al. (2008) evaluated a training programme which focussed on teaching mentor teachers how to stimulate students' reflection during mentoring dialogues. Their findings conclude that although there was a degree of individual variability, training was effective in developing mentors' use of supervisory skills.

While not all of these studies were in the context of intensive initial EFL teacher training, they provide valuable insights for TESOL teacher educators because they provide evidence that suggests that the provision of effective courses can result in the professional development of supervisors and improved practice. This study sets out to test this hypothesis by evaluating the impact a professional development intervention has had on the practice of its participants.

2.5. Professional Development Needs of TESOL Supervisors

Specific professional development needs of TESOL supervisors were identified in a preliminary study and are outlined below. Previous research conducted on the discourse of post-observation feedback (Ma, 2009) revealed that supervisors see their role as instrumental in the development of student teachers and that they show real commitment to trainees' development through their approaches to post-observation feedback. Despite their commitment, their performance and success is affected by their lack of experience and training in the delivery and supervision of student teachers. A key finding of the research was that supervisors tend to use a default transmission, product-oriented approach to initial teacher education. Five of the six macro features of post-observation feedback analysed were identified for professional development. These included the 1) content, 2) approach to feedback, 3) structure of feedback, 4) talk, and 5) reflection used in post-observation feedback.

The results from this preliminary study, along with relevant literature from the field, were used to inform the design of a professional development intervention for supervisors. In the section that follows, I present the findings from the preliminary research (Ma, 2009), summarise other key findings from other research conducted, discuss the literature and outline the development needs of supervisors. I use the '*what'* and '*how'* framework presented in Section 2.5.1. to structure the presentation of the developmental needs of supervisors.

2.5.1. Developmental Needs: 'How' – Discourse Framework

Developmental needs relating to the discourse, or approach, used by the supervisors to scaffold student learning during post-observation feedback include: 1) approach to supervision, 2) structure of feedback, 3) talk, and 4) reflection.

2.5.1.1. Approach

The results of the analysis of the supervisors' approach to feedback (Ma, 2009) highlighted that the participating supervisors adopted an overly directive approach to feedback. They adopted this approach by default without considering the potential benefits or drawbacks such an approach would have in the learning or development of student teachers. Their adoption of such an approach to feedback was largely due to their lack of knowledge of the different approaches available to them when delivering post-observation feedback and how these approaches can be used to scaffold learning. This finding echoes those of other research on supervisory approaches in post-observation feedback.

Farr's (2011) research into the discourse of post-observation feedback gives preference to exploratory and discovery oriented approaches and sets up a simple binary between exploratory and discovery approaches and the directive approach. Her study revealed that direction was the most prevalent component of the feedback that was reviewed, although it was softened to appear less threatening. In many cases, she found that the supervisor used the post-observation feedback event as an opportunity to engage in a mini-tutorial-style direction on a specific feature of the lesson that he or she felt needed remedial action. In her conclusion, Farr (2011, p. 174) calls for the profession to question why directive supervision is still predominant, even after 'strongly directive supervision was first criticised as being inadequate and inappropriate over 30 years ago'. This study brings into question the very strong line taken by Farr (2011) against the directive approach to post-observation feedback and lends support to the position of Freeman (1990, p. 114) who argues that the complex process of learning to teach, requires a true harmony of 'ends and means'.

In this section, I have argued that, based on research, there is a need for supervisors to develop their knowledge and use of approaches to feedback. Approach to feedback is therefore included as a category within the 'how' framework of the professional development intervention.

5.5.1.2. Dialogic Talk

Another key finding of the preliminary study (Ma, 2009), was that talk in the feedback sessions was supervisor dominated, with the supervisors speaking for longer turns and

taking more turns than the student teachers. In other studies conducted, similar results were found, as indicated below.

In research conducted on post-observation feedback, Waite (1993) observed and audio taped conferences between four student teachers and three supervisors and shadowed the observers in their interactions with the student teachers. He found that the student teachers tended to adopt one of three roles in their contact with supervisors: passive, collaborative or adversarial. Student teachers were described as passive when they accepted the authority and suggestions made by the supervisor, collaborative when they engaged with the supervisor's suggestions and chose to select and respond to some, and adversarial when they did not submit to the supervisor's authority or accept suggestions made by the supervisor. The roles adopted by student teachers identified in Waite's study are rather simplistic. For example, Waite's portrayal of the passive role suggests that acceptance of guidance means that a student teacher is passive with no agency. This stance fails to recognise that student teachers may be active in their critical consideration of feedback or in accepting guidance.

In various studies of talk in post-observation feedback, researchers have found similar characteristics in the roles assumed by student teachers as well the quality of talk they produce during the feedback. Student teachers generally take a passive role and supervisors take a more directive role, resulting in an unequal distribution of talk (Farr, 2011; Vásquez, 2004; Blase & Blase, 1995). This unequal distribution of talk is evident in the data collected by Farr (2011), which revealed that the ratio of supervisor to student teacher talk was 65:35.

In addition to the turn-taking allocation during post-observation feedback, researchers have found that the interaction generally consisted of minimal responses from student teachers and longer turns taken by the supervisors (Farr, 2011; Vásquez, 2004). In Farr's study, the dominant role of the supervisor is evident in the uneven levels of participation, the control of the type of talk, as well as the unshared nature of their role in evaluating performance. Supervisors' talk consists of a high occurrence of words such as *this*, *for*, *with*, and *about*, which suggest 'the type of informative and rationalising narrative engaged in by the expert speaker' (2011, p. 103). By contrast, words that feature highly on the student teachers' list include *mm*, *mmhm*, *ah*, *right*, *no*. These words serve as 'response tokens and suggest the strong listenership role' of the student teacher in the post-observation feedback event (Farr, 2011, p. 104).

I question whether it is realistic to expect that supervisors and student teachers' talk can be equal and dialogic throughout the post-observation feedback event. If, as argued in this study, post-observation feedback has the potential to create a ZPD in which student teachers learn under the guidance of more knowledgeable and skilled practitioners (such as supervisors), and in which they move from being other-regulated to self-regulated, it is to be expected that supervisor talk would be higher than student teacher talk at times during the feedback event. The purpose of scaffolding is that it takes student teachers beyond what they are capable of on their own, and this may involve supervisors dominating the talk during part of post-observation feedback. It could be argued that supervisors should not be aiming for dialogic talk, but rather talk that opens up perspectives that student teachers would not come to on their own. It is not then the amount of talk within post-observation feedback that is critical in developing student teachers' practice of EFL teaching, but rather the kinds of talk that enable student teachers to '"learn to learn" through language' (Hammond & Gibbons, 2005, p. 15).

2.5.1.3. Structure

Despite the importance of the structure of feedback in the overall coherence of post-observation feedback and student teacher learning, studies have demonstrated that supervisors do not structure their feedback effectively to enable learning.

In preliminary research, Ma (2009) found that supervisors tended to use a two-stage framework for post-observation feedback, which includes observers asking trainees what was good or bad about their lesson and then going on to give the trainees feedback. Supervisors also did not make use of preparation time to plan their feedback before the post-observation feedback event. By altering the structure of the post-observation feedback sessions and taking time to plan for the post-observation feedback event, supervisors' may be able to scaffold student teacher learning more effectively.

In research conducted on causes of tension in post-observation feedback in an initial training programme for TESOL, Copland (2010) observed that the feedback frameworks used in the feedback event affected the level of tension amongst student teachers. She argues that introducing a variety of frameworks reduces tension and provides student teachers with an opportunity to participate effectively in the feedback event.

In Farr's (2011) study into the discourse of post-observation feedback, she found that supervisors did not organise the content or distribution of feedback discourse as well as they

built supportive relationships. In the post-observation feedback event, supervisors arrived at their 'aims through a labyrinth of relational talk and face-saving episodes' (Farr, 2011, p. 72).

Well-structured feedback is more likely to create supportive conditions in which student teachers can participant and be scaffolded to 'extend current skills and knowledge to higher level[s] of competence' (Donato cited in Lantolf & Appel, 1994, p. 40).

2.5.1.4. Reflection

There have been a number of calls to scaffold student teacher learning in post-observation feedback by creating opportunities for them to engage in guided reflection (Ma, 2009; Copland et al., 2009; Brandt, 2006). The research conducted by Ma (2009) indicated that the supervisors' use of prompts for reflection were much lower than other general speech acts such as suggestions, advice or warnings. Ma (2009) argued that supervisors needed to adopt a more reflective approach to post-observation feedback by promoting and managing student teachers' reflection more successfully.

Gün's (2010) study investigated how reflection can become more effective through systematic training and practice. The study included structured and guided focus on reflection through input sessions, trainer, peer and student teacher feedback, as well as feedback from watching the video recorded lessons. Gün (2010, p. 8) found that when student teachers were given the opportunity to discuss their reflections on their teaching, they seemed better able to 'mutually identify problems and suggest effective solutions in a cooperative and collaborative group interaction pattern'. Gün (2010) argues that training programmes that prioritize the development of reflective practice may be more important in the long term than those that focus on classroom techniques and procedures.

The developmental needs relating to the '*how'* (or form) to feedback outlined in this section included 1) approaches to feedback, 2) structure of feedback, 3) dialogic talk and 4) reflection (See Figure 2.5). These developmental needs form a core component of the professional development intervention, which is presented in Section 3.

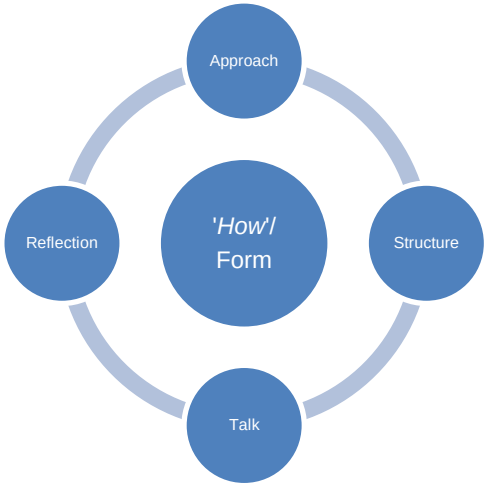


Figure 2.5. Developmental needs – 'How' (or form) of Post-observation Feedback

In the section that follows, developmental needs related to the content of post-observation feedback are discussed as a means to justify the content framework developed for this study.

2.5.2. Developmental Needs: '*What*' – Content Framework

Results from Ma's study (2009) showed that the content of the feedback sessions is not always related to the post-observation feedback criteria outlined for the teaching practice. While some observers included general tips on workplace practices and other advice, a considerable amount of feedback did not relate to the assessment of the student teachers' current abilities and learning needs. This resulted in student teachers being overloaded with too much information. Ma (2009) calls for the content of the post-observation feedback to be standardised and better aligned with the teaching practice criteria.

A set of criteria is useful for outlining what aspects need to be focussed on and assessed during teaching practice. However, criteria do not automatically determine what topics are covered or how such topics are managed by supervisors in post-observation feedback. Supervisors come to the post-observation feedback event with a myriad of knowledge and experience, and therefore the consistency of the content of post-observation feedback is an issue. This issue is highlighted by Sullivan and Glanz (2005), who studied a series of recorded lessons and post-observation feedback sessions and 'were somewhat startled to note the significant discrepancies between the critiques' (2005, p. 252). The feedback sessions they watched led them to question the reliability of the feedback. Sullivan and Glanz's study highlights the fact that post-observation feedback content must be aligned to the criteria of the course and address content that is relevant to the student teachers on an intensive, initial teacher education course.

In a study conducted by Lindahl and Baecher (2016) on teacher language awareness in post-observation feedback provided to TESOL student teachers, the scholars examined the extent to which teacher language awareness is manifested by supervisors and student teachers within supervision cycles. They also explored how supervisors' focus on language may influence the pedagogical decisions of the student teachers. They found that supervisors with high teacher language awareness provide feedback on student teachers' lessons differently to supervisors with lower language awareness, which has implications for the role that supervisors play in the supervision of student teachers. They point out that it is often taken for granted that supervisors possess high levels of language awareness; however the reality is very different and some supervisors may require continued professional development to better balance their attention to content, language and pedagogy.

In a constructivist, process-orientated approach to initial teacher education, knowledge is 'constructed through engagement with experience, reflection and collaboration' during teaching practicum sessions (Mann, 2005, p. 106). During post-observation feedback discussions of student teacher lessons, received knowledge and experiential knowledge (Wallace, 1991) are drawn on and used. The different types of knowledge are evident in a study conducted by Hawkey (1998) of a post-observation feedback session between a mentor and student teacher. The data analysis revealed that the participant supervisor's talk included 13 instances of prompting student teacher thinking and 14 instances of offering tips, advice or information. Hawkey concluded that although the supervisor addressed received knowledge in the form of tips, advice or information, the supervisor also drew on the student teacher's experiential knowledge in order to get her to 'reflect on her experiences and develop her own thinking about teaching' (1998, p. 336).

While Hawkey's study is important for demonstrating that the content of feedback can be linked to different types of knowledge depending on how the feedback event is approached, Lewis's (1998) study on written post-observation feedback provides an insight into specific topics and content covered in the post-observation feedback event. The author used four categories in his content analysis of 99 feedback comments: 1) commendations, 2) questions and suggestions, 3) other and 4) beyond the lesson. Lewis also analysed the data using the four categories with accompanying subcategories, which are listed below:

1. Other roles of the teacher (providing language input, types of activities, materials, the structure of the lesson).

2. Teacher talk (amount, type, and modifications, questions, feedback on oral language, formal instruction, explanation, differential interaction).
3. Learner behaviour (learner production, input generation/ receptivity, learner interaction, grouping, learner strategies).
4. Other (general climate, links with mainstream, evaluating progress). (1998, p. 73)

From the analysis, Lewis (1998) concluded that the most frequent topic focus was 'activities and materials', followed by 'formal instruction and explanation' and that there were twice as many questions or suggestions as commendations in the post-observation feedback.

Shulman's (2004) three original categories of teacher knowledge were used to inform the overarching framework for the content analysis of the data collected for this study (see Chapter 4).

The content framework is used to understand the substance of the post-observation feedback sessions, which focussed on feedback related to how the student teachers could improve their language teaching. Three aspects of knowledge were focussed on in this research, namely 1) Teaching in General, 2) Teaching a Language, and 3) Language (see Figure 2.6). While I recognize that knowledge for teaching is far more complex than is depicted by these three knowledge bases, they have been selected because of their relevance to post-observation feedback and student teachers' professional development, as well as to limit the scope of this study. Student teachers enrolled on initial TESOL courses must, among other things, know and demonstrate, at a basic level, three aspects of knowledge within their teaching practicum: 1) knowledge of the language and of how language is learned (content knowledge), 2) knowledge of the practice of language teaching (pedagogical content knowledge), and 3) knowledge of teaching in general (general pedagogical content knowledge).

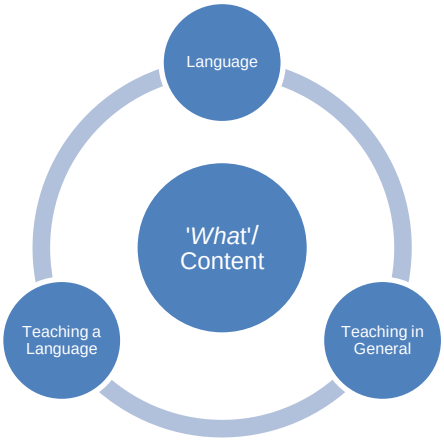


Figure 2.6. Developmental needs – '*What*' (or content) of Post-observation Feedback

Teaching in General refers to general pedagogic knowledge of 'broad principles and strategies of classroom management and organization that appear to transcend subject matter' (Shulman, 2004, p. 227). This is the knowledge that a teacher requires in order to teach in any discipline.

Teaching a Language or pedagogical content knowledge is the special form of professional understanding that teachers have of the topics commonly taught in the subject and of useful ways of representing or formulating these topics to make them comprehensible to learners. It is 'the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction' (Shulman, 2004, p. 228). Pedagogical content knowledge is a key factor in effective teaching (Alexander, 2008).

Language or content knowledge is the 'amount and organization of knowledge … in the mind of the teacher' (Shulman, 2004, p. 201), which includes knowledge of the facts and concepts central to the discipline. Alexander classifies content knowledge as having high face validity in the achievement of learning as 'a teacher needs to understand what he/she is teaching' (Alexander, 2008, p. 5).

2.6. The Professional Development Framework

In the field of intensive, initial EFL language teacher education, supervisors are responsible for developing student teachers' practice and inducting them into the practice of teaching EFL through the teaching practicum. What is discussed during post-observation feedback, and the conversations and reflections that are prompted can act as a scaffold for student teachers' professional learning. This scaffold is therefore created through both the '*what*' (or content) and '*how'* (or form) of the post-observation feedback session, in supporting student

teachers' learning as part of their induction into the practice of language teaching. Supervisors need to respond to complex situations when observing teaching practice and giving feedback to student teachers, and they are often faced with the unexpected. According to Freeman, supervisors need situational knowledge, the ability to make a judgement in context and knowledge-in-practice:

> To be a teacher, you must know the technique. To be a [supervisor], you must know the technique, know why it is effective, be able to articulate or convey that understanding to others and know how it relates to other aspects of language teaching. (Freeman cited in Duff, 1988, p. 112)

Effective supervisors must master both the '*what*' and '*how*' of language teaching and of delivering post-observation feedback that creates appropriate scaffolds for student teacher development. In the supervision of student teachers who are learning to teach English, supervisors manipulate both the form (reflection and post-observation feedback) and the content (subject knowledge, knowledge of teaching in general and subject-specific teaching knowledge) to help student teachers develop their language teaching pedagogy.

The '*what*' (or content) and '*how*' (or form) are the basis of the conceptual framework used in this research (see Figure 2.7.).

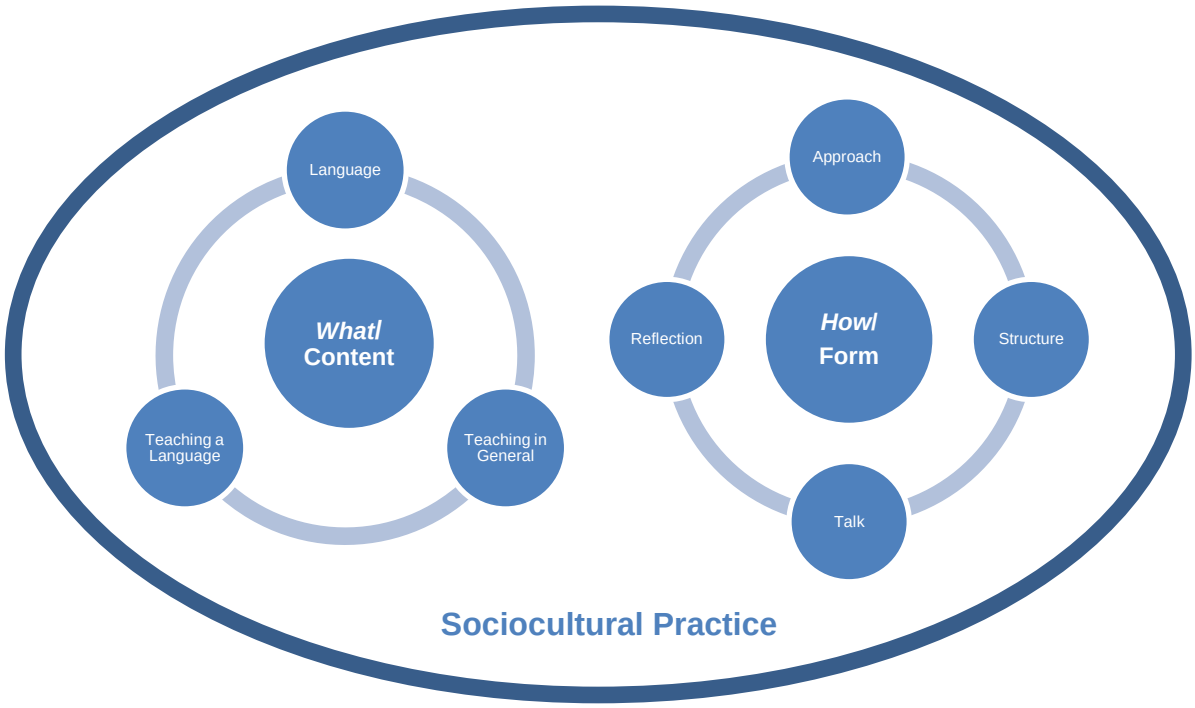


Figure 2.7. A Representation of the Professional Development Intervention and Conceptual Framework

This conceptual framework was arrived at via a deductive approach, whereby professional development needs identified in previous research (Ma, 2009) were analysed in terms of the '*what*' (or content) and the '*how*' *(*or form) of post-observation feedback. Reference to the knowledge-for-teaching literature, as outlined in Section 2.2, confirmed that these two concepts underpinned knowledge required for supervision and therefore provide a viable framework for the professional development intervention of supervisors' working within intensive initial EFL teacher training programmes.

In the sections that follow, I outline the goals of the study and touch on the approach used to assess the impact of the intervention on the supervisors' practice. I discuss the principles on which the professional development intervention is based.

2.6.1. The Goals of the Professional Development Intervention

The purpose of the professional development intervention is to provide supervisors with the opportunity to develop their practice and knowledge of the '*what'*, or content of, and the '*how'*, or approach to, post-observation feedback. By equipping the supervisors with the range of options that are available to them when delivering post-observation feedback, they can be equipped with choices for delivering post-observation feedback that may be more tailored and nuanced. The professional development intervention is outlined in more detail in Chapter 3.

The impact the professional development intervention has on the supervisors' practice relating to four features of the '*how'*, or approach to, post-observation feedback will be evaluated. These features are 1) approach, 2) structure, 3) talk, and 4) reflection. The presentation and analysis of the data are presented in Chapter 4. Although content makes up one core component of the professional development intervention, I have chosen not to report on the impact the professional development intervention has had on the supervisors' content for two reasons. First, including the impact of both the '*what'*, or content of, and the '*how'*, or form of, post-observation feedback through a professional development intervention would extend this thesis beyond what is permitted in terms of length. Secondly, analysis of data related to the '*what*' did not reveal that the professional development intervention had any significant impact on the supervisors' practice.

The impact of the professional development intervention on the supervisors' practice will be analysed using Kirkpatrick's (2006) levels for evaluating training programmes. The following will be considered when assessing the impact of the intervention: 1) Reaction: How did the supervisors respond to the intervention? How did they feel during and after the experience?;

2) Learning: How much did the supervisors learn in terms of skills, knowledge and attitudes?; 3) Performance: What are the supervisors doing differently or choosing not to do as a result of the learning experience?

2.6.2. Professional Development Principles

> Adults may come [to the training] with many preconceptions, habits, rationalisations for their habits, as well as tensions, enthusiasms and expectations. (Newton & Tarrant, 1992, p. 140)

Timperley, Wilson, Barrar and Fung (2007) provide a synthesis of research on the professional learning and development of teachers. They identified a number of elements that were necessary in order for professional learning and development to be effective. Effective professional learning and development is that, which, among other things:

- is ongoing and extended in time;
- provides a catalyst or rationale for participation and engagement;
- requires participants to engage with new knowledge that involves theoretical understandings and the implications of these for practice;
- has explicit learning goals which have direct relation to student outcomes and develops the participants' understanding of the relationship between their practice and student learning;
- includes a variety of extended activities which are aligned to the content and enable participants to integrate learning into alternative forms of practice;
- provides opportunities for participants to discuss and negotiate the meaning of concepts taught;
- is consistent with wider trends in policy and research;
- engages external experts who can present content in ways that promote engagement;
- provides opportunities for participants to participate in a professional community of practice where new understandings can be processed and problematic beliefs could be challenged; and
- is supported by management where leaders are actively involved in the professional learning opportunities and a learning culture is created.

Davey and Ham (2011) argue that Timperley et al.'s (2007) list of attributes of effective professional learning and development is too long and too disparate to form a theory for the professional learning of teacher educators or to offer assistance in the planning of practical professional learning and development. Following an evaluation of the range and scope of their mentoring practices, they developed matrices of principles for professional learning and development. They deem a professional learning and development intervention to be effective if it is:

1. underpinned by authentic self-enquiry and research that resolves practitioners' own questions and dilemmas about their practice;
2. based on evidence-based inquiry linked to learner outcomes;
3. constructed on collegial and collaborative relationships;
4. bound by and responsive to localised context and culture; and
5. supported by active and conscious leadership.

Professional development interventions should be of a high standard, clear and well-designed with meaningful, practical and engaging activities so that the expectations and needs of the participants are met and that learning and development are promoted. Participants' preconceptions, habits, rationalisations for their habits and tensions may affect their motivation while involved in professional development and may limit opportunities for learning and development. In order to minimise the possible negative effects of these factors on the outcomes of the interventions or on the development of the participants, the developer and facilitator need to carefully consider the atmosphere of the learning environment, as well as select tasks and activities that can promote learning. This section provides an overview of some of the underlying principles that should be considered when designing and implementing in-service professional development interventions.

The atmosphere created by the facilitator is important, particularly in in-service professional development contexts. Underhill states the following:

> The psychological climate that facilitates teacher development is characterized by interpersonal caring, understanding and trust, along with shared commitment to the process of intentional development. Such an atmosphere may help participants to feel secure enough to be more honest with themselves and others, to have less need to pretend or play games in their responses, and to be willing to

> reciprocate in supporting the developmental efforts of others. (Underhill cited in Head & Taylor, 1997, p. 97)

As outlined by Underhill, a positive atmosphere helps participants to let their guard down, forget their preconceptions and prejudices and to get involved, experiment, as well as 'reappraise deeply embedded assumptions about their professional self, actions and values' (Duignan & MacPherson cited in Newton & Tarrant, 1992, p. 148).

The facilitator can create a positive, collegial and collaborative learning environment by modelling sensitivity, unconditional regard and empathy, as well as accepting all contributions, paying attention to physical aspects of the environment, and seeking to promote trusting relationships between all members of the group (Malderez & Bodóczky, 1999). In addition, the following principles should be used to inform the design and implementation of in-service professional development interventions: 1) the inclusion of the participants in the design and implementation of the interventions, and 2) the provision of relevant and authentic interventions. Mortimer and Mortimer deem professional development interventions to be successful if the participants are able to feel some ownership of the intervention, either by being involved in the selection of the topic, tasks and activities or the planning (cited in Newton & Tarrant, 1992, p. 144). Following Duff's (1988, p. 111) view that professional development interventions 'should be practical and directly applicable to the working context', the design and implementation should include content and activities that are relevant to the participants' context.

Professional development interventions for supervisors need to include content that relates to the content and pedagogy of EFL teaching and initial language teacher education, as well as the practice of supervision. In particular, the content should aim to develop the participants' propositional, case and strategic knowledge. Participants need to be engaged in relevant activities, such as reading and discussing relevant literature on learning to teach and learning to supervise, working with case studies, video observation, post-observation feedback activities, role play and simulation activities, analysing transcribed post-observation feedback, and other practical and awareness-raising activities.

The professional development intervention must be carefully planned so that the content and activities relate closely to the participants' context, and so that activities are generative in nature. Kurtoğlu Eken (2010, p. 5) argues that 'training needs to liberate itself from a crippling let-me-show-you, let-me-tell-you approach and adopt as its main principle exploratory and experiential learning processes, which promote personal and professional

growth'. Experiential learning is defined as 'the process whereby knowledge is created through the transformation of experience' (Kolb, 1984, p. 38). It can be described as a continuous process, grounded in the participants' experience, where existing beliefs and practices are explored and tested against new experiences, resulting in the evolution of more refined ideas (Head & Taylor, 1997). In order to achieve such processes, the professional development interventions should include clear evidence of the following fundamental elements: a balance between theory and practice; synchronic and sequential coherence of input; utilisation of participants' knowledge and experience as resources; examination and exploration of professional thoughts, beliefs and practices; dialogue; reflection and research-based practices (Kurtoğlu Eken, 2010; Malderez & Bodóczky, 1999). By providing a ZPD for supervisors within the context of the professional development interventions, supervisors will not only be provided with opportunities to develop the skills and knowledge required to provide effective EFL language teacher supervision, but the concept of ZPD is also modelled for them and they are provided with opportunities to experience approaches that they could adopt in their supervision within the context of their own learning. In many ways, such an approach to the professional development of supervisors can be seen as matching 'what' is taught with 'how' it is taught (ibid., p. 25).

There are a number of factors that can contribute to the successful design and implementation of professional development interventions for supervisors. Well-designed interventions that are run in positive learning environments, where participants are encouraged to participate in learning and in activities that are relevant and interesting can aid the development of the participants' practice. Importantly,

> [w]hat students learn is directly related to what and how teachers teach; and what and how teachers teach depends on the knowledge, skills and commitments they bring to their teaching and the opportunities they have to continue learning in and from their practice. (Feiman-Nemser, 2001, p. 1013)

Feiman-Nemser's view of the relationship and effect that teachers' knowledge and experience of the practice of teaching have on what student teachers learn can be extended to the practice of supervision. What and how supervisors supervise depends on the knowledge, skills, commitments and dispositions they bring and the opportunities they have to continue learning in and from their practice.

In this chapter, literature relating to the key themes of this research project has been outlined and the conceptual framework presented. In the next chapter, the methodology that underpins this research is discussed.

Chapter 3: Research Methodology

This study aimed to investigate ways of improving the practice of supervisors working within the field of intensive, initial EFL teacher education. It is a case study of a professional development intervention. The chapter begins with a summary of the features of case study research, and this is followed by an outline of practitioner research and an introduction to the research participants. The next section is a description of the methods of data collection and analysis used in this study. The chapter ends with an overview of the pertinent ethical considerations and the limitations of this study.

3.1. Practitioner Research

Practitioner research, also known as practitioner inquiry (Cochran-Smith & Lytle, 2009) or teacher research (Freeman, 1998; Borg, 2003) is defined by Cochran-Smith and Lytle as 'all forms of practitioner inquiry that involve systematic, intentional and self-critical inquiry about one's work' (1999, p. 22). Borg (2010, p. 395) defines teacher research as:

> systematic inquiry, qualitative and or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and /or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms and which may also inform institutional improvement and educational policy more broadly.

Cochran-Smith and Lytle (2009) describe practitioner research as an overarching category of research that encompasses five genres, namely action research, teacher research, self-study, scholarship of teaching and using practice as site research. They also list eight features that unite these genres, which are summarised here (2009, pp. 41-42). Unlike traditional research on teacher education, in which practitioners are the subjects of research conducted by outsiders, in practitioner research, the practitioner takes the role of researcher, 'working from the inside'. A community provides the context in which practitioners collaborate and knowledge is constructed. Practitioners are seen to have significant knowledge about their situation and are regarded as 'knowers, learners and researchers'. The focus of practitioner research is professional practice – the 'professional context is taken as the site of the inquiry, and problems and issues that arise from professional practice are

the focus of the study'. Due to a practitioner assuming the role of researcher and the professional context acting as the site for the research, boundaries between inquiry and practice are blurred, which allows for innovative programs of research and new kinds of knowledge' (ibid., p. 43). Practitioner research is systematic, incorporating 'multiple data sources that illuminate and confirm and disconfirm one another' (ibid., p. 44). Finally, a key feature of the research is that it needs to be made public. If language teacher education research is not made public, the knowledge generated will 'dissipate in the recesses of private conversations, staff rooms or schools' (Freeman, 1996, p. 105), and the opportunity will be missed to contribute to discussions and debates in the field (Barkhuizen, 2009).

Practitioner research was selected for its suitability as a form of professional development and its potential for significant transformation of practice (Borg, 2015, p. 98). Practitioner research 'starts with and brings about a shift in the status-quo of teaching and learning; therein lies its joy; its strength' (Freeman, 1998, p. 16). Researching aspects of one's own practice is an important way to generate understandings which inform professional learning and practice.

Borg and Sanchez (2015, p. 189) use research presented in their book *International Perspectives on Teacher Research* as evidence of the ways in which practitioner research can have a positive impact on practice. Specific benefits of practitioner research relevant to this research include narrowing the gap between theory and practice, prompting collaboration amongst practitioners, providing practitioners with an insight into their practice, raising practitioners' awareness of ingrained habits, promoting reflective skills, increasing practitioners' knowledge, affecting positive changes in practice, creating positive attitudes to professional development and creating a sense of community.

Practitioner research studies with a focus on developing practice include Hilton & Hilton (2017); Rainey (2000); Engin & Priest (2014); Cochran-Smith (2003); Banegas, Pavese, Velázquez & Vélez (2013).

Finally, it is important to acknowledge two main criticisms of practitioner research, namely reliability and lack of generalisability. Ellis (2010) questions the reliability of methods used and conclusions that are reached in practitioner research. However, rather than judging the research against criteria that the researchers might not have sought to meet, it is more important to apply the same 'trustworthiness' as a way to evaluate the results of qualitative research (Cochran-Smith & Lytle, 2009), and consider the extent to which the practitioner research is 'sound' (Borg & Sanchez, 2015). This will involve paying attention to the 'issues

being addressed, the investigative and analytical strategies used ethics and real-world benefits/impact of various kinds' (ibid., 187). Practitioner research has been criticised for its lack of generalisability due to its localised focus, which is often on pedagogical issues in practitioners' own classrooms (Borg & Sanchez, 2015) where knowledge generated often takes the form of enhanced conceptual frameworks, altered practices, and/or reconstructed curricula (Cochran-Smith & Lytle, 2009). However, local knowledge can also be relevant beyond the immediate context to those in other situations (Cochran-Smith & Lytle, 2009). It is through 'a richness of description and interpretation' that a particular case becomes interesting and relevant to those in other situations (Richards, 2003, p. 286). In addition, the impact may not necessarily be limited to the specific aspect of practice under consideration, but 'may suggest new insights about teaching and learning; new knowledge about teacher inquiry, teachers' learning and professional growth; and new knowledge about the relationships among teacher inquiry, knowledge, and school reform (Cochran-Smith & Lytle, 2009, p. 45). Limitations of the study are discussed in Section 3.11.

3.2. Case Study

The term 'case study' has been defined in a number of ways. Yin (1994, p. 13) defines a case study in terms of the research process: '[a] case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident'. By contrast, Merriam (1988) defines case study in terms of the end product, stating that 'a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit' (Merriam, 1988, p. 21). Likewise, Wolcott asserts a case study is 'an end-product of field-oriented research' (1992, p. 36). For the purpose of this research, which is informed by sociocultural theory, Stake's (1995, p. xi) definition of case study, which is interpretive or sociocultural in orientation, is most suitable: '[c]ase study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances'.

Case study is particularly appealing for research in applied fields such as education (Bassey, 1999; Merriam, 2001; Wajnryb, 1994b; Waite, 1993; Hood cited in Heighman & Crocker, 2009) as it allows educational researchers to identify, explain and develop specific issues and problems of practice (Merriam, 1998, p. 34). Case study knowledge is different to other research knowledge. It is more concrete as it resonates with the researchers' experience due to its vivid and sensory nature, and is more contextual, as experiences are rooted in context (Stake cited in Merriam, 2001).

Examples of case study research in language teacher education, with a particular focus on post-observation feedback, includes Wajnryb (1993), Hyland and Lo (2006), Brandt (2008), Chen & Cheng (2013), Kurtoğlu-Hooton (2015) and Kurtoğlu-Hooton (2016). Case study research with a focus on the training or professional development of supervisors is limited. One example of such research is Krishnan et al.'s 2017 case study examining the initial supervisor training of two English teachers.

Analysis of data collected during this study is informed by constructivist theory. According to Thornberg (2012, p. 91), 'constructivist Grounded Theory assumes that neither data nor theories are discovered but are constructed by the researchers as a result of their interactions with the field and its participants, and coloured by the researchers' perspectives, values, privileges, positions, academic training and sociocultural context in which they are embedded'. Case study research is generally associated with a sociocultural or interpretivist approach, which is concerned with sense making, or the social construction of reality (Conrad & Serlin, 2011).

Designed as a practitioner research project, this study has aimed to develop the practice of supervisors working within the field of intensive, initial EFL teacher education through the provision and evaluation of professional development initiatives and the identification of areas for their further professional development. A case study approach enables each case to 'be examined to bring about an understanding that in turn can affect and even improve practice' (Merriam, 2001, p. 41). Stenhouse (1985, p.50) identifies case study in action research as one of three broad styles of case study research that allows for 'the development of the case or cases under study by feedback of information which can guide revision and refinement of the action'. In addition, a case study approach to the research provides a distinct advantage for answering the 'how' question posed in this study (Yin, 1994).

This research aims to respond to the conceptual responsibilities of a qualitative case study as identified by Stake (1994), which involve bounding the case by conceptualising the object of study (the practice of post-observation feedback); selecting phenomena, themes or issues; seeking patterns of data to develop the issues; triangulating key observations for interpretation; identifying alternative interpretations to pursue; and finally, developing assertions or generalisations about the case. By using a case study approach, I was able to focus on post-observation feedback.

This research is a case study of the professional development of supervisors working within the field of intensive, initial EFL teacher education (see Figure 3.1.). It tracks three supervisors' professional development over a ten-month period.

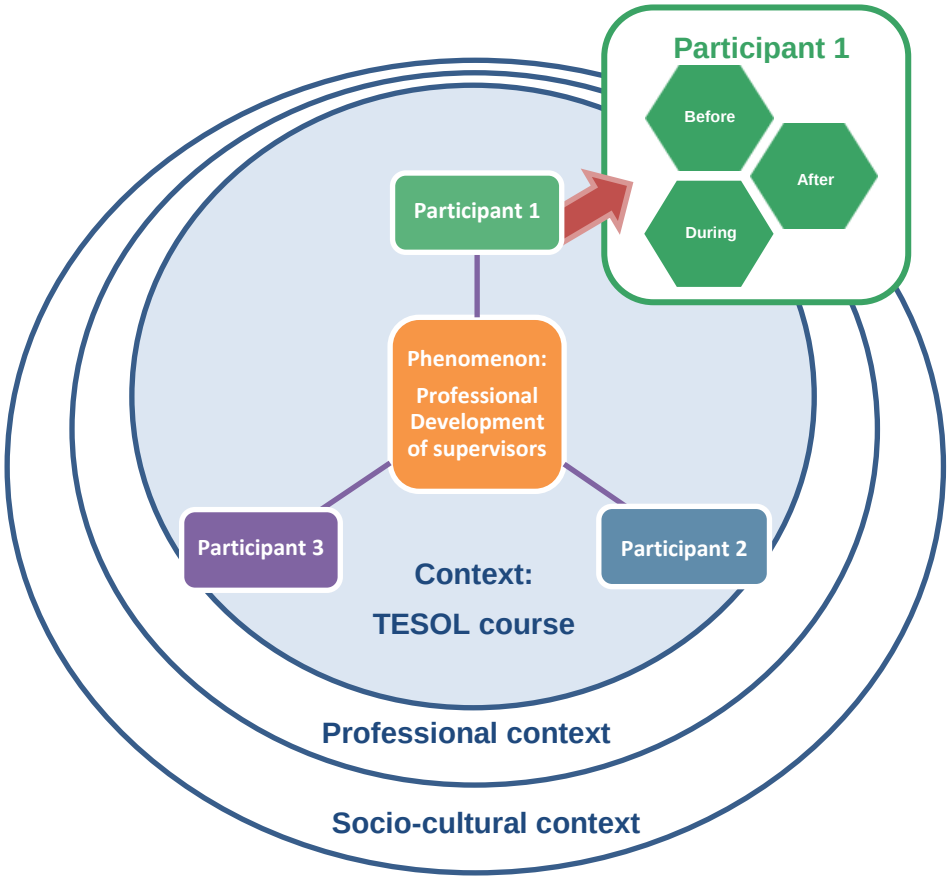


Figure 3.1. Case Study – Professional Development of Supervisors

Within this case study 'portraits' are presented of each of the three supervisors as their development is tracked through the research cycle. The context or 'physical setting of people's actions' (Dyson & Genishi, 2005, p. 5) is the professional development intervention designed for the supervisors working on the TESOL course. This context exists in a larger 'extra situational context' (Goodwin & Duranti, 1992), which is sociocultural, including historical, cultural and economic forces; and professional, including learning a language, initial language teacher education and in-service development.

The phenomenon under examination is the impact of a professional development intervention on the post-observation feedback practice of supervisors. In particular, this study aims to investigate the development of the supervisors' knowledge, skills, beliefs and practices as a result of the professional development interventions as evident in consistent

and sustained changes in the manner in which the feedback is given, including the approach, nature of talk, opportunities afforded for reflective practice and structure of feedback.

After describing practitioner research and methods of data collection and analysis, portraits of the three participants are presented in Section 4.4. Changes (or lack of changes) to the content and structure of the feedback given by the three participants is presented comparatively. Stake (2005, p. 457) refers to comparison as 'a powerful conceptual mechanism', which allows a researcher not only to portray what is common and particular about a case, but also what is uncommon.

3.3. Research Participants

In this section, the research participants are introduced and the process for selecting participants is outlined.

The research project commenced with eight supervisors who provided input on their professional development needs. This input was used to inform the professional development intervention and the analysis of the completed professional development intervention. It was originally intended that the research would involve all eight supervisors; however due to practical reasons this was not possible. Five supervisors were not scheduled to work on the TESOL courses at the time of key data collection points, and therefore could not be included in the data collection.

Since all eight supervisors provided information regarding their professional development needs, which informed the development and implementation of the professional development interventions, I have chosen to include their biographical details. Of the eight, there were two male and six female supervisors. They ranged in age from 26 to 50 years, with the majority in the 36-40 age group. Seven of the supervisors spoke English as their first language and one participant spoke Afrikaans as a first language.

All the supervisors had an undergraduate degree as well as a recognised teaching qualification such as a PGCE, TESOL, TEFL or CELTA. Four supervisors had completed other relevant training, such as a Master's Degree in Teaching English or Applied English, DELTA, training in assessment or life coaching. None of the supervisors held a teacher educator qualification. Two supervisors had completed semi-formal education in language teacher supervision through previous employers. The remaining six supervisors had

completed informal education as part of on-the-job training in language teacher supervision, which took the form of peer observation of experienced supervisors.

The supervisors were all full-time or part-time staff members at the language centre. They were experienced English second- and foreign-language teachers and their experience in the field ranged from three to 13 years, with an average of years' experience. Only one supervisor had had experience in training on an initial language teacher education course prior to working on the TESOL course. All supervisors except one had experience in supervising student teachers enrolled on initial language teacher training courses. This experience ranged from three months to five years, with the average length of experience being one year (see Table 3.1.).

Table 3.1 Summary of Supervisors' Biographical Information

Supervisor	Age	Undergraduate University Degree	Postgraduate University Degree	Postgraduate Teaching Qualification	Initial EFL Teaching Certificate	Private EFL teaching Experience	Public-sector teaching experience	Training in EFL Teacher Training/ Supervision	EFL Teacher Training Experience	TESOL Teaching Practicum Experience
Jack	36-40	√	-	√	√	7 yrs	-	√	1 yr	1 yr
Karen	46-50	√	-	-	√	4 yrs	8 yrs	-	1 yr	0.5 yrs
Susan	26-30	√	-	√	√	3 yrs	7 yrs	-	1 yr	0.5 yrs
Matthew	36-40	√	-	-	√	13yrs	-	√	-	5 yrs
Anna	26-30	√	√	√	-	2 yrs	5 yrs	-	-	1 yr
Carly	31-35	√	-	-	√	3 yrs	-	√	-	1 yr
Sarah	36-40	√	√	-	-	3yrs	-	-	-	0.3 yrs
Sasha	36-40	√	√	√	√	3 yrs	8 yrs	-	-	-
Ben	46-50	√	√	√	√	5 yrs	12 yrs	-	-	-

The research was focussed on a small purposive sample of three supervisors who are referred to here and throughout the remainder of the thesis as the research participants. For the purpose of anonymity, they have each been assigned a pseudonym.

Over the course of the research, the participants remained with their teaching practice groups as far as practicably possible. Due to the short term nature of the courses, each supervisor who participated in the research would have seen approximately three or four teaching practicum groups. A teaching practice roster spanning the period of this research is provided in Appendix 3.

3.3.1. Participant 1 – Jack

Jack was employed as a full-time teacher educator on the TESOL course. He was responsible for delivering training sessions, observing lessons and conducting post-observation feedback sessions with student teachers enrolled on the TESOL course. Of all the supervisors who participated in this research, Jack was the most experienced, with seven years of EFL teaching experience and 13 months of language teacher education experience. He holds a Teaching English as a Foreign Language (TEFL) certificate, and at the time of this study had completed Module 1 of his Diploma in Teaching English to Speakers of Other Languages to Adults (DELTA). He had also completed a Train the Trainer course and had shadowed more experienced trainers as part of the induction phase of his employment as a teacher educator. Jack was a participant in the study and also delivered the content sections of the professional development workshops for supervisors.

3.3.2. Participant 2 – Karen

Karen was employed at the institution where the research was conducted as a full-time English as a Foreign Language teacher and a part-time teaching practicum supervisor on the TESOL course. As a supervisor, she was responsible for observing lessons prepared and taught by student teachers enrolled in the TESOL course, as well as for conducting post-observation feedback sessions with them. Karen had first-hand experience of being a student teacher on the TESOL course, having completed her own language teacher education at the institution several years ago. At the time of this research project, she had four years of EFL teaching experience and six months' experience of supervising student teachers on the TESOL course. She has no formal qualification in language teacher education or practicum supervision. As part of her induction as a supervisor, she shadowed more experienced teacher educators and supervisors.

3.3.3. Participant 3 – Susan

Susan was employed full time as a primary school educator and worked as a part-time supervisor on the TESOL course. As a supervisor, she was responsible for observing lessons and conducting post-observation feedback sessions with the student teachers enrolled on the TESOL course. Susan holds a Bachelor of Arts Degree as well as a Post-graduate Certificate in Education and a Teaching English as a Foreign Language (TEFL) certificate. At the time the research commenced, she had seven years' experience in teaching EFL and language teacher training. She had only been working as a supervisor on the TESOL course for approximately six months. As part of her induction as a supervisor, she shadowed more experienced teacher educators and supervisors.

3.4. Professional Development Needs of the Participants

In the questionnaire that was completed prior to the intervention, participants were asked 'Which aspects of post-observation feedback should be included in a professional development workshop for supervisors?'

Jack indicated that all proposed workshop topics presented in the questionnaire should be included in a professional development intervention, except for 'Cultural differences in giving/receiving feedback' (see Table 3.2.). He suggested including 'Self-assessment through a checklist of can-do statements' as additional content in the professional development workshop for supervisors. I found the suggestion he included interesting, but felt that it was not in line with the aims of the professional development intervention. I identified it as something that the core teacher training team could work on as part of the TESOL course development.

Table 3.2. Participants' Professional Development Needs

I would like input on:	Jack	Karen	Susan
Purpose or role of feedback	√	√	-
Types of trainers and observers (directive, etc.)	√	√	√
Approaches to feedback	√	√	√
Types of feedback (prescriptive, etc.)	√	√	√
Methods of feedback (written, etc.)	√	√	√
Structure of feedback	√	√	√
Language use in feedback (politeness strategies, etc.)	√	√	√
Promoting dialogue in feedback	√	√	√ *
Making the most of reflection (using TP journals and trainees' reflection in feedback, etc.)	√	√	√
Feedback strategies (delivering criticism, etc.)	√	√	√
Feedback activities (activities to encourage variety in the approach and structure of the feedback event)	√	√	√
Giving effective feedback	√	√	√
Alignment of TP observation to student ability (i.e. What can we realistically expect of a novice trainee in week 2 of the course?)	√	√	√
Student teacher peer observation activities	√	√	√
Utilising student teacher peer feedback	√	√	√
Alternative observation methods	√	√	√ *
Cultural differences in giving/receiving feedback	-	√	√
Student teachers' responses to feedback	√	√	√
Dealing with conflict	√	√	√ *

Karen indicated that all proposed workshop topics presented in the questionnaire should be included. She did not provide any suggestions for additional topics that could be included. I

attributed Karen not putting individualised professional development needs down to two factors: first, she worked as a part-time supervisor and did not see the need to prioritise supervisor professional development, and secondly, she had only had six months of supervisor experience at the time that the questionnaire was sent out, and the content provided covered her immediate professional development needs.

Susan indicated that all topics presented in the questionnaire, except one, should be included. The topic she felt was not relevant for the workshops was 'Purpose or role of feedback'. She marked three topics she felt were very important with an asterisk. These topics were 'Promoting dialogue in feedback', 'Alternative observation methods' and 'Dealing with conflict'. She provided no suggestions for additional topics.

The findings from the questionnaire supported findings from preliminary research conducted (Ma, 2009), and together these were used in the development of the professional development intervention.

The student teachers indirectly involved in this research were registered on a range of TESOL courses between February and December 2012. A total of eight groups were used and were selected based on the supervisors' professional development intervention schedule. Groups selected were registered on courses that coincided with the post-observation feedback audio recording schedule pre-, during, and post-workshop. Student teachers included both men and women ranging in age from 18 to 70. The student teachers came from a range of cultural and linguistic backgrounds in South Africa, as well as other countries such as China, Kazakhstan and Italy. The majority of the student teachers spoke English as their first language with some speaking African, Asian or European languages as their first language. The majority had a higher education qualification but had not had any prior teaching experience.

3.5. Research Process

This project had five distinct parts: 1) reconnaissance, 2) professional development design, 3) the implementation of a professional development programme for supervisors, 4) data collection, and 5) data analysis.

The reconnaissance stage involved surveying the literature, reviewing the empirical findings of previous research (Ma, 2009) – which were outlined in Chapter 2 – as well as collecting data from the supervisors that would help to inform the design of the intervention. The

design stage involved conceptualising, planning and preparing the content and materials that would be used for the professional development programme.

The professional development programme took the form of a series of interventions that ran over a period of 10 months. The professional development intervention is discussed in more detail in Section 3.6.

Data was collected at three intervals to evaluate the impact that the interventions had on the supervisors and their practice. This data included field notes made during and immediately after the professional development interventions; workshop evaluation forms completed by the participants; audio-recorded, transcribed and analysed post-observation feedback events; and semi-structured interviews with supervisors. Data collection methods and timeframe are discussed in more detail in Sections 3.6 and 3.7. respectively.

Data was then analysed, synthesised and interpreted and conclusions were drawn to review the outcomes of the professional development interventions and to make further recommendations for the professional development of supervisors which would inform future action. Data analysis and coding is outlined in Section 4.9.

3.6. The Professional Development Intervention

The professional development intervention aimed to bring about change in the practice of supervisors, as well as in their attitudes and beliefs. It also aimed to transform the learning outcomes for student teachers. It was offered to teacher educators and supervisors employed on TESOL courses at the institution and consisted of 12 two-hour workshops which ran over 10 months. The first two-hour workshop was designed as a general introductory session to the professional development intervention as well as to the practice of post-observation feedback. Each of the remaining 11 workshops was divided into two sessions, one focussed on the '*what'* (the course content of the TESOL course) with the aim of developing supervisors' content knowledge, and the other focussed on the '*how'* (the delivery of post-observation feedback) with the aim of developing the supervisors' pedagogic content knowledge (Shulman, 2004).

The '*what'* sessions were prepared and presented by one of the participants of the research who was one of the teacher trainers working on the TESOL course with the aim of providing additional input on key content covered during that course. The theory learned during these

input sessions would be assessed during the student teachers' teaching practicums. The topics were selected for their relevance to the teaching practicum, as well as to professional development needs. These were identified from previous research conducted (Ma, 2009) or explicitly expressed by supervisors in the professional development needs analysis conducted prior to the intervention, in informal discussions or in feedback provided by student teachers on supervisors' feedback. The 12 '*what'* topics covered during the sessions were:

1. Aims Sheets and Lesson Plans
2. Communicative Language Teaching Approach and Teaching Techniques
3. Language Teaching Tasks and Activities
4. Teaching Vocabulary
5. Teaching Pronunciation
6. Teaching Grammar using the Context-based Approach
7. Teaching Grammar using the Text-based Approach
8. Dealing with Student Errors and Error Correction
9. Teaching Receptive Skills
10. Teaching Writing Skills
11. Teaching Speaking Skills

The content presented in these sessions included TESOL course theory and materials that were tailored to the professional development of participants and the time available. The sessions were designed as a 'refresher' of the key content required for their supervision of student teachers on the TESOL course rather than as an in-depth programme of study.

The '*how'* sessions were prepared and presented by the researcher. The aim of these sessions was to provide the participants with relevant content on the practice of post-observation feedback which they could engage with and reflect on. The 'how' topics for the intervention were selected from the professional development needs identified from previous research conducted (Ma, 2009) and from those explicitly expressed by supervisors in the professional development needs analysis conducted prior to the intervention. Key topics included in the *how* sessions were:

1. Teaching as a Practice
2. Approaches to Giving Feedback
3. Structuring Feedback
4. Talk in Feedback
5. Effective Scaffolding of Student Teachers' Learning
6. Linking Feedback to Course Content

7. Reflection in Feedback
8. Effective Questioning Techniques
9. Language Acts in Feedback
10. Mitigating Language in Feedback
11. Dealing with Conflict

The professional development schedule and programme outline are provided in Appendices 28 and 29.

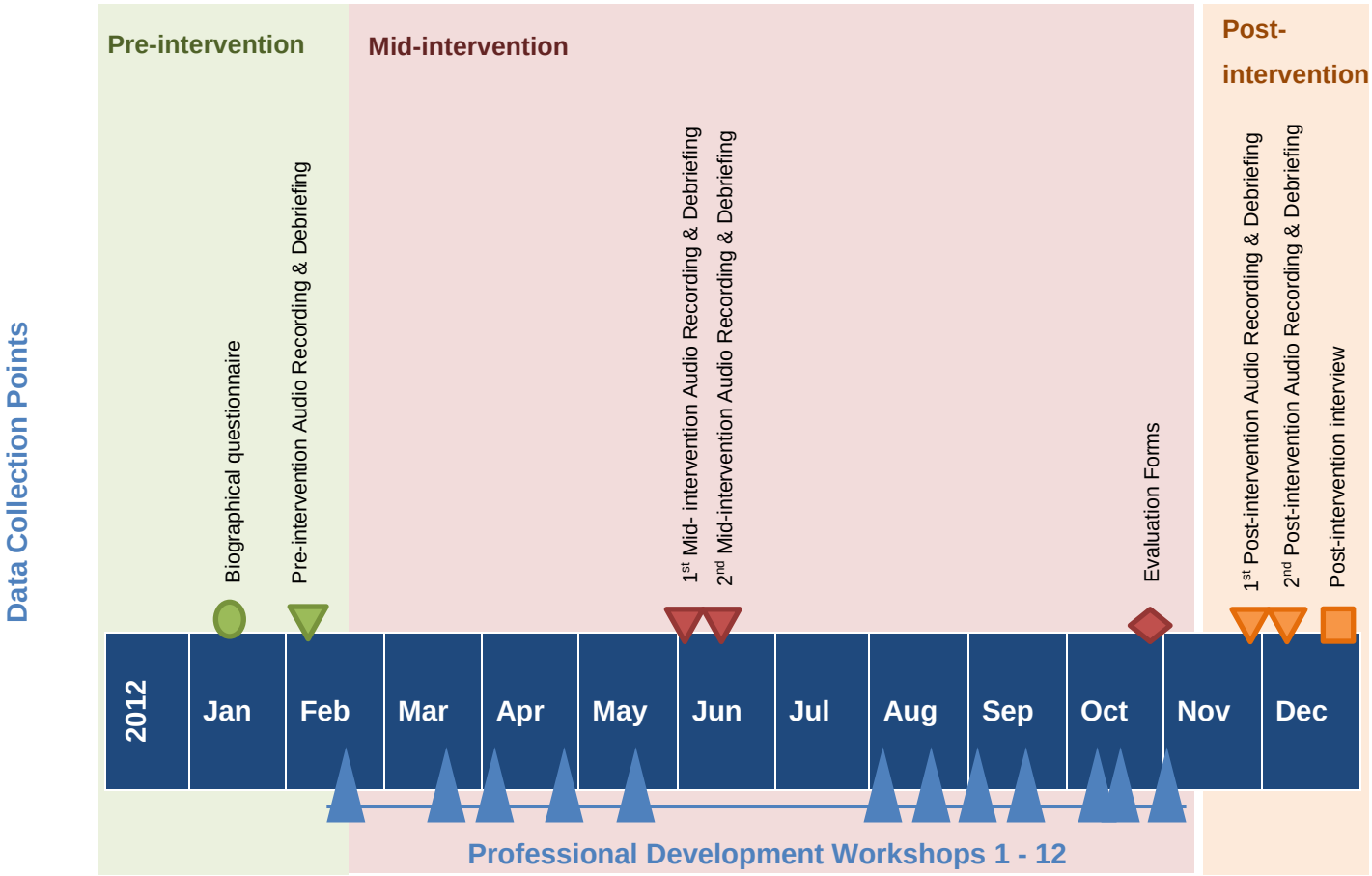
The intervention was designed to be a high-quality; relevant programme that included carefully selected content and learning activities that recognise the supervisors' professional roles, previous learning and current needs. While the professional development intervention was designed as an organised approach to learning, it was not constrained by this design (Keay & Lloyd, 2015) as each session was emergent and constructed to a degree by the participants themselves (Coldwell & Simkins 2011, p. 153). The content aimed to develop the participants' propositional, case and strategic knowledge. Participants were engaged in activities relevant to their practice, including reading and discussing literature, working with case studies, participating in practical awareness-raising post-observation feedback activities such as role play and simulation activities, and analysing post-observation feedback transcripts.

This professional development intervention was a systematic effort with the aim of bringing about change in the practice, attitudes and beliefs of supervisors, as well as in the practices of student teachers (Guskey, 2000).

3.7. The Data Collection Timeline

The data collection and professional development intervention ran over the period of a year from January to December 2012 (see Table 3.3.). The professional development intervention included 12 workshops, which ran between February 2012 and November 2012. The data collection points were 1) pre-, 2) mid-, and 3) post- professional development intervention.

Table 3.3. Research Timeframe



3.7.1. Pre-intervention Data Collection

The pre-intervention data collection took place between January and February 2012. Data collected included information from a questionnaire, audio recordings of post-observation feedback events and debriefing sessions with supervisors following the post-observation feedback events which were transcribed. The questionnaire was used to gather participants' biographical information as well as to collect information regarding their professional development needs which was used to inform the professional development intervention. More information on the biographical questionnaires is included in Section 3.8.1. The transcripts of the post-observation feedback events and debriefing sessions were analysed to identify shifts in the participants' practice. More information about the audio recordings of the post-observation feedback events and debriefing sessions is included in Sections 3.8.2. and 3.8.3.

3.7.2. Mid-intervention Data Collection

The data was collected during the intervention between February and November 2012. Data collected included audio recordings of post-observation feedback events and debriefing

sessions with supervisors, participant reflective writing, evaluation forms and field notes. During the intervention, data from audio recordings of post-observation feedback events and debriefing sessions were collected twice in June/July, and the data collection points were approximately one to two weeks apart (See Figure 3.3). Participant reflective writing where participants were asked to reflect on aspects of their practice was conducted as part of the professional development workshops. These reflections provided a deeper understanding of aspects of the supervisors' practice, their needs and development. Reflective writing is discussed further in Section 3.8.4. The researcher kept a journal of field notes and reflections on the professional development workshops. Fields notes and the reflective journal are discussed further in Section 3.8.5. Evaluation of the professional development intervention was sought in the last workshop. All participants completed an evaluation form which was used to assess the success of the intervention and the impact it had on the participants' practice. The evaluation forms are discussed further in Section 3.8.6.

3.7.3. Post-Intervention Data Collection

The post-intervention data collection took place in November and December 2012. The data collected in this phase included audio recordings of post-observation feedback events and debriefing sessions with supervisors and semi-structured interviews. The data from post-intervention audio recordings of post-observation feedback events were collected twice in November/December, with data collection points being one to two weeks apart. The semi-structured interviews were used to gain insight into the supervisors' experience of the professional development intervention, learning and their perceived change of practice. The semi-structure interviews are discussed in further detail in Section 3.8.7.

3.8. Data Collection Instruments

In the section, the instruments used for the data gathering are described, and a rationale is provided for their use.

3.8.1. Questionnaires

According to Dörnyei (2007, p. 101), '[q]uestionnaires are a popular research method due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible'. In this study, questionnaires were used to gather biographical information and professional development needs from the participants. The information collected from the questionnaire provided a snapshot of the participants' educational and professional backgrounds. The

information gathered from the professional development needs section helped to inform the design of the professional development interventions.

The questionnaire (see Appendix 6) included four sections divided into the following categories: 1) personal information and 2) professional development needs. The personal information sections cover basic personal information, academic and professional training information and professional experience information. The professional development needs section provided participants with a list of 19 topics for professional development from which they were asked to select the topics that they felt should be included in a professional development intervention for supervisors. The topics listed were sourced from empirical data collected (Ma, 2009), from areas identified for development in audio recordings of the pre-workshop post-observation feedback sessions, as well as from the literature. Space was provided below the list for participants to provide additional suggestions. The inclusion of such open-ended items in the questionnaire aimed to explore the participants' authentic needs further.

The majority of the questions were multiple-choice, as these question types are commonly used when asking for personal information in questionnaires (Dörnyei, 2007) and allowed for numerical comparison of the information.

The questionnaire was piloted by colleagues who were not participating in the study and some changes were made before it was administered to the participants.

3.8.2. Audio Recording of Post-observation Feedback Events

The audio recording of post-observation feedback events allowed for the collection of a 'body of knowledge' (Levinson, 1983) of institutional talk from a naturally occurring setting, which could then be transcribed, analysed and discussed.

The post-observation feedback was recorded using digital audio recorders operated by the supervisors in the post-observation feedback events, with the recordings returned to the researcher for transcription and analysis. The audio recordings were transcribed using Jefferson's transcription conventions (Hutchby & Wooffitt, 1998, pp. vi-vii) by a professional transcriber (see Appendix 20), and then reviewed and corrected where required. The participants were provided with an opportunity to check the transcripts for accuracy.

The post-observation feedback event transcripts allow 'for the sort of focused attention on the minutiae of talk that promotes insight into technique and content' (Richards, 2003, p. 81).

The discourse(s) in the transcripts was analysed in order to identify 'the ways in which versions of reality are accomplished through language' (Bryman, 2004, p. 539). Rather than analysing the post-observation feedback turn by turn, as would usually be done in conversation analysis, discourse analysis and content analysis were used in order to highlight macro features of post-observation feedback identified as part of the framework.

3.8.3. Audio Recording of Debriefing Sessions with Supervisors after Post-observation Feedback Events

Debriefing sessions held with the participants after each audio-recorded post-observation feedback event enabled the participants to share their experiences and perceptions of these events. These sessions helped to triangulate the data and increase the rigour and validity of the study by grounding the researcher and encouraging congruence between reality and the findings (Merriam, 2001). The debriefing sessions were not transcribed, as they did not form part of the primary data set to be analysed. The researcher reviewed each audio recording while working through primary data set and used content analysis to source data that was useful in providing further insight into the participants' practice or their professional development as a result of the professional development intervention.

3.8.4. Reflective Writing

> Through reflection, [a practitioner] can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialised practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience. (Schön, 1991, p. 61)

Reflection can lead to greater awareness and can lay the foundations for development. The act of writing things down helps individuals to process and reflect on experiences, and as a result, such writing may be useful for encouraging participants to be more reflective and extend their learning (Hatch, 2002; Suskie, 2009). Reflective writing tasks are also a useful research tool as they can be 'valuable for assessing ineffable outcomes such as attitudes, values and habits of mind' (Suskie, 2009 p. 147).

Reflection formed an important part of the study, with participants completing reflective writing tasks prior to and during the professional development interventions. These tasks required them to reflect on their practice through the use of authentic data (see Appendix 29). The '[u]se of data helps make the invisible areas of practice more visible' (Mann &

Walsh, 2015, p. 20). Data was used in the professional development intervention; however, it was limited to written data in the form of post-observation feedback transcripts, which were used in two workshops. In the workshop on Talk in Feedback, participants were asked to read the transcripts, discuss the nature of talk in the excerpts, and identify which excerpt would be more effective in the development of student teachers' practice. In the workshop on Reflection, participants were provided with a transcript of a post-observation feedback event that they had led and were asked to complete a reflective writing task (see Appendix 27). It was hoped that analysis of the participants' reflections would lead to new understandings of initial EFL teacher supervision, post-observation feedback, their identity and role as supervisors, as well as the contexts and theories that influence their practice.

3.8.5. Research Journal – Field Notes and Reflections

In many case studies, field notes form an important part of the data for qualitative analysis (Patton, 2002). These notes are descriptive and record the information about the context, which includes the participants, the setting, the interaction and activities; direct quotations from participants observed; the researcher's feelings, reflections and experiences; as well as field-generated insights and interpretations (Patton, 2002, pp. 303-305). In this study, the researcher took field notes during and after the professional development interventions.

A log containing field notes on the professional development interventions was attempted; however, this proved difficult due to the interactive nature of the interventions. On review, the data collected from the first log was found not to be useful and a decision was made to audio record future professional development interventions. The audio recordings were not transcribed, but served as a record of the professional development interventions, allowing for access and review.

The researcher kept a reflective writing journal and an entry was made after each professional development intervention. Each entry recorded the approach and content used, the response of the supervisors and aspects of the workshop that worked well or needed to be improved. This form of journaling 'offers a valuable glimpse into an inner world that would otherwise perhaps remain unaccessed' (Wajnryb, 1994b, p. 111) and allows the researcher to evaluate the project as it develops (Stenton, 2004). Practitioner research involves reflection, and these reflections provided valuable information for use in the revision stage of the project.

The journal was analysed using content analysis to identify content that provided insight on the researchers' experience of the implementation of the professional development

intervention. It highlighted gaps in the professional development intervention for further development.

3.8.6. Evaluation Forms

Two types of evaluation forms were completed by participants at the end of the professional development intervention. All participants completed a self-evaluation form and a professional development evaluation form. These forms contributed to 'a better understanding of the "dynamic nature" of professional development', as well as enabling the gathering of information 'to guide reform efforts' (Guskey, 2000, p. 8).

At the end of the professional development intervention, all participants completed a self-evaluation reflection activity (see Appendix 31) using a self-evaluation form. In the first instance, supervisors were asked to rate their practice before the professional development workshops on a scale of 1 to 10, with 1 representing 'no/little experience and not part of my practice' and 10 representing 'advanced knowledge and established part of my practice'. They were then asked to rate their practice before the professional development workshops on a scale of 1 to 10, with 1 representing 'no/little experience and not part of my practice' and 10 representing 'advanced knowledge and established part of my practice'. They then plotted their reflections on a radar graph. This radar graph was used as a means to visually display the supervisors' reflection on their learning. All supervisors completed an evaluation of the professional development intervention (see Appendix 32).

The evaluation forms were analysed using content analysis to identify content that provided insight into the participants' experience of the professional development intervention and aspects of their practice which they perceived to have developed as a result of the professional development intervention.

3.8.7. Semi-structured Interviews

The semi-structured interviews were conducted with the participants after the professional development intervention and last post-observation feedback audio recording and debriefing sessions had been completed. The semi-structured interviews were used to gather information about the supervisors' experience of the professional development intervention, what they had learned, and if and how their practice had changed.

Interviews are a flexible research tool that can be used to gather a range of information, including factual data, views and opinions, personal values and narratives, all of which can

be used to answer a wide range of research questions (Atkins & Wallace, 2012). The semi-structured interviews started with a pre-determined set of questions, but allowed for some flexibility and enabled the researcher to pursue what seems relevant to the interviewee as well as to adapt or refine the questions guiding the research. This type of interviewing aims to combine the best of both worlds by establishing core issues to be covered, 'but at the same time leaving the sequence and relevances [sic] of the interviewee free to vary, around and out from that core' (Freebody, 2004, p. 133).

For this research an interview guideline was designed, which included a general protocol with regard to the procedures that needed to be followed, as well as a set of open-ended questions that were designed to find out 'participants' perceptions of issues by exploring their knowledge, feelings, attitudes, past experiences and expectations' (Ferrier-Kerr, 2009, p. 792) (see Appendices 15 and 25). The interviews with participants were audio recorded and subsequently transcribed as an interview log. The interview logs were reviewed for accuracy by the researcher and the participants. The interview log captured 'the counter number and main points made by the respondent, including relevant, explicit and "rich" quotations' (Wajnryb, 1994b). The discourse(s) in the interviews was subsequently analysed using content analysis.

3.9. Data Coding and Analysis

Miles, Huberman and Saldaña (2014, p. 12) describe data analysis as 'three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification'. In this section, the approaches used to code and analyse the data are outlined. Content analysis was used for the analysis of the content of the post-observation feedback transcripts as well as the content of the semi-structured interviews. Discourse analysis was used for the analysis of the discourse of the post-observation feedback events.

Content is defined by Krippendorff as something that is contained in messages or texts. Content analysis was selected as a means to analyse the content of the post-observation feedback transcripts as well as of the semi-structured interviews. Content analysis as a research technique enables the researcher to make 'replicable and valid *Inferences* from *Texts* … to the *Contexts* of their use' (Krippendorff, 2013, p. 24). Patton describes content analysis as a "qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (2002, p. 453). Over the course of 12 months, a total of nine post-observation feedback transcripts and three semi-structured interview transcripts were obtained for analysis, totalling over 15

hours of talk. Due to the volume of data gathered in this research, data reduction was necessary.

The content analysis framework was deductive and conceptually based on the research question and literature on the topics of practice and learning to teach. Having a clear starting point for the analysis enabled the researcher to ground the content analysis empirically (Krippendorff, 2013) and to focus on isolated concepts (Carley, 2008). Both qualitative and quantitative content analysis methods were used in this study.

The framework used in the discourse analysis was based on an adapted version of patterns identified in studies on the discourse of post-observation feedback (Vásquez, 2004; Ma, 2009). The framework includes four major categories: approach, structure, talk, and reflection; which were identified in previous research on areas for development in the supervisors' practice (Ma, 2009). Each category is made up of a number of sub-categories, as detailed in the following table (See Table 3.4.)

Table 3.4. Analysis Framework – Categories and Sub-categories

Main Category	Sub-Category	
	Quantitative Analysis	**Qualitative Analysis**
Approach	6 type approach framework (Freeman and Gebhard); Framing (Bernstein)	shifts in practice; challenges to practice; references to the professional development intervention
Structure	Feedback Framework	
Talk	Turn-taking allocation; Proportion of talk	
Reflection	Descriptive coding; Open and focussed reflection (Farr, 2011); Magnitude coding	

For some sub-categories, coding was used to attribute meaning to the individual datum (Saldaña, 2016). A code in qualitative research is 'a word or short phrase that symbolically assigns a summative, salient, essence-capturing and/or evocative attribute for a portion of language-based or visual data' (Saldaña, 2016, p. 4). The codes were manually assigned to the transcripts. Coding is a 'judgement call', and 'involves our subjectivities, our personalities, our predispositions, [and] our quirks' (Sipe & Ghiso, 2004, p. 482-3). Participants were provided with the opportunity to review the coded transcripts to check for discrepancies in interpretation. Data gathered from the transcripts was then collapsed into categories and themes for analysis.

The categories and sub-categories of the analysis framework are presented in the sections that follow.

3.9.1. Post-observation Feedback Audio Recordings

Quantitative content analysis was used predominantly in the analysis of the post-observation feedback transcripts, which entailed 'counting coded textual matter' (Krippendorff, 2013, p. 385) and identifying patterns in the data. This method of analysis offered the 'possibility of obtaining … precise, objective and reliable observations about the frequency with which given content characteristics occur' (George, 2008, p. 223). Quantitative content analysis was particularly useful when looking at aspects of the post-observation feedback such as talk and reflection and the shifts in the supervisors' practice.

The categories and sub-categories of the framework used to analyse the data are outlined in the sections that follow.

3.9.1.1. Approach

As outlined in Chapter 2, approaches to post-observation feedback include direct, alternatives, non-directive (Freeman, 1982; 1990; Gebhard, 1984), collaborative, creative and self-help supervision (Freeman, 1982). The post-observation feedback approach can be determined by the degree of control that a supervisor assumes over selecting, sequencing and pacing their feedback. Framing is a useful way in which to measure supervisors' approach to post-observation feedback. The strengthening and weakening of framing is a matter of the professional judgement of the supervisors, who need to determine the kind of scaffolding that is needed by a particular student teacher at a particular point in time. Framing that is flexible and responsive may provide the necessary scaffolding required by a student teacher, but if used badly, it could inhibit learning by resulting in overly directive or non-directive feedback.

Bernstein (1977) defines the pedagogic code of 'framing' as the degree of control within a context or category. Within educational contexts, '"framing" refers to the degree of control over selection, sequencing and pacing of educational knowledge' (Maton, Carvalho and Dong, 2016, p. 88).

An adaption of Davies, Muller and Morais' (2004) framework of 'external language' is useful to describe what strong and weak framing looks like within post-observation feedback. This adaption includes the indicator delivering feedback, a four-point scale of strengths of framing from F++ (very strong) to F--, (very weak), together with descriptors for each point of

strength (see Table 3.5.). This framing framework is used in the analysis of the approaches to feedback. Very strong framing in the analysis represents a directive approach to feedback and very weak framing represents a non-directive approach to feedback.

Table 3.5. Post-observation Feedback Delivery Four-point Framing Scale

Indicator	F++	F+	F-	F--
Delivering feedback	The supervisor delivers feedback according to a rigid order which is not altered even when the student teachers intervene.	The supervisor delivers feedback according to a given order but accepts student teachers' interventions at the level of the microsequence.	The supervisor delivers feedback altering the microsequence, and occasionally the macrosequence, as a result of the student teachers' interventions.	The supervisor delivers little or no feedback at all, altering the macrosequence as a result of the student teachers' interventions.
Approach to feedback	Directive  Non-directive			

Strong framing (F++) represents greater control by the supervisor and can be associated with a directive approach to feedback. Weak framing (F--) represents more apparent control by the students, which can be associated with a non-directive approach to feedback. Since the post-observation feedback sessions are a form of formative assessment and of evaluation, it is expected that supervisors will have a high degree of control over the selection, sequencing and framing of the feedback; however, very strong or very weak framing could negatively impact the effect of the input provided during feedback and may negatively affect the student teachers' uptake and development. Very weak framing may result in feedback being unclear, confusing and frustrating for the student teacher. Very strong framing may hamper the student teacher's motivation to participate in the feedback session.

Framing was useful for identifying directive and non-directive feedback approaches, but not for other approaches such as the alternatives approach. To gain a wider perspective on the approaches that were used by the participants, the content of the post-observation feedback was analysed by identifying the characteristics of the feedback approach and matching them with one of the six approaches outlined above and in Chapter 2.

The codes were manually assigned to the transcripts. Coding is a 'judgement call', as we bring 'our subjectivities, our personalities, our predispositions, [and] our quirks' to the process (Sipe & Ghiso, 2004, p. 482-3). Participants were provided with the opportunity to review the coded transcripts to check for discrepancies in interpretation. Data gathered from the transcripts was then collapsed into categories and themes for analysis.

3.9.1.2. Talk

The supervisors' talk was analysed using both quantitative and qualitative analysis. The quantitative analysis of the supervisors' talk was done using a basic matrix in which the supervisors' total words per meeting and proportion of talk were recorded (Vásquez, 2004; Ma, 2009) (see Table 3.6.).

Table 3.6. Supervisor Talk Matrix

Supervisor	Post-observation Session	
	Total Words	Percentage of Talk

This method of analysis was useful as it allowed for the supervisors' talk to be recorded for all post-observation feedback events, which in turn enabled comparisons to be made. Recording the words and proportion of talk enabled the researcher to identify shifts in the supervisors' talk.

The qualitative analysis of the supervisors' talk is outlined in Section 3.9.2.

3.9.1.3. Structure

The structure of the post-observation feedback events was analysed by looking at the frameworks used by the supervisors. This section provides an overview of the coding used to analyse the data.

A number of frameworks for post-observation feedback were reviewed for this study (Sheal, 1989; Copland, 2008; Wallace & Woolger, 1991; Edge, 1993) (see Table 2.1.). For the purpose of analysing the structure of the post-observation feedback events, a framework was used which was adapted from the frameworks reviewed for the study. This framework was informed by sociocultural theory, and was designed to be constructivist and process-oriented in nature. The transcripts of the post-observation feedback events were analysed using the following framework:

1. Reflection phase
2. Feedback phase – group or individual
3. Summary phase
4. Goal-setting phase

These categories were selected for their potential as a scaffold to support individual student teachers' learning within their ZPD. The reflection phase encourages the supervisor to draw on the ideas, beliefs and experiences of the student teacher by calling on the student teacher to contemplate and critically assess their own performances as way to encourage change in practice. In doing so, the supervisor has an opportunity to assess the student teachers' ability, as well as their awareness of their practice, which helps the supervisor to determine their developmental and scaffolding needs so as to tailor the feedback phase. In addition, by getting the student teachers to think about and critically reflect on their teaching, they are far more likely to develop their 'knowledge-*in*-practice' and 'knowledge-*for*-practice'. The feedback phase provides the more experienced supervisor with an opportunity to engage in dialogue with the student teacher based on their needs, as well as to scaffold their learning through the provision of input and scaffolding strategies. The summary phase allows the supervisor to summarise points that have been raised in the feedback session and highlight key aspects of the teaching practice that need to be addressed. In the goal setting phase, the student teacher and supervisor discuss strategies for improving key aspects of practice, which should be focussed on in the next teaching practicum. The framework could be tailored to meet individual student teachers' needs by extending or shortening each stage.

3.9.1.4. Reflection

In the next section, an overview of the descriptive and magnitude coding schemes that were used to code the reflection in the post-observation feedback is provided. The coding scheme is arranged by themes and the categories and codes assigned to each theme are discussed.

3.9.1.4.1. Quantitative Analysis of Reflection

Descriptive Coding

A number of frameworks were considered for coding the supervisors' approach in the post-observation feedback transcripts. Shulman's (2004) model of pedagogical reasoning and action was selected as the most suitable for analysing the supervisors' praxis because it enables insight into the knowledge bases that the supervisors drew on when delivering feedback, the subject matter that the supervisors addressed within the post-observation feedback session, and how they worked with content in order to 'elucidate subject matter …

reorganize and partition it, clothe it in activities and emotions, in metaphors and exercises, and in examples and demonstrations, so that it can be grasped' by student teachers (Shulman, 2004, p. 233).

The final descriptive coding scheme was structured using three key concepts or themes that drew on Shulman's knowledge bases: 1) language, 2) teaching a language and 3) teaching in general. These concepts were further broken down into six categories drawn from Shulman's model of pedagogic reasoning and action, namely: 1) comprehension, 2) transformation, 3) instruction, 4) evaluation, 5) reflection and 6) new comprehension. Shulman's model of pedagogic reasoning and action was useful in determining key categories for coding, however these categories were too broad, so they were further broken down into codes derived from my knowledge of teaching English as a second language, from the TESOL course outcomes and teaching practicum assessment criteria. They were then further broken down into sub-categories. These codes were descriptive (Saldaña, 2016) and summarised the aspect of teaching that the supervisor had raised with the student teacher in the post-observation feedback event, such as 'time management' or 'lesson documentation'. Saldaña (2016, p. 292) defines descriptive coding as assigning 'labels to data to summarize in a word or short phrase – most often as a noun – the basic topic of the passage'. This coding method was appropriate as it reduced the large volume of data to an inventory of topics that could be analysed.

This analysis was useful in providing a macro view of the supervisors' practice and allowed for changes over time to be identified. This approach to the analysis, although useful, was very broad and a closer analysis of reflection was required. The close analysis of the supervisors' use of reflection revealed that it was present in different forms within the feedback sessions. As I was interested in a more nuanced investigation of reflection used by supervisors within the post-observation feedback, two sub-categories were included within the reflection category, namely open reflection and closed reflection (Farr, 2011). The use of this framework provided a more nuanced snapshot of the supervisors' practice, which enabled the researcher to investigate changes in the supervisors' practice as well as the impact that the professional development interventions had on the supervisors' practice with regard to reflection.

The framework used to analyse reflection in the supervisors feedback is represented in Table 3.7.

Table 3.7. Framework Used to Analyse Reflection

Comprehension	
Instruction	
Transformation	
Evaluation	
Reflection	Open Reflection
	Closed Reflection
New comprehension	

The analysis entailed reviewing the post-observation transcripts and placing a 'O' or 'F' in the margins where instances of open and focussed reflection were evident. The instances of open and focussed reflection were totalled for each supervisor and recorded in a matrix.

In the section below, the coding scheme for each theme is outlined.

Magnitude Code

A sub-code was developed to enrich the data analysis and to identify how the post-observation feedback was delivered. These codes emerged from the data as patterns in how feedback was delivered. Patterns are 'somewhat stable indicators of humans' ways of living and working to render the world "more comprehensible, predictable and tractable"' (Saldaña, 2016, p. 6). These codes help to 'solidify … observations into concrete instances of meaning' (Saldaña, 2016, p. 6).

A simple set of magnitude codes was developed to identify the frequency and approach of the feedback. Saldaña (2016, p. 295) defines magnitude coding as 'a supplemental alphanumeric or symbolic code or sub code to an existing coded datum or category to indicate its intensity, frequency, direction, presence, or evaluative content'. The magnitude coding consisted of three codes to represent the type of comment, these included: 1) positive comment, 2) neutral comment and 3) negative comment (see Table 3.8.).

Table 3.8. Magnitude Coding for Approach

+	Positive comment
0	Neutral comment
-	Negative comment

The descriptive codes, arranged by categories, together with the magnitude codes, were plotted on a matrix and the coding was applied to one of the post-observation feedback transcripts collected as data. Although data was generated, the codes and categories used were not well-structured and resulted in the coding being a complicated and lengthy process.

The results of the coding were not clearly defined and were difficult to organise into knowledge bases and to use in analysing the data. From working through the data it became apparent that a few of the variable codes had not been included in the initial coding scheme. In addition, the measurement code was too simple and did not always represent the range of feedback being delivered by the supervisor. Following these observations, the coding scheme was reviewed and revised based on concepts and codes that were 'repetitive, regular, or consistent occurrences of action' that emerged from the data (Saldaña, 2016, p. 5). According to Saldaña (2016, p. 9), '[c]oding is a cyclical act' and in this case the first cycle of coding was not entirely successful. 'The second cycle', according to Saldaña, 'further manages, filters, highlights, and focuses the salient features of the qualitative data record for generating categories, themes, and concepts, grasping meaning, and/or building theory' (Saldaña, 2016: 9).

The magnitude code was expanded from three to six codes relating to how the feedback was delivered. The revised code consisted of a scale of six letters: A–F, to which a word or phrase was assigned that described the approach taken by the supervisor when delivering feedback (see Table 3.9.).

Table 3.9. Revised Magnitude Coding for Approach

A	No Comment
B	Praise Simple
C	Praise with Guidance to Improve
D	Guidance
E	Critique with Guidance to Improve
F	Critique

The code 'No Comment' (A) was assigned when a topic raised by either the student teacher who was receiving feedback or one of the student teachers who was present during the feedback event did not receive a response from the supervisor. Any feedback where the supervisor commented positively on the student teachers' feedback was assigned the code 'Praise' (B). Where positive feedback was combined with feedback on improvements that could be made, the code 'Praise with Guidance to Improve' (C) was assigned. Where the supervisor provided advice, suggestions or alternatives, the code 'Guidance' (D) was used. Where the feedback was critical or negative, the code 'Critique' (F) was assigned. If critique or negative feedback was combined with advice, suggestions or alternatives for improvement, 'Critique with Guidance to Improve' (E) was selected.

In a sociocultural approach to teacher training, codes A, B and C are least likely to create mediated learning and scaffold student teacher learning due to the fact that either feedback is not provided, or where feedback is provided it is overly positive. Codes D, E and F are far more likely to provide scaffolds for student teacher learning and development.

In Section 3.9 the data analysis methods and coding were presented. An overview of framework used to code and analyse the post-observation feedback transcripts is presented in Table 3.10.

Table 3.10. Overview of Framework Used to Code and Analyse the Data

Feature	Analysis Type	Framework Used	Aim
Approach	Content analysis	Framework made up of: - Categories adapted from Shulman's Model of Pedagogic Reasoning and Action - Magnitude coding (deductive)	Frequency of subject matter covered by supervisors
Structure	Discourse analysis	Framework made up of: - Structure framework adapted from frameworks for post-observation feedback Sheal, 1989; Copland, 2008; Wallace & Woolger, 1991; Edge, 1993) - Post-observation Feedback Delivery Four-point Framing Scale	Overall framework and degree of framing used by supervisors
Talk	Discourse analysis	Supervisor talk matric adapted from Vásquez, 2004; Ma, 2009	Proportion of talk by supervisors
Reflection	Content analysis	Framework made up of: - Categories adapted from Shulman's Model of Pedagogic Reasoning and Action - Sub-categories: 1) Open reflection and 2) Closed reflection (Farr, 2011) - Magnitude coding (deductive)	Frequency of reflection opportunities and type of reflection

3.9.2. Qualitative Analysis

Qualitative content analysis was used for data gathered from the post-observation feedback debriefing sessions, participant reflective writing, research journal, and semi-structured interviews. This method of analysis allowed for the data to be reorganised into analytical categories and for inferences to be made based on the creation of 'a narrative of scholarly

interest pertaining to the meanings and uses of the analysed text' (Krippendorff, 2013, p. 385). Qualitative content analysis was useful for this study because it enabled the researcher to identify the presence of concepts within the data and support the findings by quoting from the categorised text (George, 2008; Krippendorff, 2013, p. 385). The approach taken to analysing each of these data collection tools is outlined below.

3.9.2.1. Post-observation Feedback Debriefing Sessions

The post-observation feedback debriefing sessions were reviewed for useful information that related to the four aspects of post-observation feedback that were focussed on in this study: approach, talk, structure and feedback, as well as references to the professional development intervention, and shifts in practice. Useful or insightful comments made by the observers in these debriefing sessions were noted for possible use in the triangulation of the data. This allowed for an overall picture to be formed of the observers' views, knowledge, experience of the professional development intervention, and changes in their practice and for the comments to be used in the findings of this study.

3.9.2.2. Participant Reflective Writing

The reflective writing completed by participants was reviewed for useful information that related to the four aspects of post-observation feedback that were focussed on in this study: approach, talk, structure and feedback, as well as references to the professional development intervention and shifts in practice. Useful or insightful comments made by the observers in these reflections were noted for possible use in the triangulation of the data.

3.9.2.3. Research Journal – Field Notes & Reflections

The research journal kept by the researcher was reviewed for useful information that related to the development and implementation of the professional development intervention, the four aspects of post-observation feedback that were focussed on in this study: approach, talk, structure and feedback, as well as references to participants' shifts in practice and observations and learnings from the research process. Useful or insightful comments were noted for possible use in the findings of this study.

3.9.2.4. Semi-structured Interviews

The open-ended questions developed for the semi-structured interviews were used as a starting point for the development of a content analysis matrix for the interviews. The matrix was made up of three main sections: 1) views and knowledge of post-observation feedback, 2) delivering post-observation feedback, and 3) professional development intervention. Each of these sections was made up of sub-sections (see Table 3.11.).

Table 3.11. Semi-structured Interview Content Analysis Matrix

Section 1: Views & knowledge of post-observation feedback	Main purpose/role of post-observation feedback in initial teacher training courses
	Roles of the supervisor in post-observation feedback
	Post-observation feedback should be...
	What do you base your post-observation feedback on?
Section 2: Delivering post-observation feedback	Practice
	Approach
	Structure
	Talk
	Scaffolding
	Questioning
	Reflection
	Challenges
	Difficulty delivering criticism
	Dealing with conflict
Section 3: Professional development intervention	Use of terminology from input sessions
	References to input sessions
	References to development of practice
	Areas from inputs not clear on
	Evidence of professional judgement
	Learning from practice
	Areas identified for further development

The framework above was used in the analysis of the semi-structured interviews. Content that was identified as relevant was extracted from the interview and included under the relevant supervisor's section in the matrix. This method allowed for selected quotes, which linked to the key themes identified in each interview, to be presented in a matrix that allowed for easy comparison and reference.

In the next section, the ethical considerations and limitations of the research are outlined.

3.10. Ethical Considerations

'Unethical research may harm the individual, the institution, and the profession as a whole' (Gorman, 2007, p. 14), and as a result, a researcher has moral, educational and institutional obligations to ensure research is conducted in an ethical manner. Ethical issues that need to be respected are informed consent, confidentiality and quality.

First, '[c]onsent is of great importance and cannot be overemphasised. It is at the heart of the notion of respect for persons, and we overlook it at our peril' (ibid., p. 17). Informed

consent comprises two conditions: voluntary participation and agreement based on full and open information (Christians, 2005). Before the study began, ethical clearance was obtained from the School of Education's Ethics Committee (see Appendix 24). Informed consent was obtained from the participants who were involved in the study (see Appendices 1–20). Informed consent involves providing the institutional authority and the participants with research information sheets. These information sheets introduced the study, clearly explained what involvement in the research would entail, and clarified important ethical codes to which the study subscribes, such as voluntary participation. The institution and research participants were required to give their consent by completing the consent forms and then returning them to me. A range of research information sheets and consent forms that covered various aspects of the research, such as participation in the professional development interventions and audio recording of interviews, were provided to the research participants for consent.

Secondly, '[c]onfidentiality must be assured as the primary safeguard against unwanted exposure' (ibid., p. 145). Confidentiality was achieved by ensuring that all personal data is 'secured or concealed and made public only behind a shield of anonymity' (ibid.). In the research information sheet that was given to research participants, they were assured that confidentiality and anonymity would be maintained where possible and were warned of situations where anonymity cannot be assured. In this study, they were assured of anonymity in all areas of the study, except for during the professional development training, where the participants were known to one another.

Researchers have a responsibility to ensure that data is accurate and valid in order for it to be considered ethical. Importantly, '[f]abrications, fraudulent materials, omissions and contrivances are … unethical' (ibid., p. 145). The four major criteria used to check the quality of qualitative research are reliability, internal validity and external validity and objectivity.

Reliability involves maintaining consistency or stability in the collection of quality, appropriate data obtained over a period of time (Dörnyei, 2007; Mertens, 2005). Internal validity is 'the degree to which the research findings correctly map the phenomenon in question' (Denzin & Lincoln, 1994, p. 100) and allow researchers to draw correct cause-and-effect conclusions (Creswell, 2005). External validity, otherwise known as generalizability or transferablity, is 'the extent to which findings can be replicated, or repoduced by another inquirer' (Denzin & Lincoln, 1994, p. 100). Objectivity is concerned with the minimisation of the researcher's bias or judgement (Mertens, 2005).

In order for research to meet these quality standards, it should include data that is consistent, and interpretations that are sound, meaningful, free from bias and that are generalizable to a larger group. In this research, three primary qualitative research strategies were used to validate the research findings. Research protocol was followed in the collection, transcription and collation of data to ensure that the data was as accurate as possible. Member checking (Creswell, 2005) allowed participants the opportunity to check the interview logs and post-observation feedback transcripts for accuracy. Research participants were encouraged to make any amendments to the data that they felt did not accurately represent the actual interview or post-observation feedback event. Research participants were provided with the opportunity to check the final research report for accuracy. Finally, triangulation was used to corroborate evidence 'from different individuals … different sources of data … or methods of data collection to prove that the research is accurate and credible (Creswell, 2005, p. 252).

3.11. Limitations

Limitations are potential weaknesses or problems with the research study (Creswell, 2005, p. 198). Limitations can advance future research, assist other potential researchers who are interested in conducting similar research, and help readers judge to what extent the findings can or cannot be generalised to other contexts. There are a number of limitations that may have curtailed the scope of this study. In this section the major limitations of the study are outlined, namely: 1) the positionality of the researcher, 2) the experimental effects of the research on the research participants, 3) the impact on student teacher learning, and 4) the transferability of the findings.

The first limitation is the positionality of the researcher, which includes status-power differentials as well as the insider-outsider dichotomy. In practitioner research, 'the researcher typically continues to assume their original role throughout the period of the research', which can raise particular ethical dilemmas (Brooks, te Riele & Maguire, 2014, p. 91). As both the researcher and direct line manager of the supervisors involved in the study, I constantly had to be aware of my different roles and responsibilities. What became apparent as the research progressed was that the research participants, as colleagues in the research, were equally in control of it (Merriam & Simpson, 2000). However, as research relationships can be characterised as dynamic, negotiable and unpredictable (Brooks et al., 2014), the researcher often had to subtly negotiate the power dynamics of the situations (Merriam, 2001). For example, at times during the professional development intervention workshops, the supervisors would launch into a deep discussion about their experiences,

challenges, beliefs or ideas about post-observation feedback or initial language teacher education, and I needed to make a shift from facilitator of the workshop/researcher to participant in a community of practice to ensure that the participants felt comfortable to share with and contribute actively to that community of practice. In one of the early workshops, I felt I had 'lost control' of the workshop when the supervisors began a lengthy discussion about a particular topic, and wearing my facilitator/manager hat, I tried to steer the discussion according to my plan for the session. I quickly realised that if these sessions were going to be meaningful to the participants and if I truly wanted them to be colleagues in the research, I needed to become more comfortable sharing the space with them and 'letting go'. Despite the limitations that the positionality of the researcher may impose, undertaking insider research provides far greater opportunities for using research for positive change and provides more scope for using the findings to influence or inform developments in practice within the organisation (Atkins & Wallace, 2012, p. 50).

The insider-outsider dichotomy is a limitation that many practitioner researchers face as a result of the nature of this kind of research. As a staff member at the research site, a colleague of the participants, and a researcher, I was involved in insider research. Insiders are classified as 'members of specified groups … and have privileged access to particular kinds of knowledge' (Merton cited in Mercer, 2007, p. 3). Conducting insider research has been likened to 'wielding a double-edged sword' due to the fact that what the researcher gains from their existing knowledge and understanding of the context or participants they may lose in their inability to distance themselves and 'make the familiar strange' (Mercer, 2007, p. 7). The best way to view the insider-outsider relation is not as a dichotomy, but rather as points on a continuum, which enable us to recognise the potential strengths and weaknesses in various contexts (Mercer, 2007).

The second limitation is the experimental effects of the research on the participants. Two experimental effects have to be considered in the case of this research. The first is the Hawthorne effect, which may occur when 'participants perform differently when they know they are being studied' (Dörnyei, 2007, p. 53). Closely linked to the Hawthorne effect is a limitation described by Dörnyei as 'social desirability bias', where participants have a desire to meet expectations and as a result exhibit behaviour that they think is expected of them (2007, p. 54). Both effects can be serious threats to studies of spontaneous language use (Dörnyei, 2007, p. 53), such as the post-observational feedback studied in this research. This research project involved data collection before, during and after the professional development intervention. Due to the fact that the supervisors would have had knowledge of the research once the professional development intervention commenced, this may have

had an impact on their subsequent post-observation feedback sessions. Although these experimental effects pose a threat to this research, the potential impact was minimised as the research participants were not made aware of all the details of the research. The scope of the research was also made to only include only the *how* or form of post-observation feedback in this study so as to lessen the potential impact of the limitations caused by Jack's participation in this study as a participant and facilitator of the '*what'* (or content) of post-observation feedback component of the professional development intervention. In addition, audio recordings of post-observation feedback events were collected over a sustained period and debriefing sessions were conducted with each of the supervisors after their feedback sessions.

The third limitation of the study is the lack of evaluation of the impact the professional development intervention on the student teachers' learning. Impact of professional development has been identified by a number of researchers as an issue (Bubb, Earley & Hempel-Jorgensen, 2008; Ingvarson, Meiers & Beavis, 2005; Darling-Hammond, Chung Wei, Andree, Richardson & Orphanos, 2009; Timperley, 2011). Impact of professional development is usually only considered in terms of changes to the teachers' practice, but is not measured in relation to the students' learning (Pedder, Storey & Opfer, 2008). Due to the short duration of the TESOL course, which is four weeks full-time and 12 weeks part-time, as well as the fact that this professional development intervention ran over a period of 10 months, it was very difficult to track the impact that the intervention had on the student teachers' learning. It is recommended in the section on implications for further study (Section 8.3) that a revision and repeat of the professional development programme should include evaluation of impact on student teachers' learning.

The final limitation is the constrained generalizability of the study. The contextual nature of qualitative research requires that careful thought is given to the transferability of the findings to a wider context. The generalizability of the professional development needs of supervisors working within the field of intensive, initial language teacher education as well as the transferability of the professional development interventions and findings of this study cannot be overlooked. Richards aptly states that generalisations can be 'blandly true, suffocatingly narrow or irresponsibly cavalier' (2003, p. 21). Case studies focus on what is unique in a particular context and will not be statistically generalizable to the wider field (Wallace, 1998). Despite the obvious limitations related to the generalizability of the research, the power and revealing nature of a case cannot be underestimated.

Bassey (2001) makes the distinction between scientific generalization and generalizability in the social sciences. He states that scientific generalization cannot be made in educational research or the social sciences due to the huge number of variables that are present. He goes on to argue that through the use of fuzzy prediction, which involves the use of qualifiers in statements ('*x* in *y* circumstances may result in *z*'), a 'powerful and user-friendly summary' can be provided that could serve as a guide for future professional action (Bassey, 2001, p. 5). According to Bassey, 'fuzzy generalisation is one that is neither likely to be true in every case, nor likely to be untrue in every case: it is something that *may* be true' (Bassey, 2001, p. 10). By making a fuzzy generalization, a researcher must consider the conditions in which such a generalization may or may not be true.

While a researcher has the responsibility of ensuring that the research is reliable and internally valid, it is the responsibility of the reader to assess the resonance of the research and the applicability to his or her context. According to Schofield, generalizability is reliant upon 'the *fit* between the situation studied and others to which one might be interested in applying the concepts and conclusions of that studied' (1990, p. 226).

Data collection took place over the period of a year and included questionnaires, post-observation feedback audio recordings and debriefing sessions, participant reflective writing, a research journal, evaluation forms and semi-structured interviews. The data was analysed using qualitative and quantitative content analysis. The study was conducted with ethical considerations, such as consent, confidentiality and accuracy in mind to ensure that was valid and reliable. In the next chapter the data is presented and analysed as three cases, one for each participant.

Chapter 4: Data Presentation and Analysis

In this chapter, the data collected for this study is presented and analysed in order to identify shifts or lack of shifts in the supervisors' post-observation feedback practice in order to assess the impact the professional development intervention has had on their practice.

The professional development intervention designed for supervisors working on the TESOL course aimed to develop the supervisors' post-observation practice with a specific focus on 1) approach to feedback, 2) structure and framing of feedback, 3) talk, and 4) reflection. In order to assess the impact the professional development intervention had on the practice of supervisors, the presentation and analysis of the data in this section focuses on key shifts in the supervisors' practice relating to:

- Greater awareness of a range of approaches to post-observation feedback events;
- A movement away from a default approach in post-observation feedback;
- Changes to the macro and micro structure of feedback sessions;
- A decrease in the degree of supervisor framing of feedback sessions;
- An increase in the dialogic nature of talk with a reduction in supervisor dominated talk;
- An increase in the quantity of reflection and use of different techniques to encourage reflection;
- Evidence that supervisors use techniques to scaffold student teacher learning through post-observation feedback.

The chapter is organised into three key sections, one for each supervisor. In each section the four key areas of the supervisors' post-observation feedback practice as outlined previously are discussed.

Case 1 – Jack

4.1.1. Jack's Approach to Feedback

Jack admitted to a lack of awareness of the various approaches to post-observation feedback prior to the intervention:

> I wasn't aware of much in terms of approaches to post-observation feedback before the workshop, other than my own experience of receiving feedback – and a brief description of suggested feedback on the assessor's course. (Jack, Reflective writing)

This quotation was taken from one of Jack's reflective writing tasks following the workshop on a specific approach to post-observation feedback. In this task, Jack clearly indicated that he did not have much knowledge about different approaches to feedback prior to the workshops. Prior to the workshops, Jack had taken a very directive approach to feedback. This is evidenced from the analysis of the framing of post-observation feedback, which revealed that Jack framed his feedback strongly (see Table 4.1.).

Table 4.1. Overview of Jack's Framing in Post-observation Feedback

Supervisor	Pre-workshop	Mid-workshop		Post-workshop	
	PRE-PD 1	MID-PD 1	MID-PD 2	POST-PD 1	POST-PD 2
Jack	F++	F++	F+	F-	F+

In Jack's first two feedback sessions, he asserted himself strongly during feedback and controlled the selection, sequencing and pacing of the feedback session very strongly. This high degree of control was evident in the verbal markers he used to tightly structure the feedback: 'I'd like to get some general feedback about how you feel it went today. So if we could go in chronological order and first up today was you Student Teacher 1 … We'll look at some individual feedback now … we'll start with Student Teacher 1, with you just because you went up first' (Jack Mid-PD 1).

Jack also kept strong control over the feedback session by not permitting student teachers to intervene during feedback. In the pre-workshop feedback session he responded to a student teacher's intervention by saying 'we'll come to that in a minute' and continues with his feedback (Jack Mid-PD 1). In the mid-workshop feedback session (Jack Mid-PD 1), a student teacher intervened in the feedback and asked the group a question. He quickly cut the student teacher off by saying 'let's come back to that in a bit … I just want to get through this feedback now ... and then we will address that afterwards'. At the end of his feedback he raised the point put forward by the student teacher and gave the group the opportunity to discuss what had been raised earlier, 'Do you want to just briefly discuss what you brought up earlier about the student?'.

Jack approached his feedback using a default approach. The sessions he led were supervisor-centred and consisted largely of Jack telling the student teachers what they did right and where they needed to improve. The feedback sessions were dominated by supervisor-talk and although reflection was included, it was quite superficial. By adopting this approach, Jack slipped into the role of judge rather than mentor.

Following the participation in the professional development intervention, there was a shift in the degree of control Jack assumed from very strong framing (F++) in the pre-workshop and the first mid-workshop feedback sessions to strong framing (F+) from midway through the professional development intervention.

In the final three feedback sessions, Jack was more open to student teachers' interventions during his delivery of feedback. In the second mid-workshop feedback session, he encouraged a student teacher to intervene in the feedback by offering a spontaneous reflection of an experience he had had. Jack allowed the student teacher to complete his reflection despite the fact that it took the feedback slightly off sequence and simply continued with his feedback once the student teacher had finished. In the first post-workshop feedback session, Jack altered the micro and macro sequence of his feedback in response to one student teacher's defensive and argumentative reaction to his feedback.

Jack made a noticeable shift in his approach from a predominantly directive approach to an alternatives approach for more targeted provision of scaffolding. Reflecting on his learning in the post-professional development intervention, Jack demonstrated a strong awareness of the structure of his feedback. He spoke about consciously trying to provide more opportunity for the student teachers to be involved in the feedback session.

> I made a bit more of an attempt I think … to make sure that when there were questions that there was also opportunity for other candidates who were observing the feedback to also get involved and to contribute if they felt that there was some additional insight there. (Jack, Semi-Structured Interview)

Through the professional development intervention, Jack learned about other approaches to post-observation feedback. As described in his reflection below, he found the alternatives approach very interesting and evidence from the mid- and post-workshop feedback sessions indicate that he adopted an 'alternatives approach' when giving his feedback.

> I was curious to learn some new approaches, and found the information shared very interesting. It left me feeling equipped to structure feedback. I like the alternatives approach as it offers an opportunity not only to have trainees consider the alternatives, but also to include the trainees in the process of considering alternatives, which aligns it with a more collaborative approach. I would definitely

> use an integration of approaches though as there are stages in feedback that lend themselves to, for example, a non-directive approach. (Jack, Reflective writing)

Although there was strong evidence that Jack's awareness of the supervisory approaches available to him increased as a result of the professional development intervention, he spoke about other factors such as the limited time during the post-observation feedback events for feedback and how this resulted in him resorting to his 'default' approach.

> And largely I think it's just you feel you're under time pressure, there's just certain key areas you want to highlight. So it's quite difficult to, um, break out of that kind of compulsive approach, you know. (Jack, Semi-structured Interview)

4.1.2. Jack's Structure and Framing of Feedback

The data collected revealed positive shifts in Jack's structuring of feedback. In the section that follows, changes to the structure of Jack's feedback through the analysis of his post-observation feedback framework and framing is discussed.

4.1.2.1. Framework

As indicated in Table 4.2., the structure of Jack's feedback changed over the course of the professional development intervention.

Jack's pre-workshop feedback was in three stages and is organised according to the following post-observation discourse categories: 1) Reflection, 2) Feedback, and 3) Summary. Jack's approach to the feedback session was highly-structured and rigid. In the reflection phase, he posed reflective questions to the student teachers and they reflected on their feedback in turn. The student teachers' reflection on their lessons was short (usually around one minute in duration) and tended to be quite superficial. In the feedback phase, Jack delivered his feedback to each student teacher in turn. During the short summary phase, Jack asked students for comments or questions and promptly ended the feedback session.

Table 4.2. Overview of the Structure of Jack's Post-observation Feedback Sessions

	Pre-workshop	Mid-workshop		Post-workshop	
	Pre-PD 1	**Mid-PD 1**	**Mid-PD 2**	**Post-PD 1**	**Post-PD 2**
Jack	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **2. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **3. Summary Phase**	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **2. Feedback Phase – Gro.** **3. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **4. Summary Phase**	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **2. Feedback Phase – Gro.** **3. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 **4. Summary Phase**	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Peer Feedback Phase - Feedback Phase – Ind. **2. Student Teacher 2** - Reflection Phase - Feedback Phase – Ind. **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Peer Feedback Phase - Feedback Phase – Ind. **4. Feedback Phase – Gro.** **5. Summary Phase**	**1. Student Teacher 1** - Reflection - Questioning - Peer Feedback - Feedback – Ind. **2. Student Teacher 2** - Questioning - Reflection - Peer Feedback - Feedback – Ind. **3. Student Teacher 3** - Reflection - Questioning - Peer Feedback - Feedback – Ind. **4. Feedback Phase – Gro.** **5. Summary Phase**

In a reflective writing task that was completed following the workshop on structuring feedback, the supervisors were asked to reflect on the structure of their feedback and what they had learned during the professional development workshop. Jack identified the limitations of the structure of his feedback as well as what he took away from the workshop in a reflective writing task.

> I learned that the structure of my feedback was rather predictable and probably repetitive. I tend to follow a limited pattern – something like the hamburger model as this has previously been suggested to me. What appealed to me most from this workshop is the practical suggestions for trying different structures. This follows on nicely from the first workshop in suggesting alternative structures that will make the task of conducting feedback more engaging for both the observer and trainees. The feedback summary sheets were the most useful tool for me as they ensure that sufficient information to support feedback is recorded in an organised way. I used one of these templates this past weekend and found it very useful. (Jack, Reflective writing)

Jack's mid-workshop feedback structure followed a similar structure to the pre-workshop feedback, and included a reflection phase, individual feedback phase and a summary phase.

In these feedback sessions, Jack included a group feedback phase, which followed the reflection phase and preceded the individual feedback phase. The group feedback phase covered feedback that was relevant to most or all of the student teachers and thereby reduced any repetition during the individual feedback.

The post-workshop feedback sessions revealed a distinct shift in Jack's approach to the structure of these sessions. There was a move away from a rigid, default post-observation feedback framework to a more integrated, collaborative framework, where the feedback was organised around the student teachers and each student teacher's feedback phase included four phases: 1) Reflection, 2) Questioning, 3) Peer Feedback, and 4) Individual Feedback. The student teachers were given more time to reflect using this approach and their reflection was more meaningful. As a result of the students being provided with more input on their teaching, as well as the inclusion of peer feedback and group feedback, Jack's individual feedback was reduced by almost a third per student teacher.

Jack identified the shifts that he had made in the structure of his feedback sessions during a debriefing session and the final interview. He attributed these shifts to what he had learned in the professional development workshops.

In a mid-workshop debriefing session, Jack spoke about one of the techniques he had learned during the workshop on structuring feedback, which he subsequently implemented in his feedback. 'I only started using this parallel checklist … when we started doing our workshops and I found that a very useful tool', he said (Jack, Mid-PD 2 Debriefing session). He described how using the 'four positives/four aspects to improve' technique had helped him to improve the structure of his feedback and allowed him to focus and prioritise feedback.

> The number of student teachers to give feedback to makes a big difference. Having four TPs puts you under pressure to get through as you're aware you also have you'll have to do a report and you can't afford to get into a detailed discussion … I think you end up kind of being more superficial. Although one of the techniques that came out of the workshops, identifying four positive and four negatives and just sticking to those give[s] you the structure to work within so that you don't overwhelm anyone with too much feedback and that you keep it contained and that has helped me a lot more… there tends to be a lot more feedback on the [written feedback] form

> and I feel a lot more confident just covering what I felt were four key areas – positive and negative and the rest there's no need to get into it right now. If it's something that surfaces again, I'll notice it in the next TP and I'll address it then. (Jack, Mid-PD 2 Debriefing session)

In the extract from the interview with Jack below, he described how he moved away from using the clichéd feedback prompts 'what worked/didn't work?' to having a larger repertoire of ways to structure his feedback and scaffold student teacher learning following his participation in the professional development workshops.

> The way I used to do it was, 'Ok guys, what worked well, you know? What didn't work well, you know? How can we change it?' Um, being aware that there are more approaches is certainly useful … I've often just gone in and said, 'Look, let's see, today how can we make reflection a bit more interesting? Let's think about doing it like this'. So maybe I'll start off the actual feedback with a different reflective-type task maybe just saying, 'Identify one area of your lesson, let's think of an alternative'. Or, 'Everyone, today you're going to think about all the positives'. You know, having a bank of different activities like that so that it's not just the same kind of reflection, 'What went well? What didn't go well?' (Jack, Semi-structured Interview)

4.1.3. Jack's Talk during Feedback

In the next two sections, Jack's talk is presented and analysed quantitatively and qualitatively.

4.1.3.1. Quantitative Analysis of Jack's Talk

The data shows that there was no major shift in the percentage of Jack's talk during feedback (see Table 4.3.). The percentage of his talk compared to that of the student teachers in the pre-workshop and first mid-workshop was high, at 77% and 76% respectively.

Table 4.3. Summary of Jack's Talk

Supervisor	PRE-PD 1		MID-PD 1		MID-PD 2		POST-PD 1		POST-PD 2	
	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %
Jack	5931	77%	6810	76%	2734	65%	4008	71%	4203	75%

The supervisors were provided with a transcript of their pre-workshop feedback session to reflect on. The following reflective prompt was given to them:

> A reflection of your feedback. (What do you think of your feedback now that you can see it in the written form? Consider things such as structure, length, opportunity given to trainees to talk, way you gave feedback [descriptive/prescriptive], your choice of language, relevance of feedback to criteria of teaching practice, points raised with trainees. Is there anything about your feedback that you feel is effective/positive? Is there anything about your feedback you feel you need to improve or develop? And any other feelings or observations you have made).

Following Jack's reflection on his pre-workshop feedback sessions, he identified the dominance of his speaking turns during the feedback session as an area he would like to improve and also identified involving all student teachers in the feedback session as one strategy that he could use to make the feedback event more collaborative:

> I seem to talk quite a lot, but only once I've encouraged the trainees to reflect themselves. It may be useful to have trainees reflect on each other's lessons more, which might raise some of the points I'd like to raise – but coming from one of the other trainees would make the process more participatory and collaborative. (Jack, Reflective writing)

There was a decrease in his talk during the second mid-workshop feedback session by 15% to 65%. The impact of the workshops and Jack's reflection of the transcript of his post-observation feedback session may have had an influence on his talk in the second mid-workshop feedback session. However, following the decrease, the proportion of supervisor talk increased steadily to 71% during the second mid-workshop feedback session and 75% during the post-workshop session.

In the final interview, Jack spoke about consciously being aware of his talk and making an effort to include the student teachers more in the feedback:

> I made a bit more of an attempt I think in this course to make sure that when there were questions that there was also opportunity for

> other candidates who were observing the feedback to also get involved and to contribute if they felt that there was some additional insight there. (Jack, Semi-structured Interview)

In the interview, he described how the use of a range of reflective activities and questioning helped to encourage the student teachers to participate in the feedback session. The use of reflective tasks and questioning during the second mid-workshop session definitely resulted in an increase in student teacher talk and a decrease in Jack's talk.

381	19:32	S1:	Ja, ja, it's a rather than sort of having a collective sort of sigh, 'Oh, here we go again.'
382			((both chuckle)) There is much more interest because the activity that we're using
383			to get the feedback rolling is different each time, so there's more of an engagement,
384			more of a, you know, sense of 'Ok, here's a new task for us to do.'

(Jack, Semi-structured Interview)

As the quotation below indicates, Jack viewed his feedback as being dialogic; however, data from the study revealed that his feedback events were not particularly so. Jack's talk constituted an average of 73% of the feedback sessions, with the student teachers speaking on average for 27% of the feedback session.

> I think dialogue's absolutely crucial, you know it's, um, there are times where feedback might be more, you know, one directional and, um, but I think the important thing is that, you know, there is proper communication through dialogue. And I think mine tend to be quite dialogic because of this approach I use where there is a lot of questioning. (Jack, Semi-structured Interview)

4.1.3.2. Qualitative Analysis of Jack's Talk

The data shows a decrease in the number of words used by Jack during the post-observation feedback sessions. The number of words per feedback session is highest during the pre-workshop and first mid-workshop session, with 5931 and 6810 words respectively (see Table 4.3.). There was a big drop in the number of words during the second mid-workshop session to 2734. The first and second post-workshop feedback sessions showed an increase in the number of words to 4008 and 4203. The amount of supervisor talk recorded post-workshop was lower than the supervisor talk recorded pre-workshop.

In the second mid-workshop debriefing session, Jack discussed how he improved his practice by using the technique of focussing on four positives and four negatives during each

individual's feedback session, which he had learned during the professional development workshops for supervisors. By using this technique he reduced the amount of feedback he delivered to student teachers, which may have increased the comprehensibility of the input for the student teachers and reduced Jack's feedback in quantitative terms.

> In the past I have been quite … guilty is not the right word, but often getting drawn into very extensive feedback … whereas creating this shorter list makes it far more focussed and I think I have also started to accept that sometimes less is more, because if you give them too much feedback I think they can go away feeling overwhelmed and never really focus on a particular skill to improve … that checklist has … given [the student teachers] the opportunity to make good incremental improvements as we've gone through the course. (Jack Mid-PD 2 Debriefing session)

4.1.4. Reflection in Jack's Feedback

> I always tell the students that the best way to become good at teaching or anything else quickly is to look at what you've just done while still fresh and to keep a, keep a record of that … It just generates a lot of awareness. And then gives us a lot to talk about afterwards as well. (Jack, Semi-structured Interview)

In the quote above, Jack identified reflection as one of the key tools that teachers can use to develop their practice.

In this section, the quantity and type of reflective prompts used by Jack to encourage student teachers to reflect during the post-observation feedback events is discussed.

4.1.4.1. Quantitative Analysis of Jack's Reflective Talk

The data showed that there was an increase in the quantity of reflection used by Jack following his participation in the professional development workshops (see Figure 4.1.). During the pre-workshop feedback session, instances of reflection were low, at around 8%. In the first mid-workshop feedback session the instances of reflection increased to 14%. During the second mid-workshop feedback session, instances of reflection peaked at 18%. There was a decrease to 15% in the first post-workshop feedback session and a further

decrease in the second post-workshop feedback session to 13%. Despite the decrease, instances of reflection at post-workshop stage remained higher than pre-workshop stage.

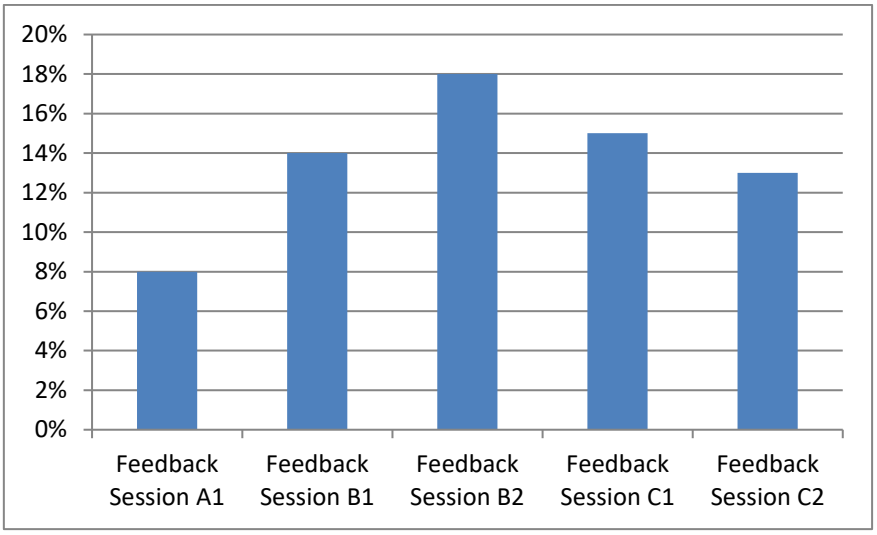


Figure 4.1. Percentage of Jack's Reflective Prompts

4.1.4.2. Qualitative Analysis of Jack's Reflective Talk

In the mid-workshop debriefing session, Jack described his approach to reflection as involving questions that were carefully designed to engage the student teachers and encourage them to participate during the session:

> It's really just by questioning, well, 'You mentioned that this was a big weight off your back could you just expand on that a bit?', 'Why is that?' and as they start talking just adding questions, 'What were the high points?', 'Anything you would have changed?'. If they haven't picked up something that I think is important that's when I'll ask a question and they are very receptive towards it. (Jack, Mid-PD 1 Debriefing session)

Analysis of the data showed that there was a decrease in the instances of open reflection in Jack's feedback and an increase in the instances of focussed reflection. The pre-workshop feedback was dominated by instances of open reflection (7%), with very little focussed reflection (1%). However, from the first mid-workshop feedback session to the second post-workshop session, there was a noticeable decrease in open reflection and an increase in focussed reflection (see Figure 4.2.).

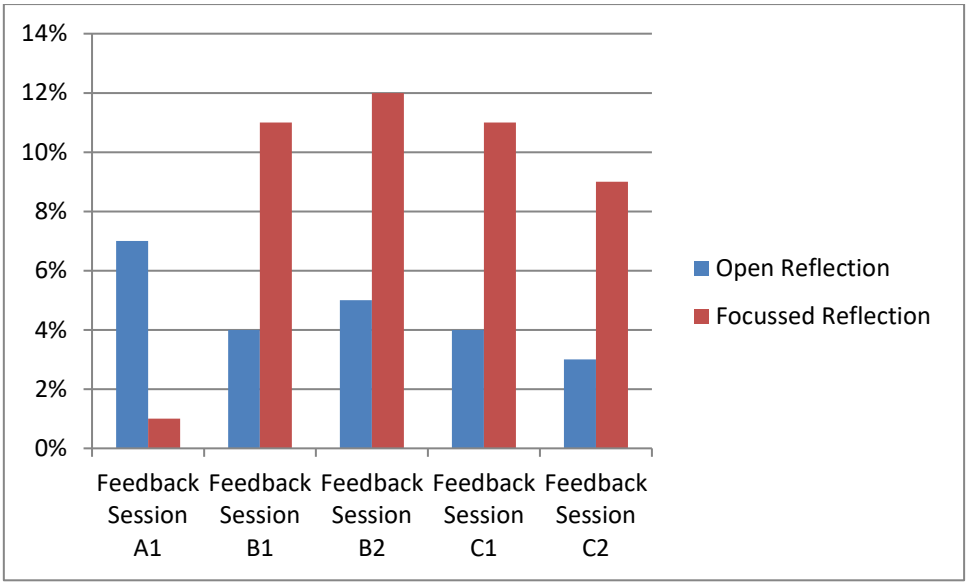


Figure 4.2. Percentage of Jack's Types of Reflective Talk

In addition to the shifts in type of reflection, there was a shift in the reflective prompts that Jack used. During the pre-workshop feedback session, open reflection occurred mainly at the start of the feedback session and during transition stages at the start of each individual student teacher's feedback. The open feedback tended to elicit general reflection from the student teachers about the lesson in general by using a limited pool of open questions such as:

> 'So how was that session?'
> 'What do you think, just generally?'
> '… but did you enjoy it and uh?'

The data analysis revealed that there was a shift in Jack's use of reflection. There is evidence of more focussed reflective questioning being used during the feedback session. As a result of this approach, the post-observation feedback event was more dialogic in nature and the student teachers engaged more actively in the feedback session. Jack's scaffolding became more focussed and nuanced. Examples of scaffolding through the use of focussed reflection used by Jack are listed below:

> 'I'm just wondering what you could have done to minimise the possibility of those mistakes, any ideas? Any suggestions?'
> 'What can we do to help, to assist students with accuracy?'
> 'Are there any other sections in your lesson where you think you might have shaved

off a few minutes?'
'Could you think of a way that they could maybe generate more communication or discussion out of it?'
'… did they talk much to each other about their schedules?'
'You only covered one lexical item, even though you identified a few in your aim sheet. Was that just because you felt that it was …'
'Do you think you could develop that lesson further in a subsequent grammar lesson …?'
'What do you think was the main reason for your time issues?'
'And any things you would have changed to (save time)?'
'… in the particular lesson you were teaching did it explain which use of the present perfect was being covered there, because it has multiple uses?'
'What do you think is the main point of that reading text?'

In the semi-structured interview, Jack described how he usually went into the feedback session with a very clear idea of what areas of their teaching the student teachers need to improve. He explained how he used questioning techniques, including open and guided questions, to engage the student teachers in the feedback session.

> I like questioning a lot rather than being too directive, and too instructive. I like to use the trainees' output, to then question them and create a bit of communication that way and see what comes out of that. Often I will have a very clear idea of what I want them to be aware of but rather than just telling them, I find that by using guided questions and reasonably open questions mixed up with maybe some yes and nos, like for example I might say, 'But did you remember to CCQ 'you know, when you set that up?' Or 'Why do you think the students seemed confused at that point?' And I'll often have my own ideas of why it happened – I'm not saying they're always correct – but being able to ask questions will give me an idea of whether or not that awareness is shared amongst both the candidate that's receiving feedback as well as the other, his peers, or the peers … And I think that questioning also, there are problems with it, you know you don't want to turn into one of these ridiculous sessions like with a therapist with, you know, the client is […] reclining and just being asked questions and never receiving anything, you know. (Semi-structured Interview)

By using a focussed approach to reflection, Jack was able to scaffold the student teachers' learning by focussing their attention on a particular aspect of the lesson or their teaching that needed to be developed and thereby aimed to deepen their understanding of their practice and how it could be improved.

18:03 Jack: If it works better. Um, now obviously the text you have used is, is ideal, um, so you've gone to a good source for that. Um, your presentation is gone in a, it's really well structured, well-staged, you came across as very well-rehearsed. Um, initially, I've said, you've paced this well because you've got a lot of material to cover. How much time did you allocate for the presentation stage? Do you remember?

18:35 ST2: 10 minutes.

18:36 Jack: How much time do you think you took?

18:37 ST2: I think I took about 20 at least.

18:40 Jack: Ja, I've got you down as 25. Ok, so that is my main and only criticism of the stage is that you've, you've taken a lot longer to, to do it than you had planned for.

18:54 ST2: I, I… And I left, I know I left a chunk out in the, in the, what's after presentation?

19:01 Jack: Practice.

19:02 ST2: Practice, I left out one of my practice activities.

19:04 Jack: Ok. But that was fine.

19:06 ST2: You know what I think the problem is, is that I don't know how to anticipate how long something is going to take.

19:11 Jack: Ja, ok. That's fine.

19:12 ST2: I, I battle with that.

19:14 Jack: Why do you think the presentation took so long? Do you think it's just because you weren't aware of how much time it was gonna take or do you think it's the techniques you're using?

19:24 ST2: Ja, I think that if you had, that if I had used the, um-

19:30 Jack: The projector?

19:31 ST2: Yes, it would have gone faster.

19:33 Jack: It may have done, because you've spent quite a lot of time writing on the board and you…

19:37 ST2: Mmm. Mmm. It's the first time I've ever done that.

19:40 Jack: Ja

19:41 ST2: You know, I'm really, I'm really nervous of using electronic equipment.

19:45 Jack: The technology

19:46 ST2: Because, because it might not, the technology, because it might not work and it adds an extra stress

19:51 Jack: Ja

19:52 ST2: That I'm not in control of

19:52 Jack: Ja

19:53 ST2: And it's easier to be in control of it. I know that Mohammed said we should write…

19:58 Jack: Mmm

19:59 ST2: …it up and I probably should have done that.

20:01 Jack: Mmm. Well I think you, um

20:02 ST2: It was such a simple, simple table

20:05 Jack: Ja

20:06 ST2: That I thought it would be alright. And also I wanted them to write

20:09 Jack: Right

20:10 ST2: So if we'd been putting it up fast, they might have had time to…

4.1.5. Summary of Key Shifts

There was evidence that Jack made shifts in his practice as a result of the professional development interventions. Key shifts identified in Jack's practice following the professional development intervention include:

- Greater awareness of approaches to post-observation feedback;
- Movement from a default approach, which was predominantly directive to adopt other, more suitable approaches for the context;
- Greater awareness and use of different frameworks available to structure feedback;
- The provision of more opportunity for student teachers to reflect in the feedback sessions;
- An increase in the quantity reflective prompts;
- Increase in the use of different techniques, such as focussed reflection, to encourage student teacher reflection.

Although Jack believed his feedback sessions were dialogic, data did not support this view. The data shows that there was no major shift in Jack's talk and his feedback events remained supervisor dominated.

In the section that follows, Karen's post-observation feedback data is presented and analysed.

Case 2 – Karen

4.2.1. Karen's Approach to feedback

An analysis of Karen's post-observation feedback sessions prior to the professional development intervention revealed that she adopted both a directive and collaborative approach in her feedback, depending on the stage in the TESOL course and the student teachers' performance in their teaching practicum.

An analysis of the framing of post-observation feedback confirms Karen's tight control of her approach to feedback, both by telling students what they did wrong and discussing the lesson with the student teachers. Karen framed her feedback strongly (F+) and there was no shift in the degree of control she assumed during feedback following the professional development intervention (see Table 4.4.). Her framing remained strong throughout all the feedback sessions.

Table 4.4. Overview of Karen's Framing in Post-observation Feedback

Supervisor	Pre-workshop	Mid-workshop		Post-workshop	
	Pre-PD 1	Mid-PD 1	Mid-PD 2	Post-PD 1	Post-PD 2
Karen	F+	F+	F+	F+	F+

Karen asserted herself strongly during feedback and in the controlled selection, sequencing and pacing of the feedback session. All of Karen's feedback sessions were highly structured and controlled, with Karen leading the feedback session and student teachers speaking when it was their turn to reflect or engage in discussion about their own teaching practice.

Her approach to feedback was tailored and eclectic depending on the perceived student teacher need and their performance in their teaching practicum.

In a reflective writing task, Karen described taking a more directive, prescriptive approach with student teachers who showed little awareness of their practice or appeared not to have made an effort in preparing for or delivering their lesson. This was backed up through the example below where Karen adopted very strong framing during her feedback with a student teacher who had not shown any evidence of implementing the feedback she had provided

him with previously and did not perform well in the teaching practicum. She cut him off, told him off and promptly moved on to the next student teacher's feedback.

44	03:14	S1:	Oh, I (forgot) to change that.
45	03:16	ST2:	Ok. Ja, but this is basic attention to detail that, there is nothing that I gave you in
46			feedback yesterday that you have applied to today's lesson. Not one thing, except
47			that you presented me with a lesson and aim sheet which is still not even close to
48			being right. Um, I'm actually keeping this, if you don't mind, I just want to show it to
49			Georgie and you still need to speak to Georgie. Alright, this is it. Um, I'm not even
50			going to go on further than that because I'll just be repeating what I said yesterday.
51			Alright.
52	03:56	S1:	Sheila, I liked that, it was fun, they enjoyed it.
53	04:00	ST2:	Well I enjoyed doing it, you know, when you did it that day it just looked such fun.
54	04:04	S1:	Ja ((laughs))

(Karen, Mid-PD 2)

On the other hand, Karen explained that where students showed awareness and were eager to contribute in the feedback session, she adopted a more collaborative, non-directive approach.

> I realise that I give feedback differently to different people and as a result of different lessons. If the person is more vocal and aware I try to guide them and listen more. If they show no understanding of their own lesson I tend to be more prescriptive. I also know that if the trainee has obviously put in very little effort I tend to be less "soft" in my feedback. I try to always find something positive though, even if it's only how they are dressed! (Karen Reflective writing)

Although Karen was able to use a collaborative, non-directive approach in which student teachers were encouraged to actively engage in the feedback, she explained that she tended to revert to being directive as a 'default' approach during feedback. Karen varied the scaffolding in the post-observation feedback discussion according to how she understood the developmental needs of student teachers at a particular point in time. In the quote below, the tension between the supervisor's role as mentor and judge was evident. Despite her awareness that her feedback reverted to a directive approach, she explained that this is necessary due to the fact that the student teachers are still learning.

> You always feel you end up being prescriptive, but in some cases you do have be … to help them if they're going wrong … You do

> have to be prescriptive to a point because they are learning … It doesn't mean that I know the right way. There are certain things that I know work and things that I know don't work. (Karen, Mid-PD 1 Debriefing session)

Later in the debriefing session, she reiterated how she reverted to a directive approach during feedback and had to remind herself to use other approaches that may encourage the student teachers to be more engaged in the feedback session and to be more reflective. This debriefing session took place mid-workshop and suggested that the inputs on reflection in the professional development intervention made Karen more aware of her approach to feedback as well as of the benefits of a non-directive, collaborative approach.

> You forget sometimes and start telling them what to do and I have to remember maybe they should be coming up with things as well. That's what I'm trying to work on is to really try and get them question how it could be done better. (Karen, Mid-PD 1 Debriefing session)

There was evidence of a shift in Karen's approach to feedback by the end of the professional development intervention away from her default approach to an approach more suited to the needs of her student teachers. As a result of this shift, Karen reduced her talk during feedback and increased the opportunities she provided for the student teachers to reflect. In the post-workshop interview, Karen identified the positive shift she made in her approach to feedback through the student teachers' more active collaboration within the post-observation feedback sessions.

> I feel that I'm giving better feedback now … because they are more, they're actually part of the process, they are not just sitting there being lectured to. (Karen, Semi-structured Interview)

4.2.2. Karen's Structure and Framing of Feedback

The data analysed revealed a positive shift in the structure of Karen's feedback. In the section that follows, the changes to the structuring of Karen's feedback in terms of the overall use of frameworks is discussed.

4.2.2.1. Karen's Feedback Structure

The data shows that there was a slight change in the structure of Karen's feedback over the course of the professional development intervention (see Table 4.5.). The changes were more evident in the structure of her feedback at a micro level than at a macro level.

Table 4.5. Overview of the Structure of Karen's Post-observation Feedback Sessions

	Pre-workshop	Mid-workshop		Post-workshop	
	PRE-PD 1	**MID-PD 1**	**MID-PD 2**	**POST-PD 1**	**POST-PD 2**
Karen	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **2. Student Teacher 2** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Feedback Phase – Ind.	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **2. Student Teacher 2** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Feedback Phase – Ind.	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **2. Student Teacher 2** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Feedback Phase – Ind.	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. - Peer Feedback Phase **2. Student Teacher 2** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. - Peer Feedback Phase **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. - Peer Feedback Phase	**1. Student Teacher 1** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. - Peer Feedback Phase **2. Student Teacher 2** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. **3. Student Teacher 3** - Reflection Phase - Questioning Phase - Feedback Phase – Ind. - Peer Feedback Phase

Karen's pre-workshop feedback was highly structured. The feedback session was divided into individual feedback sessions for each student teacher and each session included a three-stage framework, organised according to the following post-observation discourse categories: 1) Reflection, 2) Questioning, and 3) Feedback. In the reflection phase, Karen posed a general reflective question to a student teacher and he/she reflected on his/her lesson. The student teacher's reflection was short, usually around 30 seconds in duration, and tended to be quite superficial. Karen then launched into a short questioning phase where she asked the student teacher questions about the reflection or the lesson. This was followed by the feedback phase, where Karen provided feedback to the student teacher.

Karen's mid-workshop feedback structure was very similar to the pre-workshop feedback structure at a macro level; however, there is evidence of a subtle shift at the micro level. The reflection stage was extended because Karen posed more reflective questions following the student teacher's initial reflection in order to encourage the student teacher to reflect more. The questioning phase was also extended as she seemed to become more confident in her questioning techniques. She identified areas of the teaching that need to be addressed and posed reflection, clarification and information-seeking questions to the student teacher. As a

result of this approach, much of the feedback was covered during the questioning stage and the actual feedback stage at the end of the feedback session was reduced considerably.
Karen described how the structure of her feedback had changed from highly structured sessions, which she led by following the structure of the post-observation feedback form, to a more fluid structure guided by the student teachers' reflections.

> I know that I've changed it a bit. I know that in the beginning what I would do is be more directive and literally go through the form, go through this this and the other, go through it in a logical fashion; whereas now I let them say how they feel and let them give their feedback and if there's one particular thing that they mention last we'll start with that point, or something that's bothered them the most then we'll work from there. (Karen, Mid-PD 2 Debriefing session)

On a macro level, the post-workshop feedback structure remained the same as that of the mid-workshop. However, there was evidence of change to the structure of the feedback session at the micro level. In the two post-workshop feedback sessions, Karen changed the structure of her feedback to include a four-stage framework, organised by the post-observation discourse categories: 1) Reflection, 2) Questioning, 3) Feedback, and 4) Peer Feedback. The Peer Feedback Phase (Copland, 2008) was explained during the workshop on the structure of feedback as one possible stage that could be included in feedback sessions.

4.2.3. The Nature of Karen's Talk

In the sections that follow, a quantitative and qualitative analysis of Karen's talk in the feedback events is provided.

4.2.3.1. Quantitative Analysis of Karen's Talk

The data showed that there was a significant quantitative shift in Karen's talk. At the start of the research project, Karen's feedback was supervisor dominated, with her talk contributing close to 80% of the feedback event (see Table 4.6.).

Table 4.6. Summary of Karen's Talk

Supervisor	PRE-PD 1		MID-PD 1		MID-PD 2		POST-PD 1		POST-PD 2	
	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %
Karen	3973	77%	3450	78%	2037	72%	3028	61%	2827	64%

Karen described her approach to feedback in these early sessions as follows:

> I pretty much would let them, ask them a general question, 'So how did it go?' And, they wouldn't contribute much and then I would, sort of, then go into, almost from the beginning of the lesson through to the end, sort of, walk them through it, commenting. Very dominated by me, as opposed to, with them. (Karen, Semi-structured Interview)

There was evidence of a shift in her talk following the inputs on talk in the professional learning workshops. By the end of the professional learning programme Karen's talk in feedback was consistently lower than 65%, a decrease in talk of up to 16%.

4.2.3.2. Qualitative Analysis of Karen's Talk

The data shows a decrease in the number of words used by Karen during the post-observation feedback sessions. The number of words per feedback session was highest during the pre-workshop and first mid-workshop sessions, with 3973 and 3450 words respectively (see Table 4.6.). There was a reduction in the number of words in the second mid-workshop session and the first and second post-workshop feedback sessions. The amount of supervisor talk recorded post-workshop was lower than the supervisor talk recorded pre-workshop.

Karen made a positive shift in her feedback from a more directive approach to a more collaborative approach by engaging the student teachers more and providing them with more opportunities to participate in the feedback event. She attributed the shift in her approach to the professional development workshops that she attended. 'Now, after the workshops I'm very aware of getting the student teacher to speak as much as possible', she remarked (Karen, Semi-structured Interview). She identified one activity where the supervisors had to read, analyse and discuss transcribed feedback sessions as the key instigator of change in her practice.

> I think it's our workshops. Especially when we looked at some of those transcriptions of people doing feedback … I thought 'Gosh! I'm guilty of that'. You get yourself on a ball and just keep going. (Karen, Post-PD 1 Debriefing session)

This activity clearly had an impact on Karen and, as a result, her awareness of her talk increased and she actively sought ways to reduce her talk during the feedback event. She

likened the reduction of her talk to the student teachers' personal goals of reducing TTT (Teacher Talking Time). By becoming more aware of her own talk, she made a conscious effort to speak less and provide the students with more opportunity to speak.

> Definitely allowing them to speak more. As much as they are aware of cutting down their TTT (Teacher Talking Time), so am I. So I definitely allowed them to speak more about how they felt their lessons went. (Karen, Post-PD 1 Debriefing session)

She described providing the students with more 'space' to reflect and talk by keeping quiet, listening and giving non-verbal cues.

> I … just kept quiet and let them go and go and go … I've been trying to do that more than before. (Karen, Post-PD 1 Debriefing session)

> I will let them bring up subjects and their points and whatever. And I'll agree or disagree, sort of more, um, just by body language, nodding my head, or whatever. Without interrupting them … (Karen, Semi-structured Interview)

In addition, she reduced the number of items she raised in the feedback session to one or two key points.

> I will let them bring up subjects and their points and whatever. And I'll agree or disagree, sort of more, um, just by body language, nodding my head, or whatever. Without interrupting them and then maybe pick up on what is the most glaring problem that they could probably fix. (Karen, Semi-structured Interview)

> Now I let them go through the whole thing and if there's one point in particular that I feel that I can expand on or get them to re-examine 'How could you do that differently?' (Karen, Post-PD 1 Debriefing session)

Karen highlighted the importance of dialogue in post-observation feedback and identified three key benefits, namely, a way for student teachers to 1) be more engaged in the learning

process, 2) develop more awareness of their own and their peers' teaching and 3) take more ownership of their learning.

> [Dialogue] is very important. Because first of all they're not, they're not just sitting there being told, 'This is what you did right, this is what you did wrong'. They're, they're commenting on it themselves, and they are becoming aware of it as well. And they are sort of, they start to look at their own lessons and their peers differently because they are looking for what is right and what is wrong. It's not just a case of, 'Ok, this is, I've taught, now I'm going to be told what I did wrong'. It's a case of well hopefully, 'This is what I did, how can I improve it?' (Karen, Semi-structured Interview)

4.2.4. Reflection in Karen's Feedback

In this section, the quantity and type of reflective prompts used by Karen to encourage student teachers to reflect during the post-observation feedback events is discussed.

4.2.4.1. Quantitative Analysis of Karen's Reflective Talk

The data shows that overall there was an increase in the quantity of reflection used by Karen following her participation in the professional development workshops (see Figure 4.3.). The percentage of reflection in Karen's pre-workshop feedback was relatively low (7% of her feedback). In the first and second mid-workshop feedback session the instances of reflection increased to 11% and 16% respectively. There was a slight decrease in reflection during the first post-workshop feedback session to 15%; however, by the second post-workshop feedback session, reflection increased to 17%, almost double the instances recorded in the pre-workshop feedback session.

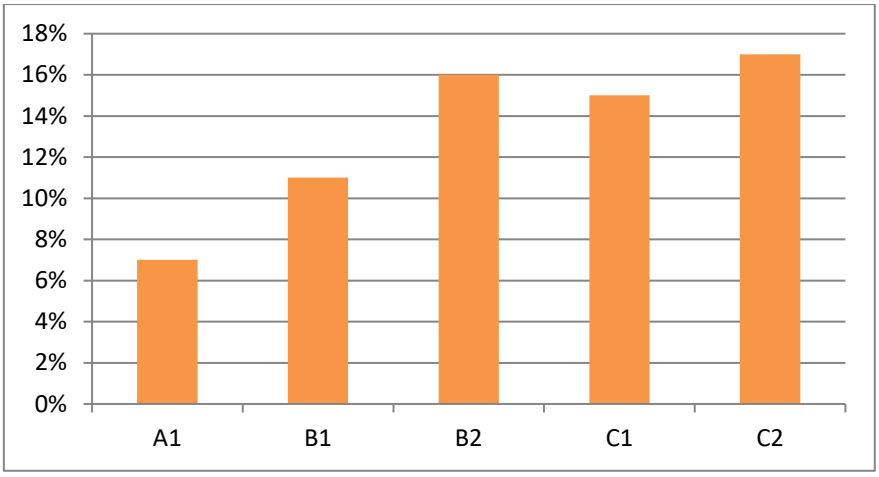


Figure 4.3. Percentage of Karen's Reflective Prompts

Reflection did not feature strongly in Karen's pre-workshop feedback sessions as she tended to dominate the session and didn't provide the student teachers with much opportunity to reflect on their lesson.

> I found what I used to do before was let them give me a general idea of their feedback and then I'd go through the stages. (Karen, Post-PD 1 Debriefing session)

She described how she approached feedback following her participation in the professional development intervention:

> Now I let them go through the whole thing and if there's one point in particular that I feel that I can expand on or get them to re-examine 'How could you do that differently?' I've been trying to do that more than before. (Karen, Post-PD 1 Debriefing session)

She attributed the increase in the student teachers' reflection during the feedback to the reduction of supervisor talk during the sessions. She remarked that '[t]he reflection in feedback … the talk in feedback, I actually think they go together. I'm doing less talk and they're doing more reflection … I talk less. I was very conscious of the fact that I was talking too much' (Karen, Interview). In addition, she described how the effective use of the reflective worksheets that were provided for the student teachers to use following the teaching practice gave them more space to reflect. 'I wasn't … encouraging them to really reflect immediately after a lesson with the forms that you made for us', she conceded. When I asked them 'How was that lesson?', they couldn't pinpoint … whereas now they've had time and they reflect better' (Karen, Interview).

Karen said, ‘It’s not just me, it’s, it’s them as well, they are part of the feedback … they are not just waiting to be told what they did wrong’ (Karen, Interview). In this quote, she describes how student teachers contributed more actively during the feedback sessions as a result of the reflective worksheets that they had been provided with.

> [T]hose sheets that they write on um, I think really help. And sometimes I saw that if they didn’t have those sheets with them on that particular day, they’d still bring out a piece of paper and write down comments … So they got into the habit of it. And then it was nice because when I, when… I found before we really encouraged that, um, you’d sort of say, ‘Well, how did you feel your lessons went?’ And they didn’t really have much to say because they wouldn’t remember. But because they have written it down, they have a lot more to say. So, I don’t know if it’s catch-22, it’s me giving them more time and they actually have more to say which is, which is nice, because otherwise they just dismiss it. Now they know they have to think about it. They do it. (Karen, Semi-structured Interview)

The reflection worksheets, developed collaboratively by supervisors who attended the professional development intervention, also developed the student teachers’ reflective practice and resulted in them being able to contribute more meaningfully during the reflection stage of the feedback session. The quote above illustrates the important point that training student teachers in reflection may have a positive impact on the quantity and quality of their reflection.

4.2.4.2. Qualitative Analysis of Karen’s Reflective Talk

Analysis of the data shows that there was an increase in the instances of open reflection in Karen’s feedback and an increase in the instances of focussed reflection. The pre-workshop feedback was dominated by instances of focussed reflection (4%), with less open reflection (3%). Data shows that during the mid-workshop feedback sessions, open reflection increased by 1% to 4% in MID-PD 1 and 5% in MID-PD 2. There was a significant increase in focussed reflection during the mid-workshop feedback sessions. Focussed reflection increased to 7% in MID-PD 1 and 10% in MID-PD 2. However, during the first post-workshop feedback session, focussed reflection dropped to 3% and open reflection increased to 13%. This change in Karen’s approach to reflection may be due to the stage in the TESOL course. The student teachers had just taught their second teaching practice lesson. It appeared that

Karen purposefully chose to focus on open reflection during the feedback session as the student teachers were new to the course and would need to develop their reflection skills. From the second post-workshop session, there was a decrease in open reflection (4%) and an increase in focussed reflection (13%) (see Figure 4.4.).

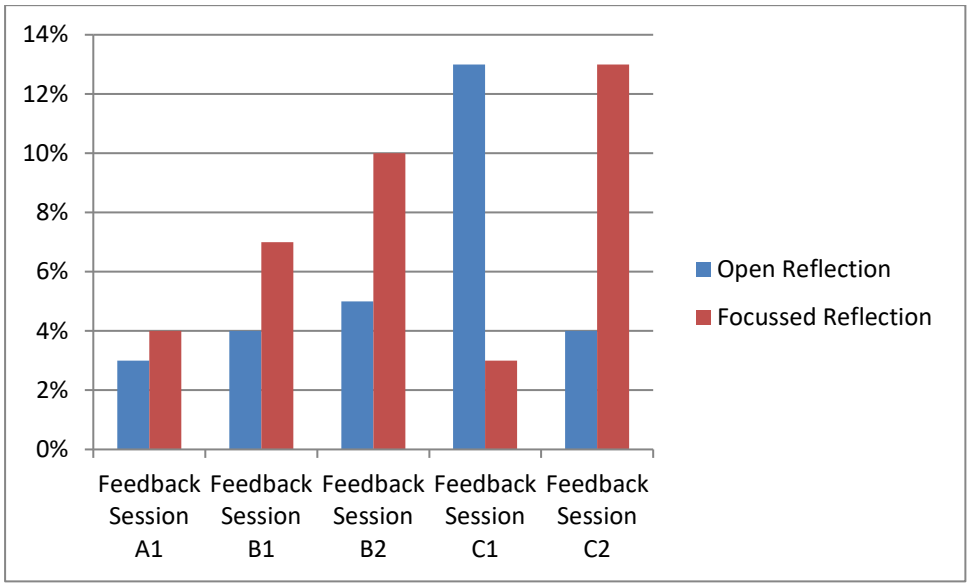


Figure 4.4. Percentage of Karen's Types of Reflective Talk

From the pre-workshop feedback session, it is evident that Karen was comfortable with questioning. Throughout the course of this research, there was evidence that Karen developed her questioning and made more use of questions that encouraged the student teachers to reflect on particular aspects of their teaching. She described the types of questions she asks student teachers in the quote below:

> A lot of my questions will be things like, 'Well, if you could, if you would do it differently how would you do it?' Particularly with games, you know, 'How would you make it more exciting?' Um, but also mostly I do a lot of them questions on why – 'Why do we do it that way?' 'Why don't we just do it any other way?' So they, they sort of have to think through that process. (Karen, Semi-structured Interview)

4.2.5. Summary of Key Shifts in Karen's Practice

Overall, key shifts identified in Karen's practice following the professional development intervention include:

- Greater awareness of approaches to post-observation feedback;

- Movement from a default approach to adopt other more suitable approaches;
- A subtle shift to the micro structure of feedback;
- A significant reduction in supervisor talk;
- An increase in the quantity reflective prompts;
- Increase in the use of different techniques, such as open and focussed reflection, to encourage student teacher reflection.

The data showed that, following the professional development intervention, there were no shifts in the following aspects of Karen's practice:

- Structure of feedback at a macro level;
- Degree of supervisor framing of feedback sessions.

Case 3 – Susan

4.3.1. Susan's Approach to Feedback

Prior to the professional development intervention, Susan was eclectic in her approach to feedback, which she described as 'doing a little bit of everything because I don't think I can subscribe to one method' (Susan, Interview).

An analysis of Susan's framing of post-observation feedback provides evidence of Susan's eclectic approach to feedback. Her default approaches to feedback were directive, collaborative and alternative. Unlike the other supervisors who participated in the research, Susan's framing did not shift significantly one way or the other (see Table 4.7.). It ranged from very weak framing (F--) at the pre-workshop stage and then shifted between weak (F-) and strong (F+) framing at the mid- and post-workshop stages.

Table 4.7. Overview of Susan's Framing in Post-observation Feedback

Supervisor	Pre-workshop	Mid-workshop		Post-workshop	
	PRE-PD 1	MID-PD 1	MID-PD 2	POST-PD 1	POST-PD 2
Susan	F--	F-	F+	F+	F-

Susan adopted a particular approach based on the stage at which the students were at in the TESOL course. The shifts in Susan's framing outlined above, tied in with the range of different approaches Susan used with her student teachers.

At the beginning of the course, she tended to be more directive, employing strong framing, as she felt that the students needed more direction in terms of their planning and instruction.

> Um, at the start of feedback I think I'm very directive, um … Like with the first, like TP1 when they're doing vocab … when they're doing their first grammar I'm very directive in terms of their planning and making sure that they come into the classroom feeling comfortable, because if they don't plan enough then they're not going to be comfortable enough to, to teach, you know. They're not going to know at what stage what their stage directions are. So I, I think I'm directive at the beginning. (Susan, Semi-structured Interview)

As the course progressed and the student teachers developed their knowledge and skills, she adopted a more collaborative approach where she engaged them more through questioning. This illustrated Susan's use of post-observation to provide a scaffold and a pathway to learning. She described her approach during the second mid-workshop feedback session, where she demonstrated weak framing. In this session, one student teacher had just taught her final teaching practice lesson and the other had taught her second-last teaching practice lesson.

> I just asked questions … I was like therapeutic … I sat like a therapist, you know, a therapist asks you lots of questions. I did [provide input] where they really couldn't answer … I did confirm where they [spoke about] what I was going to say … I just asked them lots of questions to lead them. (Susan, Mid-PD 2 Debriefing session)

From the mid-workshop feedback onwards, Susan incorporated an alternatives approach into her feedback to open up opportunities for scaffolding learning. This possibly resulted in the different framing, both strong and weak, revealed in the data for these sessions. The alternatives approach involved encouraging the student teachers to identify other approaches or techniques that they could have employed in their teaching:

> When you give feedback I think it should be something that, 'This is what you're doing that needs correcting' but not just stopping there. It should be then, 'This is possibilities of ways that you could correct it'. And then saying to them, you know, 'Try to apply these three things in the next lesson'. (Susan, Semi-structured Interview)

Susan was very creative in her approach to post-observation. Her feedback encapsulated the old adage 'Tell me and I'll forget, involve me and I'll learn'. She believed that 'feedback needs to be practical in nature … involving the [student teachers] in what happens' (Susan Reflective writing), and as a result, each instance of feedback included some forms of hands-on, practical task. Activities included mini lessons where she modelled best practice, reflective tasks and peer feedback tasks. She described her practical approach to feedback in the excerpt below.

> Other times it's practical. So other times I actually do a mini grammar lesson or something, and I pretend they're my students and I elicit from them the words or I do actions. And then I unpack that event with them just to … And sometimes they're like, 'Oh, I get it now!' and they, they have like a moment of clarity. (Susan, Semi-structured Interview)

She described the benefits of including practical tasks which support the student teachers to move towards greater independence in their learning and practice in the excerpt below.

> When I do a practical thing and I ask them to reflect on it afterwards, it's actually an eye-opener for them. I did a mini Greek lesson on the 'body' and since I did that [student teacher] hasn't rushed through her vocabulary like she was doing. I asked her to reflect on [the Greek lesson] and she said, 'I was actually scared'. That was a learning experience for her that she then carried through to her own teaching … if they're just told stuff, they don't take it in. (Susan, Mid-PD 2 Debriefing session)

An analysis of Susan's post-observation feedback revealed weak framing in her feedback. It appeared that her default framing of feedback was weak; however, there was evidence of a shift in the degree of control Susan assumed from very weak framing (F--) in the pre-workshop and the first during-workshop feedback sessions to strong framing (F+) from mid-way through the professional development intervention.

4.3.2. Susan's Structure and Framing of Feedback

The data collected revealed a positive shift in the structure of Susan's feedback. In the section that follows, the changes to the structuring of Susan's feedback in terms of the overall framework and framing are discussed.

4.3.2.1. Susan's Feedback Structure

The data shows that there was a change in the structure of Susan's feedback over the course of the professional development intervention (see Table 4.8.).

Table 4.8. Overview of the Structure of Susan's Post-observation Feedback Sessions

	Pre-workshop	Mid-workshop		Post-workshop	
	PRE-PD 1	**MID-PD 1**	**MID-PD 2**	**POST-PD 1**	**POST-PD 2**
Susan	**1. Feedback Phase – Gro./ Mini lesson** **2. Student Teacher 1** - Questioning phase - Feedback phase – ind. - Discussion (TESOL course) - Feedback phase – ind. **4. Feedback Phase – Gro. / Mini lesson** **5. Discussion (Various)** **6. Feedback phase – ind.** - Student Teacher 2 **7. Discussion (Various)** **8. Feedback phase – ind.** - Student Teacher 1 **9. Discussion (Various)**	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 **2. Mini lesson** **3. Discussion** (Future lessons) **4. Feedback Phase – Ind.** - Student Teacher 1 **5. Discussion (Various)** **6. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2	**1. Peer Feedback Phase** **2. Reflection Phase** - Student Teacher 1 - Student Teacher 2 **3. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 **4. Goal-setting Phase**	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **2. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **3. Summary Phase**	**1. Reflection Phase** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **2. Feedback Phase – Gro./ Mini lesson** **3. Peer Feedback Phase** **4. Feedback Phase – Gro./ Mini lesson** **5. Peer Feedback Phase** **6. Reflection Phase** **7. Feedback Phase – Ind.** - Student Teacher 1 - Student Teacher 2 - Student Teacher 3 **8. Peer Feedback Phase** **9. Discussion**

Susan's pre-workshop feedback session lacked direction and structure. The pre-workshop and first mid-workshop sessions were a labyrinth of reflection, discussion, input (in the form of a micro lesson) and feedback. To highlight the complex and chaotic structure of Susan's initial post-observation feedback sessions, I briefly outline the pre-workshop feedback session.

Susan commenced the feedback session with a micro lesson in which she provided student teachers with input on the structure of a Present, Practice, Production (PPP) lesson. She then moved onto a feedback phase for Student Teacher 1 where she asked the student to reflect on the lesson and provided individual feedback. The student teacher's response to the conflicting feedback she received resulted in a discussion about the TESOL course and the assessment of the teaching practicum. Student Teacher 3 interrupted the feedback session three times and diverted the discussion from post-observation feedback to a discussion on the pre-teaching of vocabulary, the timing for the stages of the lesson and finally approaches for teaching a listening lesson. Some brief feedback for Student Teacher 1 followed, but turned into a discussion about supervisors, evaluation of teaching practice and what the student teachers could expect when they started working as English language

teachers. Overall, the discussion lasted for 37 minutes. Susan realised the feedback had gone off track and asked the group to focus and commenced with feedback for Student Teacher 2, which was followed by a discussion about the selection and sourcing of activities. A question by Student 3 led Susan to give further feedback to Student Teacher 1, which was followed by a short discussion which related somewhat to the feedback. During this session, there was evidence of some student teachers' frustration at the lack of direction of the feedback session and possibly the relevance of the content covered. On two occasions, Student Teacher 3 tried to steer the feedback session back to the individual feedback phase:

> 576 30:19 ST3: Let's do this. I think we should … Let's do these lessons today. Shall we finish with these lessons today? Ok.
>
> (Susan, Pre-PD 1 Feedback)

Student Teacher 3's attempt to get the feedback back on track failed and Susan continued her discussion with the student teachers about the evaluation of teaching practice and the insignificance of the teaching practice grades once the student teachers have completed the certificate programme and started their careers as EFL teachers. After more than 10 minutes of discussion, Susan suggested that they focus on the feedback. Student Teacher 3 once again tried to get the feedback back on track by saying:

> 853 42:02 ST3: Let's go for both lessons, what was good and what was bad.
>
> (Susan, Pre-PD 1 Feedback)

Susan swiftly resumed her feedback. Student Teacher 4 was clearly frustrated by the end of the one-hour feedback session and directed the group to wrap up the feedback session by saying 'Shall we end please?' Susan promptly ended the feedback session.

In the first mid-course feedback session, there is again evidence of student teachers' frustration. Following Susan's feedback on his lesson, Student Teacher 1 requested permission to leave the feedback session.

949	52:28	ST1:	Ok, can I escape?
950	52:31	S3:	Yes
951	52:32	ST1:	Cool. Ok, see you tomorrow.
952	52:34	S3:	Sure
953	52:37	ST1:	((yawns))

(Susan, Mid-PD 1 Feedback)

Student Teacher 1's choice of word 'escape' is interesting and conjures up an image of an unpleasant situation from which the student teacher wants or needs to flee.
There was evidence of a shift in the structure of Susan's feedback in the second mid-workshop feedback session and first pre-workshop feedback session. In these two feedback sessions, Susan's feedback was highly structured, with clearly defined phases that include 1) Peer feedback, 2) Reflection, 3) Individual feedback, and 4) Summary or Goal-setting. She clearly structured her feedback into reflection and individual feedback sections through her use of questioning and verbal markers, such as 'We had one listening and two writing, so we're gonna do the writing first' (Susan, Post-PD 1) to indicate the end of one session and the start of another.

In the second post-workshop feedback session, Susan asked the students to give written peer feedback, which she collected and used during the feedback. This was an interesting approach to using peer feedback, because although the student teachers were given an opportunity to give feedback about each other's lessons, the approach Susan used was to maintain a high level of control over the structure during the session. Despite this, Susan's feedback in this post-workshop feedback session had reverted back to the structure of the pre-workshop. Although there was evidence of Susan structuring the reflection and individual feedback phases, during the middle of the session, she reverted back to a more indirect structure where she moved between group feedback, a micro lesson, peer feedback and reflection.

In her written reflection after reading through her post-observation feedback transcripts, Susan identified structure as an area is which she could develop professionally. She also reflected on changes she has made to her practice following the professional development intervention. She demonstrated awareness of the importance of selecting the most salient points in feedback rather than overwhelming the student teachers; this is an example of how she used her professional judgement and her use of post-observation feedback as a scaffold.

> I think that my feedback could [be] more precise and having been on [supervisor] training … I have implemented some of the techniques that I learnt. I have also shortened my feedback as I have come to realise that the trainees struggle to fix 'everything'. They need to be given small goals to achieve for the next lesson. Not mammoth lists of things. (Susan, Reflective writing)

In a reflective writing task completed halfway through the professional development intervention, Susan revealed that she adopted strategies for dealing with situations during feedback that have the potential to 'side track' her or the feedback session. In the excerpt below, she referred to the situation that took place in the pre-workshop feedback session, where the student teacher complained about receiving conflicting feedback.

> In terms of the conflicting information given to trainees – I have adapted my response to – 'I'll check with [the trainer] about that query. Rather than going into a full debate about what they are and aren't supposed to be doing. (Susan, Reflective writing)

In a reflective writing task completed during the professional development intervention, Susan wrote 'Before the feedback workshops I sometimes felt a little unsure – almost as if I doubted what I was saying or doing' (Susan, Reflective writing).

This suggested that the lack of structure and direction in the pre- and first-workshop feedback could be a result of Susan's lack of confidence in her knowledge and experience in delivering post-observation feedback. This reflection suggested that the professional development interventions helped her to develop her knowledge of and confidence in her post-observation feedback skills.

4.3.3. Susan's Talk during Feedback

A quantitative and qualitative analysis of the talk in Susan's feedback events are presented in the next section.

4.3.3.1. Quantitative Analysis of Susan's Supervisor Talk

In the questionnaire completed by the supervisors prior to the commencement of the professional learning programme, Susan highlighted 'Promoting dialogue in feedback' as one of the key topics that should be covered in a professional learning programme for supervisors. Despite Susan identifying talk as one the areas for development, the data does not reveal a significant shift in her amount of supervisor talk during post-observation feedback (see Table 4.9.).

Table 4.9. Summary of Susan's Talk

Supervisor	PRE-PD 1		MID-PD 1		MID-PD 2		POST-PD 1		POST-PD 2	
	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %	Words	Talk %
Susan	6756	71%	6536	71%	2101	55%	3331	72%	6892	83%

Susan dominated the feedback sessions, with an average talk percentage of 70%. Overall, she spoke more and had longer turns than the student teachers. It was interesting to note that there was a decrease in the amount of talk in the second mid-workshop feedback session, as this followed the professional learning workshop on talk in feedback, and suggests that the workshop may have had an impact on Susan. While there was no direct correlation between Susan's reduction of talk and the workshop, there was evidence in both Susan's post-observation feedback transcripts of a change of approach, which may have been a result of the workshops. In the second mid-workshop feedback session, Susan structured her feedback more tightly, asked more reflective questions, and limited the amount of feedback she provided. It was interesting to note that at the end of this feedback session, she engaged Student Teacher 2 in goal-setting for the next teaching practice. This was something she had not done in previous feedback sessions and may have been a result of the professional development intervention. For Susan, the dip in the amount of supervisor talk was not sustained and in the post-observation feedback sessions, her levels of talk increased to 72% and finally to 83%.

4.3.3.2. Qualitative Analysis of Susan's Talk

The data shows a decrease in the amount of talk in Susan's second mid-workshop and first post-workshop post-observation feedback sessions. However, the decrease was not sustained and by the post-workshop post-observation feedback event, the number of words per feedback session was higher than in the pre-workshop session.

Susan was aware of the importance of dialogue in feedback:

> I do think dialogue is very important because it measures how much they've understood what their, how their lesson went and how much you, so how much you are on the same page, if I can say it that way. So you say a statement and then if they can, or you ask a question and then it shows you how well they are on the same level or if they've seen their lesson as totally brilliant, in the meantime they haven't achieved their goals. (Susan, Interview)

However, the only evidence of dialogic feedback was found in the second mid-workshop feedback session, where her talk and that of the student teachers was evenly distributed at around 50%. She described her approach to this feedback session in the debriefing session following the feedback as follows: 'I did very little speaking, I just confirmed what they said'

(Susan, Mid-PD 1 Debriefing). She recognised that she spoke more than the student teachers in the feedback sessions and tended to 'dominate' the sessions. In a reflective writing task, Susan completed following her review of one of her transcribed feedback sessions, and wrote '[s]ometimes I felt that I dominated feedback' (Susan, Reflective writing).

She attributed the need for her to lead the talk during the feedback session to two factors: first, the inexperience of the student teachers and their need for input on their teaching, and secondly, the reluctance of student teachers to fully engage in the feedback sessions due to fatigue or inability to contribute.

> I see that it is because of where the students are and how much they needed help. (Susan, Reflective writing)

> Sometimes it depends on the levels of students. Sometimes the energy level is not there and the students are like, they don't want to talk … They just sit there, when you ask a question then they just sit there and they look at you and you hear crickets in the room. (Susan, Semi-structured Interview)

In the debriefing sessions that were held with Susan following her feedback sessions, her feeling of frustration at the student teachers' lack of participation in the feedback sessions emerged alongside her desire to encourage them to talk more. In one debriefing session she identified increasing student teacher participation as a developmental goal. In response to the question 'What would you like to improve about your feedback?' she responded 'I would like to get them to be more talkative' (Susan, Mid-PD 2 Debriefing session). She described efforts that she went to during the feedback sessions to encourage the student teachers to participate and expressed her frustration at not being successful.

> I tried giving them questions and asking them in feedback and that didn't work. I asked open-ended questions and I find in every group there are [student teachers] who contribute more… I just don't know how to get them to talk more. (Susan, Mid-PD 2 Debriefing session)

In a reflective writing task completed during the course of the professional development intervention, Susan identified questioning as an aspect of her practice that could be further developed.

> I need to develop some ways of questioning students so that they come to the revelations of their lessons themselves – to a certain extent. It is easier for them to deal with the feedback when they can actually see the area they need to develop in; rather than the observer just 'telling' them what they need to work on. (Susan, Reflective writing)

4.3.4. Reflection in Susan's Feedback

> I think reflection is exceedingly important in any phase of life … especially in teaching … I tell the trainees this: 'A doctor's mistakes are buried and a lawyer's mistakes are hanged, but a teacher's mistakes walk around the street'. (Susan, Semi-structured Interview)

The excerpt above highlights Susan's view of the importance of reflection in the teaching profession. She suggested that a teacher's unwillingness to reflect and learn from their practice not only has a negative impact on their own professional development, but also their students and society in general. She acknowledged that 'If you don't remember history, you're doomed to repeat it' (Susan, Semi-structured Interview). It is through reflection that teachers learn and improve their practice. She believed that learning is a core function of being a teacher. 'If you're not learning and you're not willing to learn, then I think you're in the wrong profession' (Susan, Semi-structured Interview). She saw the purpose of getting students to reflect is to develop their reflective skills that they will require to be 'lifelong learners' (Susan, Semi-structured Interview).

4.3.4.1. Quantitative Analysis of Reflection in Susan's Feedback

Although Susan viewed reflection as an important component of initial language teacher education, the data collected from her pre-workshop and first mid-workshop feedback sessions reveals that reflection was low and accounted for only 2% and 3% of her feedback (see Figure 4.5.).

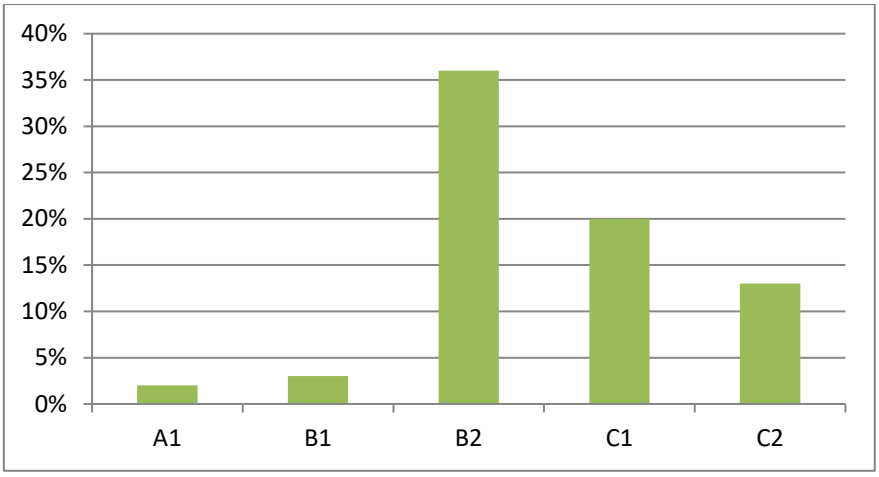


Figure 4.5. Percentage of Susan's Reflective Prompts

In the pre-workshop feedback session, Susan spent time explaining her approach to reflection as a teacher and the connection between teaching and practice to the student teachers.

> I reflect on every lesson that I teach. Every time I get up and teach, I reflect on that lesson. And I reflect on what did the students not understand? What could I have explained better? How could I have made this more interesting for my students? ... It never stops – that's why teaching is a practice … We're practicing the whole time. (Susan, Pre-PD 1 Feedback)

It is interesting to note that what Susan said she did in her practice and what she actually did were quite different. In the entire pre-workshop feedback session, Susan only asked one reflective question. She clearly wished to adopt a reflective approach to her teaching and observation, but the challenge she faced early on in the professional development intervention was translating her reflective practice into facilitating reflection during the post-observation feedback sessions and developing the student teachers' reflective practice.

The data showed that there was an increase in the quantity of reflection used by Susan from the pre-workshop feedback to the post-workshop feedback. Reflection increased from 2% in the pre-workshop feedback session to 36% in the second mid-workshop session. The percentages of reflection in the first (20%) and second (13%) post-workshop feedback sessions were lower than the second mid-workshop session, but were still considerably higher than the pre-workshop feedback session. This increase in reflection suggests a shift in Susan's practice which provided more opportunity for student teachers to reflect on their

teaching during post-observation feedback. Susan identified the professional development intervention as the main instigator of change in her practice. When asked how her use of reflective questioning had changed, she replied 'I used it a little bit at the beginning but I think I started using it more after the observation workshops' (Susan, Interview 274-277).

Although Susan consciously tried to encourage students to reflect on their feedback by providing them with a number of questions as prompts, she experienced some challenges with the student teachers' willingness and ability to reflect. In the three excerpts below, Susan described different situations where students were either unable or unwilling to respond to reflection prompts or questions.

> I tried to get them to reflect by asking them 'What's one thing you would throw away … and one thing you would keep from your lesson?' but I'm finding some of them … just don't have that reflective mind. So it ends up that they see themselves as 'My lesson was fine'. In the meantime it was really not fine at all.
>
> I did try to get them to answer questions. I just find that they're not always that receptive to giving what they think … As much as I can I always ask them questions. They just don't feed back enough information.
>
> [Student teacher] said don't ask me, just tell me my lesson was bullshit.
>
> (Susan, Mid-PD 2 Debriefing session)

4.3.4.2. Qualitative Analysis of Reflection in Susan's Feedback

The data shows that there was an increase in the instances of open reflection in Susan's feedback following the pre-workshop feedback session (see Figure 4.6.). The quantity of open reflection and closed reflection across the mid- and post-workshop stages remained the same. This shows that Susan was relatively comfortable using different questioning techniques during the feedback sessions.

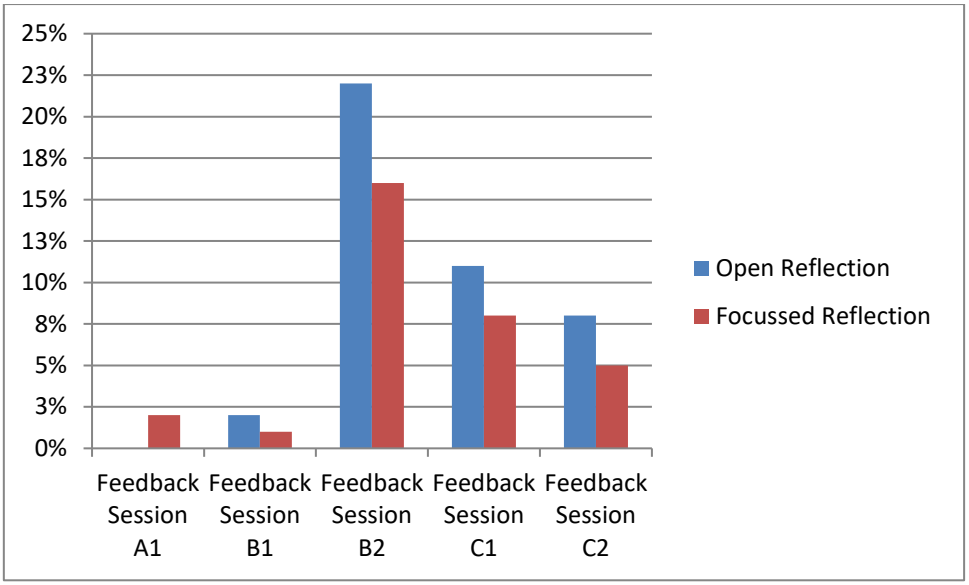


Figure 4.6. Susan's Types of Reflective Talk

When asked to describe her reflective questioning style, Susan referred to using open and closed questions to achieve different goals within her feedback.

> I think I'd classify them as open most of the time … except when I say, 'Do you feel that you achieved your goal?' Then it should be a yes or a no. I try to question them in such a way that they come to the answer. Almost like I think if I was in court they'd say, 'Objection, leading the witness' … you try to ask them questions that might get them to think along the lines of what you want them to think of. (Susan, Semi-structured Interview)

In the excerpt below she described the process she used when preparing the reflective questions she posed to student teachers during feedback sessions:

> The reflections that I ask them to do, I [prepare] in the break. It's almost like I'm seeing what they're doing and am trying to find a way to get them to reflect on what they've done. (Susan, Mid-PD 2 Debriefing session)

4.3.5. Summary of Key Shifts in Susan's Practice

Overall, key shifts identified in Susan's practice following the professional development intervention include:

- Greater awareness of approaches to post-observation feedback;

- Evidence of tailoring her approach to the context and needs of the student teachers;
- Changes to the structure of feedback at the macro level, resulting in more structured feedback;
- Degree of supervisor framing of feedback sessions changed from very weak to strong.
- An increase in the quantity reflective prompts;
- Increase in the use of different techniques, such as open and focussed reflection, to encourage student teacher reflection.

The data shows that there was no major shift in Susan's talk. Susan's tended to dominate feedback and generally spoke more than student teachers and took longer turns.

4.4. Summary of Key Findings

The data presented in this chapter provides evidence of a shift in the supervisors' practices as a result of their participation in the professional development intervention. There is evidence of some positive shifts in the 'how' or form of the supervisors' post-observation feedback practice (see Table 4.10.).

Table 4.10. Summary of Shifts in Supervisors' Practice (n=number of supervisors)

Approach	Awareness of a range of approaches (3) Movement away from a predominantly directive approach (3)
Structure	Changes to the structure of feedback (3) Shift to more appropriate degree of supervisor framing of feedback sessions (3)
Talk	Reduction in supervisor talk (2)
Reflection	Increase in quantity of reflection (3) Use of different techniques to encourage reflection (3)

Overall, key shifts identified in all the supervisors' practice following the professional development intervention include:

- More awareness of a range of approaches to post-observation feedback events;
- A movement away from a default approach to feedback;
- Changes to the macro and micro structure of feedback sessions;
- A decrease in the degree of supervisor framing of feedback sessions; and
- A significant increase in the quantity of reflection and use of different techniques to encourage reflection.

An area in which there was little or no change for two of the three supervisors was the percentage of talk, which remained high.

It is important to note that in some instances, while there was change in practice during the professional development intervention, supervisors reverted back to their pre-professional development practices post-professional development intervention. This finding highlights the challenges of changing well-established or latent practices in supervisor development.

The data provides evidence that the professional development intervention presented options for delivering post-observation feedback. Given more choices for delivering post-observation feedback, their supervisory practices were more informed and nuanced.

The data presented and discussed in this chapter provides evidence that professional development workshops can extend some aspects of ESL practicum supervisors' knowledge and skills, while others remain unchanged.

Chapter 5 – Accounts of and Reflections by Supervisors on their Learning

In this chapter, the data collected after the professional development intervention, which includes a participant self-evaluation as well as an evaluation of the professional development intervention workshops, are presented. The data is presented as three 'cases', one for each supervisor, and each provides an account by the supervisors of their perceived development.

Case 1 - Jack

5.1.1. Jack's Self-evaluation of Practice and Development

The radar graph shows Jack's pre- and post- skills self-assessment (see Figure 5.1.). For the purpose of this research, movement of two or more points from pre- to post-workshop is classified as a significant change.

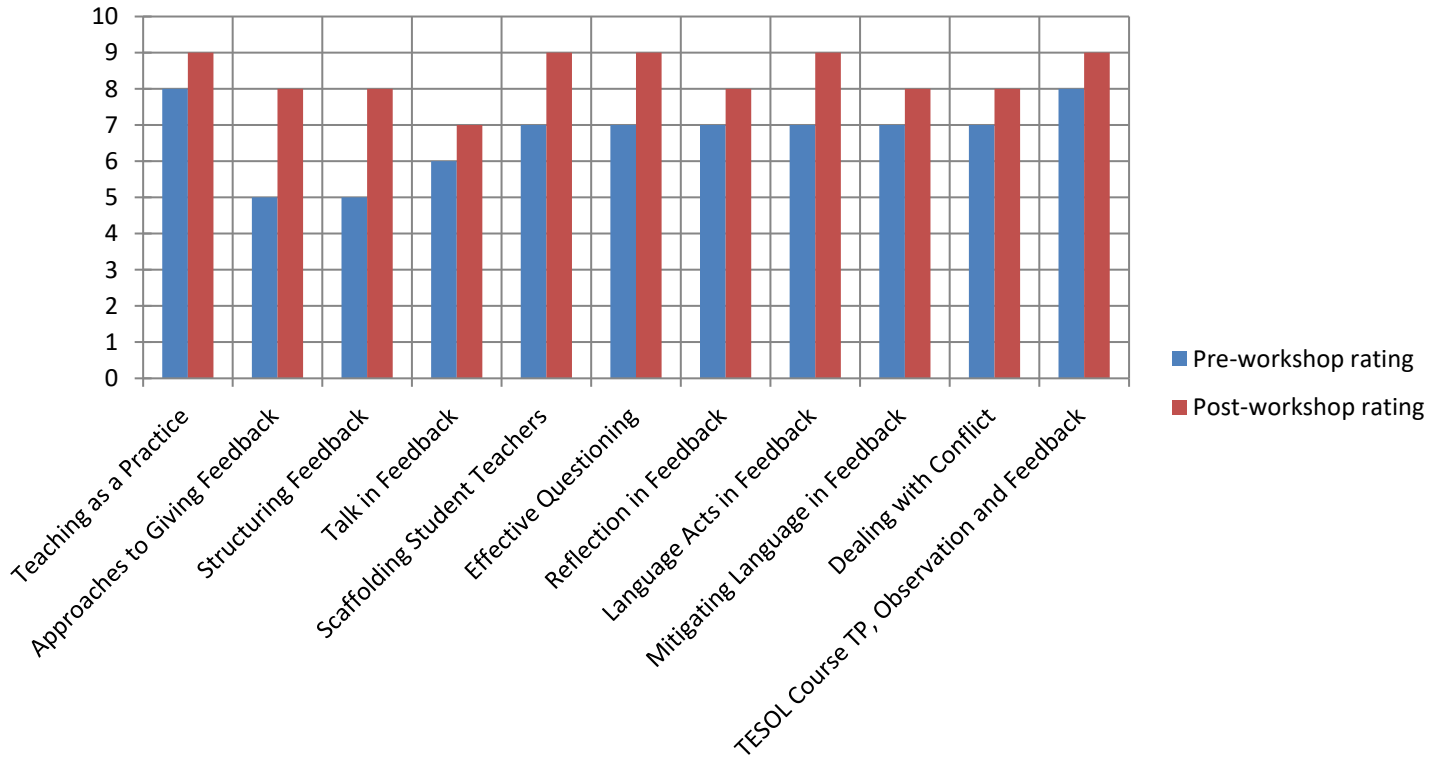


Figure 5.1. Jack's Pre- and Post-workshop Skills Self-Assessment

In this self-assessment, Jack identifies the greatest perceived development in his practice after the professional development workshops as being in the following areas: 1) approaches to giving feedback, 2) structuring feedback, 3) scaffolding students, 4) effective questioning, and 5) language acts in feedback.

Areas identified by Jack for further development include: 1) Structuring feedback, 2) Approaches to feedback, and 3) Dealing with conflict.

Jack recognised that there was still room for improvement in the structure of his feedback sessions. He identified structure as one of the areas of his practice that he would like to improve, and identified ways in which he could further develop this area of his practice.

> I know that there's, there's more ways to actually structure your whole feedback. And I don't think I've really done that. Ja, I think that's something I should make a priority for myself when I, when I do my next course, is plan out over the different feedback sessions what are the large approaches I would like to take. In the same way our trainees have to use different approaches for different types of lessons. I'd like to be able to deliberately [have] different approaches for different kinds of feedback. And it would make it just much more interesting ... I don't think I've done as much as I would have liked to do'. (Jack, Semi-structured Interview)

Jack talked about the time pressure that supervisors face when giving feedback and how this can result in supervisors reverting to old approaches in order to get through the feedback quickly. He felt that he could do more to utilise the different approaches available to supervisors.

> And largely I think it's just you feel you're under time pressure, there's just certain key areas you want to highlight. So it's quite difficult to, um, break out of that kind of compulsive approach, you know. (Jack, Semi-structured Interview)

Jack admitted that he found confrontation difficult mostly due to the complex role of the supervisor, who is both judge and mentor. He believed that this is an area that most supervisors should know more about.

> I struggle a bit with, with confrontation. Um, I think I handle it ok, but I find it quite unpleasant – I think we probably all do. And, um, you know sometimes I think, um, it's difficult to identify why is this confrontation here right now?' … And obviously it's tricky because we on one hand are dealing with clients. But we're also required to take

> these clients through to a point of professional expertise that we are accountable for … there are so many reasons for confrontation. It's quite a specialised area actually. I think we could all do with knowing more about it. (Jack, Semi-structured Interview)

5.1.2. Jack's Evaluation of the Professional Development Workshops

Jack felt the workshops 'exceeded expectations' and were 'both enjoyable and practical' (Jack, Workshop evaluation). He enjoyed the sense of belonging to a community of practice where he could meet regularly with peers who shared his interests and professional development goals. He enjoyed 'belonging to a community that shares interest and desire to learn in the field' (Jack, Reflective writing). He felt that the workshops gave the supervisors an opportunity to discuss important aspects of feedback and assessment and felt that together, they achieved a 'sense of agreement and standardisation' (Jack, Workshop evaluation). Through his participation in the workshops, he also developed a 'deeper sense of empathy' with the student teachers he observes (Jack, Workshop evaluation).

He enjoyed the practical suggestions that were covered in the workshops. Workshops, such as Approaches to Feedback, included 'some really practical suggestions that I could include in my toolbox and apply the very next weekend' (Jack, Workshop evaluation). He enjoyed the 'collaborative brainstorming' done in the workshops and through his participation in the workshops revisited 'the benefits of social collaboration in learning' (Jack, Workshop evaluation).

He felt that some use of 'recorded material [video or audio] could enhance the sessions, especially for reflecting on practice' (Jack, Workshop evaluation). Another suggestion he provided for the improvement of the workshops was to include 'guided independent research' that supervisors could conduct before the workshops (Jack, Workshop evaluation). He found some of the lengthy readings that were assigned at short notice tough to grapple with.

Case 2 – Karen

5.2.1. Karen's Self-evaluation of Practice and Development

The radar graph shows Karen's pre- and post- skills self-assessment (see Figure 5.2.). To reiterate, a reported shift of two or more points in the radar graph depicts a shift in practice for the purpose of this research.

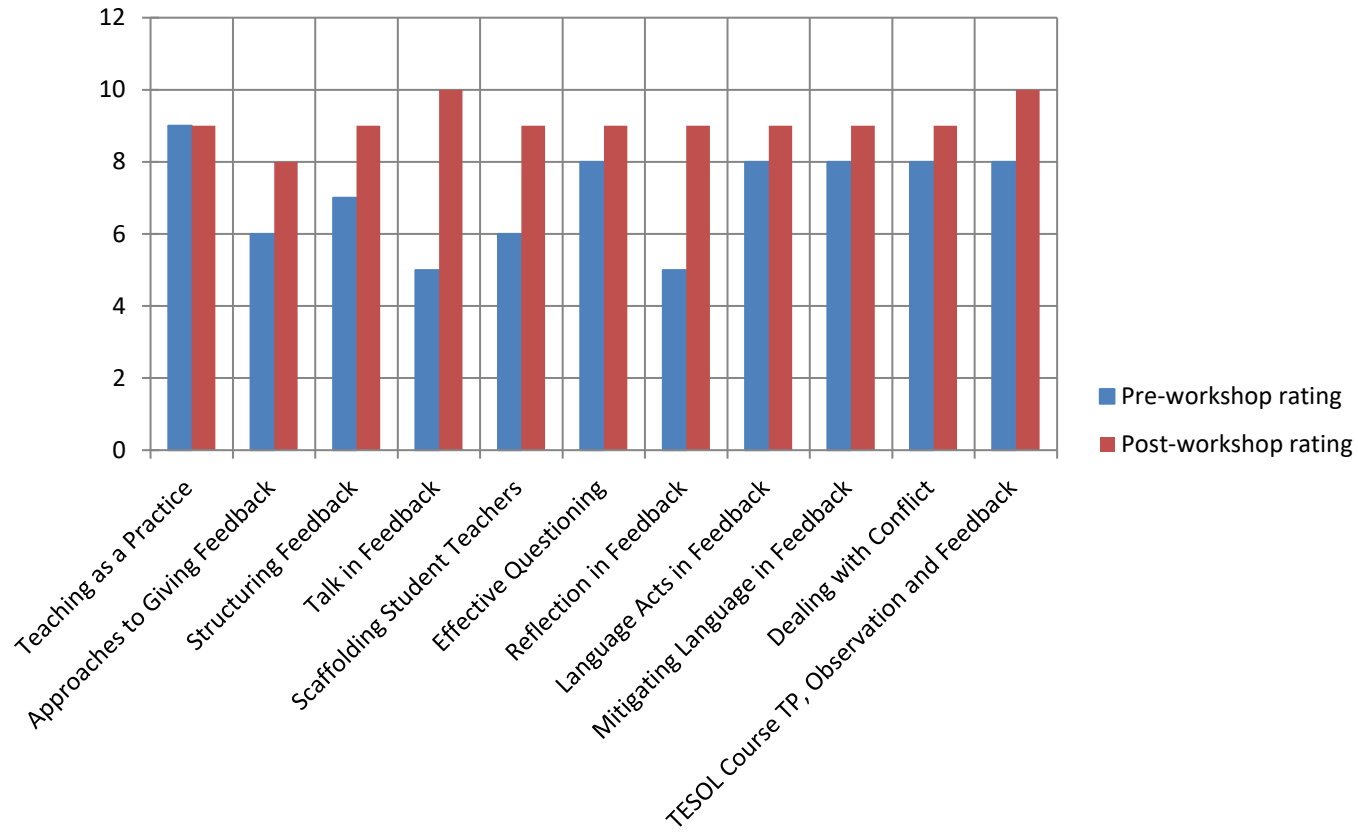


Figure 5.2. Karen's Pre- and Post-workshop Skills Self-Assessment

Karen reported a shift of two or more points in five aspects of her practice, namely TESOL Course TP, Observation and Feedback, Approaches to Giving Feedback, Talk in Feedback, Scaffolding Student Feedback, and Reflection in Feedback. Karen identified Talk in Feedback as the aspect of her practice where she made the biggest change. In the pre-workshop radar graph, she rated Talk in Feedback as five out of 10, indicating that she had some knowledge of it and it was somewhat part of her practice. By the end of the professional development workshops, this rating increased to 10 out of 10, which represented advanced knowledge and it being an established part of her practice. Karen identified Reflection in Feedback as the aspect of her feedback where she made the second most significant change. In the pre-workshop radar graph, she rated Reflection in Feedback as five out of 10, indicating that she had some knowledge of it and it was somewhat part of her practice. By the end of the professional development workshops, this rating increased to nine out of 10.

When Karen was asked to identify areas covered in the workshops where she experienced significant knowledge development or change in her practice, she responded: 'Mmm,

definitely the reflection in feedback … the talk in feedback, and reflection. I almost think they go together' (Karen, Semi-structured Interview).

5.2.2. Karen's Evaluation of the Professional Development Workshops

Karen rated the workshops as 'exceeded expectations', a four out of five. In the last workshop, the supervisors were asked to reflect on the tools that they would take with them following the professional development workshops for supervisors. Karen listed the following in her reflection.

> I know now that I'm on the right track therefore [I] feel less of a 'fraud' when it comes to feedback!
>
> Being part of a team with the same goal – producing better teachers.
>
> A deeper understanding of 'face' and how to deal with it.
>
> The realisation of how important [student teacher] reflection is.
>
> Understanding different natures regarding conflict.
>
> (Karen, Reflective Writing)

In the post-workshop interview, Karen was asked if there was anything she liked about the workshops, she replied that she liked the hands-on, practical approach. She responded: 'I like hands on. I like practical stuff. So I like getting involved. But you did that there was a lot of getting stuck into text and making it visual. And there was a lot of that' (Karen, Semi-structured Interview).

When asked if she would be interested in joining similar professional development workshops, she replied 'I'd love to yes. I think it's essential' (Karen, Semi-structured Interview).

Case 3 – Susan

5.3.1. Susan's Self-evaluation of Practice and Development

The radar graph shows Susan's pre- and post- skills self-assessment (see Figure 5.3.). For the purpose of this research, a reported shift of two or more points in the radar graph depicts a shift in practice.

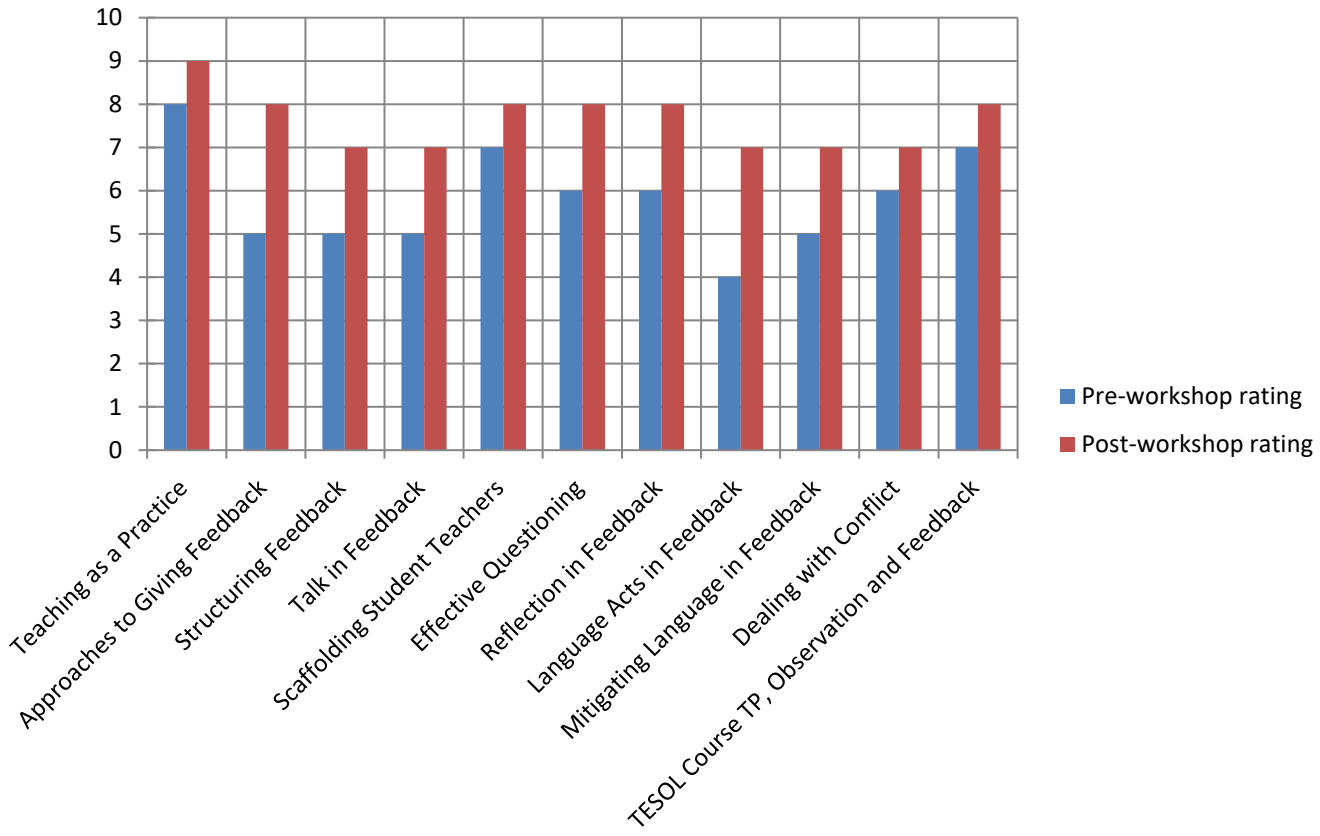


Figure 5.3. Susan's Pre- and Post-workshop Skills Self-assessment

The biggest shifts in practice reported by Susan were in terms of her knowledge and practice of Approaches to Feedback and Language Acts in Feedback. For these two aspects of her feedback, Susan reported a shift of three points. For Approaches to Feedback, Susan reported a shift of three points from five to eight. In the interview conducted with Susan, she spoke of becoming more aware of different approaches to feedback as a result of the workshops.

> I think approaches to giving feedback because I hadn't really thought there was an approach to giving feedback even though I was probably using an approach anyway, but I hadn't really … put a name to it … I was just like, 'This is how I'm doing this'. (Susan, Semi-structured Interview)

Susan reported a shift of three points for Language Acts in Feedback, from four to seven. As a result of the professional development intervention, Susan described adopting more of a reflective approach to her language during the feedback sessions and actively seeking

mitigation strategies to make her feedback more effective. She reported a shift in her Mitigating Language in Feedback.

> I think I did mitigate my language but I wasn't aware, or I didn't think about it as much… whereas now I am more reflective *during* my feedback … I was reflective after my feedback thinking, 'Was that successful?' … but now I'm more reflective *during* the process, like when I'm thinking I'm going, 'How can I best phrase this for this person to think about their, their teaching?' (Susan, Semi-structured Interview, emphasis added)

Four other areas where Susan reported a shift in her knowledge and practice include, 'reflection in feedback', 'structuring feedback', 'talk in feedback' and 'effective questioning'.

5.3.2. Susan's Evaluation of the Professional Development Workshops

Susan rated the workshops a four out of five – 'exceeded expectations'. She reported that she found them 'very beneficial' as they 'stretched' her in terms of her knowledge and practice of delivering post-observation feedback. When asked about what she enjoyed about the workshops, she replied 'the stretching your mind and [at the end] going, 'Wow, you know, I learnt something today' (Susan, Semi-structured interview).

Susan reported a number of benefits of participating in the professional development interventions.

> I enjoyed getting to meet colleagues and getting to discuss and um, like also have a little counselling session of your own, like 'I've told the student this but they're not doing it' and having somebody who can actually like, 'Oh ja, I understand what you're saying, I've also had the same experience'. So meeting somebody on that level was really good. (Susan, Semi-structured Interview)

> They made me more … standardised, [understanding] what I'm giving feedback for. (Susan, Semi-structured Interview)

> I enjoyed the collaborative thought and building of ideas and resources. (Susan, Evaluation Form)

> It has made it clear that in order to observe others you need to also observe your own actions and examine your point of view on teaching and learning. (Susan, Evaluation Form)

Susan did not report any major challenges she faced in relation to the professional development interventions. She mentioned the following points when asked about frustrations she faced:

> Um, getting here on time … I think I was a little bit pressurised with the time and school.
>
> Lots of reading but that is because I could not do as in-depth reading as I needed.
>
> (Susan, Semi-structured Interview)

Susan had no recommendations for improvements to the professional development workshops. Some general suggestions she provided are listed below.

> [I] Would like to meet for regular sessions for revision or as a support group. (Susan, Evaluation Form)
>
> In terms of assessment we need to be clear on exactly what we're giving marks for. (Susan, Semi-structured Interview)

5.4. Findings from Accounts of and Reflections by Supervisors on their Learning

Data presented and discussed in this chapter of the supervisors' perceived changes and reflections on the professional development intervention and their practice supports the finding that a professional development intervention is a viable tool for the development of supervisors' practice of post-observation feedback. As reported in Chapter 4, the supervisors made positive changes to their practice following their participation in a professional development intervention, particularly in relation to the 'how', or their approach to feedback.

In his post-observation self-assessment, Jack's perceived changes to his practice include: 1) approaches to giving feedback, 2) structuring feedback, 3) scaffolding students, 4) effective

questioning and 5) language acts in feedback. His self-assessment is in line with the research findings, which report changes to Jack's approach, structure and use of reflective questioning.

Karen reports having made changes to the following aspects of her practice: 1) talk in feedback, 2) scaffolding of student teachers, and 3) use of reflection in feedback. Her reflection backs up findings that identify Karen as having made changes to her approach to feedback, talk and use of reflection.

Susan's perceived changes to her practice include: 1) approach to feedback and 2) language acts in feedback. However, she identified a number of other areas in which she developed her practice, namely 'reflection in feedback', 'structuring feedback', 'talk in feedback' and 'effective questioning'. The findings reported in the previous chapter indicate that Susan developed all aspects of her practice except for 'talk in feedback'.

The supervisors were positive about their experience of participating in the professional development intervention. In addition to extending their knowledge and skills, they reported other benefits, such as having a sense of belonging within a community of practice, working collaboratively towards developing standards for teaching practice observation and feedback, and building their confidence and belief in their abilities as supervisors.

Two of the supervisors identified areas of their practice where they felt they could develop further. All three expressed an interest in participating in continued professional development.

The next chapter presents a critical reflection on researcher learnings from the case study.

Chapter 6: Critical Reflection: What I Learned from the Professional Development Intervention

As outlined in Chapter 1, I set out on this practitioner research journey with the aim of gaining a better understanding the practice of post-observation feedback and developing the practice of supervisors with whom I worked through the design and implementation of a professional development intervention. This case study has provided me with the opportunity to develop so much more than my knowledge and practice of post-observation feedback. In the sections that follow, I provide an overview of what I have learned through this process from four perspectives: as a researcher, a professional development facilitator, a supervisor/professional development participant, and as a person.

6.1. As a Researcher

In this section, I reflect on the mistakes I have made and the gaps in my knowledge and skills as a researcher. I discuss how my views have changed with regard to what it to conduct research, to the importance of the experience of conducting research and to the value of collaboration.

I have made a fair number of mistakes as a researcher which have cost me time and effort. This was the first research project I had conducted since completing my Master's Degree, and many of these mistakes were linked to aspects of research that I was not aware of or experienced in, such as conceptual frameworks, language teacher education theories, data coding, data analysis and academic writing. I also fell into the usual traps of reading too much, not writing little and often enough, trying to cover too much with my research objectives, and procrastinating.

Initially I thought learning to research was like learning to ride a bicycle; once you knew how to do it, there was no looking back. There have been times during my research journey that I have questioned my ability as a researcher and have felt frustrated by the never-ending labyrinth of things that I did not know or understand and needed to learn. What I have realised through this process is that learning to conduct research is rather like learning to teach or learning to supervise. It is a complex practice that is ongoing and best achieved through experience in the practice itself.

An example of the value of experience in learning how to research is highlighted in the following excerpt from the journal I kept over the course of the professional development intervention.

> I found it difficult to keep a log of the workshop while I was facilitating. I tried really hard to jot things down, but after looking over the notes I made, I have realised that there is not much in them to work with. I think that I should audio record the workshops in future. That way I will be able to access the recordings to help with my research. (Researcher, Reflective writing)

As part of my preliminary reading, I had read about research logs and initially set out to keep a research log for the duration of the professional development intervention. As is highlighted in the excerpt above, it was not practically possible to facilitate the professional development workshops and keep a research log. I reflected on this challenge, discussed it with my supervisors, and began to audio record the professional development workshops and then used the recordings as a tool to reflect on the workshops.

Through engaging in the research, I have developed my knowledge and skills, which have helped me to develop as a researcher. However, I acknowledge that there is still so much to learn. There are a still number of aspects of research that I would like to improve on, such as developing my voice, focussing and structuring my research and data analysis, achieving triangulation in my research, and developing my academic writing skills. Following Dewey's view that learning is achieved through experience, through ongoing personal experience of conducting research, combined with the influence and appreciation of other people's research, I am confident that my research knowledge and skills will be further refined and developed.

During the first half of my research journey, I felt incredibly isolated as a researcher. None of my colleagues or friends were conducting research and as a part-time postgraduate student studying via distance, I did not have an established support network. I have more recently actively sought out opportunities to connect with other academic staff and post-graduate students who have been on their own research journeys and with whom I have engaged in informal communities of practice. Together, we have shared the highs and lows of our research journeys, discussed our research, grappled with our challenges, shared ideas and insights, celebrated successes and provided the necessary support and encouragement when times were tough. I have learned the value that communities of practice play,

particularly for post-graduate students, in creating a sense of community and scaffolding learning and development through collaboration.

6.2. As a Facilitator of a Professional Development Intervention

Participation in this research has helped me to embrace the sociocultural perspective of language teacher education more fully in my practice as a language teacher educator and in-service professional development facilitator. I took away a number of learnings from my role as facilitator of the professional development intervention. In this section, I discuss two changes in my practice. First, I discuss the shift in my understanding of concepts that were central to this research, namely approach to feedback and scaffolding. Secondly, I describe how my own awareness of and approach to the facilitation of the professional development changed.

As evidenced in previous research conducted within the field (Ma, 2009), I held a very rigid, idealistic view of what good post-observation feedback practice is. I believed there was no place for directive feedback within a constructivist, process-oriented approach and that reflection, like a switch, and could 'turned on' by supervisors through questioning students about their practice. I believed that the supervisors' practice could be changed to a constructivist, process-oriented approach through their engagement in professional development.

I approached *this* research with a far more nuanced and realistic understanding of what constitutes good practice: 'a true harmony of ends and means' (Freeman, 1990, p. 114). There is no 'one size fits all' approach to post-observation feedback, instead it should rather act as a scaffold to students' learning by providing input in a way that is appropriate to each individual student teacher so as to help them navigate their ZPD, develop autonomy and create a solid foundation for future learning. Supervisors need a range of knowledge and skills that they can draw on when delivering post-observation feedback, and there is even a place for a directive approach to feedback.

Rather than trying to develop the supervisors' practice as a 'cookie cutter' model, I have embraced the complexity of learning to teach and of language teacher supervision and the diverse and unpredictable contexts that supervisors face when working in the field with novices. The professional development intervention opened up alternatives to the supervisors' default approach and opened up opportunities for careful consideration of the

options available. This empowered supervisors to make reasoned choices about what to address in the feedback and options for how best to deliver their feedback sessions.

When the professional development intervention commenced, I felt that there was a lot at stake for me as facilitator, as I was responsible for developing and running the intervention for and with my colleagues. Initially I did not feel comfortable or confident in my role as facilitator. After the first workshops, I wrote in my reflective journal: 'Although I was well-prepared for this workshop, I felt really nervous' (Researcher, Reflective writing). A few workshops in, I reflected: 'Sometimes I feel totally frustrated by preparing and running these workshops. I feel that they are a burden to the people participating in them and I am not sure how much they are really getting out of them and whether the workshops will ever feed into their practice' (Researcher, Reflective writing). However, as the professional development intervention progressed, I was buoyed by the supervisors' engagement in the workshops as well as the informal feedback I received from them on their experience of the workshops and success stories of the perceived impact it was having on their practice. My confidence in my ability to facilitate the professional development intervention and its potential to affect change grew over time. There were times during the research when the role of facilitator and conflicted with my role as researcher. Always needing to be a few steps ahead of the professional development intervention participants, I had already gained knowledge and established understandings or perspectives on aspects that were covered in the workshops. I found myself on the odd occasion having to stop myself from 'telling' the participants something and before they had had the opportunity to consider it for themselves. I also had to be mindful of not leading the participants to a particular understanding or way of delivering their feedback but rather letting them try things themselves, make mistakes, reflect on their experiences in order to arrive at their own understanding.

In addition, my approach to the professional development and facilitation skills developed as the professional development intervention progressed. This is evident in my reflections from the beginning and well into the professional development intervention:

> I had prepared a power point presentation and allowed myself to get wrapped up in 'presenting' the slides. I really need to find different activities to use that allow the supervisors to engage more. (Researcher, Reflective writing)

> This was by far the best workshop that we have had. I think it was so successful for the following reasons: 1) the collaborative/reflective approach that was taken; 2) the activities that were used and 3) the content covered was directly

> applicable/transferrable to the supervisors' practice. (Researcher, Reflective writing)
>
> I think I have finally cracked the approach to the workshops to get the supervisors collaborating and this workshop was another success as the supervisors were engaged and participated well. (Researcher, Reflective writing)

The excerpts above provide some insight into the shift I made as a facilitator of the professional development intervention from a transmission approach to a more collaborative approach.

During the process of analysing the data, I was very nervous that the data would not reveal any shifts in the supervisors' practice, which would indicate that the professional development had had no impact. I experienced an overwhelming sense of achievement and satisfaction, when there was evidence in the data that the interventions I had designed and facilitated had indeed had a positive impact on some aspects of the practice of supervisors who participated in this research.

6.3. As a Supervisor and Participant in the Professional Development Intervention

In this section, I provide two learning experiences from the professional developmental intervention that helped me to change my understanding of key concepts relating to language teacher supervision, and which, as a result, helped me to experience and better understand how and why sociocultural theory is useful.

I approached the research with the belief that supervisors needed to develop their reflective practice in post-observation feedback through developing greater awareness of the benefits of reflection in language teacher development, providing student teachers with more opportunities to reflect, and by making better use of reflective prompts in post-observation feedback events. After analysing the post-observation feedback transcripts collected prior to the professional intervention, I found evidence of the supervisors using reflective prompts and providing opportunities for trainees to reflect. It was through my analysis of the data, and most significantly through my interaction with other supervisors as a participant in the professional development workshops, that I realised that in some cases the student teachers and content of the TESOL course were actually the cause of some of the barriers to

reflection in post-observation feedback. I realised that reflection was a far more complex process than I had originally thought and worked swiftly to alter the content of the professional development workshops which were focussed on reflection. I learned a lot about reflection from reading and workshop sessions which covered the theory of reflection, its benefits and ways in which supervisors could promote more reflection. However, it was through my collaboration with the supervisors that I learned the most about reflection. This collaboration involved discussing our own experiences of reflection, sharing ideas and strategies to promote reflection and compiling a set of reflective tools that could be used by supervisors in the teaching practicum. The result of this was a reflective journal which was co-created and included free and structured reflective activities that aligned with the TESOL course. These reflective journals were issued to all new student teachers who enrolled on the TESOL course. Inspired by Copland (2010), we incorporated an introduction to reflection into the TESOL course. The purpose of this input session was to introduce the student teachers to reflection and to its immediate and long-term benefits, as well as to introduce them to the reflective journal and other ways in which they could reflect. This collaborative learning experience was successful not only in increasing our awareness and practice of reflection, but also enabled us to make some significant changes to the TESOL course and student teachers' engagement in reflective practice.

Through participation in the professional development intervention, I developed greater awareness of feedback frameworks and improved how I structured my feedback in post-observation feedback events. Like my colleagues, my feedback was framed by generic questions, such as 'What worked well?' and 'What didn't work so well?' Prior to the workshop on feedback structure, the supervisors had been asked to reflect on the structure of their feedback, and research some news ways in which feedback could be structured to share with the group. What came about was an interactive and collaborative session where supervisors discussed very openly the challenges they had with structuring feedback and a range of practical ideas for different ways of structuring feedback. I felt a sense of relief to know that others were also frustrated by the generic mode of structuring their feedback that constrained them and that they also experienced good and bad feedback structure days. We all took away some practical ideas that we could implement immediately, which was very encouraging.

These experiences brought a sociocultural approach to language teacher education to life for me. I had read a lot about sociocultural theory, but it wasn't until I experienced its possible influence on practice that I really understood it. I realised that learning is far more

meaningful when it draws on the participants' knowledge and experiences, builds upon what the participants already know and is collaborative.

6.4. As a Person

Following the completion of my Master's Degree, I embarked on this practitioner research project as a part-time Doctoral student. I started out this chapter by referring to this practitioner research project as a journey. However, nine years into the journey, having had to juggle a number of conflicting personal milestones and professional responsibilities with my research, it might be more appropriate to refer to this journey in more arduous terms as a 'trek'.

Nevertheless, it is a journey I am pleased that I embarked on. Through this process, I have learned a lot about myself and have developed in a personal capacity. I have learned that '*readitis*' (the affliction of reading too much) and writer's block can be cured and that academic writing gets easier with practice. The phrase 'be willing to throw it all away and start again' has taken on new meaning for me. I have learned that the best and most innovative ways of doing and seeing don't always manifest in the first attempt. I have built my resilience. I have learned to believe in myself and in my abilities as a researcher, facilitator and supervisor. I have also learned that a simple idea put into practice can have a positive impact.

Overall, the experience of engaging in this practitioner research project has been a challenging but an incredibly rewarding one on both a personal and professional level.

Chapter 7: Discussion and Recommendations Related to Findings and Literature in the Field

This practitioner research project aimed to identify and respond to the professional development needs of supervisors of an EFL teaching practicum with regard to their use of post-observation feedback events as scaffolds for inducting student teachers into EFL teaching practices. In this chapter, I discuss the findings presented in Chapters 5 and 6 in relation to the theoretical and conceptual frameworks described and discussed in Chapter 2, as well as to the research question, which is repeated below as a prelude to the discussion:

> What is the effect of a professional development intervention on the practices of supervisors of the teaching practicum in an initial EFL teacher training course?

The main findings of the research are summarised and then used to reflect on what was learned, as well as the implications of this learning for future professional development activities the institution and perhaps in other TESOL contexts.

7.1. Revisiting EFL Student Teacher Supervision

In Chapters 1 and 2, I described post-observation feedback supervision within the context of initial EFL teacher education courses within a sociocultural perspective. Supervision is the support offered during the compulsory teaching practicum component of such courses and includes the observation of teaching practicum lessons as well as the delivery of post-observation feedback. Post-observation feedback is an important mechanism for creating a ZPD and therefore plays an important role in the professional development of student teachers enrolled in initial EFL teacher education courses (Murdoch, 2000; Copland et al., 2009). In addition to playing an important role in developing student teachers' teaching skills and knowledge, the teaching practicum is also seen to be 'an important gateway to the profession' (Randall & Thornton, 2001, p. 12). A student teacher participates in the teaching practicum to develop his or her practice, as well as to demonstrate competence in the practice so that he or she can successfully complete the language teacher education course and later find employment as a second or foreign language teacher of English.

In Section 2.1, I built on this concept of supervision by arguing for recognition of the supervision of EFL student teachers as a practice. In line with MacIntyre's (1981, p. 175) definition of practice, supervision is a 'coherent and complex form of socially established

cooperative human activity', which includes goods that are internal to the practice as well as rules and standards of excellence. Supervisors are responsible for developing student teachers' practice and inducting them into the practice of teaching EFL. To be successful in their practice, supervisors require specific knowledge and skills. Supervisors 'are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalised and context-sensitive networks of knowledge, thoughts and beliefs' (Borg, 2013, p. 81). They have choices about what content they focus on and how they deliver feedback. Data collected and analysed for this research revealed that in order to construct suitable scaffolds that support the developing practices of student teachers and induct them into the practice of EFL teaching, the supervisors drew on three main knowledge bases when delivering post-observation feedback to student teachers: knowledge of English (language content knowledge), knowledge of how to teach English (pedagogical content knowledge) and knowledge of how to teach (general pedagogic knowledge).

To be effective, supervisors must consider the '*what*' and '*how*' of delivering post-observation feedback and be able to decide which approach is going to create the most powerful scaffold in response to the teaching observed in a given context. In Chapter 2, I identified the categories of knowledge required for EFL teacher supervision. This knowledge is of two complementary kinds: 1) the content of the feedback – what the student is doing well or not so well and suggestions for improvement or the '*what*', and 2) the approach to how the feedback is structured or the '*how*' (see Figure 7.1.). These two kinds of knowledge were used to develop the conceptual framework and underpin this study on the development of supervisory practice of supervisors working with EFL student teachers.

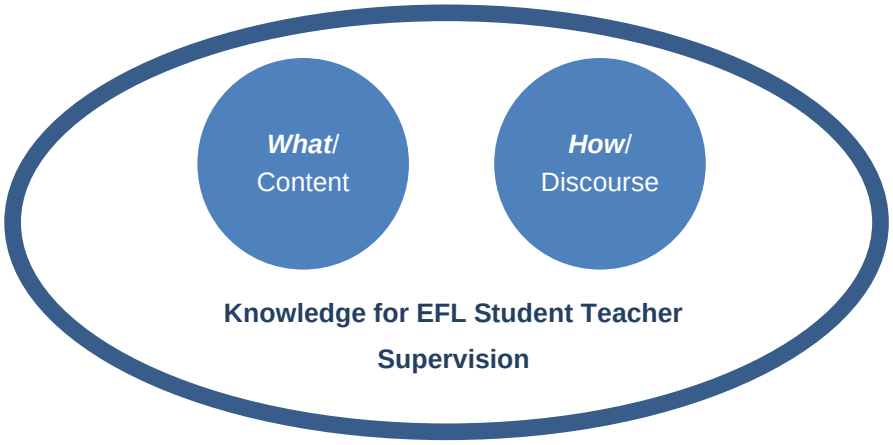


Figure 7.1. Categories of Knowledge Required by Supervisors

Building on the knowledge for teaching literature outlined in Section 2.2., the two concepts that underpinned the knowledge required for supervision were extended to develop the post-

observation feedback framework (see Figure 7.2.). This framework was arrived at via a deductive approach, whereby professional development needs identified in previous research were analysed in terms of the '*what*' (or content) and the '*how*' (or the form) of post-observation feedback.

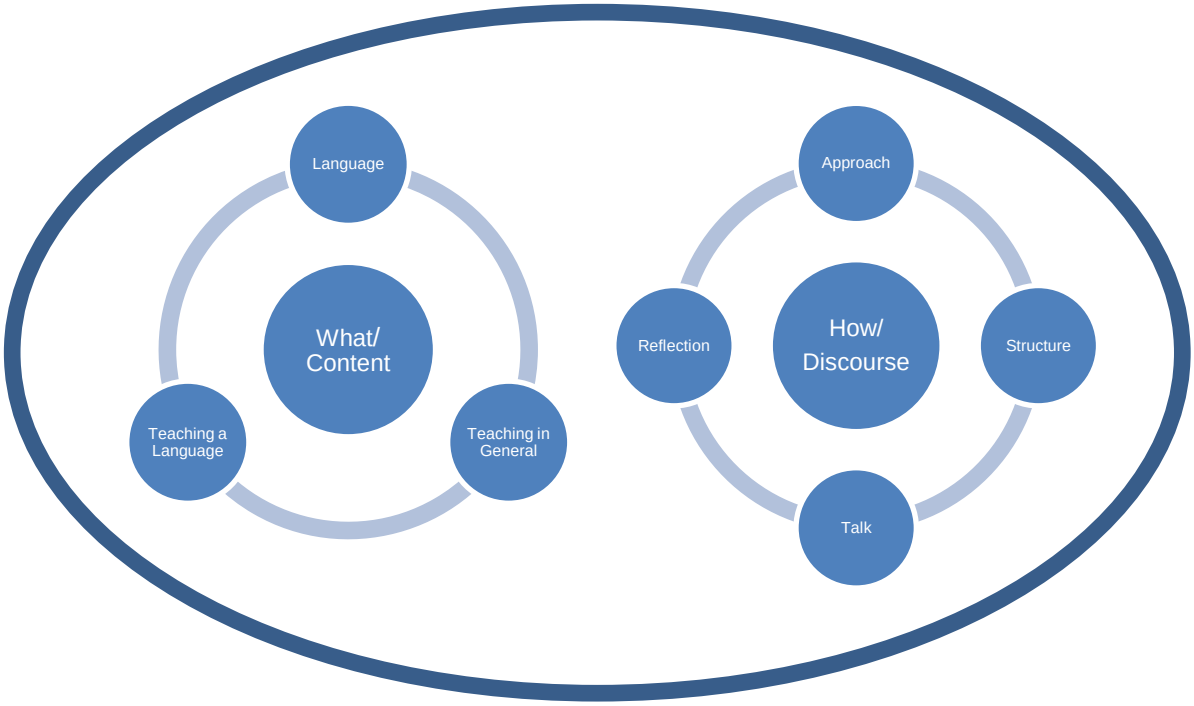


Figure 7.2. A Representation of the Post-observation Feedback Event and Conceptual Framework

This framework is based on the key knowledge areas required for supervision of student teachers in post-observation feedback events, which include: 1) knowledge of the content of what needs to be covered (or the '*what*'), and 2) the approach to how feedback is delivered (or the '*how*'). The ways in which a post-observation feedback event can be a scaffold that supports student teacher learning were identified in this research as follows:

1. Content of post-observation feedback ('*what*')
    a. Language
    b. Teaching in General
    c. Teaching a Language
2. Discourse of post-observation feedback ('*how*')
    a. Approach to feedback
    b. Structure of feedback events
    c. Talk in feedback
    d. Opportunities for reflection

This framework proved to be an effective model on which to base the professional development intervention, as well as an effective tool for assessing supervisors' practice. In addition, this framework and the professional development intervention opened up possibilities for supervisors to think about how they worked to extend student teachers' ZPD through the post-observation feedback event, and the scaffolds they could construct to support students' induction into TESOL practices.

Traditionally, the post-observation feedback event has been regarded as a routine event following the teaching of lessons in which supervisors provide student teachers with feedback. There has been little consideration of the post-observation feedback event's potential as a scaffold for student teacher learning. In Section 2.1.1., I concur with Rusznyak (2011) that the purpose of post-observation feedback is to provide a ZPD (Vygotsky, 1978) for advancing the student teachers' teaching practice by providing them with the opportunity to discuss the teaching practicum and for the supervisor to provide them with feedback on the observed teaching event. Through mediation in the form of collaborative talk and activity, and with supportive dialogue in the form of scaffolding from the supervisor in the post-observation feedback event, the student teachers can navigate the domain of learning to achieve self-regulation (Mitchell & Myles, 1998).

7.2. Professional Development of Supervisors

Supervision of EFL student teachers requires considerable knowledge and skill on the part of the supervisor; however, many supervisors are not sufficiently experienced or trained in giving such feedback to student teachers (Fletcher, 2016). Findings from this research support the view that professional development is essential for supervisors to provide effective supervision (Keogh et al., 2006; Rueda, 1998, Bailey, 2006; and Krishnan et al., 2017). In line with the literature (Copland, 2010; Woodward, 1992), the findings revealed that supervisors had little formal education in student supervision. The professional development of supervisors working on the TESOL course was largely driven by the supervisors themselves through their membership of a community of practice. Prior to this professional development intervention, the only institution-led professional learning and development was provided when supervisors participated in peer observation (being observed and provided with feedback on their performance) as part of their induction or on-the-job training.

I argue that there are a range of options available to supervisors when delivering post-observation feedback which can be used to scaffold student teacher learning. Professional development is a viable way in which to expose supervisors to the range of supervisory

options that are available to them. This research proves that positive shifts can be made in supervisors' practice relating to talk, structure, approach and reflection as a result of the supervisors' participation in a professional development intervention.

In response to the needs identified, a professional development intervention was designed to provide supervisors with opportunities to access theory, reflect on and discuss existing practices, and consider how their supervision practices could be extended. The professional development intervention was framed by sociocultural theory and the content and delivery was based on the following guiding principles: it aimed to be collaborative and engaging, to provide a balance between theory and practical content, and to promote reflective practice. Through the ZPD created within the professional development intervention, supervisors were provided with opportunities to read and research beyond their own experiential knowledge, share ideas, reflect on the pedagogical choices made during the feedback sessions, and discuss these choices in order to 'collaboratively negotiate new understandings of their profession and practices' (Hawkins, 2004, p. 6). The professional development intervention was based on the premise that developing pedagogies for teacher education begins with the individual, but that it is enhanced through colleagues working together or by the introduction of insights from research to inform the way that the community understands and reflects on the strengths and weaknesses of their taken-for-granted practices (Loughran, 2006).

7.3. Shifts in Supervisors' Practice

The findings from this research support the general claims made by Krishnan et al. (2017), Crasborn et al. (2008), Bailey (2006), Timperley (2001), Arnold (2006) and Korthagen (2004) and that professional development can have positive effects on the practice of supervisors. They show that through this professional development intervention, which allowed supervisors to engage with research and have opportunities to think about and discuss their practices, they were able to construct post-observation feedback discussions in more informed and nuanced ways that supported student teacher learning. Through professional development, supervisors were provided with the support to extend their repertoire of scaffolding options, become better prepared to notice and take advantage of learning opportunities that presented themselves during post-observation feedback events, and set appropriate targets for individual student teacher development (Arnold, 2006) in order to create a ZPD for student teachers within their post-observation feedback.

The major shifts that took place in the supervisors' practice were connected with the 'how' or discourse of post-observation feedback. The biggest shifts across the three supervisors

were in relation to 1) reflection, 2) talk, 3) approach, and 4) structure. In the sections that follow, I provide a summary of the findings relating to the supervisors' practice and discuss how their post-observation feedback changed over the course of the study.

7.3.1 Knowledge Bases and Professional Judgement

Data collected prior to the professional development intervention revealed that supervisors drew on three main knowledge bases when delivering post-observation feedback to student teachers: knowledge of English (language content knowledge), knowledge of how to teach English (pedagogical content knowledge) and knowledge of how to teach (general pedagogic knowledge).

Due to the scope of this research, the decision was made not to include the data relating to content that was collected and analysed as part of this study. This has enabled the researcher to focus the study on the impact the professional development intervention had on the supervisors.

7.3.2. 'How' – Discourse of Post-observation Feedback

7.3.2.1. Approach

Analysis of the data revealed that, prior to the intervention, supervisors had limited knowledge of the different approaches to post-observation feedback and by default adopted a directive and prescriptive approach to feedback, and this echoed findings from other studies (Ma, 2009; Farr, 2011).

Analysis of data reveals that following the professional development intervention, supervisors showed an awareness of the different types of approaches and of their benefits as scaffolds to develop student teacher learning.

As in Farr's (2011) study, there was evidence in this study that while supervisors recognised the need for collaborative feedback sessions in which student teachers were given space to be self-reflective, the reality was very different. Supervisors were still sometimes dominant, controlling all aspects of the feedback session, including reflection, and participation levels were uneven. There is evidence that on occasions where supervisors adopted a directive approach, this had been selected thoughtfully and intentionally as a scaffold to meet the developmental requirements of the student teachers. The supervisors did not select the directive approach because it was their default approach or for lack of any alternative – they intentionally selected this approach as one of multiple options.

7.3.3.2. Structure

Analysis of the feedback sessions prior to the intervention revealed that the structure of post-observation feedback events ranged from highly structured and organised to completely unstructured. This finding is congruent with those of a study conducted by Farr (2011) of the discourse of post-observation feedback, which revealed that supervisors did not organise the content and distribution of feedback discourse adequately. Following the implementation of the professional development intervention, shifts were evident in the structure of all three supervisors' feedback. The most significant shifts were made by the Jack and Karen who showed heightened awareness of the need to develop this aspect of their practice. Jack changed the structure of his feedback by reorganising the placement of the reflection stage within his feedback sessions. Peer feedback was a topic that was covered during the input session on reflection in the professional development intervention. Following the workshop session on reflection, where peer feedback was discussed, Karen added a peer feedback stage following each individual student teacher's feedback stage.

One supervisor employed strategies to manage the student teachers' interruptions during feedback. Susan's pre-workshop feedback session was unstructured and quite chaotic, largely due to her poor management of student teacher interruptions during the session. Susan sought strategies to help her manage student interruptions and curb irrelevant discussion within the feedback sessions. There was a shift in Susan's structuring of feedback at the mid- and first post-workshop feedback sessions; however, she reverted to her old style of structuring feedback in her last feedback session which suggests that Susan did not make long-term changes to her practice.

Data from the pre-workshop feedback sessions revealed that supervisors usually worked through lessons from start to finish and covered a large range of topics in their feedback despite indicating their awareness that they were 'bombarding' the student teachers with too much feedback. This finding is congruent with Iyer-O'Sullivan's study (2015) in which she found that in standard observation and feedback procedures, supervisors ran through lessons in chronological order and felt compelled to comment on every aspect of the lesson. After the intervention, supervisors made changes to the micro-level structure of their feedback by being more selective in their review and choice of key points to be raised. The supervisors used a range of strategies to improve the structure of their feedback at the micro level. One supervisor described using a tool (the 'four positives and four improvements' framework) that was presented to the participants during the professional development intervention.

As a result of the professional development intervention, the supervisors were more aware of the options available to structure and frame feedback and were able to make informed choices when conducting the sessions.

7.3.3.3. Talk

Talk is key to learning in the language classroom and therefore deserves attention in the professional development of supervisors of initial language teachers (Engin, 2015; Donaghue, 2015). All supervisors described a heightened awareness of the volume of feedback they gave students during a feedback session and showed an awareness of the value of dialogic talk within post-observation feedback events. However, analysis of the data revealed that the supervisors' awareness of the importance of dialogue did not translate into their practice when engaged in feedback events. The supervisors' beliefs and espoused approaches contradicted what they did in practice (see Farr, 2011, Hyland & Lo, 2006, and Waite, 1992 for similar findings). Both Jack and Susan describe their approach to talk in feedback as dialogic; however, an analysis of the data revealed that their feedback was supervisor dominated.

All supervisors spoke more and had longer speaking turns than student teachers during the post-observation feedback events analysed for this study. Supervisors' talk accounted for between 70% and 80% of the total talk in feedback sessions and student teachers' talk for around 20% to 30%. This finding is congruent with findings from other studies (Hyland & Lo, 2006; Vásquez, 2004; Ma, 1999; Farr, 2011; Holmes, Stubbe & Vine, 1999). Although a reduction in the percentage of supervisor talk was evident during the intervention, it was mostly not sustained and the supervisors' percentage of talk was the same or higher by the end of the research project. Only one supervisor demonstrated a sustained reduction in talk over the course of the study and demonstrated a more dialogic approach to feedback.

The findings suggest that it is challenging but possible to change supervisors' talk to a more dialogic approach. I support the view that teaching and learning are reciprocal processes and 'the process of negotiating understandings contributes to ongoing development of social and cultural understandings and way of thinking about the world' (Hammond & Gibbons, 2005, p. 15). However, as pointed out in Section 5.5.12., it is not then the amount of talk within post-observation feedback that is key in developing student teachers' practice of EFL teaching, but rather the kinds of talk that enable student teachers to learn.

7.3.3.4. Reflection

Shifts were evident in the type and quantity of reflection opportunities that supervisors created in the post-observation feedback events to extend the reflective practices of student teachers.

There is some evidence that all supervisors increased the opportunities for reflection in their feedback. The importance of reflection in the development of teaching competence was a major area addressed within the professional development intervention. The shift in the supervisors' practice relating to reflection is evident from them dedicating more time to reflection during the post-observation feedback sessions, and including more variety in their reflective questioning techniques, including a more focussed approach to reflection. It is also seen in their movement away from the generic reflective prompts ('Tell me what worked and didn't work in your lesson today' or 'What went well? What would you change about your lesson?') to more focussed and targeted reflective prompts.

Prior to the professional development intervention, supervisors relied heavily on standard questions or open reflection prompts such as 'What went well?', 'What didn't go well?' and 'How did you feel?' Analysis of data from the mid- and post-workshop post-observation sessions revealed supervisors' use of questioning as a strategy for creating a ZPD in the post-observation feedback session had become much more nuanced. Supervisors made a distinct shift to more focussed reflection. By using focussed reflection prompts, the supervisors identified key aspects of the teaching practice that needed to be developed and use targeted questions to engage with the student teachers about a particular aspect of their teaching. This strategy was one approach presented in the professional development workshop on reflection and questioning techniques to encourage student teacher reflection and participation. If supervisors wish to effectively scaffold student teachers in the ZPD that is created by post-observation feedback, they must manage their use of focussed reflective prompts selectively.

Following the professional development workshop on reflection, supervisors made more use of the institutionally developed reflective journal or 'material artefacts' that were designed to promote reflection within the feedback sessions. Material artefacts, such as the reflective journal, 'can be powerful scaffolding tools in the interaction between supervisor and student teacher, as well as catalysts for thinking and talking about teaching'; however, their success depends largely on the talk that accompanies the material artefact (Engin, 2015, p. 97). Although the student teachers were encouraged by supervisors to use the reflective journal to reflect on their teaching following their practicum, the supervisors lacked the knowledge

and skills to facilitate discussion based on these reflections during the feedback events. This gap was not addressed by the professional development intervention. The development and use of material artefacts, as well as the talk that surrounds them within teaching practice observation and feedback, would be a useful topic for inclusion in future professional development interventions.

There was a shift in the quantity of reflection used by supervisors. This shift was most noticeable for Susan, whose reflection increased quantitatively by 500%, followed by Karen and Jack, who increased their instances of reflection by 128% and 75% respectively. Although high percentage increases in instances of reflection were recorded, the data reveals that only one of the three supervisors, Karen, demonstrated a sustained increase in reflection across the course of the intervention. Instances of Karen's reflection increased from 7% in pre-workshop feedback to 14% in the mid-workshop feedback, and finally 16% in the post-workshop feedback. The other two supervisors' use of reflection peaked in the second mid-workshop feedback session and was then reduced, with post-workshop instances of reflection being higher than pre-workshop reflection but lower than the mid-workshop reflection. There could be several reasons for this fluctuation: 1) the changes were an instance of trying out something new, 2) through their practice supervisors found an approach to reflection that they felt comfortable with, or 3) supervisors were responding more flexibly to the developmental needs of the student teachers.

Although the findings show that supervisors provided more opportunity for student teachers to reflect and drew more on tools to facilitate reflection, such as focussed reflective prompts and the use of material artefacts, there is scope for reflection to be further developed as a topic within the TESOL course. A balance needs to be found between the provision of criteria to determine whether a lesson was a success or not by a more experienced individual and the self-evaluative process where student teachers explore their own practice. Reflection as a theme in initial language teacher education courses needs to be more individual, more systematic, more data-led and more collaborative (Mann & Walsh, 2015). In order for student teachers to be provided with opportunities and appropriate tools for reflection, there is scope for development in the knowledge and practice of supervisors in this aspect of their practice. According to Mann and Walsh (2015, p. 22), '[r]eflective tools are important in encouraging, prompting and structuring the connection between different forms of knowledge'. Useful reflective tools for initial language teacher education courses include video and audio recordings, stimulated recall, materials analysis, questionnaires, narratives, portfolios, team teaching, peer observation, interviewing, focus groups, critical friendship, collaborative peer conversations and individual writing (Mann & Walsh, 2015;

Copland et al., 2010). Iyer-O'Sullivan (2015) suggests that reflective dialogue in feedback can be reframed through the use of critical incidents. She advises that by 'helping teachers identify and probe one event from a delivered lesson, they are encouraged to break down and deconstruct that event which usually leads to reflecting on the entire lesson, prior beliefs and post-lesson strategies' (Iyer-O'Sullivan, 2015, p. 77).

7.4. Extending Professional Development for Supervisors

This professional development intervention proved to be an effective way in which to develop the knowledge and skills required by supervisors to effectively supervise EFL student teachers on the TESOL course. As outlined above, there is evidence of supervisors making several shifts in their practice. The supervisors' post-observation feedback was more informed and nuanced in ways that could be attributed to their participation in the professional development intervention. There was evidence the supervisors were no longer conducting feedback sessions using a default formula, instead they displayed considered use of the scaffolding options available to them with strong justification for the choices they made.

Despite the professional development intervention being successful in developing aspects of the supervisors' practice, findings from this study highlight challenges in changing well-established practice. These findings also indicate that there is scope for the intervention to be redesigned and improved. This could entail the incorporation of a range of continuing professional development processes and concepts. Below are suggestions for how this could be done. These suggestions are derived from participants' evaluations, reflections and feedback on the professional development intervention, a review of the literature, the researcher's experience of implementing a professional development intervention, and subsequent reflection on its successes and limitations.

Extended time for opportunities to learn

This professional development intervention was a 'one-off' intervention that was offered over a period of 10 months, with workshops every two to four weeks. Although there is evidence that there were shifts in the supervisors' practice, the process of changing practice involves substantive new learning, that at times may challenge existing beliefs, values, and/or the understandings that underpin that practice (Timperley et al., 2007). As a result, professional development interventions that have extended timeframes and frequent contact could result in more substantial and sustained shifts in the supervisors' practice.

Make teaching practice assessment criteria explicit

A major challenge of post-observation feedback comes from inadequacies within the assessment approach, such as a lack of clear goals for the teaching practice, unclear constructs being used to describe teaching or a lack of definition in how we communicate with each other about teaching (Leshem & Bar-Hama, 2008; Brandt, 2008; Sullivan & Glanz, 2005). There is potential for a professional development intervention for supervisors who work on initial teacher education courses to include a workshop where supervisors work together to clarify how they are to evaluate and assess teaching practice and to agree on how they will make assessment criteria explicit to student teachers (Kennedy, 1993). The area of teaching practice assessment is complex and deserves further investigation as well as a place in the professional development of supervisors working on initial teacher education courses.

Community of practice

It quickly became apparent while facilitating the professional development intervention that one of the professional needs of the supervisors was for a 'space' in which they could meet, share ideas and learn from each other. It is recommended that a formal community of practice space be made available at the language centre to supplement the collaborative learning opportunities already afforded by a professional development intervention in the areas of pedagogical reasoning and interrogation of taken-for-granted approaches.

There are considerable professional development benefits for professionals participating in a community of practice; however, there are also some limitations that can work against professional learning. In research conducted into successful models of professional development, Timperley et al. (2007, p. 201) found that 'it is possible for teachers to be given generous amounts of time to collaborate and talk together, only to have the status quo reinforced, with change messages misunderstood, misinterpreted or resisted'. These researchers found that communities that promoted professional learning had a set of definable qualities. First, participants were supported to process new understandings and implications for teaching. This was achieved through dialogue, where problematic understandings and ideas were challenged and tested. In addition, external expertise was involved in the communities to introduce alternative perspectives, deepen participants' understanding and help to develop dialogic norms. Secondly, there was a focus on analysing the impact of teaching on student learning. This was achieved through the use of material artefacts, such as student work, understandings and reactions, assessment results and videos of teaching practice. These communities also demonstrated increased collective responsibility for students' achievement. Barak, Gidron and Turniansky (2011, p. 285) argue

that the communities of practice can only be effective for collaborative professional development when 'each individual brings his [sic] own strengths to the group and is open to the wisdom of others'. Wenger (1998) argued that participation could lead to people's inclusion and full membership of the community, or to the exclusion and a feeling that they do not belong. He referred to an individual's movement through communities of practice as trajectories along which they construct personal and professional identities as well as identities of participation. The importance of introducing new insights from research to these communities of practice to break the feedback loop cannot be overlooked.

For a community of practice to be effective and to contribute to the development of supervisors' practice, it needs to be underpinned by some guiding principles and be research-led beyond the existing practices. These underpinnings may include Cox's (2004) environmental qualities or Bielaczyc and Collins' (1999) 14 principles for learning community design.

Cox (2004) suggests that for a community of practice to be effective, it needs to meet the following environmental qualities: a) safety and trust, b) openness, c) respect, d) responsiveness, e) collaboration, f) relevance, g) challenge, h) enjoyment, i) ésprit de corps and j) empowerment. Further to this, Bielaczyc and Collins (1999), p. 286) propose 14 principles for the formation of a learning community. Principles that may be suitable for a community of practice for supervisors include:

- Community growth: Confirm that the ongoing intent is to enrich and grow the entire learning community.
- Articulation of goals: Be sure goals, objectives and measures are clearly identified, effectively communicated, and understood and agreed upon by all learning community members.
- Diverse expertise: Utilize individual strengths.
- Multiple ways to participate: Ensure that the community is designed with a variety of ways to participate and be heard.
- Sharing: Encourage knowledge sharing as essential throughout the learning community.
- Negotiating: Encourage energetic questioning and exchanges of ideas, and provide practice in honing effective negotiating skills.
- Quality of products: Establish standards of practice that support the inside and outside community and stick with them.

An important principle is missing from Cox, as well as from Bielaczyc and Collins' principles listed above. This is the requirement for a community of practice to be research-led, whereby supervisors are challenged to extend their knowledge and practice through their introduction to new insights from research.

Use of authentic data

The supervisors who participated in this study mentioned the positive impact of professional development intervention activities on their practice, in which they were presented with authentic data as prompts. The participants felt these activities resulted in them becoming more aware of and making positive changes to their practice.

Engagement with data helps teachers 'make their beliefs and assumptions about their practice evident in their analysis of their teaching' (Farrell, 2008, p. 2). The use of data in professional development programmes with supervisors provides participants with more authentic material with which to engage, it enables them to reflect and self-evaluate their practice more effectively, and may promote more development of practice. In addition, data has an important role to play in documenting and understanding spoken feedback, which can move the profession in the desired direction of developing a more systematic approach to conducting post-observation feedback (Farr, 2011).

Data used in professional development interventions with supervisors could be extended to include post-observation feedback transcripts, video recorded lessons, post-observation feedback events, student teachers' written reflections on post-observation feedback, case studies, research conducted on specific aspects of post-observation feedback or discourse analysis.

Rymes (2016, p. 212) suggests that through classroom discourse analysis, supervisors may develop their awareness, become more powerful observers, see the complexity of post-observation feedback events in new ways and be equipped with new ways of hearing which may give student teachers new ways of speaking. Transcripts provide supervisors with a medium for reflection, which then enables them to revisit and redo their practice. This process offers supervisors 'ways to move onward and upward into renewed possibility after that initial discourse recording' (ibid., p. 213) to grow, expand and develop in new and unexpected ways.

Reflective practice

Student teachers and supervisors have scope to make choices and changes to their practice. One way in which change can be brought about is through reflective practice, a process in which practitioners reflect on and make adjustments to their practice (Mann & Walsh, 2015; Bailey, 2006). In the ZPD created by the post-observation feedback event, supervisors provide the scaffold for the criteria of the internal goods and standards of excellence of the practice of teaching EFL. From this input, student teachers' reflective practice can begin to develop.

Although there was evidence in this study of supervisors providing more opportunities for student teachers to reflect, as well as an increase in the supervisors' use of open and focussed reflective prompts, there is scope for supervisors' reflective practice and their pedagogical reasoning to be further developed. Analysis of the data revealed that following the development and implementation of the reflective journal for student teachers, as well as a change in supervisors' approach to reflection in feedback, student teachers were more engaged in reflection on their practice. However, some supervisors still felt that there was room for development in the student teachers' reflective practice. Susan spoke about a lack of student participation in reflection during some of her feedback sessions.

> Sometimes it depends on the levels of students. Sometimes the energy level is not there and the students are like, they don't want to talk … They just sit there, when you ask a question then they just sit there and they look at you and you hear crickets in the room. (Susan, ISemi-structure interview)

> I tried giving them questions and asking them in feedback and that didn't work. I asked open-ended questions and I find in every group there are (student teachers) who contribute more … I just don't know how to get them to talk more. (Susan, Debriefing session)

These findings support previous calls for post-observation feedback to be more reflective (Copland et al., 2009; Ma, 2009; Mann & Walsh, 2015). Suggestions for ways in which supervisors and student teachers' reflective practice could be further developed are outlined below:

- Use reflective tools to facilitate more structured and systematic reflection in both professional development interventions with supervisors as well as post-observation

feedback sessions with student teachers. Reflective tools may include: video and audio recording, stimulated recall, critical incident analysis, materials analysis, questionnaires, narratives, portfolios, team teaching, peer observation, interviewing focus groups, critical friendships, collaborative peer conversations and individual writing (Copland, et al., 2009; Mann & Walsh, 2015).

- Include input on reflective practice in initial language teacher education courses for student teachers. Such training may include topics such as the importance of reflection, how to reflect and how to participate in post-observation feedback (Ma, 2009).
- Further develop supervisors' reflective practice awareness, knowledge and skills through ongoing professional development, discussion, peer observation or critical incident analysis (Mann & Walsh, 2015).
- Encourage supervisors to show commitment to reflective practice through their engagement with the reflective tools suggested above and action research.

Action research

Murray (2011) argues that supporting professional development of teacher educators as scholars and researchers is an essential but often overlooked aspect of professional development.

Jack suggested that the professional development intervention could be enhanced through the inclusion of 'guided independent research' (Jack, Workshop evaluation). Research in the form of action research would be an effective addition to the professional development intervention.

In their best evidence synthesis of professional development research, Timperley et al. (2007) identified that a problem in search of a solution can act as a successful motivator for participants to engage in professional learning. Action research should be an essential element of any professional or practitioner development, because through a 'bottom-up' approach (Kemmis & McTaggart, 1988) it promotes a greater awareness of one's own practice and requires practitioners to put their practices, ideas and assumptions to the test by gathering compelling evidence that can inform practice and lead to change (Bailey, 2006). It helps practitioners to turn the problems they face in their professional careers into positive rather than negative experiences (Wallace, 1998).

Supervisors could be supported to engage in an action research project. This could include the provision of a workshop on conducting action research, templates to guide the formulation of an action research project and guide the process (see Appendix 33), one-on-one sessions where supervisors are provided with advice and support through the process and the opportunity for supervisors to share their research with their peers.

Scaffolding

Collaborating with student teachers in the ZPD in post-observation feedback events can support the EFL student teachers to 'develop new understandings, new concepts and new abilities' (Hammond & Gibbons, 2005, p. 9). Through their post-observation feedback over the course of a TESOL course, the supervisors' role is to construct and adjust scaffolds to support the learner in the process of learning how to teach EFL by reducing 'levels of difficulty, or uncertainty, in the successful achievement of the task' (Engin, 2015, p. 59). Scaffolds such as hints, prompts, modelling, instructing, questioning, reflection and cognitive structuring can be used by the supervisor to heighten the learning process. The metaphor of scaffolding is 'tremendously appealing in principle and at the same time elusive or, at least, problematic in practice' (Maybin, Mercer & Stierer, 1992, p. 187), as supervisors who think they are scaffolding students' learning may in fact be hindering it.

Although there is evidence of supervisors employing scaffolding strategies when giving post-observation feedback, there is scope to further develop the supervisors' scaffolding strategies so that effective support for learning and increased independence can be applied (Sanders & Welk, 2005). There is a need for a clear description or framework of scaffolding in post-observation feedback contexts with which supervisors can develop and assess their scaffolding (Engin, 2015). Supervisors need further support to not only help student teachers to 'know *what* to think and do, but *how* to think and do' so that new skills and knowledge developed in the teaching practicum and post-observation feedback events are transferable (Hammond & Gibbons, 2005, p. 10). Supervisors are 'more effective when they stress the learning process rather than only the content' (Sanders & Welk, 2005, p. 204).

Supervisors could benefit from the development of a scaffolding framework for post-observation feedback (see Engin, 2015). Future professional development interventions for supervisors could include more in-depth input on ZPD and scaffolding strategies, and in particular, strategies such as cognitive structuring (ibid., 2005). Through cognitive structuring, such as the use of concept maps, analysis of learning situations and opportunities to unpack problems they are having with their EFL teaching, supervisors may be more able to offer better learning strategy patterns (ibid., p. 206). As student teachers

‘“talk their way to understanding” they are developing “thinking” tools for future problem-solving – tools which will eventually become internalised and construct the resources for independent thinking’ (Hammond & Gibbons, 2005, p. 15).

Chapter 8: Summary of Findings and Recommendations

The aim of this research was to design, implement and evaluate a professional development intervention in the area of TESOL teaching practicum post-observation feedback. In particular, it was conducted to open up possibilities for supervisors to think about how they worked to extend students teachers' learning in the ZPD constituted by the post-observation feedback events, and the scaffolds they could construct to support student teachers' induction into TESOL practices. As stated in Chapter 1, little research has focussed explicitly on the professional development of supervisors working within the field of intensive initial EFL teacher education and on the impact such an intervention may have on the practice of teaching practicum post-observation feedback. In addition, there has been little consideration of the role that post-observation feedback can play in student teachers' learning of the practices of EFL teaching.

Empirical data collected from the initial stage of the research, as well as key concepts in the literature on learning to teach and learning to supervise, informed the design and implementation of a professional development intervention for supervisors. The intervention ran over the course of 10 months, and the effects of the supervisors' participation on their practice were analysed. Focusing on three supervisors' attitudes to feedback and on the ways in which they delivered feedback over the course of a year enabled me to evaluate their use of post-observation feedback as a scaffold for student teacher learning as well as the impact the intervention had on their supervisory practice, and understand what further support could be of value to their ongoing professional development.

8.1. Summary of Major Findings

A summary of major findings of this study is as follows:

- Supervisors shared many similar developmental goals and needs.
- Prior to the intervention supervisors adopted default approaches to post-observation feedback which echoed findings from the literature:
    - Approach to feedback: Supervisors tended to be directive and prescriptive in their approach to feedback, which inhibited exploration and student teacher participation (Fanselow, 1990);

- Structure of feedback: The confusion created by the lack of structure in one supervisor's feedback resulted in student teachers becoming frustrated and anxious (Roberts, 2001);
- Talk: Supervisors tended to speak more than student teachers and take longer speaking turns (Vásquez, 2004);
- Opportunity for reflection: Supervisors did not provide important opportunities during post-observation feedback events for student teachers to develop a reflective disposition (Malderez & Bodóczky, 2002).

- Supervisors' post-observation feedback was more informed and nuanced as a result of their participation in the professional development intervention. There was evidence of considered use of the scaffolding options available to them, with strong justification for the choices they made. Supervisors were more aware of and able to use the following scaffolding mechanisms effectively based on the developmental needs of the student teachers:
  - Approach to feedback: An increase in their repertoire of approaches and the adoption of an eclectic approach to feedback so as to meet the developmental needs of student teachers;
  - Structure of feedback: An awareness of the different options available for structuring and framing feedback and the use of appropriate structures to scaffold student teacher learning;
  - Talk: An awareness of the importance of the collaborative learning process and the role that talk plays in the development of student teachers. Supervisors adjusted their talk to different degrees and where they adopted a dominant, directive approach, they did so with the purpose of scaffolding student teacher development;
  - Reflection: Supervisors' use of questioning as a strategy for creating a ZPD in the post-observation feedback events became much more nuanced and more opportunity was provided for student teachers to reflect in post-observation feedback events.
- The professional development intervention designed for this research did not provide a new recipe for the structuring of post-observation feedback sessions, but rather opened up different possibilities for supervisors. This in turn meant that instead of reverting to a default approach, supervisors could vary their supervision in response to the needs of the student teacher and could better justify the different approaches they used.

8.2. Contribution to Knowledge

This study makes four contributions to the fields of EFL language teacher education and professional development of EFL teacher educators.

The first contribution this study makes to language teacher education is the development of a professional development intervention. This intervention offers supervisors working within the context of intensive initial language teacher education courses to effectively develop aspects of their post-observation feedback practice so as to better support the development of student teachers within the EFL teaching practicum. As described in previous chapters, all three supervisors displayed shifts in their practice following their involvement in the professional development intervention. This model of a professional development intervention may resonate with supervisors or education managers working within the EFL teacher education context who are interested in the professional development of supervisors' practice.

The second contribution this study makes is the development of a framework with which to assess supervisors' post-observation feedback. Given that little research has been done to evaluate models and processes of supervisor professional development interventions or the impact of these on the practice of supervisors' post-observation feedback within the context of intensive initial teacher training programmes, this was identified as a gap in the field. The framework mirrors the post-observation feedback scaffold discussed above and includes the '*what*' (or content) post-observation feedback and the '*how*' (or form) of post-observation feedback. This framework proved to be a useful tool for developing and evaluating a particular aspect of the practice of supervisors and may be adaptable and useful for other aspects of their professional work.

Thirdly, I contest the binary presented in some literature that directive approaches to post-observation feedback are bad and provide empirical evidence of how a directive approach to feedback may be the preferred option by supervisors, for the construction of a ZPD, not by default but by reasoned and informed practice.

Finally, although practitioners working in the field of intensive initial EFL teaching practicum are involved in practitioner research, very few practitioners from this context publish their practitioner research. I recognise the limitations of the specialised context of this study; and the limitations of its generalizability; however this case study provides rich and detailed analysis and interesting findings regarding the impact that a professional development

intervention had on supervisors' post-observation feedback. This may be of interest to others working within the context of language teacher education. In addition, this example of practitioner research may encourage others working in the field of intensive initial EFL teacher training to engage in practitioner research, and to document and share their findings. I have a responsibility to share my research in order to contribute to discussions and debates in the field of language teacher education and research. By not letting the learnings from my practitioner research 'dissipate in the recesses of private conversations, staff rooms, or schools' (Freeman, 1996, p. 105) by making my research public, I have made my fourth contribution to knowledge.

8.3. Implications for Further Research

The professional development intervention proved to be a successful model for the development of the pedagogical reasoning of the grounds on which supervisors make decisions when selecting approaches in providing feedback to TESOL student teachers.

Although findings from the research indicate that the supervisors made positive shifts in their practice, the impact of the professional development intervention on the student teachers' learning was not measured. Timperley et al. (2007, p. 12) state that 'improving teacher practice should not be considered an end in itself but should be judged according to the impact on students'. Further research could investigate the extent to which changing the supervisors' practice through professional development results in improved student teacher outcomes in teaching practice. This could be achieved by tracking student teachers' formative and summative performance over the pre-intervention to post-intervention timespan. Furthermore, student teachers could be asked to complete a focussed reflective writing task or attend a de-briefing session after each post-observation feedback event in which they could be asked to provide input on, for example, their experience of the feedback and improvements they had made in their teaching following previous feedback they had received.

Other areas that could be explored further include the jointly negotiated activity of dialogue and diagnosis when scaffolding student teachers, the gap between what the supervisors say they do and what they actually do in practice, as well as the tension between the supervisors' roles as mentors and judges/assessors.

EFL student teacher supervision and the professional development of EFL student teacher supervisors is an area that requires more attention. There is a need for further study of post-

observation feedback and the impact of professional development on the practice of supervisors and student teachers. As Farr (2011, p. 173) points out in her research into the discourse of post-observation:

> Spoken feedback … is largely hidden from view as it takes place behind closed doors and often in dialogic or small group scenarios. There is therefore much more of an imperative to research it further, and know and better understand how it operates if we are to break the prevalent trial and error type approach to this crucial activity on many teacher education programmes.

In order to do this, then, this research has shown that through tailored professional development interventions, supervisors can be supported to move from a trial-and-error approach to a practice that includes internal goods and standards for excellence. In addition, there are tools such as the post-observation feedback framework that can support supervisors' post-observation feedback practice.

This chapter has provided an overview of a nine-year investigation of post-observation feedback and the professional development of supervisors working with initial EFL teachers. This lengthy research journey has helped to deepen my understanding of the potential of the post-observation feedback event as a scaffold for the development of TESOL student teachers who are learning to teach English. It has also enabled me to develop a degree of expertise in designing and implementing professional development for in-service language teacher educators and to contribute to the professional development of my peers within a community of practice. Through this process I have addressed some of the issues that I set out to tackle, but I have unearthed other issues that I had not expected. As McNiff (2010, p. 19) suggests, my research journey is set to continue:

> There is no end, and that is the nature of developmental practices, and part of the joy of doing action research. It resists closure. Each ending is a new beginning. Each event carries its own potentials for new creative forms.

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Appendices

1. TESOL Course Outline

Outcomes of the TESOL course

- Improve understanding of vocabulary in context
- Improve understanding of various teaching methodologies of TESOL
- Improve teaching style to become more 'communicative'
- Improve understanding of teaching skills and grammar based lessons
- Improve understanding of meta language related to TESOL
- Identify the form, functions and learner problems related to teaching English grammar
- Identify the 'contexts' that English tenses, aspects and grammar are used in
- Use phonology to identify and assist in correcting learner pronunciation problems

Course length

- Full-time – 120 contact hours
- More than six hours of observed, evaluated teaching practice

Course Content

Teaching Skills

TS 1 – Warmers and Introduction
TS 2 – Basic Principles Part 1
TS 3 – Basic Principles Part 2
TS 4 – Teaching Vocabulary
TS 5 – Lesson Planning
TS 6 – Clarification & Eliciting
TS 7 – Giving Instructions and Setting Up Activities
TS 8 – Teaching Grammar
TS 9 – Language Practice Activities
TS 10 – Classroom Management and Teacher Talk
TS 11 – Authentic Activities
TS 12 – Teaching Reading Skills
TS 13 – Teaching Listening Skills
TS 14 – Teaching Speaking Skills
TS 15 – Student Error and Correction
TS 16 – Visual Aids
TS 17 – Evaluating and Exploiting Textbooks
TS 18 – Teaching Writing Skills
TS 19 – Teaching Pronunciation and Student Pronunciation Problems
TS 20 – Using Songs and Music
TS 21 – Young Learners
TS 22 – Teaching Business English
TS 23 – Using Video and Film
TS 24 – Teaching Exam Classes
TS 25 – Mono and Multi Lingual Classes
TS 26 – Assessment

Unknown Foreign Language

Language Area

LA 1 – Vocabulary
LA 2 – Introduction to Grammar and Parts of Speech
LA 3 – What is Phonology?
LA 4 – Form and Function of Grammar
LA 5 – Auxiliary and Main Verbs
LA 6 – Phonology – Intonation
LA 7 – Present and Past Tense
LA 8 – Modal Auxiliary Verbs
LA 9 – Phonology – Stress
LA 10 – Reported Speech
LA 11 – Future Tense
LA 12 – Phrasal Verbs and Prepositions
LA 13 – Conditional Tenses
LA 14 – Phonology – Schwa
LA 15 – Active and Passive Voice
LA 16 – Perfect Tense

General Information

GI 1 – Language Schools
GI 2 – Finding a Position Abroad
GI 3 – Resources and Teacher Development

Teaching Practice

TP 0 – Warmer
TP 1 – Teaching Vocabulary
TP 2 a & b – Teaching Grammar
TP 3 – Teaching Receptive Skills
TP 4 – Teaching Speaking Skills
TP 5 – Teaching Writing Skills
TP 6 – Course Book Lesson
TP 7 – Free Lesson

2. TESOL Course Sample Schedule

TESOL FULL-TIME COURSE 9 JANUARY 2012

TIMETABLE

Week 1

Session	Time	Monday 9 January	Tuesday 10 January	Wednesday 11 January	Thursday 12 January	Friday 13 January
Session 1	08:00	TS1: Warmers & Course Introduction	Unknown Foreign Language	TS5: Lesson Planning	TS8: Teaching Grammar (Context Building Approach)	TS8: Teaching Grammar (Text-Based Approach)
Session 2	09:00					TS9: Language Practice Activities
Session 3	10:30	Break	Break	Break	Break	Break
Session 4	11:00	TS2: Basic Principles Part 1	LA1: Vocabulary	TS10: Class Management & Teacher Talk	Video Teaching Observation	LA5: Aux & Main Verbs
Session 5	12:30	Lunch	Lunch	TP Introduction	Lunch	Lunch
Session 6	13:00	TS3: Basic Principles Part 2	TS4: Teaching Vocabulary	Lunch	TEACHING PRACTICE - SEE SCHEDULE	Lesson Planning Review
Session 7	14:00	TS6: Clarification & Eliciting	LA4: Form & Function	TEACHING PRACTICE - SEE SCHEDULE		Micro-teaching Introduction
Session 8	15:00	Break	Break			Resource Work: TP Preparation & Micro-teaching Preparation
Session 9	15:30	TS7: Giving Instructions & Setting Up Activities	LA2: Intro to Grammar & Parts of Speech			
Due		Portfolio 1				Micro-teaching
Assigned		TP 0	TP 1, Portfolio 2		TP 2 a & b	

Week 2

Session	Time	Monday 16 January	Tuesday 17 January	Wednesday 18 January	Thursday 19 January	Friday 20 January
Session 1	08:00	Micro-teaching Prep	Micro-teaching LA7	Micro-teaching LA7	Micro-teaching LA11	LA6: Phonology Intonation
Session 2	09:00	TS12+13: Teaching Receptive Skills	TS18: Teaching Writing Skills	TS14: Teaching Speaking	Video Teaching Observation	LA9: Phonology - Stress TS16: Visual Aids
Session 3	10:30	Break	Break	Break	Break	Resource Work
Session 4	11:00	TS12+13: Teaching Receptive Skills contd.	TS18: Teaching Writing Skills contd.	TS11:Authentic Activities	LA3: What is Phonology?	
Session 5	12:30	LUNCH				Self-study
Session 6	13:15	TEACHING PRACTICE - SEE SCHEDULE				
Due					Portfolio 2	
Assigned		TP 3		TP 4	Portfolio 3	TP 5

TESOL FULL-TIME COURSE 9 JANUARY 2012

Week 3

Session	Time	Monday 23 January	Tuesday 24 January	Wednesday 25 January	Thursday 26 January	Friday 27 January
Session 1	08:00	Micro-teaching LA8	Micro-teaching LA13	Micro-teaching LA10	TS19: Teaching Pron & Student Pron Problems	Resource Work
Session 2	09:00	TS17: Evaluating & Exploiting Textbooks	Micro-teaching LA16 Review	TS15: Student Error & Correction	Video Teaching Observation	
Session 3	10:30	Break	Break	Break	Break	
Session 4	11:00	Mid-course 1-2-1 Meeting	LA14: Phonology - Schwa	TS 15 Cont. Portfolio 3 Review	TS20: Using Songs & Music	
Session 5	12:30	LUNCH				Self-study
Session 6	13:15	TEACHING PRACTICE - SEE SCHEDULE				
Due						
Assigned		TP 6, Song Task			TP 7	

Week 4

Session	Time	Monday 30 January	Tuesday 31 January	Wednesday 1 February	Thursday 2 February	Friday 3 February
Session 1	08:00	TS21: Young Learners	TS22:Teaching Business English	LA15: Active & Passive Voice	TS26: Assessment	GI1: Language Schools GI2: Finding a Position
Session 2	09:00			Live Teaching Observation		GI3:Resources & Personal Development
Session 3	10:30	Break	Break	Break	Break	Break
Session 4	11:00	LA12: Phrasal Verbs and Prepositions	TS25: Mono & Multi Lingual Classes	TS23: Using Video & Film	TS24: Teaching Exam Classes	TESOL Review
Session 5	12:30	LUNCH				Course Feedback & Closure
Session 6	13:15	TEACHING PRACTICE - SEE SCHEDULE				End of Course Lunch
Due		Portfolio 3				
Assigned						

3. TESOL Teaching Practicum Sample Schedule

Teaching Practice Schedule - TESOL F/T 9 January 2012

Group 1 (Classroom A)

	11/01	12/01	16/01	17/01	18/01	19/01	23/01	24/01	25/01	26/01	30/01	31/01	01/02	02/02
Student Teacher 1	0	1	2a	2b	O	3	4	-	5	7	6	-	-	O
Student Teacher 2	0	1	2a	O	2b	O	3	5	-	4	-	6	-	7
Student Teacher 3	0	1	O	2a	2b	O	3	-	4	-	-	6	5	7
Student Teacher 4	0	1	O	2a	2b	3	-	5	4	-	6	-	7	O
Observer														

Group 2 (Classroom B)

	11/01	12/01	16/01	17/01	18/01	19/01	23/01	24/01	25/01	26/01	30/01	31/01	01/02	02/02
Student Teacher 5	0	1	2a	O	2b	3	-	4	-	5	6	-	7	O
Student Teacher 6	0	-	O	2a	2b	1	3	-	4	5	-	6	-	7
Student Teacher 7	0	1	O	2a	2b	3	-	5	4	-	6	-	7	O
Observer														

Group 3 (Classroom C)

	11/01	12/01	16/01	17/01	18/01	19/01	23/01	24/01	25/01	26/01	30/01	31/01	01/02	02/02
Student Teacher 8	0	1	2a	O	2b	3	-	4	-	5	6	-	7	O
Student Teacher 9	0	-	O	2a	2b	1	3	-	4	5	-	6	-	7
Student Teacher 10	0	1	O	2a	2b	3	-	5	4	-	6	-	7	O
Observer														

Key:
0 – TP 0: Warmer 1 – TP 1: Vocabulary Lesson 2a – TP 2a: Mini Grammar Lesson 1 2b – TP 2b: Mini Grammar Lesson 2
3 – TP 3: Receptive Lesson 4 – TP 4: Speaking/Writing Lesson 5 – TP 5: Grammar Lesson
6 – TP 6: Course Book Lesson 7 – TP 7: Free Lesson O – Observe - – Self study

4. Research Information Sheet – Institution

19 August 2010

Dear [Name]

Request for permission to conduct research at the language centre

I am writing to you as Director of [institution], an institution which I hope will become involved in a research project related to the professional development of supervisors in the field of Teaching English to Speakers of Other Languages (TESOL). This letter serves to introduce the research I intend to carry out and to request your permission to conduct research at your institution.

I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand but I hope that the findings of my research will be useful for the language teacher education field in general. I wish to extend an earlier study that I conducted on the state of the post-observation feedback event on the TESOL course at your institution in 2009. My area of focus for the new research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development.

For the purpose of this research, I require access to student teachers and supervisors who are involved in teaching practicum post-observation feedback on the TESOL course at your institution. With their consent and yours, I will be able to collect data required for this research. Data collection will involve a biographical questionnaire, digital audio-recordings of post-observation feedback events, interviews and reflective writing tasks.

The participants will be provided with the details and aims of the research as listed in the second paragraph (above) and will be required to provide their written consent to participate in the research. Participation in the research is voluntary and participants may choose to withdraw from the research at any time should they wish to do so, without any prejudice to them. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. They will be given an opportunity to check the accuracy of transcripts of audio recorded interviews and post-observation feedback events. On completion of the research, I will ensure that all participants and participating institutions are informed of the findings of the research.

Your assistance in granting me permission to conduct research at the language centre would be greatly appreciated.

Yours faithfully

Georgina Ma

5. Research Consent Form – Institution

Institution Informed Consent Form – Research

I give consent for this institution to participate in the research study on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses which is being conducted by Georgina Ma.

In giving consent, I am not guaranteeing that my staff or students will participate. The participation of the staff and students is voluntary and their decision to participate in the research or not will have no bearing on their work or study.

Both they and the institution may withdraw their consent at any time.

Director's Name:
Signature:
Researcher's Name: Georgina Ma
Researcher's Signature:

6. General Information Sheet – Participant

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand but also with the aim of contributing to the development of professionals working on the TESOL course at the language centre as well as to the language teacher education field in general.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development. I would like to invite you to participate in this study.

The research will involve participation in a professional development course, the completion of a biographical questionnaire and reflective writing tasks, interviews, as well as the digital audio recording and transcription of post-observation feedback events.

The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to participate or not, will not affect your work. You may choose to withdraw consent or discontinue participation at any time without prejudice. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. You will be given an opportunity to check the accuracy of transcripts of digital audio recorded interviews. On completion of the research, I will ensure that all participants are informed of the findings of the research.

I hope you will consent to become involved in this project, and if so, look forward to further contact with you.

Yours sincerely

Georgina Ma

7. Research Consent Form – Participant

Supervisor Informed Consent Form – Research

I agree to participate in the study on professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training.

I understand that

- Participation in this interview is voluntary and will have no bearing on my work.
- I am free to discontinue participation at any time without prejudice.
- No information that may identify me will be included in the research report and my participation in the course will remain confidential.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

8. Questionnaire Information Sheet – Participant

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand and I hope that the findings of my research will contribute to the development of professionals working on the TESOL course at the language centre and will be useful for the language teacher education field in general.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development. I would like to invite you to participate in this study.

Participation in this research will entail completing a short biographical questionnaire. The questionnaire will take no longer than fifteen minutes to complete. The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to participate or not, will not affect your work or study. You may choose to withdraw consent or discontinue participation at any time without prejudice. The information supplied in the questionnaire will remain confidential and the anonymity of participating individuals will be ensured. The questionnaires will only be processed by myself and will be stored safely so as to ensure no one will have access to the completed questionnaires. Should there be any information that you would not like to disclose in the questionnaire, you may choose not to answer any questions you do not want to. On completion of the research, I will ensure that all participants are informed of the findings of the research.

If you choose to participate in this study, please complete the attached questionnaire as carefully and honestly as possible. Once you have completed the questionnaire, please place it in the envelope provided and return it to me.

Your participation in this study would be greatly appreciated.

Yours sincerely

Georgina Ma

9. Questionnaire – Participant

Questionnaire

Section 1: Personal Information

1. Name:

2. Gender: ☐ Female ☐ Male (*Please tick ✓*)

3. Age: ☐ 26 - 30 ☐ 31 – 35 ☐ 36 – 40 ☐ 41 – 45 ☐ 46 – 50

(*Please tick ✓*)

4. First Language: ☐ English ☐ Other: (*Please specify*) (*Please tick ✓*)

Section 2: Academic and Professional Qualifications

1. Do you have ...

a) An undergraduate degree from a university? ☐ YES ☐ NO (*Please tick ✓*)

If YES, please state subject area below:

b) A recognised teaching qualification? ☐ YES ☐ NO (*Please tick ✓*)

If YES, please state qualification (e.g. PGCE, CELTA, TEFL, TESOL, DELTA):

c) A recognised teacher training qualification? ☐ YES ☐ NO (*Please tick ✓*)

If YES, please state qualification (e.g. CELTA Trainer):

d) Any other relevant qualification / current studies? ☐ YES ☐ NO (*Please tick ✓*)

If YES, please give details:

2. Have you completed any formal or informal training in language teacher supervision?

☐ YES ☐ NO (*Please tick ✓*)

If YES, please list details below:

Institution	Year	Duration	Training Content

Section 3: Professional Experience

1. What experience have you had in the field of English language teaching? (*Please tick ✓*)

- ☐ Teaching English as a Foreign Language
- ☐ Teaching English as a Second Language
- ☐ Teaching English for Academic Purposes
- ☐ Teaching English for Specific Purposes (English for Engineers, Medical English, etc.)
- ☐ Teaching English for Exam Purposes (IELTS, TOEFL, etc.)
- ☐ IELTS or TOEFL examining
- ☐ Curriculum or course development
- ☐ Materials design
- ☐ University level lecturing
- ☐ Coordination of an English language teaching department
- ☐ Pre-service teacher training
- ☐ In-service teacher training
- ☐ Observation of the teaching practicum component of teacher training course
- ☐ Peer observation and feedback
- ☐ Peer mentoring
- ☐ Other: (*Please list below*)

2. How many months/years of experience have you had...

a) Teaching English as a second or foreign language? _____
b) Training on a initialteacher training course (TESOL,CELTA,TEFL)? _____
c) Observing and giving feedback on a initialteacher training course?_____
d) Working in the field of English language teaching in total? _____

Section 4: Post-observation Feedback Development

1. Which aspects of post-observation feedback should be included in a professional development course for observers? *(Please tick)*

I would like input on:	☹	😐	☺
Purpose or Role of feedback			
Types of trainers and observers (directive, etc.)			
Approaches to feedback			
Types of feedback (prescriptive, etc.)			
Methods of feedback (written, etc.)			
Structure of feedback			
Language use in feedback (politeness strategies, etc.)			
Promoting dialogue in feedback			
Making the most of reflection (using TP journals and trainees' reflection in feedback, etc.)			
Feedback strategies (delivering criticism, etc.)			
Feedback activities (activities to encourage variety in the approach and structure of the feedback event)			
Giving effective feedback			
Alignment of TP observation to student ability (i.e. What can we realistically expect of a novice trainee in weS3 2 of the course?)			
Student teacher peer observation activities			
Utilising student teacher peer feedback			
Alternative observation methods			
Cultural differences in giving/receiving feedback			
Student teachers' responses to feedback			
Dealing with conflict			

Other suggestions:

10. Course Information Sheet – Participant

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand and I hope this research will contribute to the development of professionals working on the TESOL course at the language centre, as well as to the initial language teacher education field at large.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development. I would like to invite you to participate in this study.

Participation in this research will entail attendance and participation in a professional development course. The course will be held at a place and time that is convenient for all supervisors. The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to attend and participate or not, will not affect your work. You may choose to withdraw consent or discontinue participation at any time without prejudice. During the course you will be asked to complete reflective writing tasks. With your consent, your responses to these tasks may form part of the research data. Your participation in the course will be confidential and no identifying information will be included in the research report. On completion of the research, I will ensure that all participants are informed of the findings of the research.

If you choose to participate in this study, please complete the form and return it to me.

Your participation in this study would be greatly appreciated.

Yours sincerely

Georgina Ma

11. Professional Development Programme Course Consent Form – Supervisor

Supervisor Informed Consent Form – Professional Development Programme

I agree to participate in the study on professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training, I understand that my attendance and participation in a trainer professional development course is part of this research study.

I understand that

- Participation in this course is voluntary and will have no bearing on my work.
- I am free to discontinue participation at any time without prejudice.
- My reflective writing tasks may form part of the research data.
- No information that may identify me will be included in the research report and my participation in the course will remain confidential.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

12. Semi-structured Interview Information Sheet – Participant

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand and I hope that this research will contribute to the development of professionals working on the TESOL course at the language centre as well as to the initial language teacher education field in general.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. I would like to invite you to participate in this study.

Participation in this research will entail being interviewed by myself, at a time and place that is convenient for you. The interview will last for approximately an hour. With your permission this interview will be recorded using a digital-audio recording device for the purpose of ensuring accuracy and to enable transcription afterwards. The interview will be conducted confidentially and the anonymity of participating individuals will be ensured. The interview material (digital audio recording and transcripts) will only be processed by myself and will be stored safely so as to ensure no one else has access to the recordings or original transcripts. You will be given an opportunity to check the accuracy of transcripts of audio recorded interviews. Should there be any information that you would not like to disclose during the interview, you may choose not to answer any questions.

The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to participate or not, will not affect your work. You may choose to withdraw consent or discontinue participation at any time without prejudice. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. On completion of the research, I will ensure that all participants are informed of the findings of the research.

If you choose to participate in this study, please complete the form below and return it to me. I hope you will consent to become involved in this project, and if so, look forward to further contact with you.

Yours sincerely

Georgina Ma

13. Semi-structured Interview Consent Form – Participant

Supervisor Informed Consent Form – Semi-structured Interview

I agree to participate in the study on professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training, which entails participation in an interview.

I understand that

- Participation in this interview is voluntary and will have no bearing on my work.
- I am free to discontinue participation at any time without prejudice.
- I may choose not to answer any questions that I would prefer not to.
- No information that may identify me will be included in the research report and my participation in the course will remain confidential.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

14. Audio Recording of Semi-structured Interview Consent Form – Participant

Supervisor Informed Consent Form - Audio Recording of Semi-structured Interview

I consent to my interview with Georgina Ma, for her study on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training, to be digitally-audio recorded.

I understand that

- The interview material (digital audio recording and transcript) will only be processed by the researcher.
- I will be given the opportunity to check the accuracy of the transcripts of audio recorded interviews.
- All digital audio recordings will be stored safely so as to ensure no one else has access to them and they will be destroyed five years after the research has been completed.
- No identifying information will be included in the transcripts or the research report.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

15. Post-course Semi-structured Interview Protocol/Guidelines – Participant

Post-course Semi-structured Interview – Guidelines/Protocol

Interview type: Informal, semi-structured face-to-face interview

Interview participants: All consenting participants

Interview date: A date and time that is convenient for both the participant and the researcher.

Interview venue: A venue that is both convenient to the participant and researcher and is a suitable location (little distraction) for an interview to be carried out.

Recording of interview: Interview will be digitally audio-recorded with the participant's consent.

Informed consent: Participants will be requested to give informed consent for both the interview and the digital audio recording of the interview.

Structure of interview:

The researcher will follow the following structure for each interview.

1. Opening

   The following will be covered prior to the interview commencing:

   - The participant will be thanked for participating in the research
   - The purpose of the interview will be explained
   - Confidentiality will be addressed
   - Freedom of non-disclosure will be addressed
   - Method of recording data will be discussed (digital audio-recording (if permission has been granted) or note taking)
   - The format of the interview will be explained
   - The length of the interview will be covered
   - The participant will be given the opportunity to clarify any doubts or ask any questions

2. Interview
3. Closing

   The following will be covered prior to the completion of the interview:

   - The participant will be given the opportunity to provide any further information they feel would be useful
   - The participant will be given the opportunity to clarify any doubts or ask any questions
   - The participant will be given the opportunity to give their impressions of the interview
   - The participant will be notified of any further contact from the researcher (e.g. interview validity check, follow-up interview, etc.)
   - The participant will be provided with the researcher's contact details
   - The participant will be thanked for participating in the research

Nature and sample of interview questions:

1. Questions based on responses given by participants in the questionnaire

These questions will cover any responses relating to the participant's background that the participant gave in the questionnaire that need to be clarified, re-visited or extended.

Sample questions:

Could you please clarify what you meant by X?

2. Questions based on the participant's knowledge, opinions, behaviours and experience linked to post-observation feedback and student teacher supervision

Sample questions:

2.1. Views and knowledge of post-observation feedback

a. What is the purpose/role of post-observation feedback in initial teacher training courses?

b. What is the role of the observer in post-observation feedback?

c. Complete the sentence below:

   Post-observation feedback should be...

2.2. Giving post-observation feedback

a. What approach do you use when giving post-observation feedback?

b. What is the structure of the post-observation feedback event and the individual feedback sessions? What determines the structure of the event and the individual sessions? Is the structure always the same?

c. How important is dialogue in the post-observation feedback event? How dialogic would you characterise the post-observation feedback events you lead as being?

d. In a typical feedback session with an individual student teacher, approximately how much talk is done by 1) the student teacher, 2) yourself (the observer) and 3) the observing student teachers?

e. How important is student teacher reflection in the post-observation feedback event? How much opportunity are student teachers given during the post-observation feedback event to be reflective? What techniques do you employ to encourage student teacher reflection?

f. What do you base your feedback on? (Teaching practicum criteria guidelines, your professional experience as a teacher, workplace expectations, or others.)

g. Do you prepare what you are going to say before you have the oral post-observation session with the student teachers? (I.e. Do you make notes of things to cover with each student teacher before giving oral feedback?)

h. Do you find any differences between giving written or oral feedback? (Is one more difficult/ easier to do? Which one do you prefer? Which one do you think is more useful to the student teachers?)

i. How important are your written feedback notes when giving oral feedback to student teachers? How heavily do you rely on these notes during the oral feedback session?

j. Are you aware of any verbal or non-verbal strategies that you use when giving feedback to student teachers? Please include examples.

k. What aspects of giving written or oral post-observation feedback do you find difficult/ challenging/ problematic?

l. Do you find it difficult to deliver criticism or bad news in feedback to student teachers? Why or why not?

m. How do you manage the delivery of criticism or bad news to student teachers? (You may want to comment on how you structure the feedback, specific language you use, or other techniques employed.)

n. When writing or giving oral feedback, how aware are you of the language or structure you are using? Do you consciously select some words over others to cushion your feedback? Are you aware of framing your feedback in a particular way?

o. Does the language, style or structure of your feedback differ depending on the situation or person to whom you are giving feedback?

p. How important is it for you to establishing a supervisor-supervisee relationship in the feedback event? Are you conscious of any actions that you do with aim of building trust?

q. How do you feel about giving post-observation feedback? (For example, confident, unsure of yourself, etc.) How do you feel before and after post-observation feedback events?

r. How have you changed as an observer?

2.3. Effectiveness of post-observation feedback

a. How effective do you think the current observation and feedback sessions are?

b. Are there any ways in which you feel the observation and feedback event can be made more effective for the benefit of the student teachers?

2.4. Student teachers' response to feedback

a. In general, how do student teachers respond to your feedback? (You may wish to comment on specific memorable experiences.)

3. Questions based on reflective writing tasks completed by participants during course

These questions will cover reflections done by course participants in the reflective writing tasks. The purpose of these questions is to clarify, follow-up or extend reflections done by the participants.

Sample questions:

In the first reflective writing task you, stated X. Could you clarify what you meant when you wrote XYZ?

In your reflective writing on the topic of X, you stated Y. Can you expand on this?

4. Questions relating to the supervisor professional development course

These questions will cover the participant's needs as a initial language teacher education supervisor giving post-observation feedback to student teachers as well as the participant's experience and views of the course that they attended and participated in. The purpose of these questions is to gauge the success of the course as well as to gain further information on the participants' needs, expectations and experiences. These questions may be based upon participants' responses to the end-of-course evaluation form.

What, if anything, did you enjoy about the course?

What challenges, if any, did you face during the course?

Can you identify something presented or covered in the course that you will take away with you for personal or professional use at a later stage? If so, please describe this.

If at all, how has your knowledge/view of X changed since doing the course?

Was there anything that the course did not cover that you feel is important for inclusion on future professional development courses?

In what ways do you expect this course impact your post-observation feedback and/or the post-observation feedback event?

16. Post-observation Debriefing Session Protocol/Guidelines – Participant

Post-observation Debriefing Session – Guidelines/Protocol

Interview type: Informal, semi-structured face-to-face interview.
Interview participants: Select participants
Interview date: A date and time that is convenient for both the participant and the researcher.
Interview venue: A venue that is both convenient to the participant and researcher and is a suitable location (little distraction) for an interview to be carried out.
Recording of interview: Interview will be digitally audio-recorded with the participant's consent.
Informed consent: Participants will be requested to give informed consent for both the interview and the digital audio recording of the interview.
Structure of interview:
The researcher will follow the following structure for each interview.

1. Opening
   The following will be covered prior to the interview commencing:
   - The participant will be thanked for participating in the research
   - The purpose of the interview will be explained
   - Confidentiality will be addressed
   - Freedom of non-disclosure will be addressed
   - Method of recording data will be discussed (digital audio-recording (if permission has been granted) or note taking)
   - The format of the interview will be explained
   - The length of the interview will be covered
   - The participant will be given the opportunity to clarify any doubts or ask any questions
2. Interview
3. Closing
   The following will be covered prior to the completion of the interview:
   - The participant will be given the opportunity to provide any further information they feel would be useful
   - The participant will be given the opportunity to clarify any doubts or ask any questions
   - The participant will be given the opportunity to give their impressions of the interview
   - The participant will be notified of any further contact from the researcher (e.g. interview validity check, follow-up interview, etc.)
   - The participant will be provided with the researcher's contact details
   - The participant will be thanked for participating in the research

Nature and sample of interview questions:

1. Questions relating to the responses given by participants in previous data
These questions will cover any responses relating to the participants background, reported knowledge, opinions and behaviours linked to post-observation feedback that the participant

gave in the previous data collected (questionnaire, interview, reflective writing tasks and end-of-course evaluation form) that need to be clarified, re-visited or extended.
Sample questions:
Could you please clarify what you meant by X?
In your response to the question on X in the (interview), you stated Y. Can you expand on this?
In your response to the question on X in the (interview), you stated Y. If at all, how has your view of X changed since?

2. Questions relating to the recorded and transcribed post-observation feedback events

These questions will cover certain aspects of the participant's and researcher's analysis of the transcribed post-observation feedback event. The participant will be given the opportunity to reflect on the action and observation stages of the project which will provide the basis for a revised plan.
Sample questions:
Based on the transcripts of the post-observation feedback event, are there any features of your post-observation feedback or the feedback event that you feel have developed since your attendance and participation in the professional development course?
Are there any other features or aspects of your post-observation feedback or the post-observation feedback event that you believe need to be developed?

17. Audio Recording of Post-observation Feedback Information Sheet – Participant

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand and I hope this research will contribute to the development of professionals working on the TESOL course at the language centre as well as to the initial language teacher education field in general.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development. I would like to invite you to participate in this study.

Participation in this research will entail the digital audio recording and transcription of post-observation feedback events. With the student teachers' and your permission, the post-observation feedback events will be recorded using a digital-audio recording device to enable transcription afterwards. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. The post-observation material (digital audio recording and transcripts) will only be processed by myself and will be stored safely so as to ensure no one has access to the recordings. You will be provided with an opportunity to check the accuracy of transcripts of audio recorded post-observation feedback events.

The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to participate or not, will not affect your work. You may choose to withdraw consent or discontinue participation at any time without prejudice. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. On completion of the research, I will ensure that all participants are informed of the findings of the research.

If you choose to participate in this study, please complete the form below and return it to me. I hope you will consent to become involved in this project, and if so, look forward to further contact with you.

Yours sincerely

Georgina Ma

18. Audio Recording of Post-observation Feedback Consent Form – Participant

Supervisor Informed Consent Form – Audio Recording of Post-observation Feedback

I agree to participate in the study on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training, which entails the audio recording and transcription of post-observation feedback events.

I understand that

- Participation in this study is voluntary and will have no bearing on my work.
- I am free to discontinue participation at any time without prejudice.
- The interview material (digital audio recording and transcript) will only be processed by the researcher.
- I will be given the opportunity to check the accuracy of the transcripts of audio recorded post-observation feedback events.
- All digital audio recordings will be stored safely so as to ensure no one else has access to them and they will be destroyed five years after the research has been completed.
- No identifying information will be included in the transcripts or the research report.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

19. Audio Recording of Post-observation Feedback Information Sheet – Student Teacher

19 August 2010

Dear Colleague

My name is Georgina Ma and I am conducting research for the purpose of obtaining a PhD at the University of the Witwatersrand and I hope this research will contribute to the development of professionals working on the TESOL course at the language centre as well as to the initial language teacher education field in general.

My area of focus for this research study is on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses. The initial research will involve the design and implementation of an in-service professional development course for supervisors. Post implementation, research will be conducted to assess the impact of the professional development course on the supervisors' practice and post-observation feedback events, in order to make improvements to the course should findings indicate that these are needed. The research findings may also lead to recommendations for further supervisor development. I would like to invite you to participate in this study.

Participation in this research will entail the digital audio recording and transcription of post-observation feedback events. With the supervisors' and your permission, the post-observation feedback events will be recorded using a digital-audio recording device to enable transcription afterwards. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. The post-observation material (digital audio recording and transcripts) will only be processed by myself and will be stored safely so as to ensure no one has access to the recordings. You will be provided with an opportunity to check the accuracy of transcripts of audio recorded post-observation feedback events.

The institution has granted permission for this research to proceed, however your participation in this research is voluntary. Your decision to participate or not, will not affect your study. You may choose to withdraw consent or discontinue participation at any time without prejudice. The research will be conducted confidentially and the anonymity of participating individuals will be ensured. On completion of the research, I will ensure that all participants are informed of the findings of the research.

If you choose to participate in this study, please complete the form below and return it to me.

I hope you will consent to become involved in this project, and if so, look forward to further contact with you.

Yours sincerely

Georgina Ma

20. Audio Recording of Post-observation Feedback Consent Form – Student Teacher

Student Teacher Informed Consent Form – Audio Recording of Post-observation Feedback

I agree to participate in the study on the professional development of supervisors responsible for giving post-observation feedback on initial language teacher education courses through in-service training, which entails the audio recording and transcription of post-observation feedback events.

I understand that

- Participation in this study is voluntary and will have no bearing on my study.
- I am free to discontinue participation at any time without prejudice.
- The interview material (digital audio recording and transcript) will only be processed by the researcher.
- I will be given the opportunity to check the accuracy of the transcripts of audio recorded post-observation feedback events.
- All digital audio recordings will be stored safely so as to ensure no one else has access to them and they will be destroyed five years after the research has been completed.
- No identifying information will be included in the transcripts or the research report.

Participant's Name:
Participant's Signature:
Researcher's Name:
Researcher's Signature:

21. Interview Log Validity Check – Participant

19 August 2010

Dear Colleague

Thank you for allowing me to interview you and to use the information in my research.

As part of a review to ensure validity, I would be grateful if you could read through the attached interview log and check whether you believe it is an accurate record. This log is a summary of the main points discussed in our meeting. I have not created a transcription of the interview, but have sought to record your responses from the interview in your own language.

Please complete the questions below and return the completed form to me.

Yours sincerely

Georgina Ma

Is this interview log an accurate record of our meeting?

☐ Yes ☐ No

If not, please explain. (Continue overleaf if necessary)

If there are any aspects of the log that you wish to comment on (e.g. add extra information, highlight an omission, etc.) please do so on the log and return it with this form.

Many thanks again for your participation in this research.

Georgina Ma

22. Post-observation Feedback Event Transcript Validity Check – Participant

19 August 2010

Dear Colleague

Thank you for allowing me to record post-observation feedback events and to use the information in my research.

As part of a review to ensure validity, I would be grateful if you could read through the attached transcript and check whether you believe it is an accurate record.

Please complete the questions below and return the completed form to me.

Yours sincerely

Georgina Ma

Is this transcript an accurate record of the post-observation feedback events?

☐ Yes ☐ No

If not, please explain. (Continue overleaf if necessary)

If there are any aspects of the transcript that you wish to comment on (e.g. add extra information, highlight an omission, etc.) please do so on the transcript and return it with this form.

Many thanks again for your participation in this research.

Georgina Ma

23. Jack Pre-workshop Post-observation Feedback Transcript

Pre-Workshop Feedback 1

00:00 Jack: Ok

00:01 ST1: Ok ((chuckles))

00:02 Jack: So how was that Session TP6? ST1 what do you think, just generally?

00:10 ST1: Generally about myself or does the three?

00:13 Jack: No about your own

00:14 ST1: About myself. Um, I'd like to think it was- I felt the writing exercise was more successful than last week.

00:21 Jack: Ok

00:22 ST1: Um, last week about half the class gave me uh letters after the, um, homework. They did their homework, so to speak.

00:33 Jack: Good

00:34 ST1: I would say – two or three of them, I can't define this – I'm not qualified to make these judgements, but I would say they are functionally illiterate

00:41 Jack: Ok

00:42 ST1: Because some of the text that I got was almost unreadable.

00:46 Jack: Incomprehensible

00:47 ST1: And even the writing was, was poor,

00:50 Jack: Yes

00:51 ST1: So in terms of the exercise that they did today they all seemed to be able to handle, even the weak people seemed to be able to handle the exercise and seemed to, I had a feeling they quite enjoyed because it was something that they could, they could read and interpret and they could respond to the question.

01:08 Jack: Right

01:09 ST1: So in that sense, I think ok. Um, the opening was maybe ok. The middle I think I was wobbly.

01:18 Jack: Ok. All right. All right. But did you enjoy it and uh?

01:22 ST1: Yes, did I enjoy it? Um, I can, I can never say I enjoy these lessons.

01:28 Jack: ((chuckles)) Ok

01:29 ST1: Because we all get scared when we are being observed.

01:32 Jack: Sure

01:32 ST1: It's not just that, it's just, um, I sometimes feel that I'm , um, I'm playing to the gallery, I'm not playing to the audience, if I can, if you see what I mean.

01:42 Jack: Uh huh, uh huh, I understand

01:43 ST1: And that is not a cri- that's not a criticism, it's just the way it is. And it's, and it's my problem, not anyone elses.

01:52 Jack: Right

01:53 ST1: Um, but I don't enjoy them because, um, I, I don't feel free to do what I would naturally do.

02:02 Jack: Ok

02:03 ST1: Though that's what the thing is that what I naturally do may be wrong, so I'm not making, I'm not saying the system is wrong, I'm saying that I am wrong if you wanna (put) it that way.

02:16 Jack: Ok, that's an interesting thing that you raise there and, you know, we've tried to make clear during this course, that we show you a series of different lesson formats

02:25 ST1: Yes

02:25 Jack: And sometimes we refer to it as this cookie-cutter approach, like this is how you do a grammar lesson, or maybe two ways to do a grammar lesson; this is how you do a reading or a receptive skills lesson.

02:34 ST1: Yeah

02:34 Jack: This is how you go about a writing skills lesson. But at the end of the day, um, experienced teachers, especially ones who, you know, consider their own teaching practice and reflect on it, end up becoming very eclectic and they don't follow a cookie-cutter approach.

02:50 ST1: Right

02:51 Jack: They know, they they can assess quite quickly what the students' needs are

02:57 ST1: Mmm

02:57 Jack: and they can respond to those needs quite quickly as opposed to having to follow a rather regimented approach, ok?

03:04 ST1: That's ja, that's

03:05 Jack: And you wouldn't be the first person to think that, you know, ja, I feel a bit like I'm having to put all the shapes into the right holes instead of just being able to <u>know</u> about teaching and being an expert, but that does come with expertise, about becoming an expert in anything

03:21 ST1: Yes

03:22 Jack: So it's fine that you have that awareness.

03:23 ST1: I'm not suggesting the system's wrong and I'm right – far from it.

03:28 Jack: Ja

03:28 ST1: I'm just saying it it it puts me at a place where I'm a little uncomfortable.

03:34 Jack: Ja. Well, you know like they say, you've got to learn the rules before you can

break them.

03:38 ST1: Yeah. Right. Exactly

03:39 Jack: It's kind of what you're doing now anyway. Once you've finished with the course – and I do keep trying to come back to this – is that once you finish this course you can really start to experiment and devise, but within safe limits, I would say

03:53 ST1: Yes

03:54 Jack: how you want to go about planning your lessons, what kind of materials you'll tend to use, and, um, whether or not you'll follow these formats or explore other formats

04:02 ST1: Yes

04:02 Jack: Anyway, um, ok, well we'll come back to that in a minute ST1. ST2, you went second, how was your lesson overall, just in brief?

04:14 ST2: Well I had a () of confidence because I did lack () (have a problem), I've been having poor, I don't know, I lacked confidence.

04:26 Jack: Ok

04:26 ST2: And naturally I'm not eh somebody who doesn't have confidence

04:30 Jack: Ok

04:31 ST2: for the lessons. But today because it kind of uh, it kind of uh, encouraged me. I was a bit better though I made mistakes somewhere.

04:45 Jack: Ok

04:46 ST2: Um, I don't know. Uh, I was supposed to be showing pictures.

04:50 Jack: All right, so you made a few mistakes, but overall you felt a bit more confident this time round?

04:54 ST2: A bit.

04:55 Jack: Ok

04:56 ST2: Yes because I don't know, is it because I'm, I'm being observed all the time or What? Or is it because of pressure? But all in all I have not been having confidence.

05:08 Jack: Ok, all right. Fair enough. But today was a bit better?

05:11 ST2: Ja, it was a bit better.

05:12 Jack: Oh, that's good to hear.ST3, what happened? ((chuckles)) You're looking at me like…

05:17 ST3: Oh something I just, something I think I realised more in this lesson than any other

05:23 Jack: Uh huh?

05:23 ST3: is that I really am young and inexperienced when it comes to grammar.

((laughs))

05:27 Jack: ((laughs)) Ok

05:28 ST3: I think when it comes to the general um topic of what I'm teaching, I'm fresh out of the school system, so I'm also just used to receiving it and not really teaching it

05:36 Jack: Mmm

05:37 ST3: because when it comes to the general atmosphere in my classes, I feel that I'm very calm and relaxed with my classes and my, my rapport is very good with the students and the atmosphere in my classes is very relaxed

05:50 Jack: Sure

05:50 ST3: and I think very conducive to learning. Things, mostly what I need to work on specifically is just more research behind the theory of what I'm teaching and what it is I'm teaching exactly, because I feel that I always go a bit iffy when it comes time to get to the really, the core of what a lesson's supposed to be about – the actual topic, whether it's grammar, writing, things like that, I always feel a bit sort of on shaky grounds there because I was really talking to Julian yes- Juliana yesterday and she pointed out to me that in school we naturally just do this thing. We don't focus on <u>why</u> we do it like this or the reason behind it or the core behind it and when you teach you need to know why you do it like this, the core behind it and the reason behind it.

06:32 Jack: Ja

06:33 ST3: And I think, I feel I just sort of when I'm teaching, I basically sit back on <u>my</u> experience on how I know things and what more or less is right to me and I don't really rely more on what I've read and what I understand by the theory behind certain topics. I think that's why I always go a bit off when it comes down to the core of my lessons and the aim.

06:52 Jack: Ok, fair enough. Ja, fair enough. And that's also quite natural that until you <u>become</u> more aware and knowledgeable you are going to effectively mimic what you have experienced, what you know. It's only when you, you know more, then you can develop your own style and, and be a bit more spontaneous with things.

07:15 Um. Ja, I think you're right, in that, in your lesson it probably was the main area that stood out, was the fact that your, your grammar didn't, it didn't look like you were on top of it. Um, that's not to say it was all a bad lesson because there were definitely things going right in the lesson, but we'll, we'll talk about specifics in a moment.

07:33 Jack: Ok, let me look at my feedback as I've done with the three of you and we'll start with you ST1 because you were first.

07:44 Jack: Um, ST1 I'm just wondering whether we should look at the material from the course book because as soon I looked at your aim sheet, I got a bit concerned because I immediately came, became a bit confused as to what kind of lesson you were doing.

08:00 ST1: Yes

08:01 Jack: Um, it looked like a hybrid where the first half was a, um, a focus on grammar

08:07 ST1: Yes

08:08 Jack: and then the second half then transitioned into writing a text.

08:15 ST1: Yes

08:16 Jack: So there, there's two things happening there. There's presentation of grammar through a text, which is fine, and the way you dealt with it was fine, but then you didn't really um go into a full grammar presentation because you didn't unpack the form of these two tenses in much detail

08:36 ST1: Yes

08:36 Jack: and you referred to the function but without really, you know, checking the concepts with the students. Then instead of going into a practice you presented them with a, a task which is effectively equivalent to or would be appropriate to the study section in a writing lesson. And you've, you've, your lesson plan does follow an ESA framework

08:59 ST1: Yes

08:59 Jack: but your engage, um, is really all that, that grammar work we have done earlier. Um, so it's this funny hybrid that you've done – you've bolted on the front end of a PPP lesson

09:13 ST1: Right

09:13 Jack: to the back end of a writing skills. ((chuckles))

09:15 ST1: Oh, ok

09:15 Jack: So I was just wondering whether that was a deliberate approach or whether you were, <u>were</u> trying to produce a writing lesson?

09:22 ST1: I was definitely trying to produce a writing lesson.

09:25 Jack: Ok

09:26 ST1: And I, obviously I tried to follow the steps and stages of the text that I was working from

09:34 Jack: Mmm

09:34 ST1: in collaboration with the team, so to speak, and that's what I came up with.

09:41 Jack: Ok

09:42 ST1: Obviously that's wrong, but well that's what I came up with.

09:45 Jack: Well unfortunately it hasn't fit into this cookie-cutter scenario that we've been talking about

09:51 ST1: Yes

09:51 Jack: Um, because you end up with a bit of a hybrid, because I have to ask what is the point – and I see you've actually answered the question already, but I wanted to ask - what is the point of doing that text that is effectively in the course book, first of all to expose students to the target language which is present, perfect, simple, present perfect, continuous and then there are additional activities to help them notice the difference between the two.

10:17 ST1: Yes

10:18 Jack: And you've done all that very nicely, you know that, that initial part. But then you've moved into doing the, um, the writing part, where you've introduced them to filling out a form.

10:28 ST1: Yes

10:28 Jack: And then you've got them (activated) into that. So in, in, really those two halves of your lesson are distinct and they don't really tie in together.

10:40 ST1: Ok

10:41 Jack: Now I wasn't sure while you, if, when you were planning it you got that sense, and you thought, 'Darn, what's going on here? Well, I'll just soldier on with the material' or if you thought, 'No, I'm sure this is how it's supposed to be'.

10:53 ST1: The latter.

10:54 Jack: Ok

10:55 ST1: Yeah. I mean I thought, yeah, this is, um… the, if you like, if the outcome was for them to write, to fill in the form

11:04 Jack: That's right

11:05 ST1: And then go on to the activity that they're going to do at home, ok

11:08 Jack: So they fill out an application.

11:10 ST1: So that was the target.

11:11 Jack: Ja

11:11 ST1: And so I was- Obviously the initial thing was about choosing the right person.

11:16 Jack: Right

11:17 ST1: So that was the theme that I was trying to- the golden thread

11:20 Jack: Yes

11:21 ST1: I was trying to run through the lesson. Choosing the right person, you start with an idols type of audition

11:28 Jack: Mmm

11:28 ST1: And we end up with them choosing the right person in terms of filling in an application form.

11:34 Jack: Mmm

11:35 ST1: Obviously… I've gone off track. Obviously that wasn't intended or

11:41 Jack: Ja, I understand. I just want to try and clarify where I think you should have gone.

11:44 ST1: Yes

11:45 Jack: And I see where the problem arises. Because we're working from a course book, um, you're following a course book, um, series of activities and course book materials, um

11:57 ST1: Yes

11:59 Jack: But then you're also being asked to make it fit into, um, one of the frameworks that we are teaching you. So it's kind of like having to fit a square into a round hole, or whatever the expression is.

12:10 ST1: To me obviously the theme of the, the point of the lesson was writing – that's what I understood.

12:15 Jack: Mmm

12:15 ST1: So I thought whatever I do I have to get them to write, which is, which I did.

12:20 Jack: Mmm. Ok. I don't recall the actual, um, (sort) of, the page offhand

12:28 ST1: I've got it here if you want it.

12:29 Jack: Ok. Because then maybe we could look at that quickly and I think I'll tell you what I think you ought to have done.

12:34 ST1: Yes

12:36 Jack: Um, but, um, in fact if you can just pull that out quickly, then we will have a look at it.

12:40 ST1: ((looks for the page))

12:45 ST1: Um, that's, that's the first two pages

12:49 Jack: Yup

12:52 ST1: And then, the, um, the writing exercise

12:59 Jack: Right

13:00 ST1: As you can see, it says 'Writing'

13:01 Jack: Ja. Ok

13:03 ST1: So I adapted the writing exercise slightly to fit in

13:06 Jack: Ja

13:07 ST1: with the previous exercise.

13:09 Jack: Ok. You see now, I think what's happened here is this, ST1. You've taken the, the grammar presentation from page 118 and 119 because that is

clearly a grammar lesson

13:19 ST1: Yes

13:20 Jack: and it even has, it even says: Grammar.

13:22 ST1: Yes

13:23 Jack: It's presenting through a text, it's got grammar focus and it's got practice activities, and it's even got a, a, freer practice activity. But, you know, this writing section is only on page 121

13:33 ST1: Yes

13:33 Jack: So it follows, you know, three pages after the grammar. So trying to tie these two in together that's where it's become

13:41 ST1: Yes, a mess.

13:42 Jack: It's become a bit of a mess. You've got two

13:44 ST1: Right

13:44 Jack: sort of diverging tracks and you're trying to make them converge. What you ought to have done, I think, if you, if you were intent on doing a writing lesson, was to take this writing task, which isn't a complete writing lesson, it's not the way we've…

13:57 ST1: Yes

13:57 Jack: Shown it to you and you would need to devise new tasks suitable to this writing lesson. What this, this writing lesson book does, it just says, 'Complete an application form'. It has a model text, in an email.

14:13 ST1: Yes

14:13 Jack: But it doesn't have an awful lot else to guide the students

14:17 ST1: Yes

14:18 Jack: in terms of engage and study. Uh, I mean there is, there is a model text that you can study, but there's not a lot of scaffolding there. And I thing that would have been, your approach there would have been firstly engage them, you could use this idea of hopeful pop stars to engage them, as you say, keep that thread running through, but then by the time you get, uh sorry, by the time you get to study you need to use this model text that's presented here and kind of, um, u- unpack all the different things that are happening in this model text - what's the layout, what's the content?

14:49 ST1: Yes

14:50 Jack: What's the register? Where do all the different pieces go?

14:52 ST1: Right

14:54 Jack: And we've looked at how to do that either by comparing a good with a bad example.

14:57 ST1: Yes

14:58 Jack: As well as using labels to label texts even, um, doing, as you did, where you had them fill details into a, a semi-completed form.

15:10 ST1: Yes

15:10 Jack: That is a good study activity. Unfortunately though you've, you've started off doing this grammar presentation and only then have you looked at doing the study activity, ok. So I think that's, that's where, where you've gone wrong. And you ought to probably just, just work with this page 121 and devise appropriate tasks for the engage stage instead of going down the route of, you know, looking at a text with grammar and all that sort of stuff.

15:37 ST1: Yes

15:41 Jack: Um, ja. Anyway, you know, having said that, although the, the lesson plan itself has become this kind of weird hybrid lesson ((chuckles)), um, you know, there are, you know, a number of things that you are doing, you know, nicely, you've been doing nicely throughout. You know, the way you engage your students is still very good, very good rapport, um, you know, your teaching zone includes everybody, you monitor nicely when you set your instructions up, and your instructions and so on are clear, you tend to check with them – so that's all very good. I just, honestly, as much as I'd like to, I don't think I can give you a grade for this lesson because it hasn't demonstrated the approach that we want to see, either PPP or ESA.

16:31 ST1: Yes

16:31 Jack: Now I thought you were doing a writing lesson for TP7, for some reason?

16:35 ST1: No

16:36 Jack: No? You did one for TP4, didn't you?

16:38 ST1: Ja

16:38 B: Ja, ok, all right. Um, don't, don't worry about it too much ST1, because I've seen you go through all the different lessons and you've actually, you haven't received an ungraded yet, have you…

16:49 ST1: No

16:50 Jack: … as far as I'm aware?

16:50 ST1: Never

16:51 Jack: So you're actually fine. You can afford to get an ungraded. Um, but I just, I think what's important is that you need to notice that what you've done is you've started off going one direction with your lesson and then you've done a very hard tack and gone straight into a, into another direction.

17:07 ST1: Yes, I understand.

17:09 Jack: The way you started off should have then continued with addressing the two, um, tenses that you've introduced, ok. Instead you've gone into a grammar lesson. So either you needed to start differently or you needed to finish differently – one or the other.

17:23 ST1: Ok

17:24 Jack: Does it make sense to you what I am trying to explain?

17:25 ST1: No, it, it makes perfect sense and I'm trying to get it right. What can I say, um, it's not through lack of effort.

17:32 Jack: Ja

17:33 ST1: But, but I'm just not getting it right, so it's, it's a concern in one sense.

17:37 Jack: No. I don't think it is a fair criticism to say you're not getting it right, because as I said, this is the first time ungraded you've had, okay?

17:45 ST1: Yes

17:46 Jack: Um, usually by this stage of the course if you had got all graded then it wouldn't happen, but I think it just comes down to one, probably, just error in terms of your planning – having, having tried to create a lesson out of the first two and then, I think this is almost the last page of that particular unit.

18:07 ST1: I'm not sure.

18:08 Jack: You included the first two pages and then the last page, so it becomes disjointed. Um, but you know, take on board what I'm saying about the fact that a lot of what you are doing in the classroom is right. You know, your classroom management is good.

18:21 ST1: Mmm

18:22 Jack: Just, just planning. You haven't very often come to me and said, 'Look, am I approaching this the right way?' And I think if you had done on this we would have resolved this very quickly and you would have got it right.

18:31 ST1: Ok. Well obviously, I, we did chat about this, um, last week, but, um, the message you gave me, yeah…

18:41 Jack: Ok

18:42 ST1: I misunderstood. But that's, that's my fault. I'm not suggesting…

18:47 Jack: No, well, I mean in fairness, if we did talk about it and I'm not, you know, maybe I didn't understand quite what you were…

18:54 ST1: No, well any way, next time when I've got TP7 I shall bring you the plan and we can go through it in detail

19:01 Jack: Ja, absolutely

19:02 ST1: Before it starts.

19:03 Jack: Sure. Sure. Have you decided what you're doing for TP7?

19:05 ST1: I'd probably like to do a listening one, um, activity, a listening lesson because I quite like those. And I think the students like…

19:14 Jack: Ja. And would you just use a straightforward um language text or you are looking at doing some kind of song or anything else?

19:22 ST1: I don't know. I quite like the, what we did last time was um the audio text.

19:28 Jack: Ja

19:29 ST1: But, I'd probably like to find another one and see what I can do.

19:33 Jack: Uh ok. Super. All right, ja. But by all means just, you know, let me see if you have any

19:38 ST1: Yes, of course I will.

19:40 Jack: Ok, all right. But, um, ja, don't feel too disheartened by it ST1. Uh, is this your one? ((hands ST1 a paper))

19:56 ST1: Thank you.

19:57 Jack: Ok, ST2, you were next, hey?

20:02 ST2: Ja

20:03 Jack: Ok. Um, ST2, I'm glad to say that a lot of what you did today worked a lot better than the last time where you actually got ungraded for your receptive skills and, you know, you are doing much better. Um, but you still do need to work on your aim sheets and lesson plans. And I think the only way is to just, is to see more and more examples of how good aim sheets and good lesson plans, um, what they look like, ok? Now we have looked at a number of different ones throughout the course, but I think it's, um, I think what I need to do is probably get hold of good examples from other students and just copy them, show them to you, so you can see clearly the guys who are getting higher marks in their entries, how are they wording their aims and all that, ok? Just so you see more multiple examples. Um, but your lesson plan was, was a lot better. Um, I just want to look at your, um, language. Um, in your warmer, for example, you set up the warmer pretty well and the warmer was definitely appropriate, but you have this tendency to ask, 'What are you supposed to do?' as a CCQ and you ask it more often than not, ok. And this is something that I've brought up, phew, probably for the duration of the course, you know, for the last three weeks. You've got to script more specific, um, CCQs, you can't simply ask the same one over and again; over, over and again; for every activity that you set up. You need to, um, to make sure that your CCQs are specific about the task, you know. Check what interactions students are supposed to be working in, check how much time they've got, check whether they should be doing it like this or like that. You know, sometimes, and then

vary your question types – so sometimes it will be a closed yes no, true false question; sometimes it will be an open - so how do you do this, or what are you going to do at this point and when will the task end? You know, you need to think of a variety of CCQs. Um, you tend to just still try do a blanket CCQ, kind of. So what do you have to do? And the problem with that is, you know, maybe one student answers you very effectively and says, 'We have to do this, this, this and then this'. And you go, 'Wonderful, well done'. But meanwhile the rest of the class is going, 'I still don't know what I have to do' ok? So you need to concept check more specifically. I was glad to see that you also included your um presentation of lexis and you did draw attention to modelling and drilling, but you didn't do enough of it. You know you still only targeted one or two items to properly model and then drill systematically, ok?

22:56 ST2: I thought I spent too much time on the vocabulary.

22:59 Jack: Well you had quite a lot of vocab, ok, and fortunately a lot of the vocab didn't need teaching

23:08 ST2: Ja

23:08 Jack: But it still needed some, um, pronunciation work, ok. And that's the thing, uh even if you know, even when we've taught it and the meaning is clear, we still do pronunciation work. If you, um, in your, in your vocab, you did a variety of test activities like matching – match the picture to the, um, item, match the word to the definition, and things like that. And they did pretty well at it, but they still needed quite a lot of, um, I think, drilling on some of the items. I'm just trying to remember what they were now, things like, um

23:44: ST2: Jungle, guide

23:45 Jack: Well guide is a good example and also cruise ship was one that stood out. Cruise ship because they were saying, they were matching the picture. They could figure out what was the cruise ship, but they were saying things like, 'It's a *crewiss,* a *crewiss* ship, ok?

23:59 ST2: Yes

24:00 Jack: And you weren't addressing that - that needs to be grabbed. So even although they get the concept, you need to model and drill systematically, choral drill, individual drill, ok. Just careful, you have planned it properly, giving the students the task first when you did the gist listening and then the listening for detail. You're giving them the task first, you're CCQing – so when do you fill this out, while or after you listen, ok? And they were answering you correctly, so that's fine. But just remember when you give them the task

initial ly the questions, as you've, as you've scripted in your lesson plan, give them a minute to read through it. You're not saying, 'Ok guys read through that for one minute', you are tending to give it to them and then instructing them, asking them some CCQs and then saying, 'Good, ok, now let's listen'. And you haven't, you haven't actually established have they read the questions properly, ok? Um, because it does put them at a bit of a disadvantage if they haven't read those questions, then you play the listening text, they now have to figure out the context of the listening text and so on, whereas if you just give them a minute, and you make sure they've read the questions, they are clear about what it is they are going to listen to.

25:11 ST2: Ja and also () on the listening (quality).

25:18 Jack: Well let's just cover the listening for gist at the moment. Do you think they did ok on the listening for gist?

25:24 ST2: Ja

25:24 Jack: Ja

25:25 ST2: They did.

25:26 Jack: Ja, they did fine, in fact, you know, they did ok. Um, I know it doesn't come naturally, but you need to start thinking about your error correction techniques as well because, um, for example over here, there was a bit of a dispute – this fella said (when you checked the answers to the gist activities) this fella was like, 'No, no, they don't do it just for money, you know, a few of them do it for money' he said. And you were like, 'Uh no, no, no, it doesn't say anything like that in the text'. You know you just kind of cold-shouldered him and said basically, 'You are wrong' instead of going, 'Really, is that what they said? Can you remember what you heard?' and generating a little discussion. Don't let it get out of hand, but just see what happens. And you say, 'Ok you know what, let's listen again in a moment and then you can remind me what you heard, ok?' But if you just go, 'No, no, no' it tends to feel like, 'Oh, she doesn't want to listen to me, she doesn't want to accept my point of view'.

26:18 ST2: But I said listen again

26:20 Jack: You did, you did.

26:22 ST2: But I made them, ok.

26:23 Jack: But make sure you do it in an encouraging way.

26:25 ST2: Encouraging way.

26:25 Jack: Because what you said was, 'No, no, it didn't say anything like that in the text'

26:27 ST2: Oh, ja

26:28 Jack: 'We're going to listen again' ok?

26:30 ST2: And that's (wrong), ja

26:30 Jack: And rather just say, 'Ok, is that what you understood?'

26:32 ST2: Ja, that's the (?)

26:33 Jack: 'Fine, we're going to listen again in a moment. Just listen and see if you're sure, ok?'

26:38 ST2: I find that very challenging.

26:40 Jack: What, to try to encourage while you correct?

26:42 ST2: Ja, because the fact that he asked me and, um, it's not like all the time things, to just to say, 'No, no, no, that's correct, that's correct'.

26:53 Jack: Ja

26:53 ST2: But it's for the fact that he pointed out something different from other students.

26:55 Jack: So did it throw you a little bit?

26:56 ST2: It was challenging

26:57 Jack: Ja

26:58 ST2: And I just didn't know how to handle it (all in all).

27:00 Jack: Ok, well he was challenging the answer. You have got to be prepared for that. He wasn't challenging the teacher, he was challenging the answer. He was saying, 'But wait a minute…' And he had a valid point, actually.

27:08 ST2: Ja, ja, he did.

27:09 Jack: Because that specific task, um, you know, your gist activity was set up where it shows either AB, A or B, but that one had ABC – the reason being is there is more than one correct answer.

27:20 ST2: Mmm

27:21 Jack: They, the students do the jobs, um, for money and to learn new skills. I think those were the two sort of acceptable answers.

27:28 ST2: () said, 'Few. Few'

27:29 Jack: 'Few'?

27:30 ST2: Ja

27:31 Jack: Ja. Ok

27:32 Jack: And he finally said, 'Only few'

27:33 ST2: 'Only few'

27:34 Jack: He kept on saying that.

27:35 ST2: Ja. So he actually picked it up.

27:37 Jack: That challenge I didn't

27:38 ST2: Ok we'll come to that point in a moment, ok?

27:44 All right, anyway, you got through your feedback, then you got on to the gist

activity. You set it up fine. Again CCQ you used the same one, 'What do you have to do?' All right, so you've got to, you've got to start writing these into your lesson plan. Much more specific CCQs. Um. Um. Let's see. Ja, ok. When you were doing your follow-on, I mean not your follow-on, your feedback, when you were doing your feedback, I noticed there were a couple of problems with your task, ok. Um, first of all you'd misspelt words like 'express'.

28:21 ST2: Ja

28:22 Jack: You spelt them with a double x

28:23 ST2: Ja

28:24 Jack: It's a typo, but your students picked that up and immediately they were saying, 'That can't be the right answer because there's no such word as exxpress'. And you said, 'Oh I'm sorry, it's just a typo'. But they've now answered that wrong, ok. So everyone's been wrong footed by your typo.

28:37 ST2: My error

28:38 Jack: Ja. In item number 3 you had, um, a question. I think it said: Where are jobs currently available? And then underneath in brackets you had the two answers. Well, what jobs are currently on offer and you actually had the answers printed on the

28:53 ST2: Both answers were correct.

28:54 Jack: Well, the ones that you printed on the sheet ((chuckles)), it says here, um: Which vacancies does Tanya say are available now? And then underneath, in brackets, you've got jungle guide/watersport teacher? Those are the answers to the question and you've typed them into the question sheet.

29:08 ST2: Ja

29:09 Jack: All right

29:10 ST2: That was an error.

29:11 Jack: And in number 4 it says: There are teaching jobs in…. And the correct, the correct answer was Asia. And one student just, just

29:19 ST2: Just said Asia.

29:20 Jack: No, he didn't say Asia, he said, 'In English. There are teaching jobs in English.' And you went, 'That's right, there are teaching jobs in English'. Now grammatically that makes sense, but it's not the right answer. Your, and so your students again were quite, you know, fairly, you know, in a state of dissent, 'But what do you mean, "In Asia". They're not in Asia'. And some of them actually started giggling and finding it kind of funny because it comes across that you are not aware of the correct answers to the degree that the

students are. And that all comes down to preparation. Absolutely essential that you go over your worksheets, check your grammar, check you punctuation, check your spelling. If necessary have someone else check it for you, because remember you've got a dozen students, someone's going to pick up the errors if you, even if you don't. And the answers you should also check them. Make sure that you know precisely what answer you expect. So even if someone does give you an answer like the, the what, 'The the teaching jobs are in, uh the teaching jobs are in

30:23 ST2: Asia

30:24 Jack: And they say, 'In English' you can actually say, 'Oh, that's a good answer. It's not the one I'm looking for but it is a good answer'. But you need to be able to say or acknowledge that the answer you are looking for is something else. The students were aware of that. Ok?

30:39 Um, I have made quite a lot of comments on your, on your lesson plan, just to draw attention to one or two of the things that I think you need to brush up on in terms of some of the wording, some of the detail. Um, but you know, overall your materials were good except for that last task there, you really, really need to improve that.

31:03 Um, let's see if there's anything else here. ((paging through comments)) Ja, your time management was good on this, on this lesson and you got through the stages in the correct sort of sequence, and I think that's why you say, or you said initial ly you feel more confident about it. You knew what you were going to do from one stage to the next.

31:31 ST2: I've lost confidence. I don't know, this course has made me ()

31:35 Jack: Ok

31:35 ST2: () I don't feel comfortable. I don't know.

31:41 Jack: Well, it comes with, you know, with successful practice. The more you, you know, nothing succeeds like success. The more you do good lessons, the more you will feel comfortable about it. Um. It's good to see that you are doing peer checking feedback during most activities. Um, one last point, ok. Make sure that you elicit answers from students one at a time. Don't just ask the whole class because you get a lot of babble and competing noise. And this is an area that you need to be more deliberate on, is using students' names. So you ask the question and then nominate a student. If you don't know the name don't avoid the student, but point to them with an open hand, not with a finger, just an open hand and say, 'You' ok? But you can also ask students, 'Just remind me your name again' ok? Something you should do in

the early stages of a course is learn the students' names, because at the moment, you know, you are not, you are not really using… And again you are losing rapport with your students, ok? You are not holding them closely as the likes of say ST3 and ST1 are doing at the moment, and they are doing more, making more effort to use students' names. So it is quite an important thing, ok? But overall, ST2, I'm glad to see quite a firm improvement.

32:56 Jack: All right, finally ST3.

ST3, ok, you're spot on when we talked earlier about, you know, how did it go because your grammar unfortunately let you down. I know, and I'm not sure quite what happened, but you came to me saying that the text you were going to use and the activity you'd planned for the practice stage or for part of your presentation was exactly the same as the one that ST1 had used, so I'm not sure how that happened in your TP set up of this lesson that you both managed to select the same pages.

33:32 ST3: Cause that was the thing, ST1 was doing writing

33:36 Jack: Uh huh

33:37 ST3: And then because he started off with the grammar that I was supposed to teach

33:39 Jack: Ja

33:40 ST3: He just threw everything off ((chuckles)).

33:41 Jack: Ok

33:42 ST3: Because I was just expecting him to do his writing.

33:44 Jack: All right

33:46 ST3: I think there was a, supposed to be overlap anyway.

33:49 Jack: The overlap is fine and I've actually written on your, your sheet here that just because he has used a text it doesn't mean you can't use the same text, because in a course book they tend to exploit the same text for a number of things. They'll do a bit of receptive skills on it, they'll do a bit of grammar on it and then maybe that extends into writing as it does eventually. Ok, after a few, few steps. Um, ok. So basically I'm trying to look at your lesson from, first of all, the way you did plan it, how did that look? And your planning is ok, um, you know your lesson plan particularly looks good, your aim sheet still a little weak, ok. Um, I wasn't sure from your aim sheet if you are only doing one tense or if you're doing two because you mention that you're teaching simple, present perfect simple, but then you also brought in the fact that they might get confused between the two tenses.

34:40 ST3: Because as I understood it, when we originally spoke

34:44 Jack: Mmm

34:45 ST3: We sort of had an agreement whereby he'd start the first half of it continuous.

34:48 Jack: Ok

34:49 ST3: And when I was planning my lesson I was under the impression that he would have gone through the continuous

34:52 Jack: Ok

34:53 ST3: And then I'd go through the simple

34:54 Jack: Ok

34:54 ST3: So I thought, I felt I might have to add that sort of difference in just to ensure that once he's gone through the continuous and I've done the simple, they know there's a difference between the two.

35:03 Jack: Ok. Fine. One weakness on your lesson planning again – is no board plan. Do you think that that impacted your lesson at all the fact that you didn't have a board plan?

35:16 ST3: Not really. I think, because the thing was, because the basic idea of a board plan is how you are going to set everything up and what you are going to write.

35:24 Jack: What's it going to look like at the end of each stage is effectively what I want you to do, ok. What's it going to look like at the end of your warmer? If you haven't used it, don't worry. What's it going to look like at the end of your presentation? What's it going to look like at the end of your practice activity? Ok. That's ideally what it should look (like). So you should have a few snapshots. The thing is you, um, your board, by the end of the lesson actually had all sorts of stuff going on, kind of put in wherever you could fit it in – and, and you weren't erasing stuff that you were no longer referring to, or unless you intended it to be up there all the time.

35:55 ST3: Ja, because what I wanted was just a sort of a reference thing they could look at whilst they were working.

36:00 Jack: Right

36:01 ST3: If perhaps they didn't really understand what I was saying the first time, they could, sort of, draw understanding from what was on the board.

36:07 Jack: Well that's fine, but then you've got to make sure it's planned correctly so that it doesn't all end up getting squashed and cramped together, you know, without clear allocation. This is where we're looking at form, this is where I've written down function, these are the answers to the first task and this is the – I don't know – the instructions for the last thing, you know, because it ends up all being, all being a bit squashed together.

36:31 Um, ok, your warmer was fine, good and as usual you've generated a nice rapport with students, got off to a good start, the ball is rolling nicely. Um, but then when you presented your grammar, a few things have gone wrong, ok, and you are absolutely right – this is where you've got to become more knowledgeable. First of all when we look at present perfect we don't usually introduce it as, 'To have, to have plus the past participle' because that's the way you're looking at it. We introduce them as auxiliary verb 'have' – it's not in the infinite form 'to have' – that is actually not accurate. It is just the auxiliary verb 'have' and the main verb which is in the past participle, ok? Um

37:16 ST3: That's actually what S2 did with me when I asked her for help downstairs

37:20 Jack: Who?

37:21 ST3: That's S2

37:23 Jack: S2?

37:24 ST3: The lady who is downstairs, um, the day before, yesterday.

37:27 Jack: On Sunday?

37:28 ST3: She said she would help us.

37:29 Jack: On Friday?

37:30 ST3: On Friday, yes. This is actually what she wrote down for me.

37:32 Jack: S2?

37:33 ST3: For me to have

37:34 Jack: S or S2?

37:35 ST3: S2, I think. But this is everything she wrote down for me when she was helping me with my lesson.

37:40 Jack: Well I would leave it as 'have' plus past participle, not 'to have'. It's an auxiliary verb. Anyway, that aside, um, you got a bit thrown by including things like, um, 'I've got' and then ((chuckles)) when you started eliciting from students one of the past participles they were, they were kind of telling you, 'No you're wrong, you're wrong. "Been" is not the simple past of "be", it was "were"'. Then you got confused because you're like, 'What do you mean "was" "were"? How can it be both?' you know. ((laughs)) So, so um you notice that students often know more about the meta language of grammar than new teachers do. So there's a quick lesson for you, you've got to get up to pace quite quickly. But in fairness, a lot of your learning in this area does take place while you prepare lessons. But I can't um emphasise enough that you've got to do the work required to, to prepare for each individual lesson, because you got caught wrong footed on this one, quite badly, ok.

38:43 Um, I think some other areas that you needed to look at, um, is that your treatment of 'have' also wasn't great because you wrote it up on the board but you weren't writing it up systematically you know: first person singular, I; second person, you; third person, he/she. You went from, from 'I' to 'they' to 'we' to 'he/she'. So you're looking at first person singular, then third person plural, first person plural, or sorry first, ja, first person plural then third person singular. And then you went back to 'you' later in the lesson, which is second person. So it was all scattered, you know, totally irregular. That should have been properly planned because you have referenced it from a grammar book, ok. And actually what it reveals is that your students were perfectly happy with the treatment of 'have, has' anyway and you really didn't need to go to town on it. But what you did need to point out was the fact that the past participle remains the same. It's not conjugated, ok.

39:42 Um. Your practice activity was fine – just a few more CCQs to check instructions. I think you were feeling a bit nervous by that stage, so you weren't really commanding the situation anymore. You were kind of just setting it up there hoping it was going to go all right. And then you went, ((chuckles)) you did that one example where you called the simple past the present perfect. You said, 'He was a good writer, he wrote lots of books. He is a good writer, he has written a lot of books'. And you were suddenly uncertain why you had written those two sentences on the board. You said, 'They are actually both present perfect' and your students started looking at each other going, 'No they're not', ok?

40:20 ST3: ()

40:21 Jack: So again another example of where your, your, your lack of awareness of the grammar has let you down. You really should have studied it over the weekend, ok? That's kind of affected your feedback as well because your um, um, your error correction wasn't confident because you weren't sure, you know, how best to address it, because you weren't strong on the grammar, ok?

40:45 Um, one last thing. On your, I've already mentioned your board work. Plan beforehand. If you are going to keep it all up there then make sure it's systematic, otherwise clear it frequently and write a little bit larger, you know you are writing quite small. It's very neat, but it is very small and some students will struggle with that, you know, not all students have got good eyesight. Ok, anyway the um… Ja, I have mentioned all the important things I want you to think about, but, you know, your rapport is good with the class.

Um, I'm going to give you a weak C on this one, but if you were to present another grammar lesson for TP7 and it wasn't thoroughly researched and you weren't absolutely confident about what you're doing then I would fail you on that, ok? I would give you ungraded for that. But I'm gonna… Because the rest was pretty well done and I know you got a bit of a wobble beforehand realising you had to change your lesson plan last minute, ok. So I'm going to be a bit uh

41:47 ST3: ()

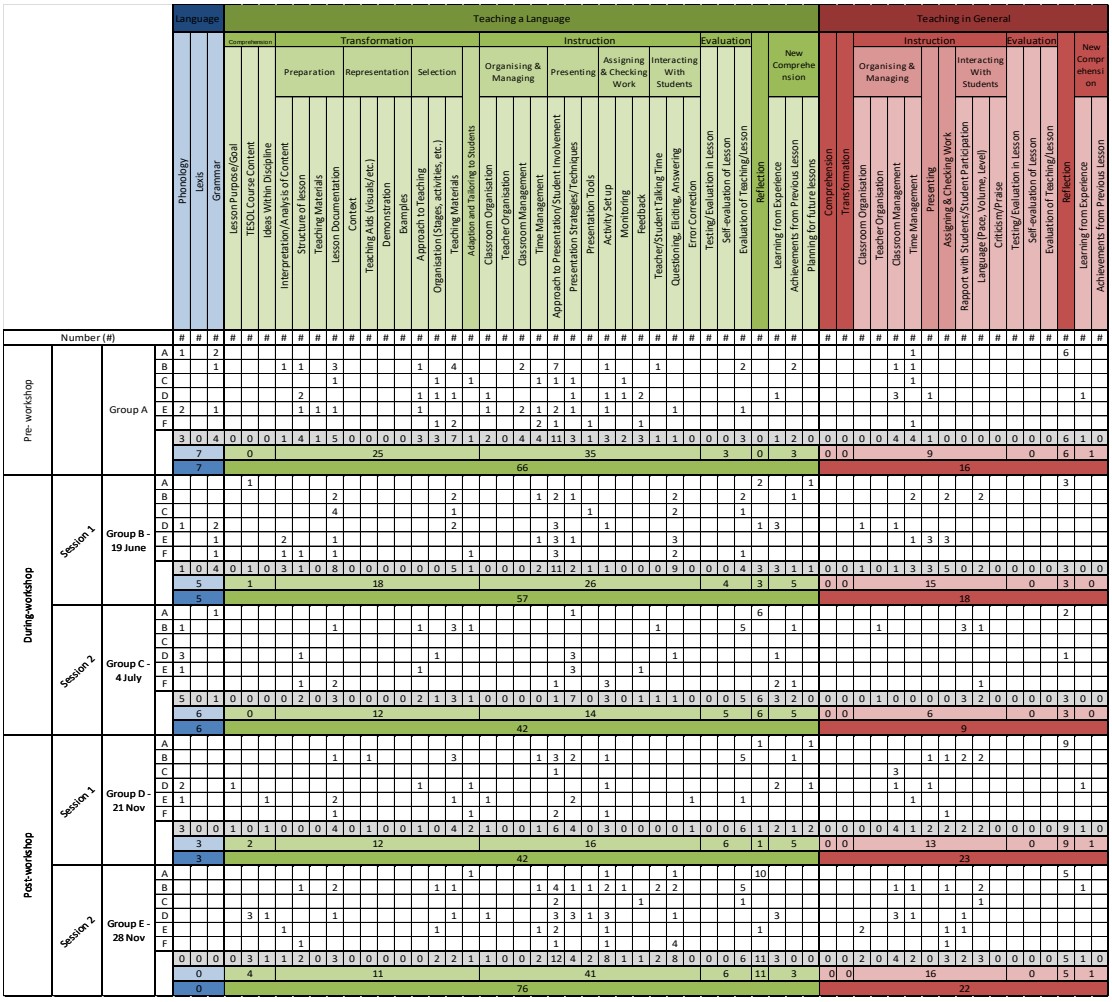
41:47 Jack: Ja, ok.

Any questions guys?

41:53 ST3: I want to ask you, you know, something about…

End of recording

24. Matrix Post-observation Feedback – Sample



25. Jack Semi-structured Interview

Interview Post-Workshop Jack

7 December 2013

00:00 Researcher (R): Interview with Jack on the 7th of December, to talk about the post-observation feedback workshops.

00:09 R Jack, we're going to just kick off, looking at your views and knowledge of post-observation feedback and then we're going to look at different aspects of giving feedback that we covered in the different sessions of the workshops and then we'll end off with the actual, your comments about the workshop, so your feelings about, you know, how you enjoyed the workshops etc.

00:32 Supervisor 1 (Jack): Ok

00:33 R: Um, what do you think the main role or purpose of post-observation feedback with student teachers is?

00:41 Jack: Well, it's, um, to give them, to meet their expectations

00:46 R: Mmm

00:47 Jack: when they've, uh, conducted practice lessons uh, so that they can get valuable feedback on how they've done.

00:55 R: Mmm

00:56 Jack: And, um, enable them to, not only reflect, by themselves, on what they've done but to hear from, you know, the perceived expert

01:06 R: Mmm

01:07 Jack: As from the observer, um, as well as to, you know, create a bit of, um, support within their TP group.

01:14 R: Mmm

01:14 Jack: Create a little bit of a community feedback mechanism there

01:17 R: Mmm

01:18 Jack: so that they can see each other as a resource, you know, going forward as the

01:20 R: Ok

01:21 Jack: course continues.

01:22 R: Ja, alright, so it's developmental?

01:25 Jack: Ja

01:26 R: Mainly developmental.

01:28 Jack: Mainly, mainly developmental

01:27 R: Ok

01:28 Jack: Um, and as I said to meet expectations, because there's no point really planning a lesson, delivering it; well I suppose you get the practice of that

01:35 R: Mmm

01:36 Jack: but without that feedback, students, uh, trainees will definitely be left wondering, 'How did I do?' you know.

01:41 R: Mmm. Ok

01:42 Jack: 'What could I improve?'

01:43 R: You mentioned expert, what do you think your role, as a supervisor, or observer is in the feedback session?

01:48 Jack: Um, well observing obviously requires that you pay attention to what's happening.

01:56 R: Mmm

01:57 Jack: So that you can give an honest account of

02:00 R: Mmm

02:01 Jack: You know, what happened during the lesson. Um, of course it's difficult to be entirely objective, so while you are a witness and an observer and you try to remain as honest as you can about what you've witnessed, it's not always that easy to be completely objective about it.

02:20 R: Mmm

02:21 Jack: Um, however I think it is to, um, reflect back on the input that the trainees received

02:29 R: Mmm

02:30 Jack: before they actually go into the classroom and do their training practice; it's to help reflect back on that input, and to see how has that input been carried into their lessons.

02:39 R: Mmm

02:40 Jack: And, um, obviously to acknowledge when that has happened, to reinforce examples of their learning.

02:49 R: Mmm

02:50 Jack: Um. But also to, possibly reorientate them towards areas that they may not have understood or may not have taken on board, you know.

03:01 R: Ja

03:02 Jack: As we have seen come through in their TP. So for example, if they are not delivering instructions effectively

03:08 R: Ok

03:09 Jack: and coming back to that input

03:11 R: Mmm

03:12 Jack: about what did we do in that input, can we just quickly run over the sequence of steps that we should follow

03:15 R: Mmm

03:16 Jack: when giving instructions and then using that as a reinforcement of

03:18 R: Ja

03:19 Jack: the input.

03:20 R: By the sounds of it, I mean, and I think in some ways, um, the observers who train on the course have more of an advantage in terms of insight into the course as a whole and perhaps the students who they observe got better feedback.

03:33 Jack: It's possible, um, it's possible, but I find myself wondering about that – I think they get better feedback in the sense that if the observer is one of the facilitators

03:45 R: Mmm

03:45 Jack: then he or she knows precisely what has been said

03:48 R: Mmm

03:49 Jack: what materials have been handed out.

03:50 R: Ja

03:51 Jack: Um, on the other hand sometimes I feel that the facilitator/observer, um, can end up becoming a bit impatient

03:58 R: Mmm

03:59 Jack: or, or frustrated

04:01 R: Mmm

04:02 Jack: seeing things that aren't being enacted, knowing full well that 'We did this

04:06 R: Ja

04:05 Jack: 'why isn't it happening? Why am I not seeing it?' especially if it seems to happen across 2 or 3 different trainees' lessons

04:11 R: Mmm ((chuckles))

04:12 Jack: whereas you might not have that

04:13 R: Ja

04:14 Jack: immediate, sort of negative reaction

04:15 R: Mmm

04:16 Jack: if you, if you aren't actually doing the inputs, you might just be aware, 'Oh, I'm not seeing this happening', but there wouldn't be a sense of

04:22 R: Mmm

04:23 Jack: frustration possibly ((both chuckle))

04:25 R: Shame, ja, how I know that frustration all too well. Alright, can you complete

this sentence: Post-observation feedback should be…

04:33 Jack: Unbiased. Um, can I have a few more?

04:38 R: Ja

04:39 Jack: Um, it should be reasonably concise,

04:43 R: Mmm

04:44 Jack: Um, it should be able to target some key areas without covering all the possible territory.

04:52 R: Mmm

04:52 Jack: Because there's no way you can give effective feedback if you've, if you've, um, covered far too many aspects of what needs improvement

05:03 R: Mmm

05:03 Jack: or what went wrong. And it should also be positive. There needs to be an element of positive recognition of what has happened.

05:12 R: Mmm. Ok, great. Um, what do you base your feedback on?

05:17 Jack: I tend to base my feedback on, um, you mean the, the

05:25 R: Do you base it on experience?

05:26 Jack: information or…

05:27 R: Ja, I mean the feedback you give the trainees

05:29 Jack: Ja

05:30 R: are you basing it purely on the criteria for the TP or

05:32 Jack: Right

05:33 R: or your experience outside in the world as a teacher?

05:35 Jack: Ja, I think it's quite holistic in the sense that, yes, obviously the, when I observe teaching practice, there is a check sheet to guide

05:47 R: Mmm

05:47 Jack: so you can collect reasonably reliable data about what you've seen happening.

05:52 R: Mmm

05:53 Jack: So obviously I base it on that. In addition, um, I base it on, um, what were the aims of the lesson and has the trainee actually designed the lesson with an awareness of those aims?

06:14 R: Mmm

06:15 Jack: So often my feedback starts with a reflection about the approach that was supposed to be used in the case of a grammar lesson

06:23 R: Ja

06:24 Jack: we would quickly revise, what is the PPP approach?

06:26 R: Mmm

06:27 Jack: Do a little bit of board work on that for about 5 or 6 minutes.

06:29 R: Mmm

06:30 Jack: And then ask the students to reflect. 'Having done your lesson now, did you actually base your lesson on this approach?'

06:38 R: Ok

06:39 Jack: 'And just quickly write down the activities that you've used'.

06:42 R: Mmm

06:43 Jack: 'Where do they fit into this approach?' Because often that then generates a sort of awareness that, 'Oh, maybe I missed out something or maybe what I used over here wasn't suitable

06:51 R: Mmm

06:52 Jack: 'for that stage, maybe it should have been at a different stage'.

06:54 R: Ok

06:54 Jack: So I base it on that sort of reflective task. And then frequently I find that as an experienced teacher, that I do bring experience into it as well. And I think that's particularly because the teaching practice is often something of an artificial

07:15 R: Ja, it is very artificial.

07:17 Jack: () there's no real way around it. It is real teaching, but the students or, sorry, the trainees, are obviously in a scenario where they aren't following a set syllabus.

07:28 R: Mmm

07:29 Jack: they have very limited time to develop a proper rapport with their class

07:33 R: Mmm

07:34 Jack: and the system of following one after the other with, you know, 3 successive lessons obviously isn't a normal classroom scenario.

07:40 R: Ja

07:40 Jack: So, um, I do often just try to illustrate how, in the real world, things would operate a bit differently especially with things like timing where you have to stick to a bell or

07:52 R: Ja

07:57 Jack: or the fact that you develop more of a relationship with your class that you teach over the course of a semester or two semesters.

08:00 R: Ok, great. Alright, we are going to the different topics that we covered in the workshops.

08:06 Jack: Mmm

08:07 R: Um, we're going to start off with the practice of teaching and supervising

student teachers. Do you consider teaching as a practice, why or why not?

08:13 Jack: Ja, I certainly do consider it as a practice. Um, I think that there are a lot of clear principles that underpin teaching, certainly my approach to teaching, and as a result, you now, those principles, determine, you know, how I go about planning lessons,

08:36 R: Mmm

08:37 Jack: how I go about engaging individuals as well as groups, how I go about Documenting material that I've prepared, and there is definitely a practice behind it.

08:48 R: Ok, and what do you think your role as the supervisor is in maintaining the practice of English language teaching? I mean, do you think that you play a role in the practice as a whole in terms of having, giving feedback etc.?

09:04 Jack: So in my role as a trainer rather than as an…

09:08 R: Ja, as a trainer or as an observer.

09:11 Jack: Um, I'm not sure I understand the question, I just…

09:17 R: Ok sorry ((chuckles)) Um, what role would a supervisor or observer play in maintaining the practice of teaching?

09:23 Jack: Right

09:24 R: Um, so how do you think you create the notion of practice in terms of your training and observation with

09:32 Jack: Mmm

09:33 R: the student teachers and then maintain that practice or upkeep, you know, keep it going?

09:40 Jack: Um, within the larger field of teaching

09:42 R: Ja, ja, ja

09:43 Jack: or specifically within ()?

09:44 R: No, in the larger field of training.

09:45 Jack: Ok, well obviously the course that we, or the courses

09:50 R: Mmm

09:51 Jack: that we offer to candidates are grounded in this idea that it is practice

09:56 R: Mmm

09:57 Jack: and that there are principles that one should observe and routines, methodologies

10:04 R: Mmm

10:05 Jack: that need to be… Um, I suppose you aim to become automatic in a whole range of

10:14 R: Mmm

10:15 Jack: different teaching behaviours and techniques and methodologies.

10:19 R: Ja

10:19 Jack: And our trainees are largely tasked with being able to show that they can do this, as the observer and supervisor, it's your job to monitor and be aware how well they're actually doing that and to let them know how well they are doing it from your perspective.

10:45 R: Ok

10:46 Jack: As well as maybe from their peers. It's also about, I think, giving them tools that they can use once they've left here to go out into the teaching profession.

10:55 R: Mmm

10:56 Jack: Things like how we plan lessons

10:58 R: Mmm

10:59 Jack: and document lessons, the reflective activities which are great ideas to take on into your professional practice, not just for your

11:06 R: Ja

11:07 Jack: you know, the course that they do here. These ideas, these notions that you can engage in your own reflection as part of personal development and joining a community

11:19 R: Mmm

11:20 Jack: I think is the other very important thing that we try to make our students aware of, that there is a community of language teachers. Fortunately in this profession, the community is quite easy to find and to tap into if you want to. And , um, I think that is probably one of the key parts of

11:36 R: Mmm, ok

11:38 Jack: our profession.

11:39 R: Alright, what approach or approaches do you use when giving feedback?

11:44 Jack: Well I rely quite heavily on students reflecting first on their own lesson.

11:49 R: Mmm

11:50 Jack: And I find that that allows them to make conscious a lot of unconscious awareness, you know, while you're teaching, you may briefly be aware of something you, you haven't done or you've omitted or that you're maybe doing too much of

12:04 R: Mmm

12:05 Jack: or that isn't successful or that in fact you feel very pleased with. And while you are teaching you don't necessarily have much time to reflect on that immediately but afterwards if you can reflect on what happened, this can come to the fore again. So I use that a lot because it then gives me a good

foundation – there's a lot of output from

12:18 R: Mmm

12:25 Jack: the trainees which I can then question and I like questioning a lot

12:31 R: Ok

12:32 Jack: rather than being too directive, and too instructive.

12:39 R: Mmm

12:40 Jack: I like to use the trainees' output, to then question them and create a bit of communication that way and see what comes out of that.

12:48 R: Ok

12:49 Jack: Often I will have a very clear idea of what I want them to be aware of

12:51 R: Mmm

12:52 Jack: but rather than just telling them, I find that by using guided questions and reasonably open questions

12:59 R: Mmm

13:00 Jack: mixed up with maybe some yes and nos, like for example I might say, 'But did you remember to CCQ

13:07 R: Ja

13:08 Jack: 'you know, when you set that up?' Or 'Why do you think the students seemed confused at that point?' And I'll often have my own ideas of why it happened - I'm not saying they're always correct - but being able to ask questions will give me an idea of whether or not that awareness is shared amongst

13:26 R: Mmm

13:27 Jack: both the candidate that's receiving feedback as well as the other, his peers, or the peers.

13:33 R: Mmm. Ok. Ja, questioning is

13:34 Jack: So I find questions very useful

13:35 R: Ja, they are a great tool

13:36 Jack: Ja

13:37 R: Although it takes some time to get used to them. ((chuckles))

13:40 Jack: Ja, you're right. And I think that questioning also, there are problems with it, you know you don't want to turn into one of these ridiculous sessions like with a therapist with, you know, the client is on reclining

13:55 R: Mmm

13:56 Jack: And just being asked questions and never receiving anything, you know. ((laughs))

13:58 R: Ja. And they don't actually know by the end of it where, you know, what they've achieved. Ja

14:02 Jack: What the point of it was, that's right. So I tend to include some kind of a summary statement

14:09 R: Mmm

14:10 Jack: about so, you know, 'This was very well done'.

14:13 R: Mmm

14:13 Jack 'Just remember to bear this in mind'.

14:15 R: Ok

14:16 Jack: Something that I, I think I'm aware that I don't do enough of, is actually set a clear objective for the next lesson. I tend to assume, ok, our feedback will leave you with a sense of… Ok, this is what I have off for my next lesson.

14:31 R: Mmm

14:32 Jack: But it doesn't always work out that way.

14:32 R: Ja, do you find that the students generally take from the feedback you've given them, when they are preparing their next lesson, do they tend to put the accurate personal aims down for their next

14:44 Jack: Yes

14:44 R: TP aim sheet?

14:45 Jack: Yes, that tends to be done.

14:47 R: Ok

14:48 Jack: But then that doesn't necessarily guarantee that they've taken those

14:51 R: Mmm

14:52 Jack: aims on board during their planning and then execution.

14:55 R: Ok

14:56 Jack: You could for one example, you know, in the recent course we did, there was one candidate who just really struggles to organise his output when he is speaking to the students

15:09 R: Mmm

15:10 Jack: You know, he tends to interrupt his own instructions

15:13 R: Mmm

15:14 Jack: Um, and then will make various little asides, little jokes, um, but in so doing he is confusing the students who are a very low level. They suddenly are just dealt or are being delivered this whole cloud of verbiage

15:30 R: Mmm

15:31 Jack: And they can't, they can't separate the instructions from the jokes, from the personal little, um, you know, asides.

15:40 R: Mmm

15:41 Jack: And um, and attempts to clarify. And so it just becomes this big word salad.

15:46 R: Mmm

15:46 Jack: And, um, this was a, this was a problem. And I assumed that in our feedback he would be able to recognise that and then do something with it.

15:56 R: Ja

15:57 Jack: But unfortunately, um, it just didn't really seem to happen.

16:00 R: Mmm

16:01 Jack: It did improve over the duration of the course, but not to the point where I thought, ok good, this is not a problem anymore.

16:06 R: Ok. Alright. Um, I remember in your one reflective task that you did for me, um, you wrote about, I think it was quite early on when we were having the workshops, I think we just covered the workshop 1 and 2, we'd looked at approaches and structure and I think one thing that you took out of that workshop on structuring feedback was that there are many different ways to structure feedback and that you felt, um, quite happy about a different, being able to offer students, um, structure your feedback in a different way to what you had been doing in the past. Um, can you just tell me a bit more about your structure of your feedback, what determines the structure and is it always the same? And have you stuck to your new approach to structuring your feedback or have you gone back to, I think, you know, what worked well, what didn't work so well?

16:54 Jack: Ja, ja. That, that was definitely the, the way I used to do it was, 'Ok guys, what worked well, you know? What didn't work well, you know? How can we change it?' Um, being aware that there are more approaches is certainly useful, but putting them all into practice isn't, isn't as easy as, not as easy as I would have liked to think. Um, I think, I've made an attempt to bring a different approach into different feedback sessions, but quite a lot of the time I find, um, because time issues are, are pressing

17:35 R: Mmm

17:38 Jack: Um, I've often just gone in and said, 'Look, let's see, today how can we make Reflection a bit more interesting? Let's think about doing it like this'. So maybe I'll start off the actual feedback with a different reflective-type task

17:52 R: Ok

17:53 Jack: maybe just saying, 'Identify one area of your lesson, let's think of an alternative.' Or, 'Everyone, today you're going to think about all the positives.' You know, having a bank of different activities like that

18:08 R: Mmm

18:08 Jack: so that it's not just the same kind of reflection, 'What went well? What didn't go well?' Um, that certainly is useful, but I know that there's, there's more ways to actually structure your whole feedback

18:21 R: Mmm

18:21 Jack: And I don't think I've really done that. Ja, I think that's something I should make a priority for myself when I, when I do my next course, is plan out over the different feedback sessions what are the large approaches I would like to take. In the same way our trainees have to use different approaches for different types of lessons

18:39 R: Mmm

18:40 Jack: I'd like to be able to deliberately (have) different approaches for different kinds of feedback.

18:45 R: Mmm. Ja, and see how it will (count)

18:46 Jack: And it would make it just much more interesting.

18:49 R: Ok

18:49 Jack: And, ja, so I don't think I've done as much there as I would have liked to do.

18:53 R: Ok

18:54 Jack: And largely I think it's just you feel you're under time pressure, there's just certain key areas you want to highlight.

18:57 R: Mmm

18:58 Jack: So it's quite difficult to, um, break out of that kind of compulsive approach, you know.

18:04 R: Ok, alright. But you, obviously you're pre-empting the what worked well, what didn't work so well

19:09 Jack: Ja, ja

19:10 R: with some different kind of tasks.

19:11 Jack: Ja, ja. In fact on this last course I very rarely looked at what worked well, what didn't work well; I tried to keep it, um, so it didn't seem that it was the same kind of feedback

19:22 R: Mmm

19:22 Jack: session every time.

19:23 R: And how did the students respond? Do you notice a different response to the way you're structuring feedback now to previous ones or do you think the students

19:32 Jack: Ja, ja, it's a rather than sort of having a collective sort of sigh, 'Oh, here we go again.' ((both chuckle)) There is much more interest because the activity that we're using to get the feedback rolling is different each time, so there's more

of an engagement, more of a, you know, sense of 'Ok, here's a new task for us to do.'

19:54 R: Ok, that's great. Um, how important is dialogue in the feedback event? Um, and how dialogic are your other feedback events that you lead?

20:03 Jack: I think dialogue's absolutely crucial, you know it's, um, there are times where feedback might be more, you know, one directional and, um, but I think the important thing is that, you know, there is proper communication through dialogue. And I think mine tend to be quite dialogic because of this approach I use where there is a lot of questioning.

20:27 R: Mmm

20:27 Jack: There's a lot of questioning and then hopefully a conclusion at the end of it.

20:31 R: Ok

20:32 Jack: And, um, I made a bit more of an attempt I think in this course to make sure that when there were questions that there was also opportunity for other candidates who were observing the feedback to also get involved and to contribute if they felt that there was some additional insight there.

20:50 R: Ok, that's great. Um, in terms of scaffolding, I mean all students need to be scaffolded on a course like this, but in terms of scaffolding weaker students, what strategies do you use?

21:01 Jack: Uh, well it, it depends how much help they need. There, there are some who, who are very keen to ask questions and their scaffolding comes in the form of just finding time to ask you the questions, get the responses and then checking that they've understood and going off, and they're fantastic.

21:21 R: Ja

21:22 Jack: There are other students who clearly seem to struggle with the content.

21:27 R: Mmm

21:28 Jack: And when either you ask them questions or as the trainer you ask them questions to see whether they have understood concepts, um, or they're asking me, the trainer, questions it's clear that they, they haven't understood. And they often need to be, uh, sat down and they need a bit of um individual attention where they can either have, um, a rough plan drawn up for them for an activity idea or even be guided towards course books. And I find that with the, with the students who are struggling to get up to speed more, they would need that kind of help.

22:09 R: Mmm

22:09 Jack: They need individualised guidance towards what is appropriate material. Even then they may find that it's difficult to transfer what has been presented in a

course book into a suitable, um, lesson, um because they struggle with, um, taking it from, you know, a publisher's format into what's appropriate in the classroom. And so often they actually need to show you their material first. So they need a lot of sort of hand holding. Um, often you see the rewards of that, you know, later on they become more independent, but they still need, uh, they still need guidance.

22:48 R: Mmm

22:49 Jack: I think, um, for example on the courses we offer students, um, tutorials on Friday afternoons I think that's a fantastic forum for trying to ident… for identifying who really needs the help.

23:03 R: Ja

23:03 Jack: Um, there are sometimes problems where, especially with a larger group, you may have students who are somewhat phantom, they don't like to put themselves forward, they don't want to declare that they don't know what they're doing and they'd rather struggle on in silence. And then, um, you know they haven't… You know, I always tell my students that the, the squeaky wheel gets the oil

23:24 R: ((chuckles))

23:25 Jack: So whoever gets, whoever makes the most effort to be in my face and ask me questions is the one who's going to get guidance. Um, however, you know in feedback often it's very clear that there's somebody who needs additional guidance and I'll request that they show me their materials beforehand.

23:45 R: Ok

23:46 Jack: Um, sometimes it's difficult though to keep tabs on everyone who needs it.

23:51 R: Ja, and I think also on a very intensive fulltime course it's very difficult to get around to everyone

23:55 Jack: It is, ja

23:57 R: Just with the pace of the course.

23:58 Jack: Right.

23:58 R: I suppose it's easier on a part-time course

24:00 Jack: It is

24:00 R: to scaffold and, you know, meet with students etc.

24:02 Jack: It is a bit easier. Um, however I think the advantage of the fulltime course is, um, TP groups do tend to bond together more and they can scaffold each other more effectively.

24:13 R: Ja

24:15 Jack: And I did notice quite a lot of that happening on this course as well

24:17 R: Ok

24:17 Jack: which was actually very pleasing.

24:19 R: Mmm

24:19 Jack: And, um, I think having… I know that in the past we've tried to sort of formalise that a bit to say 'Right, this is, this is time for, um, TP group feedback and support'

24:33 R: Mmm

24:34 Jack: Um, but nothing really became of it. It seems to be a bit more organic, you know

24:38 R: Ja

24:39 Jack: But they pitch in and help each other, they can't be driven into a room and said, 'Right, now you've got to pitch in and help each other.' It doesn't, it doesn't seem to work that way.

24:45 R: Ok, alright, that's great. We've spoken about questioning so I'm not gonna touch on that again. Um, how important is student teacher reflection in the feedback event? And how much opportunity do you give the students to, um, reflect on their teaching?

25:02 Jack: I think it's again one of those crucial elements. I always tell the students that the best way to become good at teaching or anything else quickly, is to look at what you've just done while still fresh

25:14 R: Mmm

25:15 Jack: and to keep a, keep a record of that. So fortunately the trainees are actually quite scaffolded in that exercise by a variety of reflection tasks that they can complete and, um, I make sure that they've done a reflection task after every TP.

25:30 R: OK

25:30 Jack: It just generates a lot of awareness

25:33 R: Mmm

25:33 Jack: And then gives us a lot to talk about afterwards as well.

25:35 R: Ok. Excellent. Um, what aspects of giving feedback do you find difficult, challenging or problematic?

25:42 Jack: I struggle a bit with, with confrontation. Um, I think I handle it ok, but I find it quite unpleasant – I think we probably all do.

25:52 R: Ja

25:53 Jack: And, um, you know sometimes I think, um, it's difficult to identify why is this confrontation here right now?

26:02 R: Ja

26:03 Jack: Because it can, there are so many reasons for confrontation. It's quite a specialised area actually.

26:07 R: Mmm

26:08 Jack: I think we could all do with knowing more about it.

26:11 R: Ja

26:11 Jack: And obviously it's tricky because we on one hand are dealing with clients

26:16 R: Mmm

26:17 Jack: But we're also required to take these clients through to a point of professional expertise that we are accountable for. So, um, if one of the trainees is struggling with, with, to take, to acknowledge or to accept some of the feedback, it can, it can become a tricky situation, you know, how far do you want to insist that in fact this is valuable feedback

26:46 R: Ja

26:47 Jack: um, versus saying, 'Well, you don't have to take it on board' and then having that student, um, performing below par or being aware of something quite crucial.

26:57 R: Ja, it's a fine line, hey? ((chuckles))

26:59 Jack: Ja, it is a fine line. So that's probably the trickiest part of it.

27:01 R: Ok

27:02 Jack: Um I think another element is, this feeling sometimes of being frustrated that things that you assume had been taken on board during input, but aren't being demonstrated in class, you know, containing that sense of frustration

27:23 R: Mmm

27:24 Jack: And, and trying to channel it in a positive way, um, that I also sometimes find tricky.

27:30 R: Ok

27:31 Jack: You want to bang you hand on the table and say, 'Why are you doing this?'

27:33 R: ((laughs))

27:34 Jack: But clearly there's, if you're seeing it across the board, the problem is not with the individual, it's got more to do with either the way the material was delivered or some element that might have been skipped or something like that.

27:48 R: Ok. Do you find it difficult to deliver criticism or bad news in feedback?

27:51 Jack: I do find it quite difficult. Um, it's always something that is disappointing to the trainees. Uh, I find if they've been able to accurately assess their own performance, that it makes it a lot easier. So that's the benefit of the reflection tasks as well is if they've been able to say, 'You know what, I really didn't

manage this part' or 'I completely forgot to do that' or 'I realise my planning was out in this or that way' then it makes it so much easier to say, 'Well, ok, for all the reasons that you've brought up, unfortunately I can't grade you on this' or 'I'm going to give you a very low grade' whatever the case is. Uh, in the situation where the trainee seems to feel that they've actually done adequately or better, um

28:40 R: Ja, that's the worst case. ((chuckles))

28:41 Jack: then I, then I find it's always very difficult because it feels like you're cracking their sense of esteem

28:46 R: Mmm

28:49 Jack: which is, it's not something we really want to do.

28:49 R: Mmm, ok.

28:51 Jack: It's sensitive, ja.

28:52 R: How do you manage the delivery of criticism then? Um, so say you've got a student who thinks that they did an excellent lesson, how do you then break the news to them that their lesson wasn't that great or that there were areas that they really need to, to work on?

29:06 Jack: Ok

29:07 R: Um, you may want to comment about how you structure the feedback, specific language you use or other techniques that you may employ.

29:13 Jack: Ok. Well obviously first of all I try this, um, approach whereby I get them to reflect and then if they are aware that they haven't done very well, then that's not so difficult. On the other hand, if they do feel that they've done adequately or better and then I disagree with them, or if in the course of our feedback, you know, there becomes a bit of confrontation saying like, 'Well actually I think so-and-so' I try to take it back to the beginning. I say, 'Well let's remind ourselves, what, what was the aim? What was the aim of your lesson? And at which point of your lesson have you assessed whether the students have achieved that aim?' Because that often gives them pause for thought as to whether or not, in fact, the students did, um, produce the grammar that was targeted in the lesson effectively

30:07 R: Mmm

30:08 Jack: or whether in fact the students did complete a, you know, reading for detail task effectively.

30:19 R: Mmm

30:23 Jack: And often that there is the proof of the pudding that helps a bit of awareness about 'Well maybe, maybe I didn't actually do it as well as I thought.' Often

though, students will have a battery of reasons for why, you know, the aim wasn't achieved despite them having had a perfect lesson.

30:40 R: Ja, it's the student's fault. ((laughs))

30:41 Jack: Ja, exactly. Well the students are too… The students can't handle this sort of level of language or the material's wrong

30:47 R: Ja. Mmm

30:48 Jack: or, you know, this that and the next thing.

30:52 R: Mmm

30:52 Jack: And that can be tricky. You know, if the students are… I mean if the trainees are intelligent and think quickly they may well be able to come up with all sorts of reasons why it wasn't their fault that the aim wasn't achieved even though they had this perfect lesson.

31:06 R: Mmm

31:07 Jack: And, um, again, you know, I think that's where um, being clearly aware of what happened in the lesson and being able to question, 'Well, what about in this section here?' you know

31:18 R: Ja

31:19 Jack: 'How do you feel, you know, that went? This () did they have enough practise? During the practise were you convinced that they were using the language correctly before you advanced to production?'

31:30 R: Ja

31:31 Jack: I'm not, it doesn't always work. Sometimes, um, a trainee will have, um, will be reluctant to, to take on board that there was anything to do with them that it went wrong.

31:41 R: Mmm

31:42 Jack: And sometimes I feel that it's just not worth fighting the battle, it's better to, you know, to suggest, 'Well, you know, I think that perhaps this could have worked'

31:55 R: ((phone rings)) ()

32:07 Jack: Um, but, ja I just, you know, I don't think that it's worth, um, elevating a confrontational situation.

32:16 R: Mmm

32:17 Jack: Um, but on the other hand it's not something that you can just ignore. I think you have to get to a point where you might say, 'Well look, you don't have to take on board what I'm suggesting. I, from my point of view I think this could have worked better

32:29 R: Ja

32:32 Jack: 'possibly, um, but, you know, I acknowledge what you're saying and if, if you feel that, you know, it didn't work for this or that reason, let's make sure that you take that forward with you for your next lesson.'

32:42 R: Mmm. Do you ever find… I mean I know sometimes when I meet a student like that I actually have to say to them, 'Well look, you know, I've been doing this for so many years and this is the way it is.' I mean sometimes you just have to, you know

32:53 Jack: Sometimes you just have to. And sometimes you have to remind the students

32:55 R: Ja

32:55 Jack: that, um, 'On this course we have these approaches

33:00 R: Ja

33:00 Jack: 'And you're, you're… we assess <u>you</u> based on how well you are following these approaches.

33:06 R: Ja

33:07 Jack: 'We're not suggesting that every single time you follow these approaches you're going to have the best lesson on the planet.'

33:13 R: Mmm

33:13 Jack: 'There are all sorts of reasons that a lesson won't work out, however we are assessing you on how well you're implementing these approaches. In the ideal situation, implement these approaches well and the learning takes place and the lesson's wonderful and that's great. But remember, we are assessing <u>you</u> and we're not assessing your students.' And, you know, and the, the… There was one occasion on this course where I did have to point out that in fact I've been in this business for a lot longer than I'm, I have a much better awareness of how teaching works than the candidate had. She didn't like that very much either.

33:50 R: Ja

33:50 Jack: You know, she had to acknowledge it

33:53 R: Mmm

33:53 Jack: But she, I think she felt that she was being somewhat, um, I don't know, um, what's the word

34:01 R: ()

34:02 Jack: patronised or something, you know.

34:03 R: Ja

34:04 Jack: But, but I did need to ().

34:05 R: Sometimes you have to do it, ja.

34:09 Jack: Absolutely

34:09 R: Ok. Are you very aware of the language you use when you're giving feedback? Um, and do you consciously select some words over others to cushion the feedback you give?

34:18 Jack: Um, most of the time my feedback is somewhat spontaneous. I mean I know what I want to communicate

34:26 R: Mmm

34:27 Jack: But I haven't thought of this precise sort of scripting.

32:29 R: Mmm

32:30 Jack: And, um, I think I'm reasonably, I'm reasonably good at doing it like that.

34:37 R: Ok

34:37 Jack: And we don't really have time to script precisely what we're going to say.

34:39 R: Mmm

34:40 Jack: And, um, I do think that I'm quite aware of, um, selecting language appropriately.

34:47 R: Mmm

34:49 Jack: And…

34:51 R: You've had experience though, I mean you come from a counselling background.

34:52 Jack: Yes, I've got some experience in counselling and some training in counselling, and that, that definitely helps.

34:58 R: Ok

34:59 Jack: And, um, it's just sometimes I find… ((chuckles)) Well once I remember someone saying to me 'One important thing when you're teaching is to make sure that you've eaten, that you're not hungry.'

35:10 R: Mmm

35:11 Jack: And actually that is, that can be a problem sometimes when your blood sugar's running a bit low you actually struggle to find the words to express exactly what you want to say.

35:20 R: Ja. Mmm

35:20 Jack: But that's the only time I really feel I have difficulty with it

35:25 R: Mmm

35:25 Jack: And, um, for the most part I haven't had much trouble with that.

35:29 R: Ok. Alright. Um, dealing with difficult student teachers and conflict, um, I mean we have touched on conflict and how you handle it. Um, I'd just like to chat about one of the students that you had, um, I wouldn't say that there was conflict, but there was a bit of tension during the feedback session on this course

35:46 Jack: Mmm

35:46 R: And she actually came back afterwards to, you know, to continue the talk about her, her lesson.

35:53 Jack: Ja

35:53 R: How, how did you handle that particular session because I didn't have the recording of that, you know, it was off tape when she came back for that half hour

36:00 Jack: Right. Oh yes, yes

36:01 R: Um, so how did you handle that situation?

36:04 Jack: Ja

36:04 R: Because I mean she was obviously in your face, she wanted to know more, she was challenging you

36:08 Jack: Ja

36:07 R: you know, about what you'd maybe commented on in the feedback.

36:11 Jack: Ja

35:12 R: So how did you handle it?

36:14 Jack: Well first of all, in the feedback itself in fact the confrontation there became a bit of a back and forth, back and forth, back and forth

36:20 R: Mmm

36:21 Jack: And that was a situation where I actually did try and just like ((claps once)) drive it home.

36L26 R: Ok

36:27 Jack: And I wanted to put it to rest.

36:27 R: Mmm

36:28 Jack: But clearly she wasn't satisfied with that and she came to speak to me afterwards. And so because I was very busy at the time I thought I could just meet her down in reception and find out what her query was first

36:38 R: Mmm

36:39 Jack: And then she had, you know, a very grave face and just said

36:44 R: Ok

36:44 Jack: um, you know, 'I want to talk to you about this lesson' you know and sort of chucked it in front of me. So I said, 'Ok Claire, let's go outside and talk it out.'

36:53 R: Mmm

36:54 Jack: So I wanted her to understand immediately now that there was going to be a session.

36:55 R: Mmm

36:56 Jack: Um, I didn't want it to be very extensive but I needed her to understand that we were going to talk about this and we would talk it out.

37:05 R: Mmm

37:05 Jack: Then we went outside and we sat down at a table. Now she was actually, she was loud and she was quite confrontational

37:11 R: Mmm

37:12 Jack: She was quite, um, uh, what's the word, I wouldn't say necessarily belligerent, but there was definitely a sense of indignation

37:22 R: Mmm

37:23 Jack: And so we talked and we talked and, you know, again I questioned a lot about what we were doing on this course, reminded her that she is on the course to learn, reminded her that there's a process

37:36 R: Mmm

37:36 Jack: I asked her why she had certain, certain beliefs.

37:42 R: Mmm

37:43 Jack: Um, you know, I questioned her beliefs. Some of them were, for example she said, 'Yes, but our students will never be able to understand a grammar lesson if we use terminology.' So I questioned that belief.

37:51 R: Ja

37:52 Jack: I said, 'Why do you believe that?' I referred back to, um, another student's lesson and she said, 'Well I don't want to compare myself to, you know, So-and-so' but, you know, I could tell that she was very, very resistant. But again, um, this is not a person who is going to take, um, direction very easily. She seriously needed to answer questions and

38:19 R: Ja

38:19 Jack: to consider her answers.

38:20 R: Mmm

38:21 Jack: And by the end of it it had diffused, certainly to my satisfaction. She actually put on a smile and said, 'Thank you very much' and then apologised to say that she didn't want to be seen as being, you know, uh, what were her words? She, she didn't want to be, she wasn't trying to make, um… Uh, I forget exactly what she said

38:43 R: Mmm

38:43 Jack: but it was along the lines of she wasn't just trying to be difficult

38:46 R: Ok

38:46 Jack: and she wasn't just, you know, arguing for the sake of getting a better mark.

38:50 R: Mmm. And () let you know that she was actually getting pretty good marks

anyway.

38:53 Jack: She did. And I had to point that out as well, actually.

38:55 R: Ja

38:55 Jack: Thanks for this, for mentioning that. I actually had to point out that she had done very well.

39:00 R: Mmm

39:00 Jack: She was under the assumption that because there were ticks in certain boxes that her whole mark was in jeopardy.

39:07 R: Mmm

39:07 Jack: And again, so I had to ask her, 'What mark did you get for this?' because she doesn't know. And I had to reassure her that in fact she had a good, a good mark.

39:15 R: Mmm

39:15 Jack: So eventually, you know, after being able to do her whole emotional debriefing and she realised that she didn't actually have a particular bone to pick with anything

39:25 R: Mmm

39:25 Jack: then it was fine.

39:27 R: Ok

39:27 Jack: Um, unfortunately it took about half an hour

39:31 R: Mmm

39:31 Jack: But it never happened again. So I think maybe what it did was it allowed her to realise, ok, you're not always going to get all the correct boxes ticked, but that doesn't mean you've had a terrible lesson.

39:43 R: Ok, cool. Alright, we're going to touch on… Sorry, this is taking longer than I had anticipated…Um, we're going to look at the workshops. Um, and you have completed the radar chart that we…

39:56 Jack: Mmm

39:56 R: had assigned, well, set up the other day. Um, if anything, what… Sorry, what if anything, did you enjoy about the workshops? I mean we won't look at this just yet

40:08 Jack: Ok

40:08 R: We'll do this a little bit later. Um, I mean I know that you played an important role in the workshops, so you were delivering the content, um, component of the workshops to the other observers, um, but in terms of the, um, input on the feedback stuff, what did you enjoy, what did you get out of those workshops?

40:30 Jack: Well I think what everyone got out of it, which was very good, was this whole sort of community

40:34 R: Mmm

40:35 Jack: which I think everyone would quite happily enjoy again.

40:38 R: Ja

40:38 Jack: There's a lot of good, um, shared resource that comes out of that and that was probably the, the big thing, you know. And it brought people from different units together.

40:50 R: Mmm

40:50 Jack: which was really, really useful as well.

40:54 R: Ja

40:54 Jack: So in that sense it was just a great vehicle.

40:56 R: Mmm

40:56 Jack: In terms of specific skills, um, you know, giving feedback, it made me aware of how much you can, um, become aware of

41:09 R: Mmm

41:10 Jack: in giving feedback. And it is actually a skill. It is a skill that combines content knowledge as well as things like, you know, counselling skills

41:18 R: Ja

41:18 Jack: And how to, how to understand, um, this issue of face. I thought that was probably, for me that was a highlight when we came to that issue of face and conflict.

41:29 R: Mmm

41:29 Jack: I really appreciated that.

41:30 R: Ok

41:31 Jack: It's not something that comes up that frequently in our courses

41:34 R: Mmm

41:34 Jack: But when it does come up, knowing how to deal and understanding some of the psychology behind that is really useful.

41:40 R: Ok. What challenges or frustrations, if any, did you face during the workshops, or during the course of the workshops? ((chuckles))

41:46 Jack: ((chuckles))

41:47 R: I mean you're one of the core trainers on the course so you are very busy and you are often running multiple courses.

41:53 Jack: That… That, in terms of my personal challenge I think sometimes time, um, you know, time is an issue, finding time to attend the workshops. Um, but participating in them was always, you know, rewarding. Um, um, I think in

terms of the material there was – I'm trying to remember which one it was – there was one input which I thought was, was very… I think it was the one on mitigating language

42:23 R: Mmm

42:24 Jack: There was a lot of, uh, there was quite a dense text that we had to work with.

42:31 R: Mmm, ok ((chuckles))

42:32 Jack: And I think we would have enjoyed that more with just more time to digest

42:35 R: Ja

42:35 Jack: and understand where it was coming from. I had actually missed a week as well where you'd had a session.

42:42 R: Mmm

42:42 Jack: So I'd, I'd missed the intro to what you were doing that time.

42:45 R: Ok

42:46 Jack: So that, that was a bit tricky.

42:47 R: I think I was a bit over-zealous in terms of assigning academic, you know, theoretical texts ((chuckles))

42:55 Jack: But they were good texts

42:57 R: Ja

42:57 Jack: I think it was just having the time to digest them.

43:00 R: Mmm

43:00 Jack: And because I'd missed the week before I think that was why I was a bit out of the loop there.

43:04 R: Ok. In terms of the radar graph, can you identify 3 areas covered in the workshops where you experienced, um, significant knowledge, development or change in terms of your practice?

43:13 Jack: Mmm. The, the most significant areas were on approaches to giving feedback, structuring feedback

43:19 R: Mmm

43:20 Jack: And, um, language acts, this idea of language acts which actually I really enjoyed a lot, the language acts.

43:27 R: Mmm

43:28 Jack: I, um, you know, having a bit of a background in, in counselling, I thought I knew more about this area than I actually did. So I scored myself more highly on it, but in fact there was quite a lot more I could know. But approaches to giving feedback and structuring feedback were for me the most beneficial.

43:47 R: Ok

43:48 Jack: The… Um, a lot of the other areas I think because I'm a trainer on a Tesol course I felt that I was already quite

43:54 R: Mmm

43:55 Jack: quite well aware of, of that

43:58 R: Ja

43:58 Jack: You know, that content, so…

44:00 R: And you've also done, you know, a lot of the delta

44:02 Jack: Ja

44:04 R: So, you know, I think in terms of your theoretical knowledge you know, I think, are more advanced than what some of the other trainers are (I would say so).

44:11 Jack: Ja, possibly, particularly with the teacher training side of it, ja.

44:14 R: Ja. Ok. Um, in what ways do you… Well, in what ways have (Sorry, I've got 2 different versions of questions here for 2 different people) Uh, in what ways have the workshops impacted your feedback, um, or your feedback events?

44:28 Jack: Um, I think they've helped me to be more, um, uh what's the word – economical

44:38 R: Mmm

44:39 Jack: so that I don't try and cover vast territories. I don't take each individual one at a time and run through their entire lesson. I try to get to, um, key areas first.

44:50 R: Ok

44:51 Jack: So there's a lot of summary about ok, this is all fine, I like the way you do this so on and so forth, I mean we hone, zone in on one specific, or two key areas and we try and tidy that up and then like reach sort of consensus about what that means going forward, and then move on.

45:09 R: Ok

45:09 Jack: In the past I really was far too extensive.

45:12 R: Mmm

45:13 Jack: I was trying to, to analyse the whole lesson and it was just

45:16 R: Yes, fix every problem ((laughs))

45:18 Jack: Ja, (that sort of thing) and expect it to be fixed.

45:19 R: Ok. Alright. Did the workshops contribute to the development of your knowledge bases? I think this was over the page here. And if so, which bases did you feel were, were developed through the workshops that we ran?

45:40 Jack: Well, I think there were 2 elements here (I'm not sure if I've understood the task right) but, um, because I was doing inputs on content of the Tesol course I think that helped a lot in terms of, um, uh, content knowledge. It also helped in terms of, you know, pedagogic, um, general pedagogic knowledge because

we were coming here as how we expect our trainees to perform, it wasn't just about what they're learning in class, but how we expect them to perform. Um, the… Um ((thinks))

46:26 R: And I think in terms of like with the radar graph, I think in terms of your knowledge of, you know in order to become a teacher you need to have content knowledge, you need to have pedagogic

46:34 Jack: Sure

46:35 R: content knowledge. Now for us as teacher trainers, we need to have knowledge of teaching

46:41 Jack: Mmm

46:41 R: Knowledge of tea… No, knowledge of teaching English

46:45 Jack: Yes

46:45 R: Knowledge of teaching teachers

46:47 Jack: Mmm

46:47 R: And knowledge of giving feedback.

46:48 Jack: Right, yes

46:49 R: So we need to have a more advanced level of, of content knowledge

46:52 Jack: Yes

46:52 R: And of all of these. So although we're still classified as teachers, and we still need to have all these things, the level at which we have to function is much higher that than of

47:02 Jack: Sure

47:02 R: you know, an ordinary EFL teacher.

47:05 Jack: Sure

47:05 R: Um and so I think what I was trying to get out of this task was, um, in terms of the workshops, which specific areas did you feel you developed in

47:13 Jack: Yes

47:13 R: I think definitely content knowledge. Um, and this was something that came up with the other observers

47:17 Jack: Mmm

47:18 R: Um

47:19 Jack: I think the content knowledge, ja, because we had so many sessions on the content

47:23 R: Mmm

47:23 Jack: Um I… My knowledge of the content was already very high

47:27 R: Ja

47:28 Jack: But there was again, because of this community, there was quite a lot of, um, new awareness from sharing about people's experiences in classrooms as well.

47:38 R: Mmm, ja.

47:39 Jack: So, you know, that definitely fed back to me quite nicely.

47:43 R: Ok

47:45 Jack: In terms of pedagogic content knowledge, um, similarly, you know, practical knowledge about the essence of good teaching. You know we had again the opportunity there to share our, our actual experience of teaching.

48:00 R: Mmm

48:00 Jack: As opposed to, you know, this is how we should teach

48:04 R: Ja

48:04 Jack: And so that, that definitely assisted me a lot. Um, general pedagogic knowledge, knowledge about the skills required when teaching and giving feedback

48:13 R: Mmm

48:13 Jack: I think this was an area where I had much more to learn obviously

48:18 R: Ok

48:18 Jack: And, um, you know, just through the course of the workshops and actually being exposed to these readings which I had been largely unaware of, you know, all the resources that are actually out there

48:32 R: Ja

48:32 Jack: I thought that was very valuable to me, definitely.

48:34 R: Ok

48:35 Jack: Um when it comes to like for example curricula knowledge, um, education programmes and so on, um, I think through the delta I've been exposed to quite a lot of what's out there

48:51 R: Mmm

48:52 Jack: Not everything, clearly, but

48:57 R: Ja, I think, you know, as trainers we tend to be, well we tend to have more knowledge of these curricula knowledge, contextual knowledge, process knowledge because we've worked in the industry

49:06 Jack: Mmm

49:07 R: And we train, you know, in the, in the field of English language teaching.

49:10 Jack: Ja. Ja, and may actually have been involved in some more specialised, you know

49:16 R: Mmm

49:17 Jack: professional development

49:18 R: Ja

49:19 Jack: And, um, ja, but with the workshops it was very, very I think specifically the area of giving feedback and running a proper session. Um there's, there's such a complex exercise to be involved in

49:37 R: Mmm. What?

49:39 Jack: Giving feedback.

49:40 R: Ok, ja

49:43 Jack: You know, and I don't think I'd, before the workshops, certainly I don't think I'd been half as aware as I am now about the various, the various elements you have to be aware of.

49:55 R: Mmm. Ok. Um, I mean I know that you were dragged into running the, co-running the workshops with me and you were kind of just told, you know, these are the inputs sessions we need to cover. I mean we did chat about them, but if you had to go back and really structure an ideal workshop, how would you structure an ideal workshop in terms of, you know, maybe what I was doing with, um, the feedback or you can speak from, you know, what you were doing in terms of the content of the Tesol course. So if you had to run a series of workshops, what would your ideal workshop look like or be like?

50:29 Jack: Sho, I think I'd like to bring in, um, additional media

50:36 R: Mmm

50:37 Jack: because I think, you know, we saw some wonderful ideas in the workshops as they were run

50:40 R: Mmm

50:41 Jack: Um, but being able to bring – excuse me – additional media where you could actually view, for example, something happening

50:49 R: Ja

50:49 Jack: And then be able to, um, either reflect individually or in groups as to what you think has happened.

50:58 R: Mmm

50:59 Jack: Um, and then suggest alternatives for example. And, um, being able to see… If I think about giving feedback, for example, being able to see exactly, um, what happens instead of reading from a text – which is also valuable, you know it allows you to go back and re-read and so on

51:22 R: Mmm

51:23 Jack: But seeing, seeing actual content would be very nice

51:25 R: Ja

51:26 Jack: Seeing… I think the same applies to, um, the, the material that I was trying to, um, you know, get across in the workshops, it would be really nice to be able to show, um, observers or, you know, examples of what has happened in classes.

51:45 R: Mmm. Ja, that's where videod lessons

51:46 Jack: Through videod lessons

51:49 R: Ok

51:49 Jack: And perhaps get some input from that, get some reflection from that.

51:51 R: Ok

51:52 Jack: Um

51:52 R: I think that's definitely an area, you know, that the participants would have, um, benefited from

52:01 Jack: Ja

52:02 R: I mean I think that, I think it was very paper-based and it was very, it was reading, it wasn't very practical

52:06 Jack: Ja

52:06 R: in terms of applying what they were learning.

52:10 Jack: That's right. Correct. And I think that everyone who attended those workshops has already done so much of the reading

52:15 R: Ja

52:15 Jack: You know, we all share a kind of common, um, uh, common awareness of the theory and so on. So it would be nice to now take that into a slightly higher level

52:28 R Ja

52:29 Jack: And look at, um, look at a video, real life videos, you know.

52:31 R: Mmm. Ja, those would be cool.

52:34 Jack: That would be nice to do, ja.

52:35 R: I think we need to develop some. ((chuckles))

52:37 Jack: Ja, we do.

52:38 R: Ok, what did you think about the workshop length, frequency, structure, approach and activities in general?

52:44 Jack: Um, it's… the, each individual workshop I thought was an adequate, a suitable length. 2 hours is good. Um, because of the size of the group I thought that was also very manageable.

52:56 R: Mmm

52:57 Jack: Um, doing them every 2 weeks was possibly for my schedule felt a bit too intensive. But it would be hard to decide exactly what's ideal – maybe once a month is ideal

53:08 R: Mmm

53:09 Jack: And plan maybe 10 through the course of the year.

53:12 R: Ja

53:13 Jack: Um, although and until you actually try it you can't determine whether, and then it just becomes too, um, sort of dilute, you know

53:24 R: Mmm

53:24 Jack: whether, because if you miss one then that's 8 weeks, you know

53:27 R: Mmm

53:28 Jack: that you haven't been in touch with the group.

53:29 R: Ja

53:30 Jack: So it's, it's a bit tricky to know exactly.

53:33 R: Ok. Um, was there anything that the workshop did not cover that you feel is important, um, for inclusion in future workshops?

53:42 Jack: Um, to do with

53:45 R: Feedback, ja

53:46 Jack: facilitating feedback observations?

53:47 R: Mmm

53:48 Jack: Um, to be honest I can't think of a particular… Um, I can't really think of a particular one. I mean uh it would be, it would be interesting to see what everyone else thought about it. ((chuckles))

54:08 R: Ja, ok ((chuckles))

54:09 Jack: In my, in my mind I'm thinking, 'Well I'd like to know what to do in the case of, you know, a student who's really having a terrible lesson and you can see that everyone's just, you know, it's doing more damage than good, you know ((both chuckle)) what do we do in situations like that?

54:25 R: Ja

54:26 Jack: But I think that doesn't even require a whole workshop to address that, you know.

54:30 R: Ja, ok

54:31 Jack: Uh, so at the moment no I can't think of…

54:34 R: Well if you can think of something sometime, let me know.

54:35 Jack: Ja

54:36 R: Um, final question. Would you be interested in attending similar workshops in the future?

54:41 R: Yes, certainly

End of recording

26. Thematic Data Analysis – Semi-structured Interviews

Section 1: Views & Knowledge of Post-observation Feedback

	Jack	Karen	Susan
main purpose/role of post-observation feedback in initialteacher training courses	to give them, to meet their expectations when they've, uh, conducted practice lessons uh, so that they can get valuable feedback on how they've done. And, um, enable them to, not only reflect, by themselves, on what they've done but to hear from, you know, the perceived expert As from the observer, um, as well as to, you know, create a bit of, um, support within their TP group. Create a little bit of a community feedback mechanism there so that they can see each other as a resource, you know, going forward as the course continues.	Mmm, well basically to, for the trainee student, the trainee teachers to be able to assess their own teaching and for us to maybe help them to point out what they might not have noticed. So in other words it's a bit like a mentoring system. In, um, ja, hopefully they can recognise things that they do wrong. But if they don't, then to just to make suggestions or point out what, how they could have done it differently. Mentoring, but also liked linked assessment.	I think the main role is to give guidance for where the teacher is taking the theory and putting… because they're taking the theory and putting what they're learning theoretically into practice. So it's to provide the guidance between what they might be reading and how they're interpreting it practically in their classroom environment.
roles of the supervisor in post-observation feedback	well observing obviously requires that you pay attention to what's happening. So that you can give an honest account of You know, what happened during the lesson. Um, of course it's difficult to be entirely objective, so while you are a witness and an observer and you try to remain as honest as you can about what you've witnessed, it's not always that easy to be completely objective about it. Um, however I think it is to, um, reflect back on the input that the	well obviously the assessor then to mark them and they are very aware of that. But also to help, to mentor.	I think it would depend on the type of feedback you're giving. I think, um, most of the time I see myself as a facilitator of learning, but I think sometimes you end up being a counsellor because if they've had a bad day or a bad week or a bad experience then you end up listening to what they say. Sometimes, sometimes I think your role is a mirror because sometimes they're seeing already what you want to say to them and then you're just confirming,

	trainees received before they actually go into the classroom and do their training practice; it's to help reflect back on that input, and to see how has that input been carried into their lessons. And, um, obviously to acknowledge when that has happened, to reinforce examples of their learning. Um. But also to, possibly reorientate them towards areas that they may not have understood or may not have taken on board, you know. As we have seen come through in their TP. So for example, if they are not delivering instructions effectively and coming back to that input about what did we do in that input, can we just quickly run over the sequence of steps that we should follow when giving instructions and then using that as a reinforcement of the input.		'Yes you did do that' or 'You didn't do…' or… And then other times it's to say to them, 'No, actually you're not looking at yourself with the right glasses on, so you're not seeing yourself the way…' You know, they might end up being too critical of themselves or not critical enough. So I think, um, I think it varies, your role, but I think your, your main aim is to facilitate their learning in that environment.
Post-observation feedback should be...	Unbiased. Um, can I have a few more? Um, it should be reasonably concise, Um, it should be able to target some key areas without covering <u>all</u> the possible territory. Because there's no way you can give effective feedback if you've, if you've, um, covered far too many aspects of what needs improvement or what went wrong. And it should also be positive. There needs to be an element of positive recognition of what	helpful, honest and constructive.	practical and, um, and not too many things. So something that's, something that's doable. So, um, when you give feedback I think it should be something that, 'This is what you're doing that needs correcting' but not just stopping there. It should be then, 'This is possibilities of ways that you could correct it.' And then saying to them, you know, 'Try to apply these three things in the next lesson.' So not giving them like a

	has happened.		list or a mountain of things that they've got to remember for next time, but something that they can actually achieve. Ja, so it's something achievable. There you go, that's a nice word. Something that they can actually accomplish. Because otherwise you're just telling them what they're doing wrong, wrong, wrong, wrong, wrong which is then demotivating, you know.
What do you base your post-observation feedback on?	I think it's quite holistic in the sense that, yes, obviously the, when I observe teaching practice, there is a check sheet to guide so you can collect reasonably reliable data about what you've seen happening. So obviously I base it on that. In addition, um, I base it on, um, what were the aims of the lesson and has the trainee actually designed the lesson with an awareness of those aims?	Pretty much a combination of everything. Um, I also do try and remember what it is like to be in their shoes, poor things. And also just, ja, from a mixture of everything, I would say.	I think mainly I look at the criteria that I'm provided with because, um, even though I'm mainstream teaching, all my children are English second or third language speakers, so a lot of the things… while I don't get to, they don't work quite as practically in a mainstream school because of the number of children, I do apply EFL techniques or methodologies in my classroom to get them through. Um, so what I do is I use, um, I use the criteria as a basis so that everybody gets a standardised feedback. Um, but then I try to look at situations that might, you know, that I might maybe have experienced that might shed light on something during the feedback. So, you know, if they… I'm trying to think of an example, but one doesn't come to mind right now. But sometimes I would say, you know, 'In the classroom that I teach you will have this.'I think the one, the one day

			they'd had a very difficult student and then I could say, 'Well look, it's going to happen to you, the personalities clash and things because…' But I think you never stop learning And I think that's the… So I try to keep up to date with all the changes that are happening in terms of what they've been told in their input sessions as well, to make sure that my feedback is on line with what their input is.

Section 2: Giving Post-observation Feedback

	Jack	Karen	Susan
Use of terminology from input sessions			'I mitigate my language' (569)
References to input sessions		'now, after the workshops I'm very aware of getting the trainee to speak as much as possible.' (76-77)	'So that's what Jack was saying…' (177)
References to development of practice	'the way I used to do it was, 'Ok guys, what worked well, you know? What didn't work well, you know? How can we change it?' Um, being aware that there are more approaches is certainly useful, but putting them all into practice isn't, isn't as easy as, not as easy as I would have liked to think. Um, I think, I've made an attempt to bring a different approach into different feedback sessions, but quite a lot of the time I find, um, because time issues are, are pressing. Um, I've often just gone in and said, 'Look, let's see, today how can we make reflection a bit more interesting? Let's think about doing it like this.' So maybe I'll start off the actual feedback with a different reflective-type task maybe just saying, 'Identify one area of your lesson, let's think of an alternative.' Or, 'Everyone, today you're going to think about all the positives.' You know, having a bank of different activities like that	'now, after the workshops I'm very aware of getting the trainee to speak as much as possible. To reflect on what they were doing and, um, obviously they pick up the glaring mistakes which are things like time issues. Or, um, things that I've asked them before to be aware of and then they suddenly realise they are still doing it or CCQs…Before the workshops I pretty much would let them, ask them a general question, 'So how did it go?'And, they wouldn't contribute much and then I would, sort of, then go into, almost from the beginning of the lesson through to the end, sort of, walk them through it, commenting. Very dominated by me, as opposed to, with them, whereas now I will let them bring up subjects and their points and whatever. And I'll agree or disagree, sort of more, um, just by body language, not in my head, or whatever. Without interrupting them and then maybe pick up on what is the most glaring	'I used it a little bit at the beginning but I think I started using it more after the observation Workshops.' (274-277)

	so that it's not just the same kind of reflection, 'What went well? What didn't go well?' Um, that certainly is useful, but I know that there's, there's more ways to actually structure your whole feedback. (333-351) 'In fact on this last course I very rarely looked at what worked well, what didn't work well; I tried to keep it, um, so it didn't seem that it was the same kind of feedback session every time.' (374-378) 'I made a bit more of an attempt I think in this course to make sure that when there were questions that there was also opportunity for other candidates who were observing the feedback to also get involved and to contribute if they felt that there was some additional insight there. (395-398)	problem that they could probably fix.' (76-104) 'those sheets that they write on um, I think really help. And sometimes I saw that if they didn't have those sheets with them on that particular day, they'd still bring out a piece of paper and write down comments. Which is nice. So they got into the habit of it. And then it was nice because when I, when… I found before we really encouraged that, um, you'd sort of say, 'Well, how did you feel your lessons went?' And they didn't really have much to say because they wouldn't remember. But because they have written it down, they have a lot more to say. So, I don't know if it's catch 22, it's me giving them more time and they actually have more to say which is, which is nice, because otherwise they just dismiss it. Now they know they have to think about it. They do it.' (175-197)	
Evidence of professional judgement	'I use that a lot because it then gives me a good foundation – there's a lot of output from the trainees which I can then question and I like questioning a lot rather than being too directive, and too instructive. I like to use the trainees' output, to then question them and create a bit of communication that way	'Being aware of, um, the purpose of what you're doing. What I tried to do with a lot of training is just say ask yourself 'Why' You know, so there are question methods you do use all the time, to say, well are they working and if they are supposed to work, why am I doing them?' (64-71)	'I start off by, like for example with their lesson planning I will do a lot of written feedback, explaining certain sections if I see that there's one section that they're really leaving out all the time then I will, um, rephrase what they said there or do that. I've also given examples like provided a model like this is what it should look like kind of lesson

	and see what comes out of that. Often I will have a very clear idea of what I want them to be aware of but rather than just telling them, I find that by using guided questions and reasonably open questions mixed up with maybe some yes and nos, like for example I might say, 'But did you remember to CCQ 'you know, when you set that up?' Or 'Why do you think the students seemed confused at that point?' And I'll often have my own ideas of why it happened - I'm not saying they're always correct - but being able to ask questions will give me an idea of whether or not that awareness is shared amongst both the candidate that's receiving feedback as well as the other, his peers, or the peers. (230-256) 'And largely I think it's just you feel you're under time pressure, there's just certain key areas you want to highlight. So it's quite difficult to, um, break out of that kind of compulsive approach, you know. (365-369) And obviously it's tricky because we on one hand are dealing with clients But we're also required to take these clients through to a point of professional expertise that we are accountable for. So, um, if one of the trainees is	'I'm very aware of getting the trainee to speak as much as possible. To reflect on what they were doing.' (76-79) Um, if they don't think there's any problems, sometimes they just, they don't really know if it was a good lesson. Or a bad lesson, and they just actually want to hear from me, so I do it individually with each feedback session.' (107-114) 'you've got to be so conscious of not, uh, not letting him lose face in front of the others.' (241-242) 'I had to take a student out of the class during this course, because she, um, was making the trainees' life difficult in that she was totally ignoring them. And not taking part in too many activities and almost putting the other students down. And I just quietly walked her out. It got to the stage where I spoke to Pappie Pappie spoke to her and then she just made no difference. So, in one particular activity, where she actually was downright rude to the teacher, I just asked her to come outside with me and then I just said to her, you know, 'It's not acceptable.' Dealt with it swiftly, and then she was fine. The next, she was very quiet the rest of the lesson.	plan. Um, otherwise I've also sat down with that student at the end of the lesson when everybody's gone and just spoken through their next lesson, what are they planning to do, and made suggestions on, you know, how could that be more communicative? Trying to get them to see and then just speaking through what are their objectives? What are their objectives for the next lesson? What do they need to achieve? And does what they've planned match into that?' (241-252) 'I try to question them in such a way that they come to the answer…. Because you know you try to ask them questions that get them to think along the lines that you want them to think of.'(262-267) 'sometimes I restate what the student said in a question, questioning form just to make sure that I understood what they are trying, what they are trying to say.' (284-285) 'But I have almost got to a point in a feedback once where I almost said to them, 'Listen, this is the way you'll do it and that's just it.' 'Don't go (). Just stop it!' But, um, I didn't actually get to that point.' (544-547) 'I can't just say they're perfect and not

	struggling with, with, to take, to acknowledge or to accept some of the feedback, it can, it can become a tricky situation, you know, how far do you want to insist that in fact this is valuable feedback um, versus saying, 'Well, you don't have to take it on board' and then having that student, um, performing below par or being aware of something quite crucial. (493-502) 'And sometimes I feel that it's just not worth fighting the battle, it's better to, you know, to suggest, 'Well, you know, I think that perhaps this could have worked' Um, but, ja I just, you know, I don't think that it's worth, um, elevating a confrontational situation.' (582-587)	But the rest of the course, she was always on time. Very chatty, very friendly… I think the teachers, their eyes were like, they just saw this woman being frog-marched out the room… And also don't, don't tolerate it. If it does become, you know, they are adults but you have to learn there is, there is a respect on both sides…For the student, and the student for the teacher.' (307-344)	say what they're doing wrong…because you've also got to hold up the name of Wits and say the quality of the, the piece of paper that they're getting.' (580-584) 'sometimes I pause and think, 'How am I going to say this?' Well what word do I want to say?' But I try to be, even if I'm not using a sensitive word, I try to be very clear in what I'm saying so that they, you know, say it in such a way that I'm not saying, 'Well that lesson was bloody awful ' you know, I don't say that, but I just try to, um, phrase it that, that I don't, (a) don't pick on them as a person, rather pick on like items that were missing. (633-639) 'I have had students who are, who through their body language have shown that they weren't really on board with what I was saying and… Like with those students I just kind of persevered and, um, you know, still questioned them and still given them the same feedback that I give everybody else.' (652-656)
Learning from practice			'this is where I fall back on my, my experience at working at the bank. And one of the things we did, we did a client

			care course there where we had to… And they ask you there, they ask you there do really listen to what the client says?' (279-282) I think it goes before that because, um, ja, I think my parents, because I'm an only child, you know sometimes I meet some only children and I'm like 'Oh my word, you're an only child, aren't you?' And I, um, because only children can be spoilt and be very selfish and only think of themselves and my, my parents like instilled in me from like a very young age that, 'Ok, so this person did this to you, alright, we listen to that; what did you do to that person?' You know, so they, they encouraged me to reflect on my own actions first before I just blamed somebody else. Um, and then I think also like before, even before going into teaching I was, um, I was part of a church and going to church camps. And when you do that then there's a lot of like meditation on yourself and on practices that you do and things. And I was doing children's ministry there and we did a lot of workshops there on what, on what things to say to kids and what not to say to kids, and how your actions are perceived, and that sort of thing. And then it just sort of, it's like I was meant to be a teacher…And then in the (PGCE) course they encouraged a lot of reflection. In my Tefol course we had to

			keep a diary, we had to keep a journal every day of what we were feeling, what we learnt that day. You know, we actually had to write it and submit it in for marks' (490-524) 'I've had one student who was like unhappy that I didn't thrash her and I was like, 'Oh boy 'Georgie said we must mitigate, and this one wants me to just lay it on the, lay it on the line.' (658-663)
Areas identified for further development	'Something that I, I think I'm aware that I don't do enough of, is actually set a clear objective for the next lesson. I tend to assume, ok, our feedback will leave you with a sense of… Ok, this is what I have off for my next lesson. But it doesn't always work out that way. (284-288) 'I know that there's, there's more ways to actually structure your whole feedback. And I don't think I've really done that. Ja, I think that's something I should make a priority for myself when I, when I do my next course, is plan out over the different feedback sessions what are the large approaches I would like to take. In the same way our trainees have to use different approaches for different types of lessons. I'd like to be able to deliberately (have) different approaches		'I'd like to go on a grammar course because I'd like to know so that I know and can improve in that area.' (360-362)

	for different kinds of feedback. And it would make it just much more interesting... I don't think I've done as much as I would have liked to do.' (350-363) 'there are so many reasons for confrontation. It's quite a specialised area actually. I think we could all do with knowing more about it.' (488-491)		

	Jack	Karen	Susan
Practice	'I certainly do consider it as a practice. Um, I think that there are a lot of clear principles that underpin teaching, certainly my approach to teaching, and as a result, you now, those principles, determine, you know, how I go about planning lessons, how I go about engaging individuals as well as groups, how I go about documenting material that I've prepared, and there is definitely a practice behind it.' (173-178)	'if the definition of a practice is something that is… Ja, no I do because it is, it is a practice if we are looking at it in the proper terminology of the word practice. But also it's something that you always change, you don't just stick to one method, you are going to try and develop all the time.' (55-59)	'It's definitely, well, because you're always practising, and this is again, every day I teach the same class three times, but the first one is a rough practise and the second one I've changed some things and the third one gets probably the best lesson of the day. I think because you, you're continually practising or refining techniques in order to get through to different people. And also because different people learn in different ways you have to be willing to practise different things with those different people, so that they can have a learning moment.''(84-92)
Approach	'I rely quite heavily on students reflecting first on their own lesson. And I find that that allows them to make conscious a lot of unconscious awareness, you know, while you're teaching, you may briefly be aware of something you, you haven't done or you've omitted or that you're maybe doing too much of or that isn't successful or that in fact you feel very pleased with. And while you are teaching you don't necessarily have much time to reflect on that immediately but afterwards if you can reflect on what happened, this can come to the fore again. So I use that a lot because it then gives me a good foundation – there's a lot of output from the trainees which I can then question and I like questioning a lot	'I'm very aware of getting the trainee to speak as much as possible. To reflect on what they were doing.' (76-79)	'I think I use a little bit of everything. ((both chuckle)) Um, at the start of feedback I think I'm very directive, um… Like with the first, like TP1 when they're doing vocab. Not so much the warmer, but when they're doing vocab, when they're doing their first grammar I'm very directive in terms of their planning and making sure that they come into the classroom feeling comfortable, because if they don't plan enough then they're not going to be comfortable enough to, to teach, you know. They're not going to know at what stage what their stage directions are. So I, I think I'm directive at the beginning, and then I'm more questioning towards the end, although right in their first time that I

	rather than being too directive, and too instructive.' (231-245)		see trainees I always ask them reflective questions right from the beginning to get them to start, you know, looking at what they're doing.' (107-122)
Structure	'That, that was definitely the, the way I used to do it was, 'Ok guys, what worked well, you know? What didn't work well, you know? How can we change it?' Um, being aware that there are more approaches is certainly useful, but putting them all into practice isn't, isn't as easy as, not as easy as I would have liked to think. Um, I think, I've made an attempt to bring a different approach into different feedback sessions, but quite a lot of the time I find, um, because time issues are, are pressing. (333-339)	'it's determined by the trainee themselves, you know, if they, as I said if they are picking up problems then we will discuss it and how would they do it differently? And whatever. Um, if they don't think there's any problems, sometimes they just, they don't really know if it was a good lesson. Or a bad lesson, and they just actually want to hear from me, so I do it individually with each feedback session.' (107-114)	'Um, sometimes it stays, sometimes it stays the same, but at the beginning when it's directive I normally start with a what was – just a general question of what was the aims of the lesson. And especially when they're doing the same lesson on the same day, then you can just revise everybody's memory what, you know, 'What was, what was your aim today? What did you have to achieve today?' And when you write that down on the board and then do it that way and then, then I go into a general, like a feedback of how does everybody feel and then into more personalised feedback at the end. And then I allow a time of question, 'Does anybody want to say anything or ask something?' because I don't want them to leave and not be sure why I ticked something or why I didn't tick something. So it's important that they go away feeling, 'Ok, now I've had my questions answered 'I can come back.' Other times it's practical. So other times I actually do a mini grammar lesson or something, and I pretend they're my students and I elicit from them the words or I do actions. And then I unpack that event with them just to… And sometimes they're like, 'Oh, I get it now!' and they, they have like a moment

			of clarity.' (154-177)
Dialogue	'I think dialogue's absolutely crucial, you know it's, um, there are times where feedback might be more, you know, one directional and, um, but I think the important thing is that, you know, there is proper communication through dialogue. And I think mine tend to be quite dialogic because of this approach I use where there is a lot of questioning. (387-391)	[dialogue]'is very important. Because first of all they're not, they're not just sitting there being told, 'This is what you did right, this is what you did wrong.' They're, they're commenting on it themselves, and they are becoming aware of it as well. And they are sort of, they start to look at their own lessons and their peers differently because they are looking for what is right and what is wrong. It's not just a case of, 'Ok, this is, I've taught, now I'm going to be told what I did wrong.' It's a case of well hopefully, 'This is what I did, how can I improve it?'' (124-135)	'Sometimes it depends on the levels of students. Sometimes the energy level is not there and the students are like, they don't want to talk about what… They just sit there, when you ask a question then they just sit there and they look at you and you hear crickets in the room. But I do think dialogue is very important because it measures how much they've understood what their, how their lesson went and how much you, so how much you are on the same page, if I can say it that way. So you say a statement and then if they can, or you ask a question and then it shows you how well they are on the same level or if they've seen their lesson as totally brilliant, in the meantime they haven't achieved their goals.' (196-205)
Scaffolding	'it depends how much help they need. There, there are some who, who are very keen to ask questions and their scaffolding comes in the form of just finding time to ask you the questions, get the responses and then checking that they've understood and going off, and they're fantastic. There are other students who clearly seem to struggle with the content. And when either you ask them questions or as the trainer you ask them questions to see whether they have understood concepts, um, or they're asking me, the trainer, it's clear that they, they haven't understood.	'I try and get them to, to think why, why they are doing that exercise and why, what is the reason that we do things in a certain way, so for them to actually think about it as well.' (138-140)	'I start off by, like for example with their lesson planning I will do a lot of written feedback, explaining certain sections if I see that there's one section that they're really leaving out all the time then I will, um, rephrase what they said there or do that. I've also given examples like provided a model like this is what it should look like kind of lesson plan. Um, otherwise I've also sat down with that student at the end of the lesson when everybody's gone and just spoken through their next lesson, what are they planning to do, and made suggestions

	And they often need to be, uh, sat down and they need a bit of um individual attention where they can either have, um, a rough plan drawn up for them for an activity idea or even be guided towards course books. And I find that with the, with the students who are struggling to get up to speed more, they would need that kind of help. They need individualised guidance towards what is appropriate material. Even then they may find that it's difficult to transfer what has been presented in a course book into a suitable, um, lesson, um because they struggle with, um, taking it from, you know, a publisher's format into what's appropriate in the classroom. And so often they actually need to show you their material first. So they need a lot of sort of hand holding. Um, often you see the rewards of that, you know, later on they become more independent, but they still need, uh, they still need guidance.I think, um, for example on the courses we offer students, um, tutorials on Friday afternoons I think that's a fantastic forum for trying to ident… for identifying who really needs the help. Um, there are sometimes problems where, especially with a larger group, you may have students who are somewhat phantom, they don't like to put themselves forward, they don't want to declare that they don't know what they're doing and they'd rather struggle on in silence. And then, um, you know they haven't … You		on, you know, how could that be more communicative? Trying to get them to see and then just speaking through what are their objectives? What are their objectives for the next lesson? What do they need to achieve? And does what they've planned match into that?' (241-252)

	know, I always tell my students that the, the squeaky wheel gets the oil. (402-433)		
Questioning	'I like questioning a lot rather than being too directive, and too instructive. I like to use the trainees' output, to then question them and create a bit of communication that way and see what comes out of that. Often I will have a very clear idea of what I want them to be aware of but rather than just telling them, I find that by using guided questions and reasonably open questions mixed up with maybe some yes and nos, like for example I might say, 'But did you remember to CCQ 'you know, when you set that up?' Or 'Why do you think the students seemed confused at that point?' And I'll often have my own ideas of why it happened - I'm not saying they're always correct - but being able to ask questions will give me an idea of whether or not that awareness is shared amongst both the candidate that's receiving feedback as well as the other, his peers, or the peers… And I think that questioning also, there are problems with it, you know you don't want to turn into one of these ridiculous sessions like with a therapist with, you know, the client is on reclining And just being asked questions and never receiving anything, you know. (243-274)	'A lot of my questions will be things like, 'Well, if you could, if you would do it differently how would you do it?' Particularly with games, you know, 'How would you make it more exciting?' Um, but also mostly I do a lot of them questions why. Why do we do it that way? Why don't we just do it any other way? So they, they sort of have to think through that process.' (161-168)	'I think I'd classify them as open most of the time, um, except, you know, except when I say, 'Do you feel that you achieved your goal?' Then it should be a yes or a no. But, um, I try to question them in such a way that they come to the answer. Almost like I think if I was in court they'd say, 'Objection, leading the witness.'' (260-264)
Reflection	'I always tell the students that the best way to become good at teaching or anything else quickly, is to look at what you've just	'Quite a lot of time, those sheets that they write on um, I think really help. And sometimes I saw that if they didn't have	'I think reflection is exceedingly important in any, in any phase of life. Um, whether you're training teachers or

	done while still fresh and to keep a, keep a record of that…It just generates a lot of awareness. And then gives us a lot to talk about afterwards as well.' (469-479)	those sheets with them on that particular day, they'd still bring out a piece of paper and write down comments.' (175-179) 'It's not just me, it's, it's them as well, they are part of the feedback whereas it's, they are not just waiting to be told what they did wrong.' (221-222)	wherever. Um, but if you, what's that – Henry somebody said, I don't know if it was Henry Ford 'If you don't remember history, you're doomed to repeat it.' You know. So like for me you must be reflective of what you said and what came out your mouth. And especially in teaching because teaching is, I tell the trainees this: 'A doctor's mistakes are buried and a lawyer's mistakes are hanged, but a teacher's mistakes walk around the street.'' (328-337) 'hopefully getting them to reflect will mean that they will be lifelong learners.' (372) 'So if you're not learning and you're not willing to learn, then I think you're in the wrong profession.' (387-388)
Challenges	'I struggle a bit with, with confrontation. Um, I think I handle it ok, but I find it quite unpleasant – I think we probably all do. And, um, you know sometimes I think, um, it's difficult to identify why is this confrontation here right now?'… And obviously it's tricky because we on one hand are dealing with clients. But we're also required to take these clients through to a point of professional expertise that we are accountable for. (482-496) 'I think another element is, this feeling sometimes of being frustrated that things	'as an example, this last course with the guy who was already a teacher who really believed that he was a better teacher than anybody else. And you, you've got to be so conscious of not, uh, not letting him lose face in front of the others. Because he has built up this image about himself. So I find that quite difficult, um, to get across strongly enough that actually, it wasn't such a good lesson Um, in the verbal feedback. So I tend to probably soften it more than I should but I have written the comments down	'I find not being able to, to always gauge how much the trainees are taking in the most problematic because when you can see that they're making an error and they keep making that error and then you think to yourself, 'But I've given practical feedback, I've questioned them' 'I've gone back to the notes of what they were, what they were told in class and I don't understand why this…' I find that very difficult to, to negotiate.' (534-539)

	that you assume had been taken on board during input, but aren't being demonstrated in class, you know, containing that sense of frustration. And, and trying to channel it in a positive way, um, that I also sometimes find tricky.' (506-510)	on his, on his sheet because you don't want to always be jumping at people and putting them down You know. So you try to, in a positive way… say well actually that wasn't so brilliant. So that's probably the hardest thing.' (236-257)	
Difficulty delivering criticism	'I do find it quite difficult. Um, it's always something that is disappointing to the trainees. Uh, I find if they've been able to accurately assess their own performance, that it makes it a lot easier. So that's the benefit of the reflection tasks as well is if they've been able to say, 'You know what, I really didn't manage this part' or 'I completely forgot to do that' or 'I realise my planning was out in this or that way' then it makes it so much easier to say, 'Well, ok, for all the reasons that you've brought up, unfortunately I can't grade you on this' or 'I'm going to give you a very low grade' whatever the case is. Uh, in the situation where the trainee seems to feel that they've actually done adequately or better, um then I, then I find it's always very difficult because it feels like you're cracking their sense of esteem which is, it's not something we really want to do. (518-531)	'you've got to be so conscious of not, uh, not letting him lose face in front of the others…So I find that quite difficult, um, to get across strongly enough that actually, it wasn't such a good lesson Um, in the verbal feedback. So I tend to probably soften it more than I should but I have written the comments down on his, on his sheet because you don't want to always be jumping at people and putting them down You know. So you try to, in a positive way… say well actually that wasn't so brilliant. So that's probably the hardest thing.' (241-257)	'Um, not really. I think what I try to do is create a, create an environment where the feedback is, like it might be critical, but there's still hope. You know, I don't like deliver it in such a way that it's 'Well, you've made this horrendous mistake and that's it.' Um, and I also right from the go, right from when I meet my trainees I set up the fact that you could possibly be ungraded for a, for a TP and what happens then? What does that mean for you? And we discuss it and discuss the ramifications and have that on the table from, from the get go. And I also discuss what they think my role is as an observer because I think when you have that set out then when you deliver your feedback, when you deliver something that's critical, they take it in a better way.' (556-563)
Mitigation	'first of all I try this, um, approach whereby I get them to reflect and then if they are aware that they haven't done very well, then that's not so difficult. On the other	'So I tend to probably soften it more than I should but I have written the comments down on his, on his sheet because you don't	'I try to question them that they say what they shouldn't do. And then I just confirm it, 'Yes, I also think you should have had smaller groups.'…But I try to get them to

	hand, if they do feel that they've done adequately or better and then I disagree with them, or if in the course of our feedback, you know, there becomes a bit of confrontation saying like, 'Well actually I think so-and-so' I try to take it back to the beginning. I say, 'Well let's remind ourselves, what, what was the aim? What was the aim of your lesson? And at which point of your lesson have you assessed whether the students have achieved that aim?' Because that often gives them pause for thought as to whether or not, in fact, the students did, um, produce the grammar that was targeted in the lesson effectively or whether in fact the students did complete a, you know, reading for detail task effectively. And often that there is the proof of the pudding that helps a bit of awareness about 'Well maybe, maybe I didn't actually do it as well as I thought.' Often though, students will have a battery of reasons for why, you know, the aim wasn't achieved despite them having had a perfect lesson.' (541-558) 'most of the time my feedback is somewhat spontaneous. I mean I know what I want to communicate…But I haven't thought of this precise sort of scripting. And, um, I think I'm reasonably, I'm reasonably good at doing it like that. And we don't really have time to script precisely what we're going to say. And,	want to always be jumping at people and putting them down You know. So you try to, in a positive way… say well actually that wasn't so brilliant.' (249-257) 'I think that I do it subconsciously, I am fairly aware of…approaching people, I'm not going to go in like a bull in a china shop. So maybe I do think about it, but I'm not consciously thinking, 'Should I say it this way or that way?' It does come out quite naturally.' (286-292)	be on the same, and have buy-in into their feedback. And then I do give them the posi, mostly give them the positive things first. Or I try to do one positive, one negative, positive, negative. Sometimes there's just like a long list of negatives and then I deal with that person because that's normally an ungraded and then I have to then, then I have to actually go through what was the objectives of the lesson. And to have, you know, to save their face instead of doing that in front of everybody, you know.' (593-627)

	um, I do think that I'm quite aware of, um, selecting language appropriately.' (632-641)		
Dealing with conflict		'No, I haven't actually [had to deal with conflict]. I have been quite lucky. I have always had really, I think my age helps. And the younger ones, they're scared. They're scared. I have a glare and put them down in one go.' (300-306)	'Not so much. I don't think so.' (650)

27. Ethics Clearance Approval

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

NUMBER: 14139
Protocol number: 2010ECE173**C**

01 October 2010

Mrs. Georgina Venn Ma

Dear Mrs. Ma

Application for Ethics Clearance: Doctor of Philosophy

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

Re-thinking post-observation feedback in the EFL teaching practicum: a case study of a professional development programme

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education

Cc Supervisor: Ms. Y Reed (via email)

28. Professional Development Workshop Schedule

Language Teacher Education Supervisor Workshops

Date	Time	Course Content Focus	Feedback Focus
Saturday, 11 February	9:00 – 12:00	An Introduction to TESOL Teaching Practice, Observation & Feedback (GM)	
Monday, 12 March	16:00 – 18:00	Aims Sheets & Lesson Plans (Jack)	Teaching as a Practice (GM)
Monday, 26 March	16:00 – 18:00	CLT Approach Teaching Techniques (Jack)	Approaches to Giving Feedback (GM)
Monday, 16 April	16:00 – 18:00	Language Teaching Tasks & Activities Setting up Tasks & Activities (Jack)	Structuring Feedback (GM)
Monday, 7 May	16:00 – 18:00	Teaching Vocabulary (Jack)	Talk in Feedback (GM)
Thursday, 19 July	16:00 – 18:00	A Focus on Pronunciation: Teaching Pronunciation (Jack)	Scaffolding Student Teachers Effectively (GM)
Thursday, 2 August	16:00 – 18:00	Teaching Grammar Using the Context-based Approach (Jack)	Effective Questioning Techniques (GM)
Thursday, 16 August	16:00 – 18:00	Teaching Grammar Using the Text-based Approach (Jack)	The Role of Reflection in Feedback & Getting Student Teachers to Reflect (GM)
Thursday, 23 August	16:00 – 18:00	Dealing with Student Errors	Language Acts in Feedback

		& Error Correction (Jack)	(GM)
Thursday, 30 August	16:00 – 18:00	Teaching Receptive Skills (Jack)	Mitigating Language in Feedback (GM)
Thursday, 6 September	16:00 – 18:00	Teaching Writing Skills (Jack)	Difficult Student Teachers & Dealing with Conflict (GM)
Thursday, 13 September	16:00 – 18:00	Teaching Speaking Skills (Jack)	Linking Feedback to Course Content (GM)

29. Professional Development Programme Outline

Workshop	Pre-workshop reading & task	Workshop activities	Post-workshop activities
Teaching Practice Observation	**Readings** TESOL Course notes Teaching practice objectives Teaching practice assessment criteria Written feedback templates	Activity – Pair (quiz) 1. To test knowledge and identify gaps Input – TESOL course, Teaching practice and feedback 1. Power point presentation Activity – Pair (metaphors) 1. Think of some metaphors for the role of supervisors Input – Effective feedback 1. Power point presentation	**Readings** Knight, P. (2001) A briefing on key concepts. Bhattari, M. (2007) ABCDEFG IS – The principles of constructive feedback.
Practice	**Readings** Shalem, Y & S. Pendlebury (2010) The concept of teaching in Retrieving teaching: Critical issues in curriculum, pedagogy and learning.	Activity – Pair 1. Develop a definition of practice (*n.*) 2. Identify some examples of practice (*n.* Input – Practice 1. Power point presentation Activity – Pair 1. Discuss the following question: a. Where do we as supervisors fit into the practice of language teaching?	
Approaches to Feedback	**Readings** Farr. F (2011) 1.4.1. Learning a social and cultural process in The discourse of teaching practice feedback	Activity – individual 1. Review the methods and approaches. 2. Identify which methods and approaches you a) know about, b) have heard of, c) never heard of. Activity – Group (matching) 1. Match the methods and approaches with their definitions Activity – group (jigsaw reading) 1. Each member of the group reads a section on Freeman's approaches	**Readings** Gebhard, J. (1984) Models of supervision: choices. Freeman, D. (1982) Observing teachers: Three approaches to in-service training and development. Heron (1990) Six category intervention

		2. Members of the group pool what they have read about to complete the handout Activity – group (matching and ordering) 1. Read about Gebhard's approaches 2. Match and order the approaches on a cline 3. Discuss the questions: a. Where does your feedback approach fall on the cline? b. What would the most suitable approach be for i. Pre-services teacher training? ii. In-service teacher training? iii. Teaching practice 0 or 1? iv. Teaching practice 6 or 7? v. A student teacher with no teaching knowledge or experience? vi. a student teacher with some/extensive teaching experience? c. What approach should we be aiming for? Why? How can we achieve this?	analysis.
Structure		Reflection 1. Reflection by one observer on structure of his feedback 2. Questionnaire on post-observation feedback structure Group discussion 1. What do we mean by structure of feedback? Macro structure? Micro structure? 2. Why is it important to structure feedback? Input 1. Planning feedback 2. Structuring feedback based on literature 3. Alternatives to structuring feedback Activity – individual 1. Plan oral feedback based on written feedback	

		notes. 2. Pair up and role play giving feedback using some of the ideas and suggestions we discussed today.	
Talk in Post-observation feedback	**Readings** Hyland and Lo (2006) Examining interaction in the teaching practicum: issues of language, power and control.	Activity – individual 1. Write down all different types of talk/speech acts in feedback. 2. Check against handout 3. Identify talk/speech acts done by supervisors and student teachers Activity – pair 1. Discussion: Do you use any of these types of talk in feedback? Activity –individual 1. Consider the amount you talk in feedback. Do you think you talk too much? Or do you have the balance right? 2. Complete pie charts a) average talk by supervisors and student teachers; b) talk in your feedback. Discussion – group 1. Read the statements and discuss. Input 1. Dialogic vs transmission approach to feedback Activity – individual 1. Read the transcripts of excerpts from feedback and discuss a) which observer's approach is more dialogic? b) how could the other observer improve the approach to feedback? Input – non- verbal communication 1. Does non-verbal communication have an impact on feedback? 2. Complete the diagram with examples 3. Identify examples that would have a positive or negative impact on feedback.	

Effective questioning	**Readings** Whitmore, J. (2009) Effective questions in Coaching for performance: Growing human potential and purpose. Vogler, K. (2005) Improve your verbal questioning. Richards, J. & C. Lockhart (1994) Teachers' questions in Reflective teaching in second language classrooms.	Activity – Group 1. Based on the pre-workshop readings discuss the following questions: a. Why are questions important in the post-observation feedback event? b. What are some different types of questions and which are more suitable for use in this context? c. What strategies should we employ when asking questions? d. In the article on coaching for performance, the GROW model is used to describe sequency for questioning. Would this be a suitable model in our context? If not, can you identify a more suitable model? Input 1. Input on effective questioning in feedback Activity – Pair (case study) 1. Plan an approach to questioning in feedback based on a case provided Activity – Pair (simulation) 1. Assign roles of the supervisor and student teacher 2. Read the simulation cards provided. 3. Act out the simulation and try to use questioning techniques covered in the session.	
Scaffolding	**Readings** Mitchell, R. & F. Myles (1998) Sociocultural perspectives on second language learning in Second language learning theories. Perry, N. L. Hutchinson & C. Thauberger (2008) Talking about teaching self-regulated learning: Scaffolding student teachers' development and use of practices that promote self-regulated	Activity – individual/pairs 1. Write a definition for scaffolding 2. Discuss with the person sitting next to you Input – Vygotsky & Sociocultural theory 1. Power point presentation Activity – individual/groups 1. Reflect on an experience where you had to scaffold a student and complete the following	

	learning. Sanders, D. & D. Welk (2005) Strategies to scaffold student learning: Applying Vygotsky's Zone of Proximal Development. Task Come prepared with an example of a situation where you had to scaffold a student teacher.	information on the sheet provided: a. Who was it? b. What was the problem? Why did they need your help? c. What strategies did you use to scaffold the student? d. What was the outcome? 2. Discuss your examples in groups Activity – groups 1. Create a poster presentation on the following: a. What are different scaffolding strategies? b. What skills are required to scaffold effectively?	
Reflection	**Readings** Farrell (2007) Reflective Practice for Language Teachers Moran & Dallat (1995) Promoting reflective practice in initial teacher training Horrigan (2006) Reflective Practice during Teacher Training courses **Task** Questions to reflect on: 1. How do you get trainees to reflect in post-observation feedback events? 2. Is your approach for promoting reflection successful? Identify three innovative activities or ideas that we could use to promote reflection in post-observation feedback events.	Group discussion 1. What is reflection? 2. What do we actually do when we reflect on something? 3. What makes an activity/task reflective? 4. Why is reflection important in initial language teacher development? 5. How do you encourage reflection in post-observation feedback events? Do you think you are successful in promoting student teacher reflection? 6. Think of 10 new and interesting reflective activities to use in post-observation feedback.	Create and distribute a summary of reflective activity ideas discussed in workshop
Language Acts	**Readings** Wajnryb, R. (1995) Strategies for the management and delivery of criticism. Wajnryb, R. (1994) Pragmatics and supervisory discourse: Matching method and purpose.	Activity – Group (discussion) 1. Discuss the following questions: a. What do you think is meant by the observer paradox? b. What implications does this have for post-	

	Farr, F. (2011) Politeness in The Discourse of Teaching Practice Feedback.	observation feedback and teacher development? c. What role does language play in feedback? Input – Face threatening acts 1. Types of face – positive and negative 2. Face threatening acts	
Mitigating language in feedback	**Readings** Wajnryb, R. (1994) The Pragmatics of feedback.	Activity – Group 1. Use the writing prompts to provide examples of language you use in feedback Input – Politeness theory & Mitigation strategies 1. Wat is politeness theory? 2. What is mitigation? 3. Pragmatics 4. Mitigation strategies: a. Lakoff's model of politeness b. Gricean maxims c. Brown and Levinson's functional model Activity – Individual (quiz)	
Handling conflict	**Readings** Brandt, C. (2007) Allowing for Learning: A critical issue for TESOL certificate course tutors. Copland, F. (2010) Causes of tension in post-observation feedback in initialteacher training: An alternative view. Hadfield, J. (1992) Coping with crisis: some group problems in Classroom dynamics. Northouse, P. (2014) Handling conflict in Introduction to leadership	Activity – Individual (reflection) 1. Reflect on a conflict you have had when giving feedback to a student teacher. 2. Answer the following questions: a. Why did the conflict arise? b. How did you deal with the conflict? Input – Causes of conflict & student teacher types Input – Strategies for handling conflict	
Linking back to course content			

30. Reflective Writing – Post-observation Feedback Transcript

Dear Supervisor

Thanks again for participating in my research.

This is a reflective writing task aimed to get you to reflect on the recorded post-observation feedback that you gave to the TESOL trainees.

Please answer the following TWO questions:

1. A brief and honest summary of your view of the student teachers' lessons (for which you gave the recorded feedback) as you would give to a colleague if you were describing the student teachers' performance to him/her in the staffroom. (What did you think of the lesson? What mark did you allocate the lesson? Why? What were the student teachers' reactions to your feedback?)

Please go through the transcribed version of the post-observation feedback and write your reflections below.

2. A reflection of your feedback. (What do you think of your feedback now that you can see it in the written form? Consider things such as structure, length, opportunity given to trainees to talk, way you gave feedback (descriptive/prescriptive), your choice of language, relevance of feedback to criteria of teaching practice, points raised with trainees. Is there anything about your feedback that you feel is effective/positive? Is there anything about your feedback you feel you need to improve or develop? And any other feelings or observations you have made.)

Many thanks,

Georgina

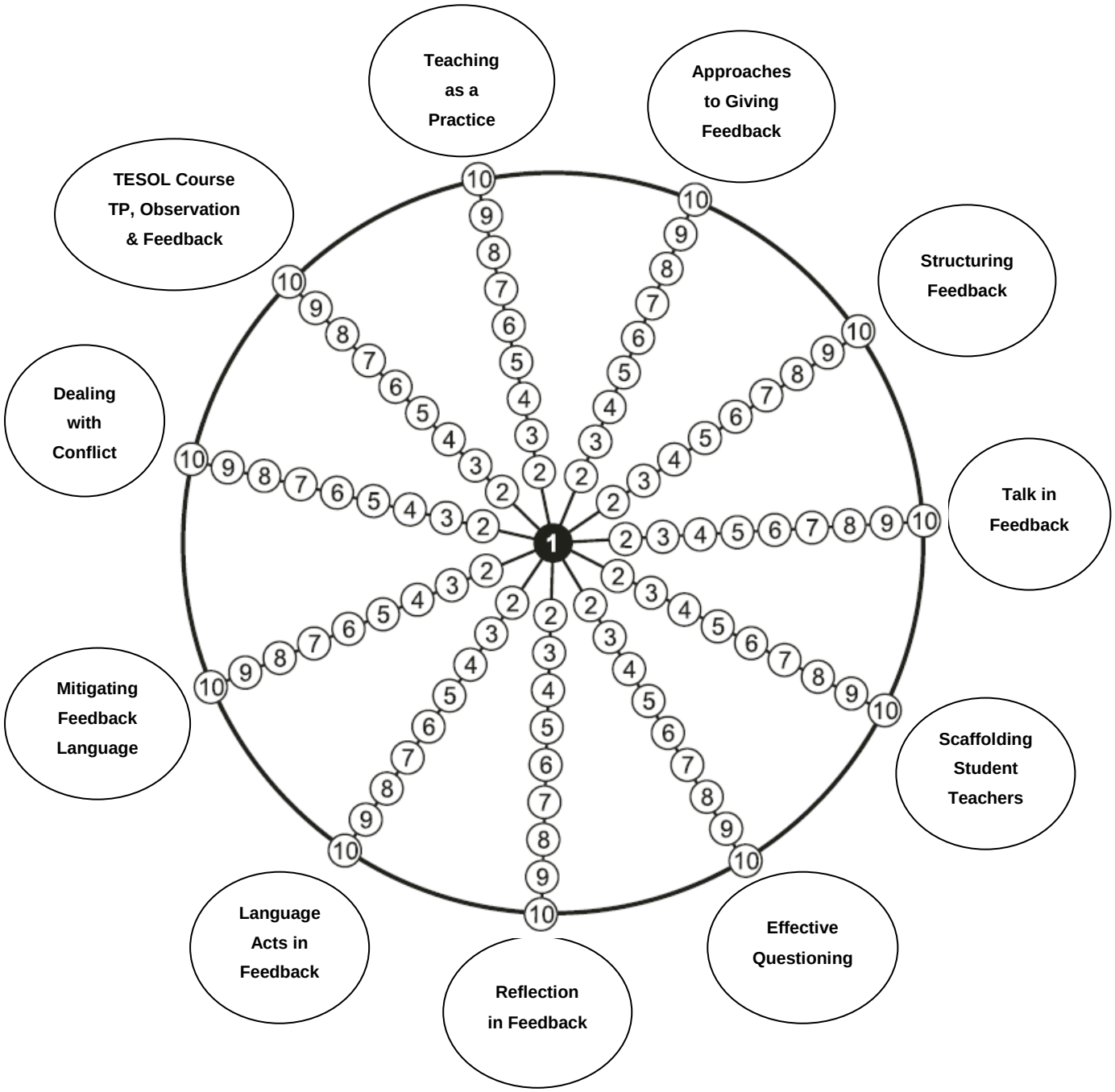
31. Professional Development Reflection

How do you rate yourself?

For each topic displayed in large circles, rate yourself on a scale of 1 – 10. Make a dot on the relevant scale and join the dots to form a radar graph.

1 = no/little knowledge & not part of my practice 10 = advanced knowledge & established part of my practice

Rating before workshops (Blue line)	Rating after workshops (Red line)



How did the workshops help you to develop your post-observation feedback?

Identify to what extent the workshops assisted you to develop the knowledge bases listed below by rating them on the scale from 1 - 5. A space has been provided below each section for your comments.

1 – Don't know/No opinion 2 – No assistance 3 – Some assistance 4 – Satisfactory assistance 5 – Significant assistance

Content knowledge Knowledge about the subject matter to be taught – English as a Foreign Language, Language Teaching & Teacher Training	1 2 3 4 5
Pedagogic content knowledge Practical knowledge about the essence of good teaching – how to teach a subject effectively	1 2 3 4 5
General pedagogic knowledge Knowledge about the skills required when teaching/giving feedback	1 2 3 4 5
Curricular knowledge Awareness of the scope of any teacher education programme, materials available, assessment methods and criteria	1 2 3 4 5
Contextual knowledge Awareness of the characteristics of students, schools, the wider system, as well as institutional and cultural influences within and beyond the classroom	1 2 3 4 5
Process knowledge Knowledge of how to learn - Enabling skills and attitudes that foster continued development	1 2 3 4 5

Did the workshops meet your expectations?

Didn't meet expectations	Partially met expectations	Met expectations	Exceeded expectations	Greatly exceeded expectations
1	2	3	4	5

Comments:

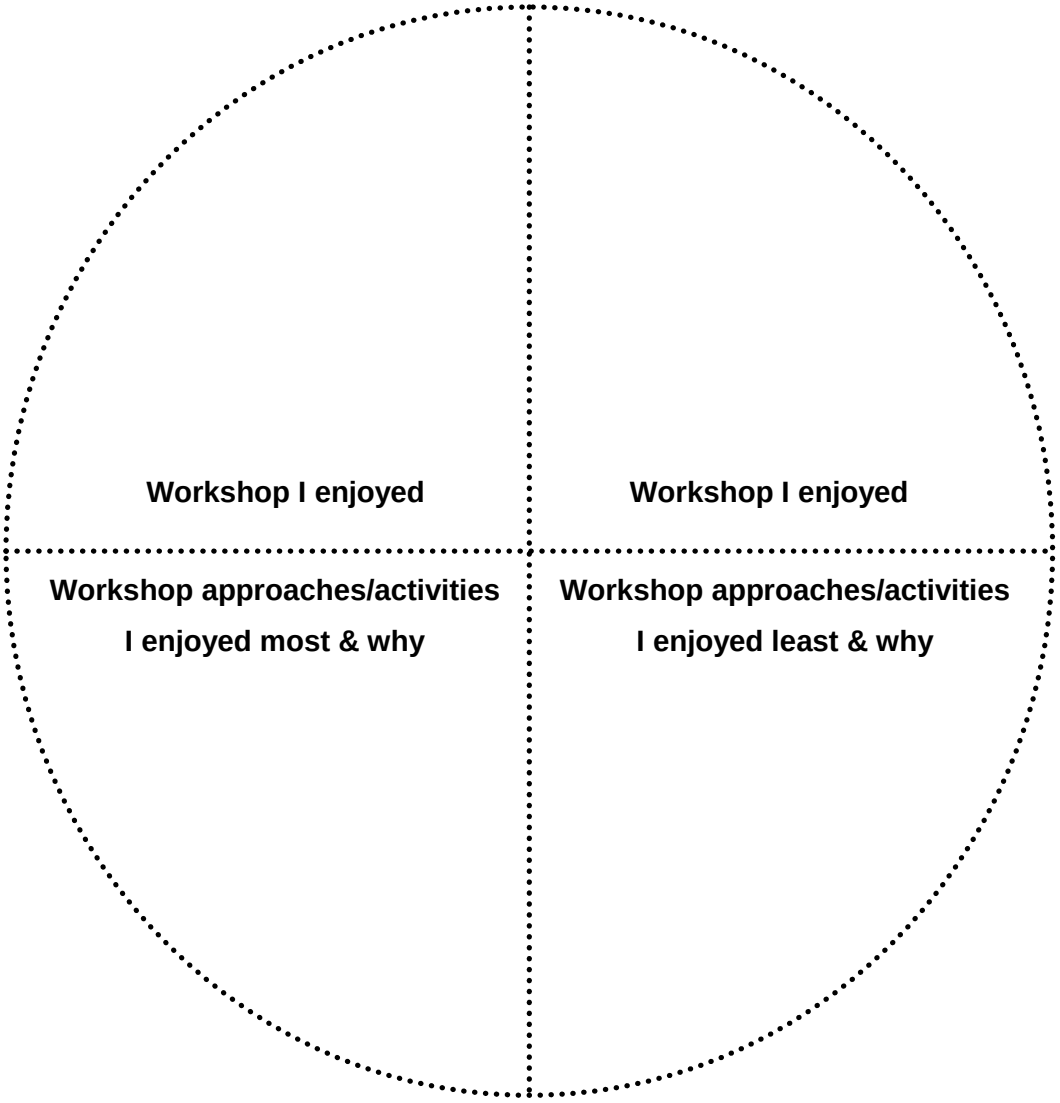
32. Professional Development Programme Evaluation Form – Participant

TESOL Content Workshops - Evaluation

Please rate the content input workshops from 1 – 11 according to how useful/ interesting you found them.

1 – Most useful/interesting 11 – Least interesting/useful

1. Aims Sheets & Lesson Plans	
2. CLT Approach Teaching Techniques	
3. Language Teaching Tasks & Activities Setting up Tasks & Activities	
4. Teaching Vocabulary	
5. A Focus on Pronunciation: Teaching Pronunciation	
6. Teaching Grammar Using the Context-based Approach	
7. Teaching Grammar Using the Text-based Approach	
8. Dealing with Student Errors & Error Correction	
9. Teaching Receptive Skills	
10. Teaching Speaking Skills	
11. Documentation Review	

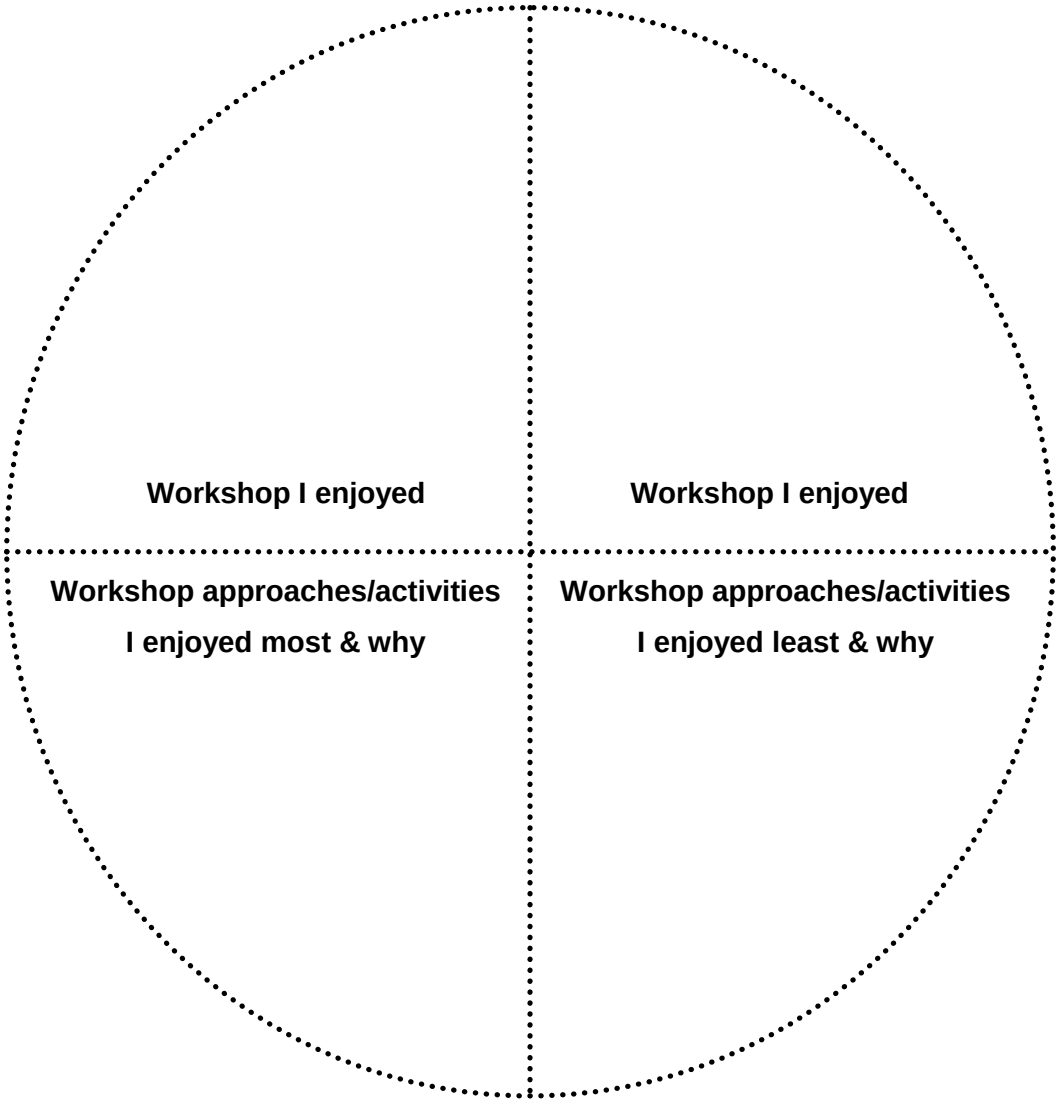


Feedback – Post-observation Feedback Workshops

Please rate the content input workshops from 1 – 11 according to how useful/interesting you found them.

1 – Most useful/interesting 11 – Least interesting/useful

1. An Introduction to TESOL Teaching Practice, Observation & Feedback	
2. Teaching as a Practice	
3. Approaches to Giving Feedback	
4. Structuring Feedback	
5. Talk in Feedback	
6. Scaffolding Student Teachers Effectively	
7. Effective Questioning Techniques	
8. The Role of Reflection in Feedback & Getting Student Teachers to Reflect	
9. Language Acts in Feedback	
10. Mitigating Language in Feedback	
11. Difficult Student Teachers & Dealing with Conflict	



Other comments/suggestions/recommendations on workshop topics/ approaches/ activities/structure/etc.:

33. Action Research Templates

Personal Review: Strengths

Pick six areas of your professional competence as a supervisor which you feel are strengths of yours. (If you have more than six – write them down. Don't be modest!)

Then rank them in importance.

	Professional strengths as a supervisor	Rank/Importance
1.		
2.		
3.		
4.		
5.		
6.		

Personal Review: Areas for Improvement

Use the chart below to list six areas in which you think you could be more effective in your work. The areas can be very general (classroom management) or very specific (finding more interesting topics for reflection tasks).

When you have done that, go back over the areas you have listed, and ask yourself if there is any possibility that 'research' is likely to be of some use to you in addressing some of these concerns.

	I could be more effective if...	Would research help? (✓)
1.		
2.		
3.		
4.		
5.		
6.		

34. Professional Problems and Available Data

Consider the areas for improvement that you listed or other problems you have experienced or observed while supervising student teachers, and list three areas that might be tackled through collecting or analysing data in a systematic way.

Problem areas could cover a wide range of possibilities, for example:

1. Problems with observation
2. Problems with TESOL course content
3. Problems related to particular supervision areas (e.g. using mitigating strategies, being more constructive, etc.)
4. Problems relating to personal management issues (e.g. time management, amount of content covered, etc.)

	Problem area	Kind of data that might be available and how it might be collected
1.		
2.		
3.		
4.		
5.		
6.		

35. Issues and Sample Investigative Questions for Supervisors

Issue	Investigative questions
Planning	What are the bases on which I select my goals and objectives? What are the major factors I take into consideration when selecting content?
Implementation	What is the relationship between the notes I draw up before feedback and what actually happens in feedback? What events in the feedback event cause me to deviate from my planned feedback?
Classroom management	Some of my student teachers are disruptive. Is there anything in my behaviour which might account for this? What effect will modified behaviour on my part have on them? How efficient/effective am I at setting up reflection/group work?
Talk	How much talking do I do in feedback? Is this too little, or too much? What happens when I vary the amount of talking I do?
Instructions/Suggestions	How clear/ and or useful are the explanations I give to students?
Questioning techniques	What sort of questions do I ask?
Error correction	How and when do I correct errors? With what effect?
Interaction patterns	What typical patterns of interaction are there between myself and my student teachers?

Adapted from Nunan, D. (1989) Designing Tasks for the Communicative Classroom

36. Action Research Guide

Section	Comments
Research Question • Clear and simple • No pre- judgment	
Rationale for Study • Clear and simple • Broad scale reasons • Big picture	
Research/Readings • Relevance • New insights or trends	
Background/Context • Basic facts • Statistics	

Tools (at least 2) • Reasons for using tools • What can you learn from that tool? • Research methods • Rationale • Appropriateness	
Data By Tool • What did you learn from each tool that you used? • Best way to represent data • Summary	

Analysis • How is my data connected to my background research?	
Conclusion & Implications • What have I learnt • How will my practice change as a supervisor? • What will I do differently in my feedback?	

Adapted from Meyers, E. & Rust, F. (2003) Taking Action with Teacher Research