

Exploring Postmethod Pedagogy with Mozambican Secondary School Teachers

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Declaration

I declare that this research paper is my own unaided work. It is submitted for the degree of Masters in English Language Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at the university.

Signed: _____

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Abstract

This research explores postmethod pedagogy (Kumaravadivelu, 2003, p. 165) with two Mozambican secondary school teachers who expressed an interest in carrying out an exploratory research project in their context of practice. The research was undertaken to investigate how teachers, who had attended an International House Language Lab (IHLL) teacher education programme in 2008, were theorizing from their practice with the aim of developing a context-sensitive pedagogy.

The research is a qualitative study consisting of two case studies. Each case is based on the practices of a teacher attempting to implement an exploratory research project. The exploratory projects included the following activities: the teacher teaching a lesson with a colleague observing; the teacher and observer meeting both before and after the observed lesson to discuss and analyse the lesson; and finally, the teacher inviting a group of students to discuss their perceptions of selected episodes in the lesson. The teachers used the exploratory research projects to explore their classroom practice in order to learn more about their teaching.

Of particular relevance to this study is literature on practitioner research and teachers as reflective practitioners. In analysing the data, I demonstrate that although the exploratory research projects provided a frame of reference and point of departure for postmethod pedagogy, the teachers' ability to 'develop a systematic, coherent, and relevant personal theory of practice' (Kumaravadivelu, 2003, p. 40) was limited by: the context, the surface level application of macrostrategies, and a lack of foregrounding of the critical in the postmethod macrostrategies. The study concludes with a critical reflection on the value of postmethod pedagogy for teacher education programmes offered at IHLL, as well as for the teachers' contexts of practice. I offer some 'fuzzy generalizations' (Bassegy, 1999) about the place of postmethod principles in teacher development courses for language teachers from a range of classroom and community contexts.

Key words: postmethod pedagogy, EFL pedagogy, EFL methodology, critical pedagogy, EFL teacher education, practitioner research, critical reflection, and exploratory research projects.

Table of Contents

ACKNOWLEDGEMENTS	2
DECLARATION.....	3
ABSTRACT	4
1 CHAPTER 1: AIMS AND RATIONALE.....	8
1.1 Introduction.....	8
1.2 Research aims and questions.....	12
1.3 Rationale	12
1.4 Chapter Outline.....	13
2 LITERATURE REVIEW	15
2.1 Postmethod pedagogy	15
2.2 Practitioner research	17
2.3 Teachers as reflective practitioners	21
3 RESEARCH DESIGN	29
3.1 Introduction.....	29
3.2 Research participants, sampling criteria and exploratory project logistics.....	31
3.3 The research approach	32
3.4 Methods and techniques for data collection.....	34
3.4.1 Observations, field notes of classroom interaction and meetings, and the reflective journal	34
3.4.2 Interviews.....	36
3.4.3 Artefacts	37
3.4.4 Advice memo	38
3.5 Methods and techniques of data analysis.....	38
3.6 Ethical considerations	39
4 CASE STUDIES	41
4.1 Case Study 1: Alan.....	41
4.1.1 Teacher background and contexts of practice	41
4.1.2 Alan's Identities	42

4.1.3	Alan’s values as identified in the data: Interaction.....	47
4.1.4	Conditions for the enactment of postmethod pedagogy	49
4.1.5	Alan’s use of postmethod pedagogy.....	54
4.1.6	Alan’s response to the experience of participating in the research.....	57
4.2	Case Study 2: Pat	58
4.2.1	Teacher background and teaching environments.....	58
4.2.2	Pat’s Identities	60
4.2.3	Pat’s values as identified in the data.....	60
4.2.4	Conditions for the enactment of postmethod pedagogy	66
4.2.5	Pat’s use of postmethod pedagogy	73
5	CHAPTER 5: CROSS CASE ANALYSIS.....	76
5.1	A Pedagogy of Particularity	77
5.1.1	Exploratory Research Cycle	77
5.1.2	Student needs.....	79
5.2	A Pedagogy of Practicality	83
5.3	A Pedagogy of Possibility.....	89
6	CONCLUSION.....	96
6.1	Introduction.....	96
6.2	Contextual limitations.....	97
6.3	Challenges of using the postmethod framework for lesson analysis.....	98
6.4	Conclusion.....	100
6.5	From reflection to reflexivity	104
7	APPENDICES	109
7.1	Kumaravadivelu’s Ten Macrostrategies	109
7.2	Exploratory Research Assignment	111
7.3	Subject Information Sheet - National Director of Education.....	117
7.4	Subject Information Sheet - Principals	119
7.5	Consent Form – Principal.....	121
7.6	Subject Information Sheet – Teacher	122
7.7	Consent Forms - Teacher	124
7.8	Subject Information Sheet – Observer	129
7.9	Consent Forms - Observer	131

7.10	Subject Information Sheet – Parents.....	134
7.11	Consent Forms – Parents.....	135
7.12	Subject Information Sheet – Students	139
7.13	Consent Forms - Students.....	140
7.14	Survival Advice Memo.....	144
7.15	Teacher: Semi-structured Interview 1.....	145
7.16	Teacher: Semi-structured Interview 2.....	147
7.17	Students: Semi structured interview	149
7.18	Alan’s lesson plan	150
7.19	Pat’s lesson.....	156
7.20	Pat’s handout.....	159
7.21	Challenges of setting up the project.....	166
7.21.1	Obtaining permission from the Ministry of Education	166
7.21.2	Finding research subjects.....	167
7.21.3	Obtaining permission from the principals.....	168
7.21.4	Obtaining permission from students and parents.....	168
7.21.5	Challenges in the research design.....	169
8	REFERENCES	170

1 Chapter 1: Aims and Rationale

1.1 Introduction

As Director of Teacher Education at International House Language Lab (IHLL) I have led English Foreign Language (EFL) methodology courses for Mozambican school teachers since 2004. On reflection I would argue that my colleagues and I initially imparted our pedagogy with what Kachru (1990, p. 15) refers to as almost ‘evangelical zeal ...often with doubtful relevance to the sociological, educational and economic context’ of Mozambique. Our language teaching practices were ‘based on a particular Western¹ view of education ... grounded in teaching practices in the comfortable surroundings of [a] private language school...’ (Pennycook, 1994, p. 167) and steeped in cultural practices which did not reflect the reality of most of the Mozambican school teachers’ classrooms. However, over time the methodology course has undergone significant changes in an effort to provide teachers with the knowledge and skills necessary to ‘theorise from their practice’ and in the process develop a context sensitive pedagogy (Kumaravadivelu, 2001, p. 541). This is consistent with Canagarajah’s (1999, p. 35) belief that theory ‘should arise in a grounded manner, from practical experience and participation in specific contexts of struggle’.

The journey toward change began with an investigation of the Mozambican secondary school teachers’ contexts. In 2007, in fulfillment of the research required for an Honours degree in Applied English Language Studies at the University of the Witwatersrand, I undertook a case study of two teachers who had attended one of IHLL teacher education courses in 2006. The research aims were:

¹ The quotation from Pennycook (1994) refers to debates about whether a pedagogy which originated in western technologically advanced communities can be successfully imported into classrooms in developing communities. In this research study I use Canagarajah’s (1999) terms ‘centre’ and ‘periphery’ to refer to these respective communities. Both Pennycook (1994) and Canagarajah (1999) argue that a pedagogy imported from the centre is likely to conflict with the social, cultural and physical conditions of periphery communities.

- To understand the contexts in which two teachers, who attended a teacher education programme held at IHLL from October to November 2006, were teaching.
- To investigate whether/how two teachers were translating IHLL pedagogy into their contexts of practice.

I hoped to learn as much as possible from the teachers about their contexts and their work in the classroom in response to the IHLL training course. My goal was to improve the IHLL teacher education course through responding to the insights and experiences of the two teachers.

An assumption² underlying the 2007 research was that teachers who had participated in the IHLL course would choose to work within a postmethod mindset when they returned to their various teaching contexts. Postmethod, a term coined by Kumaravadivelu (1994, 2001, 2003), refers to a pedagogy which rejects the concept of 'one best method' (Bax, 2003; Canagarajah, 1999; Pennycook, 1989; Phillipson, 1992; Prabhu, 1990) for all contexts, and places the onus on the teacher to develop a context sensitive pedagogy. Findings from the research indicated that while teachers were using IHLL methodology within their classrooms, they lacked crucial knowledge and skills necessary to 'develop a systematic, coherent, and relevant personal theory of practice' (Kumaravadivelu, 2003, p. 40) for their context. As a result, in 2008 for two cohorts of teachers, the IHLL methodology course known as TESSL (Teaching English to Secondary School Learners) was adapted to include Kumaravadivelu's (1994) macrostrategic framework. This framework is aimed at developing strategic thinkers and practitioners. Kumaravadivelu (2003, p. 2) explains that strategic thinkers need to reflect on specific needs, wants, situations, and processes of learning and teaching. Strategic practitioners need to develop knowledge and skills necessary to self-observe, self-analyse, and self-evaluate their own teaching acts.

² The assumption was that even though the teachers had not been introduced to the principles of postmethod pedagogy, they would automatically adapt the IHLL course methodology to their context and develop their own context-sensitive approach.

Knowing that the Mozambican teachers had come to IHLL expecting EFL teaching methodology, the teacher education staff attempted a hybrid of what is broadly termed the Communicative Language Teaching approach (Brumfit, 1984) together with postmethod pedagogy (Kumaravadivelu, 2003). The new direction that the IHLL pedagogy course has taken is consistent with the recommendations of Dell (2003, p. 334) who argues that 'method and postmethod together can liberate our practice'. Not only does the new course include overt instruction on the theory and practice of CLT, it also includes sessions informed by Kumaravadivelu's (2001) parameters of particularity, practicality and possibility. Kumaravadivelu's pedagogy of particularity is about teachers developing a context-sensitive pedagogic knowledge through a continual cycle of observation, reflection, and action in an attempt to explore what works and what does not work with a particular group of learners in a particular context (Kumaravadivelu, 2001, p. 539). A pedagogy of practicality seeks to overcome the theory (of the academy) versus practice (of the teacher) dichotomy by enabling teachers to 'theorise from their practice and to practice what they theorise' (Kumaravadivelu, 2001, p. 541). Finally, a pedagogy of possibility taps into sociopolitical consciousness in a 'continual quest for subjectivity and self-identity' (Kumaravadivelu, 2001, p. 543). A pedagogy of possibility should empower participants and 'develop theories, forms of knowledge, and social practices that *work with* the experiences that people bring to the pedagogical setting' (Giroux, 1988, p. 134). It was hoped that the new IHLL teacher education course with its hybrid CLT/postmethod pedagogies would have more relevance to Mozambican teaching and learning contexts and greater depth than previous courses.

At times sessions on the modified course followed the transmission model of teacher education and at other times meaning was constructed through 'dialogic discourse' as participants considered issues in groups and in open class discussions. In the Bakhtinian (1981) sense, learning took place through an

interaction of meanings or belief systems. Right from the beginning of each new course teachers were positioned as experts in their contexts thereby 'legitimizing their knowledge and experience' (Kumaravadivelu, 2001, p. 552). As Kumaravadivelu has suggested, the teachers' values, beliefs, and knowledge were used as an integral part of the learning process (2001, p. 552).

A very important modification to the course was an assignment³ adapted from Kumaravadivelu's (2003, pp. 292 - 294) M & M observational scheme. The observational scheme is a step by step process for undertaking exploratory research. The capital letters M & M refer to ten macrostrategies⁴ (2003, pp. 39 - 40) which together with the parameters of particularity, practicality and possibility constitute the guiding principles in Kumaravadivelu's (2003) postmethod framework. These principles were used to analyse the observation data collected in the teacher's exploratory projects (EP). The new assignment was designed to take teachers through a process of self-observing, self-analysing, and self-evaluating their own teaching acts and to provide a model of how to undertake classroom research. Each teacher selected an observer to collaborate with him/her in his/her exploratory project. The observer provided another perspective on what happened in the classroom as did the students who were taught. The research focus was un-prescriptive. Teachers chose two or three 'interesting' episodes from a recording of their lesson and analysed and evaluated the interaction in terms of the ten macrostrategies. The IHLL teacher educators hoped that the *skills* teachers acquired from undertaking the exploratory research assignment as well as the *knowledge* gained from the newly developed sessions based on the principles of postmethod pedagogy, would help teachers 'develop a systematic, coherent, and relevant personal theory of practice' (Kumaravadivelu, 2003, p. 40) when they returned to their contexts of practice.

In one of the concluding 'professional development' sessions on the newly

³ See Appendix 7.2 for the exploratory research assignment.

⁴ See Appendix 7.1 for a description of the macrostrategies

developed course the teachers were encouraged to carry out similar exploratory projects in their contexts of practice in Mozambique and to collaborate with other teachers during the process. This research project is designed to investigate how teachers who are undertaking exploratory projects in their contexts of practice are 'theorizing from their practice' (Kumaravadivelu, 2003).

1.2 Research aims and questions

This research study aims to:

- Understand how, if at all, teachers who have expressed an interest in doing exploratory research projects are 'theorizing from their practice' (Kumaravadivelu, 2003).
- Gain insight into the realities of using postmethod pedagogy in Mozambican contexts.

The following three questions are investigated:

- How, if at all, are teachers reflecting on the specific needs, wants, situations, and processes of learning and teaching?
- How, if at all, are teachers self-observing, self-analysing, and self-evaluating their teaching acts?
- How, if at all, are the realities of context impacting on the teachers' use of postmethod pedagogy?

1.3 Rationale

From the late 1980s a body of literature (e.g. Bax, 2003; Pennycook, 1989; Phillipson, 1992; Prabhu, 1990) has emerged which reflects disenchantment with the concept of method. In an attempt to find an alternative, several scholars (e.g. Allwright, 2003; Kumaravadivelu, 2003; Stern, 1992) have developed guiding principles within which teachers can develop their own context-specific pedagogic knowledge. In my opinion, Kumaravadivelu's (2003) postmethod framework is the most comprehensive of these as it encapsulates key concepts currently problematised in the field of English Language Teaching (ELT) and

combines elements of both Stern's and Allwright's frameworks. I have therefore used Kumaravadivelu's (2003) work extensively to prepare teachers to work beyond the concept of method in their contexts of practice.

At the outset it was hoped that this research project would provide valuable insights into the challenges and successes of teachers exploring postmethod pedagogy in Mozambique. With the criticisms of postmethod pedagogy just beginning to emerge, I, like Akbari (2008, p. 649) was concerned about how well equipped teachers were to take up postmethod pedagogy and also about how context may impact the implementation of postmethod pedagogy. Through my research I hoped to give teachers a 'voice and an audience' (Akbari, 2008, p. 650) to reflect on their experiences of using postmethod pedagogy. Akbari (2008, p. 650) believes 'that as long as our academic discourse community ignores the practitioners' plight, continues to make impossible demands, and refuses to replace idealism with realism, the postmethod will remain just a topic for lectures and argumentative articles'.

In December 2009 it became clear just how salient this research study was when Professor Kumaravadivelu wrote in an email exchange that 'there does not seem to be any sustained, data-oriented study' on postmethod. Even people who are using the ideas very rarely conduct classroom based research'. It is time that the teachers' voices were heard.

1.4 Chapter Outline

This first chapter has outlined the background to the research, presented the aims and research questions, and supplied a rationale for selecting this area of study.

Chapter 2: Literature Review

This chapter is divided into three sections: postmethod pedagogy, practitioner research, and teachers as reflective practitioners.

Chapter 3: Research Design

In this chapter I outline the research methodology and provide a rationale for using qualitative methods in a case study such as advice memos and interviews.

Chapter 4: Case Studies

This chapter presents data from the two case studies.

Chapter 5: Cross Case Analysis

This chapter presents a cross case analysis of the two case studies in order to respond to the research questions.

Chapter 6: Conclusions and Recommendations

The final chapter concludes with a critical reflection on the value of postmethod pedagogy for teacher education programmes offered at IHLL, as well as for the teachers' contexts of practice.

2 Literature Review

Since this study investigates teachers becoming strategic thinkers and practitioners as they explore what is possible and practical in their classrooms within the framework of postmethod pedagogy (Kumaravadivelu, 2003, p. 2), the literature reviewed for this proposal is in the areas of:

- postmethod pedagogy,
- practitioner research,
- and teachers as reflective practitioners

2.1 Postmethod pedagogy

Strategic action on the part of the teacher is a key concept running through postmethod literature, yet it is not new to the field of ELT. Not long after the demise of the audiolingual approach in the late 1960s and the break with the concept of a universal approach, the concept of eclecticism became very popular with teachers. According to Marton (1988) teachers began to be intuitively selective so as not to be taken in by every new fad. This generally involved putting a little of everything into 'a melting pot' in the hope of producing a coherent method (p. 86). In reaction to this, he argued that as a purposeful, complex activity, teaching should consist of a set of actions that are consistent with one another to achieve a common goal. He concluded that to be efficient teachers have to be creative but 'creativity must be based on a set of explicitly, formulated pedagogical principles' (1988, p. 87). Although Allwright (2003, p. 119) later argued that it is not the efficiency of teaching techniques but rather the quality of life⁵ in the classroom that is important, he like Kumaravadivelu (1994, 2003) and Stern (1992), all theorists working beyond the concept of method, agree on the importance of having a set of principles to guide practice.

⁵ This is the single most important principle which Allwright (2003) suggests teachers should keep in mind as they explore their practice.

Stern's principles are contained in a framework comprising of three dimensions each consisting of pairs of strategies situated on a continuum. These strategies exemplify dichotomous contentious debates in the history of language teaching method such as the 'intralingual–crosslingual' (Stern, 1992, p. 279) dispute, which concerns how much, if at all, the first language should be used in learning the second language. Kumaravadivelu also draws on currently available theoretical, empirical and experiential knowledge related to second language learning and teaching (2003, p. 40). However, Kumaravadivelu's macrostrategic framework seems to offer a wider ranging set of principles from which to work and addresses matters of both 'practice and politics' (Akbari, 2008, p. 643). Kumaravadivelu's (2001, 2003) pedagogy of possibility acknowledges the critical dimension of language teaching. It recognizes that the 'broader social, political, historical, and economic conditions that affect the lives of learners and teachers also affect classroom aims and activities' (Kumaravadivelu, 2003, p. 239). For example, the issue of the intralingual–crosslingual dispute, as explored in the *Ensuring social relevance* macrostrategy, is framed within the status of English as a global language and the political economy of English Language Teaching. Both of these promote the interests of native speakers of English who do not normally share the language of their learners (Kumaravadivelu, 2003, p. 250).

Even though Stern, Kumaravadivelu and Allwright's postmethod frameworks highlight different guiding principles they agree on a sociocultural perspective which locates learning and teaching acts in social and historical contexts. Stern (1992, p. 277) emphasizes that we should learn to operate with flexible sets of concepts 'which do not perpetuate the rigidities and dogmatic narrowness of the earlier methods concept'. He (p. 367) recognizes that different circumstances call for different kinds of policy decisions. This argument is echoed by Kumaravadivelu who maintains that for language pedagogy to be relevant it 'must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context in a particular sociocultural milieu' (Kumaravadivelu, 2001, p. 538). Similarly,

Allwright suggests that teachers should undertake exploratory research with the aim of developing 'situational understanding' in order to identify what really matters and what really helps a particular group of learners (2003, p. 4).

In the absence of one universal/best method, a set of guiding postmethod principles, underpinned by a sociocultural perspective, seems like a logical step toward helping teachers develop a context-sensitive pedagogy that is internally consistent. But, 'local action' must in turn contribute to our thinking about 'global principles' (Allwright, 2003). If one or more of the global postmethod principles developed by Kumaravadivelu (2003), Stern (1992), and Allwright (2003) are not possible or practical in the local context, they may need to be rethought. Akbari (2008, p. 650) argues that 'postmethod must get its inspirations not from postmodern philosophy and academic discussions per se, but also from teachers and their practical wisdom'. This research may shed some light on the relevance of the postmethod principles in Mozambican contexts.

2.2 Practitioner research

Kumaravadivelu (2001, p. 550) suggests that one way for postmethod teachers to 'theorize from practice and practice what they theorize' is to do teacher research. However, teacher research, or what is known more broadly across professions as practitioner research, has been through a difficult history.

Practitioner research has taken on various forms over the years and waxed and waned in popularity. In the 1940s action research emerged to facilitate curriculum reform to help teachers to own the knowledge, to get teachers involved, and to close the gap between research knowledge and instructional practices (Zeichner & Liston, 1996). In the 1960s teachers initiated curriculum reform as a result of the large-scale student dissatisfaction in British secondary schools (Elliott, 1991; Stenhouse, 1975). Practitioner research has, however, more recently been seen as a form of in-service teacher education or professional development and not a methodology for knowledge construction (Wallace, 1998).

Kumaravadivelu (2001) argues that locating practitioner research in the context of professional development suggests that teachers construct 'personal theories by testing, interpreting and judging the usefulness of professional theories proposed by experts' (p. 540). This relegates teachers to the role of implementers of professional theories which leaves little room for teachers to 'self-conceptualize and self-construct pedagogic knowledge' (p. 540). To build a context-sensitive pedagogy, a more 'grounded approach' (Strauss, 1987, p. 6) is needed. Understanding should develop from analysing the data as it emerges rather than assigning pre-determined categories chosen by others. Allwright's (2003) exploratory practice is an example of this. Teachers work from what puzzles them, not from what is problematic in their teaching (p. 117). Where the term 'problem' might imply that a teacher is deficient in employing a particular method, the term 'puzzle' implies that teachers can explore aspects of their practice with an open mind, allowing them to generate their own situation-specific pedagogy. Exploratory practice involves teachers and students working together to understand classroom life, not necessarily for change or improvement.

Both Allwright and Kumaravadivelu (2001, 2003) highlight the need for a teacher-generated theory of practice rather than theories generated in the academy because it 'bridges the gap between theory and practice, between research and teaching, and more particularly between researchers and teachers' (Allwright & Bailey, 1991, p. 194).

Nevertheless, according to Zeichner & Noffke (2001), over the years little attention has been given to practitioner research in academic educational literature. At times, knowledge that teachers generated was not treated seriously. Borg (1981), for example, was of the opinion that practitioner research was an inferior form of research with less rigorous standards than those of academic research. Traverse (1985) argued that teachers were generally unfamiliar with the basic techniques of research and, that the demands of teachers' jobs left little

time for the role of researcher. And, Huberman (1996) even questioned whether there was any evidence that practitioner research has had any impact on teaching practice and classrooms.

Akbari in his 'counter point argument' in the forum section of the December 2008 TESOL Quarterly also adds his voice to those who argue that for teachers to fulfill the role of researcher is a seemingly impossible task. In his critique of postmethod discourse, Akbari (2008) names a number of occupational constraints on teachers. Besides the limitations set by teachers' time, tight administrative frameworks, the methodology of textbooks as well as the backwash effects of examinations (Akbari, 2008, p. 646), he believes postmethod has ignored the social and professional limitations which teachers confront in their day to day negotiations of their identities and their practice. He illustrates this with an example of two extra roles a postmethod teacher must take on, that of social reformer and cultural critic (Akbari, 2008, p. 647). He claims that ideal classroom environments rarely exist where teachers can exercise their free will as they engage with a pedagogy of particularity, practicality and possibility (Akbari, 2008, p. 647).

Another important aspect of context not discussed above, yet vital to this study, is how cultures of teaching influence practices. Hargreaves (1994) asserts that cultures of teaching help give meaning, support and identity to teachers and their work. What they do in terms of classroom styles and strategies is powerfully affected by the outlook and orientations of colleagues with whom they work and have worked in the past. In this respect, teacher cultures, the relationship between teachers and their colleagues, are among the most educationally significant aspects of teachers' lives and work (Hargreaves, 1994, p. 165). Teacher cultures consist of the characteristic patterns of relationship and forms of association between members of those cultures (p. 166). Collaboration is an important aspect of postmethod pedagogy. Yet, if patterns of collaboration are not an established characteristic in relations between teachers in a particular

context, there may be some resistance to involving others in reflecting on lessons.

Even with an awareness of some or all of these challenges to undertaking teacher research, Kumaravadivelu (2001) argues that teacher research is doable if it is integrated with day-to-day learning and teaching (p. 551). He suggests two possible ways of conducting research. Firstly, by just keeping one's eyes, ears and mind open to what works and what does not work (p. 550). And, secondly, by using investigative capabilities aided by the following three approaches to research: exploratory research (Allwright, 2003), a teacher research cycle (Freeman, 1998), and critical classroom observation (Kumaravadivelu, 1999). In addition, many other scholars (Berthoff, 1987; Elliott, 1991; Hopkins, 2008; Lankshear & Knobel, 2004; Stenhouse, 1975; Wallace, 1998) have provided guidance on how to conduct teacher research. The approaches are, however, varied and diverse. For example, while Stenhouse (1975) advocates doing case study inquiry by collecting well-conceptualized data of high quality, Berthoff (1987) recommends writing already-existing experience into knowledge through a process of disciplined reflection and analysis.

Although there is much debate over the role of the teacher as a researcher, teacher research as an approach to knowledge construction offers much to practitioners wanting to develop a context-sensitive pedagogy. The question is whether postmethod pedagogy itself has taken into consideration its own parameters of particularity, practicality, and possibility.

2.3 Teachers as reflective practitioners

The concept of teachers as reflective practitioners was initially presented by John Dewey in the early 1900s. Dewey (1933) identified two types of action, that is, action that is routine and action that is reflective. While action that is routine does not question tradition, action that is reflective is triggered by careful contemplation of beliefs and practices and their underlying ideology and consequences. Although this distinction seems fairly clear, Farrell (2003) suggests that recent literature on reflective teaching provides various conflicting definitions and a wide variety of approaches. To provide some clarity, Zeichner and Liston (1996, p. 1) caution that 'not all thinking about teaching constitutes reflective teaching. If a teacher never questions the goals and values that guide his or her work, the context in which he or she teaches, or never examines his assumptions, then it is our belief that this individual is not engaged in reflective teaching'.

Over the years, a number of different approaches to reflective teaching have been developed in general education. These included: (1) reflective teaching based on technical reality (Schulman, 1987; VanMannen, 1977) which entails investigating whether one's skills and behaviours match that of an established theory or research; (2) reflection-in-action (Schön, 1983) which involves dealing with professional problems as they occur; (3) reflection-on-action (Schön, 1983) which is recalling one's teaching after the class and proving reasons for actions or behaviours; (4) reflection-for-action (Killon & Todnew, 1991) is proactive thinking to guide future action; and finally, (5) action research (Carr & Kemmis, 1986) is self-reflective enquiry by participants in social settings to improve practice.

These approaches have influenced scholars working in the field of EFL, and a number of books on reflection in language teaching have been published since the 1990s (e.g. Freeman, 1998; Johnson, 1999; Richards & Lockhart, 1994;

Wallace, 1991). These authors look at ways of applying a reflective approach to various aspects of teacher development using carefully structured approaches. Kumaravadivelu (2003), however, critiques the reflective movement for not looking at reflection as an interactive process involving the teacher, colleagues, students and administrators. In addition, he feels that inadequate attention has been given to the socio-political factors that shape and reshape teachers' practice. And, lastly, he is of the opinion that the movement has contributed very little to change even though it has discredited excessive reliance on established professional wisdom (Kumaravadivelu, 2003, p. 12). The solution he advocates is teachers as 'transformative intellectuals'.

A transformative intellectual as defined by Giroux (1988, p. 174) is 'one who exercises forms of intellectual and pedagogical practice that attempt to insert teaching and learning directly into the political sphere by arguing that schooling represents both a struggle for meaning and a struggle over power relations'. Transformative intellectuals are critical educators operating within the paradigm of critical pedagogies and as such they 'help students deal with their struggles to make sense of their lives, to find ways of changing how lives are lived within inequitable social structures, to transform the possibilities of our lives and the way we understand those possibilities' (Pennycook, 1994, p. 302). Political engagement and transformative goals are therefore central to the pedagogical activity of a transformative intellectual.

Whilst defining a transformative intellectual is simple, learning how to operate as a transformative intellectual or critical educator is less so. The reason for this can be found in the historical development of critical pedagogy (CP). CP did not begin as a reified set of assumptions, commitments, and practices but rather as 'a broad loosely linked area of educational theory and practice' defined as 'an education grounded in a desire for social change' (Pennycook, 1994, p. 297). Canagarajah (1999) explains that CP is not a settled body of thought and competing models of CP each have a different orientation to power and

inequality. To illustrate, reproduction and resistance models of critical pedagogy differ widely. While reproduction models explain 'how students are conditioned mentally and behaviourally by the practices of schooling to serve the dominant social institutions and groups', resistance models begin with the premise that there are 'sufficient contradictions within institutions to help subjects gain agency, conduct critical thinking, and initiate change' (Canagarajah, 1999, p. 22).

When Kumaravadivelu (1999) advocates that transformative intellectuals use *critical* classroom discourse analysis (CCDA) informed by the assumptions and principles of poststructural and postcolonial⁶ perspectives on classroom discourse, he asks teachers to operate largely within a resistance model. The utilization of these perspectives requires an understanding that discourses manifest power relations. With each scholar in the field offering a different understanding on discourse and power teachers have a variety of lenses at their disposal for critical classroom discourse analysis. For example, Foucault (1970, 1972), from a poststructural perspective, argues that every individual and every utterance is embedded in and controlled by discursive⁷ fields of power/knowledge. And, Pennycook (1998), from a postcolonial perspective, argues that ELT is a product of colonialism and linked to the discourses of colonialism so teachers need to find alternative representations and possibilities in English classes. These and other understandings of power can 'unmask the hidden relationship between individual interaction in the classroom and the wider sociocultural and sociopolitical structures that impinge upon that interaction' (Kumaravadivelu, 1999, p. 479).

An example of how resistance theories can be used as a lens for critical classroom discourse analysis is Bourdieu's (1990) theory of capital. He argues

⁶ Although postcolonial perspectives are often spoken of as resistance theories, many strands of periphery thinking have developed indigenously without direct interaction with Western paradigms (Canagarajah, 1999, p. 33).

⁷ Foucault's (1972) definition of discourse is three dimensional: discourse as an utterance, discourse as an individualized group of statements such as the discourse of racism, and discourse as regulated practice that gives rise to a number of statements (i.e. sociopolitical structures that provide the conditions under which utterances and texts are regulated).

that individuals react to dominance and resistance by trying to maximize their capital. Capital can be economic, cultural and/or linguistic. As a poststructuralist operating within a resistance model, Bourdieu recognizes multiple sources of power at the micro-level, making it possible for individuals to negotiate power in specific areas of their lives. When transformative intellectuals work with Bourdieu's concept of capital they acknowledge students' cultural and/or linguistic backgrounds. In the process individuals negotiate power/knowledge within the classroom which supports learning and the quest for subjectivity and self-identity. Canagarajah (1999) explains the link between maximizing cultural capital and the quest for self-identity as follows: 'Just as personal background of the learner influences how something is learned, what is learned shapes the person: our consciousness, identity, and relationships are implicated in the educational experience' (p. 15). Understanding learning as culture requires a radically different way of envisaging language education.

Although CCDA seems to provide some direction for teachers wanting to operate as transformative intellectuals, in his 1999 journal article Kumaravadivelu does not go beyond providing a conceptual framework which focuses to some degree on how 'macro-relations are mapped onto micro-interactions' (Billig, 1999; Widdowson, 1998) . Nevertheless, Kumaravadivelu claims that CCDA does have the potential to create and sustain critical sensibilities and provides a transformative thrust. All the same he leaves the reader with a number of his own questions.

- 'If classroom discourse consists of (socio) linguistic, sociocultural, and sociopolitical dimensions, how do we as TESOL professionals profitably explore the patterns that connect all three?
- If classroom discourse is socially constructed, politically motivated and historically determined, how can we study and understand its impact on everyday learning and teaching?
- If an analysis of classroom discourse has to include an analysis of the discursive practices and discursive formations that sustain the symbolic

violence perpetrated on participants, what investigative methods might be necessary to do such an analysis?' (Kumaravadivelu, 1999, pp. 477-478)

Although Kumaravadivelu refers to critical classroom observation as central to the transformative intellectual's role, the ten macrostrategies do not seem to provide enough guidance in how to critically analyse lessons. The last two macrostrategies 'ensuring social relevance' and 'raising cultural awareness' do however, raise teachers awareness of the need to be 'sensitive to societal, political, economic, and educational environment in which learning takes place' and to 'treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts and premium on their power/knowledge' (Kumaravadivelu, 2003, pp. 39-40). In his book *Beyond Methods*, Kumaravadivelu (2003) suggests several ways of 'ensuring social relevance' and 'raising cultural consciousness' but does not provide an approach to analysing lessons. For example, he suggests teachers make classroom language policies, create critical cultural consciousness amongst learners, and select appropriate teaching materials with greater sociocultural and sociopolitical awareness.

Another macrostrategy in Kumaravadivelu's 2003 book that makes reference to the critical is 'fostering language awareness'. In this macrostrategy Kumaravadivelu explains how to use critical discourse analysis to develop learners' understanding of how 'power is produced, maintained, and also resisted with the help of different language forms'. However, no guidance is given on how to use critical discourse analysis as a tool for analysing lessons. This is an unexpected discovery since Kumaravadivelu's 1999 journal article, which he refers readers to in his 2003 book *Beyond Methods*, presupposes that some form of critical discourse analysis is already being used for lesson analysis.

'CCDA does not represent a seamless and sequential progression of events and thoughts from classroom interaction analysis to classroom discourse analysis to CCDA; rather, it represents a fundamental shift in

the way the field conceives and conducts the business of L2 learning and teaching.’ (Kumaravadivelu, 1999, p. 480)

This quote raises another issue. If CCDA represents a fundamental shift, then teachers taking on the role of transformative intellectual need to have a set of assumptions on which to base their critical pedagogy. As mentioned previously this is challenging because CP is not a settled body of thought. However, Canagarajah (1999, pp. 15-16) provides some direction with the following assumptions on which teachers could base lesson analysis: learning as personal, learning as situated, learning as cultural, knowledge as ideology, knowledge as negotiated, and learning as political’.

Transformative intellectuals are required to be highly autonomous as they fulfil their role as agents of change tapping into the sociopolitical consciousness that participants bring with them to the classroom in a ‘continual quest for subjectivity and self-identity’ (Kumaravadivelu, 2001, p. 543). According to Kumaravadivelu (2001) teacher autonomy is at the heart of postmethod pedagogy and teacher autonomy is shaped by professional and personal knowledge. Kumaravadivelu describes personal knowledge as that gained through experience and professional knowledge as that gained from the academy. Kumaravadivelu argues that personal knowledge includes both ‘behaviour knowledge’ of how to do things in the classroom as well as a cognitive dimension that links thought and activity (pp. 548 - 549). However, neither Elbaz (1983) nor Handal and Lauvås (1987) make the distinction between personal and professional knowledge. They include theory-based or transmitted knowledge as part of personal knowledge. Interestingly, Schön (1983) claims that practitioners do not draw so much on academic theory when they act but on context specific theories in use and this explains why much of what happens in classrooms does not reflect the methods packages ‘supplied’ by teacher education programmes.

In an attempt to help researchers further understand what influences teachers’ thoughts and actions, Elbaz (1983) argues that *knowledge of self and the milieu*

is an important component of teachers' personal knowledge, and Handal and Lauvås (1987) highlight teachers' *values*. Although Elbaz (1983) does not include values as part of teacher knowledge, he claims that teacher knowledge is shaped by a teachers' purposes and values. Experiential knowledge, knowledge of self and the milieu as well as teachers' values all work together to form what Clandinin (1986) calls 'images' of what teachers consider as 'practical and possible' (Prabhu, 1990) in their contexts, and on which teachers draw as they reflect on their practices.

Brookfield (1995) recommends that teachers access these images or constructs of what they consider practical and possible in their contexts, and use them as a lens to reframe their teaching. He suggests a number of useful tools⁸ (or tasks) to do this and claims that these tools can raise teachers' awareness of what informs their thinking and consequently their teaching. This, he believes, can open the way for teachers to 'question the assumptions and practices that seem to make *[their]* teaching lives easier but actually work against *[their]* own best long term interests' (Brookfield, 1995, p8). Other scholars (e.g. Deshler, 1990a; Deshler, 1990b; Zinn, 1990) have also developed tools for practitioners to use in an autobiographical analysis of their teaching.

With the change in role of the teacher from reflective practitioner to transformative intellectual, whose primary role is that of an agent of change, teachers need to be more sociopolitically aware, especially of how their own values and assumptions are guiding their practice. Since this type of reflection raises issues of power in classroom contexts, it may reveal sensitive issues teachers would prefer to leave unexplored.

To conclude, in the process of writing the literature review it has become clear that postmethod pedagogy cannot be presented as a neutral pedagogy or even a solution for all contexts. Constructs such as *teacher autonomy* are in and of

⁸ See Appendix 7.14 for the survival advice memo and Appendix 7.15 for the role model profile.

themselves value laden and not every teacher may be willing to become an agent of change. Another concern is that teachers seem to need a broad understanding of where the field of ELT has come from and the direction in which it is now moving. Being well prepared for the role of transformative intellectual requires that teachers understand and appropriate a large body of knowledge, and they are able to use practically the skills associated with this knowledge. A great deal is expected of teachers when theorists themselves are still grappling with how teachers operate as transformative intellectuals. It is interesting to note that both Canagarajah (1999) and Kumaravadivelu's (2003) examples of teachers applying critical approaches are of teachers with Masters degrees.

3 Research Design

“What teacher educators can and must do is to help prospective and practicing teachers develop a capacity to generate their own context-specific theories of practice based on their professional, personal, and experiential knowledge and skill.” (Kumaravadivelu, 2003, p. 286)

In this chapter I describe the research design and provide a rationale for the choice of case study research and for the various data sources.

3.1 Introduction

When the 2008 TESSL course participants returned to their contexts of practice, it was hoped that they would embark on a journey of discovery to generate their own context-specific theories of practice based on their professional, personal, and experiential knowledge and skills. An important part of developing teacher-generated theories is the self-monitoring of teaching acts. According to Kumaravadivelu (2003, p. 286), monitoring ‘entails a close observation of classroom events and activities, a careful analysis of classroom input and interaction and a critical evaluation of instructional objectives and outcomes’. This research study was therefore designed to follow teachers in the process of self-observing, self-analysing, and self-evaluating as they monitored their own teaching acts. It was hoped the data would provide greater understanding of the teachers’ journey thereby enabling IHLL tutors to offer more support and guidance to prospective and practising teachers working with postmethod pedagogic principles.

While still participating in the teaching practice component of the 2008 TESSL course teachers were given an assignment⁹ to carry out in collaboration with a fellow teacher and their teaching practice class. This assignment was intended to model one possible way teachers could explore and monitor their own teaching

⁹ See Appendix 7.2 for a copy of this assignment.

acts when they returned to their contexts of practice. For the purposes of this research project I followed teachers undertaking similar exploratory research projects in their context of practice, but not for the purposes of course assessment, as the IHLL 2008 pedagogy course had already been completed by the time data collection began.

The assignment was drawn up using Kumaravadivelu's (2003, p.292-294) M & M observational scheme. The scheme consists of three stages: pre-observation, observation and post observation. In the pre-observation stage the teacher selects another teacher as an observer. The observer then meets with the teacher to ascertain the objectives of the observed lesson(s), how these objectives are to be realized, as well as the classroom learners' level of preparedness, motivation, and participation. After reviewing the information and materials the observer may ask for further clarification from the teacher. In the observation stage the observer then makes a recording of the lesson and takes note of any parts of the lesson that seem particularly interesting or that may be worth further reflection.

In the post observation stage the teacher listens to the recorded lesson and also makes note of any interesting interactions which can be explored. Even short episodes are adequate as the purpose is intensive not extensive analysis. At this stage the teacher begins thinking about how postmethod macrostrategies have been taken into account in the lesson. Using their notes, the teacher and observer exchange their initial views and together select a few interactional episodes to explore in more detail. The learners who participated in the relevant episodes are invited to meet with the teacher and observer to discuss their interaction with other learners as well as the learner-teacher input and interaction in these episodes. This provides a learner perspective on classroom acts. Following this step the teacher and observer put together the three perspectives (teacher, learner and observer), and using the macrostrategies as a guide, they interpret classroom events. Finally, the teacher uses the analysis and

conclusions drawn to self evaluate his or her teaching acts. Kumaravadivelu (2003, p. 294) believes that such an evaluation can help refine a teacher's beliefs and classroom practices and eventually lead to the construction of a personal theory of practice.

3.2 Research participants, sampling criteria and exploratory project logistics

Selection of participant teachers was based on their geographical proximity to other teachers who had completed the TESSL course in order to ensure there was a participant observer who had the knowledge and skills necessary to be a collaborative partner. Finding teachers who could work together proved challenging because only 29 teachers attended the TESSL course in 2008 and they were teaching in various schools throughout Mozambique. Alan and Pat were selected through a process of elimination¹⁰. I began by choosing a teacher who had shown great interest and enthusiasm for postmethod pedagogy. He worked within a four kilometer radius of another teacher with whom he had a good working relationship. However, the first teacher was very sick and had been for some time prior to my contacting him, which meant I could not work with his partner either as his partner lived in a suburb with no one nearby that he was willing to work with. Another teacher had a second job which did not allow him the time to meet regularly after school. The two teachers who eventually gave their consent did not attend the TESSL course at IHLL concurrently but had worked with each other at a secondary school more than ten years previously and some of their time spent at IHLL had overlapped.

The selection of students who would participate in the student meetings was determined by the teachers themselves. To ensure there were enough students at the meeting students were selected based on their general level of participation in class and not on selected episodes chosen by the teachers as originally planned. Of the thirteen students who were initially listed for

¹⁰ See Appendix 7.21 for further details on the challenges of setting up the research study.

participation in the meetings only two attended Alan's meeting and five attended Pat's. This may have been for any number of reasons not least of all irregular attendance. The student interviews with the researcher took place immediately after the teachers had finished meeting with the students. All students who attended the teachers' meeting attended the interview with me.

Alan's students were all sixteen years and older but permission forms for parents were handed out to everyone, as with Pat's class, to ensure that permission had been granted in all cases that were necessary. No data collection took place until permission had been granted by the Ministry of Education and Culture in Mozambique.

3.3 The research approach

The research design is a case study of the practices of two teachers as they attempted to implement their own exploratory research projects. Each teacher's research project is a case which consists of: a lesson observed by the other participating teacher; meetings held before and after the observed lesson by the participating teachers; and finally, a meeting with selected students. The teachers used the exploratory research projects to explore their classroom practice in order to learn more about their teaching.

There are two layers of research methodology in this study. The first is the research methodology of the exploratory projects and the second the research methodology of the case studies. Essentially, exploratory research projects adopt a process-orientated approach (Allwright & Bailey, 1991; Kumaravadivelu, 2003; van Lier, 1988) in the following ways. Firstly, because in theory, postmethod teachers are interested in understanding classroom practices and procedures, classroom activities are not only documented but more importantly they are both analysed and interpreted. Secondly, interpretation is sometimes sought beyond the observer's perception. Thirdly, to achieve depth in observational data, classroom input and interaction as well as managerial and cognitive aspects of

classroom activities, are focused on. Finally, individual behaviour is described and accounted for, allowing classroom participants to be treated as individuals rather than as a collective mass. These characteristics allow classroom teachers to move away from the supervision model of observation toward a more equitable system, where teachers can become theorizers of their own practice rather than consumers of others' theories only.

While exploratory research projects are process-oriented, the case study is not. According to Stake (1995, p. 2) a case study is a 'bounded system' which makes it an object not a process. However, there are certain advantages of a case study for the purposes of this research. If one of the responsibilities of postmethod teachers is to develop context-specific theories, it makes sense to select a research methodology that recognizes the centrality of context. Context is fundamental to case study research. Gillham (2000, p. 1) defines a case study as 'a unit of human activity embedded in the real world which can be studied and understood in context'. Case study research 'focuses on particular individuals and groups of actors and their perceptions' (Hitchcock & Hughes, 1989, pp. 322 - 333). It attempts to 'get under the skin of a group or an organization to find out what really happens – the informal reality which can only be perceived from the inside' (Gillham, 2000) p11. Case study research then allows the study of a 'complex, contemporary phenomena' (Knobel & Lankshear, 1999, p. 95) in order to gain a 'deeper understanding' of that phenomenon (Silverman, 2000, p. 8). The preference is for gaining insight into meaning rather than documenting behaviour. It is a very useful method for exploring change (Hitchcock & Hughes, 1989, pp. 322 - 333).

Although the study investigates only two cases, it may be possible to make some 'fuzzy generalisations' (Bassegy, 1999, p. 62) across contexts of how teachers are theorising from their practice.

3.4 Methods and techniques for data collection

To document the process from beginning to end, I interviewed individually each teacher before the exploratory research projects began in order to understand the journey they had already travelled, and whether/how they were using postmethod pedagogy in their teaching contexts. In addition, each participating teacher was asked to prepare an advice memo¹¹. The advice memo was used to gain insight into the teachers' identities and beliefs about teaching but also was designed as a tool for teachers to use in analysing their own teaching acts. I sat in on and recorded the pre-observation and post observation meetings held by the teachers. The observed lessons were videotaped. At the end of the process I interviewed each teacher individually as well as the two groups of students who had participated in the student meetings. Transcriptions total 164 typed pages and therefore, because of their size, have not been attached in the appendices.

3.4.1 Observations, field notes of classroom interaction and meetings, and the reflective journal

I observed two lessons as a non-participant observer as well as all pre and post observational meetings for the exploratory projects. Because Pat's students spoke very little English the teachers meeting with them was held in Portuguese and English, and then translated into English for the purpose of analysis. Field notes were made while observing the meetings and the recorded lessons. From the field notes I wrote journal entries in an attempt to capture and reflect on the research process and experience. The journal, comprising of fifty typed pages, recorded more than thoughts on what took place in classroom interaction and meetings. It became a log of my journey through the research and an opportunity to reflect on the process. I wrote of the challenges of obtaining permission and of the researcher being an outsider to the community. I reflected on themes that emerged in the interviews and made a brief initial analysis of the observed lessons. In addition, I recorded bits of information that took place in informal discussions which helped in better understanding the teachers' contexts. I

¹¹ See Appendix 7.14 for the survival advice memo.

captured set backs and successes in obtaining data as well as rapport-building episodes between research participants and myself as the researcher. Some parts of the journal critically reflected on my role in the research. The journal entries have helped me not only reflect but also to be reflexive¹².

Before data collection began I was aware that my presence as a non-participant observer during the exploratory projects would probably have an impact on interaction between participants, but it came as a surprise to find out how much. First and foremost, the exploratory projects would probably not have taken place at all if I had not been there. I believe this is true because firstly, neither of the teachers had carried out an exploratory project with a teacher from another school. The permission I received from the General Director of Education opened the door for the exploratory projects to take place and validated the teacher's presence in each other's classrooms. As data collection progressed I realized that the research design was providing a unique opportunity, in the Mozambican context, for teachers who had attended the TESSL course at IHLL to discuss their lessons together.

Secondly, as expected the teachers needed some guidance in carrying out exploratory research projects and my visit provided an opportunity to clarify aspects of the process. Even though the teachers were given a copy of the assignment which described the research process they relied more heavily on me than I had expected. It must be noted that most of the support took place between meetings in order to keep the research on track. However, I did interject twice in meetings: Once to ensure that the profile of Pat's class had been described to Alan in the pre-lesson discussion, and once in the first post-lesson discussion when the teachers were deciding what questions to ask the students at the student meeting. I felt the teachers were unclear about the objective of the student meeting because they wanted to ask questions about the content of the lesson rather than questions which would help them better understand actual

¹² See Chapter 6 where I move from reflection to reflexivity.

teaching acts from the students' perspective.

Thirdly, my presence, as well as the video recording definitely, had an impact on the observed lessons: Before the class the video caused a stir at both schools and I believe impacted on the number of students who eventually attended the lessons¹³. On a more positive note Pat said it was good to have observers because the students were better behaved, and Alan admitted feeling motivated when Pat and I came to observe his class. However, I wondered if Alan had extended the lesson (to ensure it was complete) because his lesson plan stipulated 50 minutes and the actual duration of the lesson was an hour and a half.

3.4.2 Interviews

In order to triangulate the data (Fontana & Frey, 2000) individual face to face interviews were conducted with each teacher as well as with the two groups of students who had participated in the exploratory project. All the interviews were audio-recorded to provide a permanent record which was later transcribed, with the use of the code outlined below, and reflected on during the analysis stage of the research.

Transcription code:

I:	Interviewer
A:	Alan
P:	Pat
SS:	Students
S1:	Student 1
S2:	Student 2, etc.
(.)	Brief pause
...	Longer pause
(fail)	Transcription uncertain – a guess
XXX	Unclear speech –something that couldn't be transcribed
[]	Short Interjections

Because the teachers are second language speakers of English I chose to

¹³ See Appendix 7.21.

paraphrase on occasion, rather than quote, to make the research report more readable.

Interviews were semi-structured and open-ended to allow for flexibility. They were guided by questions aimed at clarifying and contextualizing significant moments of classroom observation and meetings. With both the initial teacher interviews I tried to understand the collegiality aspect of their school lives to determine what kind of collaborative environment the teachers were working in and whether it was conducive to exploratory practice and collaborative efforts.

As the interviewer I was not a neutral observer but rather an active co-participant within the discursive interaction of the interview (Fontana & Frey, 2000).

Therefore it is important to recognize my role as the teachers' 2008 course tutor as this has possibly impacted on the data collection. My interview with Pat's beginner students was done through an interpreter. The interpreter was a student from another class who had lived in South Africa and was attending school in Mozambique.

3.4.3 Artefacts

The artefacts for this study include the lesson plans for both observed lessons as well as a class handout which was prepared by Pat. The handout served as a 'text book', or resource, for a set of lessons that took place before the research study began. It was an example of Pat's attempts at finding solutions to the lack of materials in his context of practice. The original research design also included teachers written reflections as artefacts for this research study but neither of the teachers provided me with any, although both teachers reported having written reflections.

3.4.4 Advice memo

Advice memos are autobiographical¹⁴ tasks which, according to Brookfield (1995, p. 8) highlight teacher values and perceptions. The memos were useful for triangulating (Fontana & Frey, 2000) the data because they brought to light what was informing the teachers' decisions and actions. Although each teacher was asked to write a survival memo of advice¹⁵ to a colleague who might take over from him, due to time constraints both teachers opted to audio record the 'memo'.

3.5 Methods and techniques of data analysis

The field notes made on classroom observations were used to locate significant moments of interaction in the classroom on the video recordings of the lessons. Significant moments were those which I found interesting in terms of Kumaravadivelu's (2003) macrostrategies. I compared my selection with that of the observer and teacher and I referred to them in both the teachers' interviews and the students' interviews to gain greater clarity on the teachers' and students' perspectives. It is important to note that no observation is entirely free from interpretation. What I chose to focus on during the observations and the way I interpreted them was influenced by my particular interpretive framework (Swan, 1994, p. 31).

Patterns or inconsistencies were identified as I analysed the transcriptions. The technique of coding was used as 'evidence' for the interpretation of the results (Knobel & Lankshear, 1999, p. 94). I used discourse analysis (for example, by looking at the interviewees' choice of pronouns, lexis and metaphors). This assisted in understanding how the teachers positioned themselves in relation to both the classroom and EP pedagogy.

¹⁴ See Chapter 2 in the section on 'Reflective practitioners'

¹⁵ See Appendix 7.14.

3.6 Ethical considerations

Prior to the commencement of the study, permission to conduct the research was obtained from the National Education Department of Mozambique and from each of the principals at the schools in which the participant teachers carried out their exploratory projects. There was no consent form for the National Education Department of Mozambique because the department produced an official document of its own which was stamped by each participant teacher's institution on completion of the research.

The voluntary nature of participation was made explicit to the teachers, observers, and the students and their parents through the process of informed consent. Participants were made aware that they could choose not to participate, that they could withdraw at any time and that no one would be advantaged or disadvantaged by participating or not participating. During the interview, the teachers and students were not required to answer any questions they found uncomfortable.

The participants' confidentiality has been assured through the use of pseudonyms and by removing any identifying information from the research report. The video/tape recordings were seen/heard only by myself and the transcribers and translators and will be kept in a locked safe upon the completion of the study and then destroyed after a period of five years.

In conformity with the requirements of the Human Research Ethics committee (University of Witwatersrand School of Education) subject information sheets and consent forms are included as appendices. It should be noted that during the data collection process some adaptations were made to accommodate a range of family structures. In the case of a child headed household a relative or significant adult in their lives signed the consent forms. The principal's, student's and teacher's consent forms were translated into Portuguese. In households where parents or guardians were not print literate the information sheets were

discussed orally and the consent form was signed by them.

In this chapter I have outlined the research design and procedures for data collection and analysis. I now turn to the presentation of the cases.

4 Case Studies

In Chapter four I present the case studies of Alan and Pat's practices as they attempted to implement their own exploratory research projects. I begin with Alan.

4.1 Case Study 1: Alan

4.1.1 Teacher background and contexts of practice

Alan has a BA degree and 14 years experience of teaching teenagers as well as three years experience of teaching adults. He has been involved in teacher education since 2004 and has both morning and afternoon classes each day. The college/secondary school where he works offers a one year course to prepare student teachers for a career in primary school teaching. In Mozambique this level of education is referred to as ten-plus-one because students are required to have a Grade 10 certificate as an entry level qualification. In addition, those who hope to be English teachers must pass an English examination before beginning the teacher education programme. In 2009, for the first time, student teachers from other provinces were welcomed on campus. According to Alan this is part of the government's plan to unite Mozambique by providing individuals from all provinces with equal access to quality institutions of learning, and to knowledge and expertise. Teachers trained in various cities and towns throughout Mozambique will later work along side each other in their contexts of practice sharing their knowledge and skills. Alan is excited about the potential this affords in terms of circulating postmethod pedagogy.

Alan completed his four months of General English and two-month TESSL course at IHLL in September 2008. Thus, by the time data collection for this research project took place, he had had a little over half a year to experiment with what he had learned. When I first made contact to ask him if he would participate in the project he was extremely pleased to hear from me. Having had

very little if any contact with other teachers who had participated in the IHLL course, he was eager to have an opportunity share what he had been doing in his classrooms. In his last interview he said ‘no um you know I, I shouted with the joy when you phoned to me.’ However, he also recognized that working with me would require extra effort: ‘But Pat and I, as we like a challenge, says no we are going to help Susan it because we are also expecting you to help us.’

Although Alan likes to extend himself and is not easily daunted by obstacles in his professional path, the lack of resources has been a source of continual frustration and at times a challenge to his professional identity. In the advice memo (see 3.4.4) Alan explained that he had had many problems when he first began teaching. Nevertheless, he believes he has already prepared the way for a colleague who might take over from him because he has risen above these challenges. Whilst referring to these difficulties he said ‘so when I started working I faced a lot of problem, difficult, but I managed to (overcome) the problem and difficult I had.’ The use of past tense here seems to indicate that the problems are definitely over. However, in almost his very next sentence in the advice memo he asks his colleague to have patience when it comes to the lack of resources and to carry on regardless of the working conditions. Problems with resources relate to both the basic teaching tools such as ‘chalk, marker, desk, or chair or table’ as well as technology which can assist the learning process. Alan particularly made mention of issues with computers, the school internet connection, and the photocopier.

4.1.2 Alan’s Identities

4.1.2.1 Professional Identity

Alan definitely sees himself as a professional. He says he is doing this ‘profession professionally’ and that ‘teaching is delicate profession and we teach but also we think to be educator’. From these two comments it seems that he differentiates between the job of teaching and the qualities of a professional

educator. This distinction automatically separates teachers into two categories, those who teach purely for financial remuneration and those who are interested in developing themselves and others.

Interestingly, while narrating an anecdote of a job interview, Alan indicated which group of teachers he himself falls into. In response to a question on what he would like to earn he said, 'and my answer was: the salary at the moment is not much important. What is really most important for me is to see what resources the institution have, what is the human resource, refer to the team which this institution have'. It can be concluded from this that in material-limited environments the staff themselves become the teacher's most valuable resource. Together, in this synergistic relationship, teachers help each other develop professionally. Alan explained this to his interviewers in the following way:

'I don't think I will be important on myself. I think important will be only team which work here, it because they will help me how to be correct in a certain situation. And also with my (own) experience I will try to help what I know.'

He believes he can learn a lot from his colleagues' diverse teaching experience and individual approaches because each teacher has their 'own attitudes and behaviour' and experience which others can 'inspect' and benefit from. This approach to professional development seems to build bonds between teachers as reflected in Alan's advice about '...negotiating your lesson plan with your colleagues and your friends the teachers...'

Alan views the lesson plan, and in particular clear aims and staging, as tools which help students understand what it is 'you are supposed to teach them'. The modal¹⁶ quality in the word 'supposed' indicates an element of uncertainty as to whether teachers' lessons always help convey the syllabus and whether teachers themselves always understand what it is they have to teach. This tends to imply

¹⁶ *Modality* according to Collerson (1994) is a feature of grammar that expresses degrees of certainty. Between the 'extremes of certainty there are many graduations; we don't always provide information with absolute conviction' (p. 34).

a lack of ownership of the very knowledge which teachers are expected to convey. However, it is not only subject knowledge but pedagogic knowledge too that seems to be lacking. He says, in his advice 'memo' to a teacher who might replace him, '...if the stages of the lesson plan are not clear for you, then your student will have problem to understand what you teach them'. It is interesting that Alan should be concerned about this with regards to someone who would take over from him at a teacher education facility. From the data I collected in 2007 it was clear that a great number of teachers in Mozambique faced this challenge because they had had little or no teacher education. The demand for English teachers is so high in Mozambique that being able to speak English in many cases is the only prerequisite for filling an English language teaching position. When teachers have limited knowledge of their subject area and how to teach it, it is difficult for them to narrate the instructional discourse independently. Nevertheless, the solution according to Alan seems to be in negotiating one's lesson plan in collaboration with other colleagues and in this way drawing on others' knowledge and understanding. In his view, by working together, teachers are better able to fulfill their roles as educators, and in the process learn their profession.

Alan's advice memo provides insight into how he believes one can become or be professional. He says one needs to: be patient with the lack of resources and continue no matter what the working conditions; have a lesson plan and negotiate it with both colleagues and students; consider and learn from others' opinions and experiences; work as a team by using ones' colleagues as a resource and by becoming a resource to others; observe the rules of the institution, be willing to be guided; and finally, reflect when you are wrong and correct yourself. Much of this advice suggests that an important characteristic of a professional is a willingness to learn.

4.1.2.2 Learner Identity

In his first interview Alan indicated that he is better able to meet the needs of his learners because 'I like teaching but also because I like learning'. This statement echoes Freire's (1972) liberational position on education practices. According to Freire (1972, p. 46) 'education must begin with the solution of the student-teacher contradiction so that both are simultaneously teachers and students'.

Alan does not directly make the link between himself as a learner and his image of a professional but I believe the link is inferred and can be concluded from the consistency or triangulation within the data.

Alan is comfortable with being both a learner and a teacher as he interacts with both his colleagues and students. In his advice memo he states 'It because you can't cannot consider yourself the centre of every knowledge.' He believes he can learn from both his students and colleagues. Of the learners he says 'the student who you teach some of them may know something about what you teach.' In his first interview Alan said that he spoke to his principal about the fact that everyone is learning and that although he is a teacher he is learning from his students everyday. He encourages a colleague who might replace him to consider the opinion, point of view and experience of others. Referring to both colleagues and student teachers he says 'all of them they have their knowledge, they have their background' and therefore can teach you.

If Alan believes a professional is somebody who can learn from others as he indicates in the advice memo, then I believe he is employing a valuable technique which Woodward (1988) refers to as 'loop input' to shape his student teachers into professional practitioners. Alan uses loop input in his classroom by simulating a staffroom scenario, and by modeling the teacher as learner. The first technique he uses is to ask students to research questions they have about language because they will be teachers in the future and will need to find answers to their students' questions. When student teachers return to class the following day, he asks them to share their learning in small groups and with the

rest of the class. This simulates staffroom conversations in which teachers support each other in their quest to gain subject knowledge. The second technique Alan uses is modeling the teacher as learner. Alan believes that when a student gives an excellent explanation there is no reason why he shouldn't take notes so that he can use it when he next teaches that concept. Alan is transparent with learners about when he is moving into the learner role. He says, 'I'm not ah that student ah that teacher says okay I know everything and we are going to teach you everything [I: yeah]. No, because I let my student know because if they didn't know anything I'm sure they couldn't [I: Mmhmm, yeah] come for teacher training and that's exactly that, the little they know and I can learn from them'

Another way that Alan is a learner is when he asks for feedback on his teaching for his own professional development. His excitement with regard to learning from feedback is evident not only in his desire to participate in the research project but also in his willingness to be observed. Initially, when I presented the proposal for this research I wanted to follow three exploratory research projects but was thankfully advised to streamline the project. As a result when I arrived in Mozambique I hoped Pat would undertake an exploratory project and Alan would observe. However, Alan would not hear of this. From the moment I introduced him to the research design he insisted on having an exploratory research project of his own too. It was only later during his first interview when Alan spoke of his failed attempts at getting feedback from colleagues that I realized how vitally important feedback was to him. Colleagues either did not like giving feedback or were too busy in the days that followed to meet with him. This creates a level of frustration for Alan in his efforts to develop professionally. For him, participating in this research project provided a rare opportunity to get feedback on his teaching.

In terms of Alan's ability to accept feedback from others, he seemed willing to listen. In the meeting with his students he accepted criticism but seemed to feel

the need to defend himself, which might be why he likes to 'negotiate' the lesson with his students.

4.1.3 Alan's values as identified in the data: Interaction

Alan values interaction in the language classroom. In his first interview when asked about what he was enjoying about teaching at the moment he said that it was the interaction that he was having with his students. He said this was enjoyable because 'it is possible to find out what the person who I teach is also able to answer when he understands, when he/she doesn't understand he ask questions so I as teacher have to be able to explain or to interact with them'. He seems to follow the interactionist theory of language learning which is what Communicative Language Teaching (CLT) is based on. Interactionist theory of learning maintains learning takes place when participants use their mental abilities to negotiate the meaning of communication. Learning takes place as participants interact. The implication for second language acquisition is that an 'interactive climate' needs to be created in the classroom 'where the emphasis [is] on creative, meaningful and sustained communication, rather than discrete sentences with minimal and restricted output by the learners' (Wildsmith-Cromarty, 2000, p. 148).

Right from the start of the academic year Alan's focus is on interaction. Talking about the first day of the course Alan says, 'when we start our course there are some questions of interaction to know each other'. He explains that he exploits this get-to-know-you activity for diagnostic purposes. He claims that in his classes 'you can find students ah, you know, shame at speaking but one technique is, for example, to integrate them in a group of four. We find one who is not talkative so that they can have time to interact themselves [I: Mmm] but we use this method because I want to see if those who are shy and cannot speak, they can do it or not.' He uses another technique too where he gives students a topic and in groups each individual has to present. He says 'and then by that I

can see you know everybody participating and then staying shy and not speaking [I: Rather than staying shy?] yes, [I: Okay] you see and it's been so productive'.

In his observed lesson for his exploratory project Alan employed a number of methods to encourage interaction. At the beginning of the class he used a guessing game. Later he elicited from students what they know about Lucky Dube. He also used pair work for students to check their answers. After the students had checked their answers with each other he also asked them to provide the answers during the feedback stage. Generally, in the observed lesson students' turns were quite short in open class stages with the teacher happy to accept short responses. However, occasionally students used sentences and produced slightly longer turns.

Although there were opportunities for students to interact with the teacher and to collaborate in pairs during the observed lesson, I thought that more could have been done to allow students to speak in pairs or groups especially when eliciting what students knew about Lucky Dube. At the end of the lesson students could have talked in pairs or groups about what impact Lucky Dube's music had had. Another point where learning or interaction could have been maximized is through a pair-work brainstorming activity, just before the writing task, where students think of someone they know and tell their partner about that person. In my observation notes I wrote that students seemed to open up their own speaking opportunities when the teacher did not explicitly ask them to work in pairs as there was some chatter before the students actually settled down to begin writing. This hunch was later verified in the interview with Alan's students when I asked the students what they were talking about to the people next to them when the teacher had not asked them to work in pairs:

'...and by this side, I I was beside a man who likes Lucky Dube as I also like so we we took the time just to enjoy more about Lucky Dube [I: Mmm.] and hence I have XXX lyrics and then I always bring it and they take copies so by this time we were enjoying one of the lyric of Lucky Dube there, just ah just XXX it and getting the message, XXX.'

These reflections are of course my own interpretation of where spaces in the lesson could have been further exploited for interaction. However, from my experience of observing in Mozambican classrooms, Alan's lesson contained by far the most interaction between teachers and students and students and students that I have seen. He undoubtedly works hard at developing an interactive classroom.

4.1.4 Conditions for the enactment of postmethod pedagogy

4.1.4.1 Collegiality and collaboration

4.1.4.1.1 Collaboration with teachers

Teacher educators at Alan's school seem to work together sharing and discussing teaching related issues. They share their individual collection of resources as well as ideas for lesson plans. Books are lent to research grammar, and questions related to language use are discussed. Teachers want to be sure of conveying correct information because their students will be teachers of others. Another area of discussion that arises often is that of multilevel classes and how to manage them. Although students have to pass an English proficiency test to enter the teacher education course, there are those who, surprisingly, begin the year with an elementary level of English. If this is the case, the ministry of education has advised teacher educators that it is their responsibility to work with student teachers to get them to the required standard. This is indeed a great challenge to the staff but also in some cases a source of great satisfaction when students make good overall progress. Teachers across disciplines discuss the students' progress and expect the student teachers to see the staff as a team who work together for their benefit.

In the interviews and discussions held during this research project Alan often talked about techniques he had learned at IHLL. He reflects on how he is using the techniques in his own classroom and about how he has shared the techniques with his colleagues through lesson observations. He said that when

he returned from IHLL his colleagues had not been observing each other so he suggested they do so. He spoke of how he went to observe a colleague and saw him using the techniques which he had seen Alan using. Alan is also passing the techniques on to his students who now use the techniques in their micro teaching lessons. This is something which Alan finds exciting. Referring to these two incidents he commented that 'it was marvelous' and 'it was wonderful'.

Currently, the teachers at Alan's school do not meet to discuss lessons before they observe. They merely ask to observe others, or if someone will observe them. If the teacher does not volunteer feedback after the lesson, Alan elicits it from them. He is keen to get feedback on what he labels 'negative aspects' because he feels this will help him to change what he is doing and improve. The types of issues observers give feedback on include: How teachers use their voice. Are they repeating too much? Is the volume of their voice loud enough? They also highlight issues of incorrect language use by the teacher. They discuss the techniques Alan learnt at IHLL such as checking instructions, anchoring, monitoring, and timing. Sometimes Alan visits other teachers' classrooms if the school directors identify a good teacher. He especially observes whether and/or how other teachers are working with the techniques he learnt at IHLL.

4.1.4.1.2 Collaboration with students

See section 4.1.5.2 for details.

4.1.4.2 Alan's understanding of postmethod pedagogy

What is postmethod pedagogy?

When Alan explained to a colleague what postmethod was he said it is 'how to work with large classes, [S: Mmm.] how to work with teenager, what teens what teens need, [S: Mmm.] what language do we use, [S: Mm.] how to, you know, um face um students with disruptive behavior [S: Mmm.] and lots of things that are postmethod is telling to us that is quite interesting'. On reflecting on this comment

and other references to postmethod throughout the data it became clear that Alan was unable to separate out method from the postmethod pedagogy as it had been introduced to him on the TESSL course. This may be because method and postmethod were presented or negotiated side by side, and tutors might not have been signposting clearly enough when aspects of either method or postmethod were currently under the spotlight.

Knowledge of Postmethod Terminology

During the data collection process Alan seemed unclear on some central postmethod terms such as what an exploratory research project was and what the term 'context' referred to.

What is an exploratory project?

When I first mentioned classroom research Alan thought I was referring to a task in which students collect information from other members of the school community and collate and present it for the purpose of developing oral fluency. He had done a similar activity earlier in the year where students collected information on various cultures. Although this type of activity is a microstrategy suggested by Kumaravadivelu (2003, p. 65) to generate learning opportunities, it is not an exploratory project designed to aid teachers in developing a context specific pedagogy. To further clarify my own use of terminology and to be more specific I then asked Alan if he had carried out any exploratory research projects. His response indicated that he was not sure what exploratory research was. He says: 'I don't remember that I have done it [I: Mmm] but I thought myself and my colleague and I'm not sure that was the part of um um exploratory research'. Later after talking about what puzzles him in the classroom he spoke about the concern country wide about quality teaching. He was, however, unsure if this could be investigated in an exploratory project. He said, 'so I don't think quality teaching is much to the point you are making now'. A little later in the same discussion he thinks he understands exploratory research a little better and says 'well written exploratory research, no I cannot ensure that I have done it'.

What is context?

An important characteristic of a postmethod teacher is his/her sensitivity to context. Although Alan may have a subconscious understanding of the context(s) he works in, he seemed unsure what was meant by the term 'context'. When he was asked to name some things regarding his classroom contexts that are important to think about when preparing lessons he listed and expanded on three aspects: level of understanding or language use, students' interests, and timing. He then said 'I don't know if that's context you refer to'.

4.1.4.3 Alan's awareness of language and culture

Alan did not refer to culture at all during the data collection process except when he admitted that he was confused by the definition of the word 'pet' as used in the presentation stage of Pat's lesson. He felt that the division of animals into wild, pets and domestic animals possibly served to confuse rather than help Pat's students' understanding of the vocabulary. After some discussion in Alan's final interview it became evident that the concept of 'pet' did not translate easily across cultures.

4.1.4.4 Classroom language/discourse

All interactions in Alan's lesson and in the student meeting at Alan's school were held in English. Alan even insisted on communicating only in English in the meeting with Pat's beginner students. In his final interview I asked him what the reason was for this when he knew that Pat's students were beginners. He said:

'You know, it, okay, basically it was to force my student, or to force those students to you know bring up the language they are learning about. I feel that they could though they have problem they don't know how to speak English but as they are studying and to put people learning language we need to hear them speaking. It doesn't matter if they could face problem in their presentation or their English couldn't sound well, but we could [I: Yeah] gain some point that okay this and that one can speak, so I feel that what he needs is this and let us start working on that one.'

I then asked Alan if he held a meeting with beginner students in a future exploratory project, would he use English only again. He said, 'Yes, because I want to force my student to speak English, I want to do it.'

Alan believes in using the direct method¹⁷ in class, where English is taught through English and not through L1 (the first language). This may be because of his views on the importance of interaction in language learning.

4.1.4.5 Perceived contextual limitations and opportunities

In his context Alan feels the conditions under which he works often de-motivate him. He says when he is working at developing a context sensitive pedagogy he needs a peaceful environment to work in. He feels he needs to both teach and research. He also says:

'you you are motivated and you want to struggle yourself so that you lesson can become better or excellent lesson but if you look to um um you know working conditions ah worst it doesn't give you motivation [I: Mmm] to prepare your lesson plan because [I: Mmm] you think there's a lack of things [I: Mmm] and we cannot talk to the people to ask this and that because the answer will be no or the answer is not what you are expecting'.

He is also seems frustrated by his colleagues seeming lack of interest and time to discuss lessons or to analyse things in order to establish what should change and what should stay the same. He feels a need to share and bounce ideas off his fellow colleagues but seldom seems to have this option.

'...and we find that kind of problem really when you feel that okay I've got this lesson that I'd like to share with my colleague, should I go to look for him/her to discuss little bit about this ah content um facing problem because alone I cannot do anything, so I need to discuss with my colleague. So, if there is no positive reaction automatically I lose also my [I: Yeah.] interest in that because I know that alone, sometimes I can't do anything, I need somebody else to [I: Yes.] yeah to discuss [I: Yes.] so that we can find solution for that problem, you see.'

¹⁷ An ELT methodology where L2 is taught through the medium of L2 without any translation

Even a colleague he considered to be a model teacher had no time to discuss postmethod pedagogy with him although he had expressed an interest in learning about it. Economic pressures on that teacher's family have meant that the teacher has had to study for a degree in order to earn more. This takes up any 'free' time the teacher has during term time and school holidays.

4.1.5 Alan's use of postmethod pedagogy

4.1.5.1 Classroom puzzles/exploratory projects

Alan has not carried out any exploratory research projects as such in his contexts of practice but says he is worried about 'teaching quality' in general because that is currently of great concern in Mozambique as a whole. He has been wondering about how he could research this topic.

4.1.5.2 Use of reflection in the teaching cycle

Alan asks his students for feedback on his lessons in an informal way. At the end of the lesson he might ask the students an open ended question like what they thought about the lesson or it might be a more focused question like whether the instructions were clear or not. As he monitors he seems to encourage questions about methodology. This gives him an opportunity to explain why he did certain things and to negotiate classroom pedagogy with his learners. When he plans a lesson he says he thinks about leaving time for reflection for both the students and the teacher to think about the lesson 'to react' or 'give a feedback on it'. In the same interview he says, as if he owns feedback and it is his right, 'I need my [I: Yes] feedback'. It is clear from the data that Alan makes time to reflect because he values it.

Alan's students' response to giving written feedback is mixed. In his first interview he mentioned that some of his learners do not understand the reason for giving feedback to the teacher. He says they are more interested in their own results or feedback on their assessment. Alan uses written feedback on his lessons to give

students further writing practice especially those who are strong speakers and think they are good at English. He says students who feel they are good at speaking need to be stretched so he tells them they are good at speaking but need practice in writing. He says that getting students to write written reflections separates out those who are lazy from those who are not. This technique, he says, he saw used at IHLL on the teacher education programme where teachers were asked to hand in their course reflections at the end of every week.

When Alan asked for open-ended written feedback towards the end of 2008 the responses showed how excited students were about microteaching. Students wanted to know why it had not happened earlier in the course. He then negotiated when they thought micro teaching should start. Alan says there is not much time in his context to write reflections in a notebook so he does it at the end of a term. At the end of October 2008 both he and his students wrote reflections and that caused him to make major changes to his course in 2009. His learners were sad that he had returned so late in the year as they felt they could have learnt more from him and his approach.

4.1.5.3 Alan's approach to data analysis

In post lesson discussions Alan seemed to control the discourse direction. In the first recording he began talking about his lesson first. He mentioned what he didn't like about his lesson first. Then he talked about what he did like. When he liked something about his lesson he was extremely enthusiastic, 'I feel that it was great, it was wonderful to me'. He never invited feedback from Pat. However, Pat participated by asking questions that allowed Alan to unpack his own lesson. For example, Pat asked Alan, in an unthreatening manner, whether he thought he had achieved his aims. In response Alan began questioning himself like a tutor would with a practicing teacher, 'why didn't I use the connectors which are in the text?' He seemed frustrated with himself. Interestingly, in the exploratory setting of this research he used evaluative language to talk about achieving his aims 'So that it was my failure. I failed a little bit on that' or 'I failed because of the

objective' or 'but I was not able' and lastly 'so I can see that I XXX failed XXX that'. However, he ends his comments on a positive note about how well chosen the topic was and how happy he was with the follow up discussion on the impact of Lucky Dube's music.

When helping Pat to reflect on his lesson Alan asked, 'Do you think you have done it perfectly?' He seemed to assume the role of an evaluator. This was followed by a number of other questions and suggestions which directed the flow of the discourse. He made a question in the form of a suggestion regarding the use of the flashcards. He also asked Pat why he did not directly highlight a pronunciation error. He then looked at how meaning was achieved and whether aspects of the lesson were necessary in this regard. He asked if lesson aims have been achieved. He asked about the use of translation in the lesson as well as issues of classroom management and attention spread. He also asked what Pat would change in the last part of the lesson. He seemed very clear about what he wanted Pat to reflect on or what troubled him about the lesson. Alan asked questions but also gave suggestions about what could have been done. He might have been assuming the role of a subject specialist or an assessor testing and guiding Pat or he could genuinely have wanted to understand what Pat's thinking was. His questions showed areas of 'conflict' between Pat and Alan's beliefs about learning and teaching.

However, there was no questioning of each others beliefs or any deeper discussion on building a context sensitive practice. In the lesson evaluation Alan chose to talk about how the video observation showed him how much progress he had made in applying what he had learnt at IHLL. He also used the lesson evaluation space to talk about the exploratory research process we had all gone through. Even the final post lesson discussion between the teachers which took place after the student meetings was used to reflect on the process just undertaken. The final post lesson discussion and lesson evaluation which should have provided an opportunity to delve deeper into assumptions, ideologies and

consequences was not utilized for this purpose. This might be because of the novelty of the EP experience and the need to reflect on that.

4.1.6 Alan's response to the experience of participating in the research

Alan found the process challenging 'and a little bit hard'. He felt that the equipment I had brought with me made it a little easier because things that needed to be written could be recorded to save time.

In Alan's evaluation of the lesson and the research he was very excited about the opportunity he had of being observed. Of this he says, 'it was a spectacular moment I had'. In addition he enjoyed the opportunity to reflect on his lesson using the video:

'of what I find interesting is the recording of my lesson really it was quite good because the day after I had to see myself teaching and I was able to find out what stage I was not good for that. So it helped me quite a lot and I liked it'.

Later in the last interview Alan spoke again but in more detail about the usefulness of the video in identifying changes that he felt would have improved the lesson. He also spoke of how valuable the meeting with his students had been in 'feeling what the student ah felt about lesson'. He believes that he has made progress because his students can give him feedback and reflect about how he is applying the new methods of teaching. He also found having Pat and I observing very motivating for him. It gave him an opportunity to see himself applying what he had learnt at IHLL. He said it was so good to see Pat because he also had attended the course at IHLL.

In Alan's evaluation of the process he reflected on how he would like to do a similar exploratory project but with a colleague who had not attended the IHLL course. This would of course mean that the teachers could both come from the same school thereby reducing the cost of coordinating the research and the cost and time taken in travelling between schools. He felt he could have a short

meeting with his colleague after the lesson and then meet with some of the students to obtain feedback from them on the lesson. This seems to be a contracted version of the original process. It removes the pre-lesson discussion and the first post-lesson discussion as well as the collaborative selection of students. In the interview he suggested that I could have set up my research like this. He felt the collaboration would benefit both parties because the teacher who had not gone to IHLL would have a very different perspective and might be able to say what techniques do not work. The observer could also learn new techniques from the teacher who went on the TESSL course. He said he would do a similar exploratory project because it aids reflection on how things are done and also provides the opportunity for teachers to share their experience and to help others. Nevertheless, he questioned the availability of resources for the research process in his environment. Later in the interview it was established that there was a video recorder available which had recently been donated to his school. It was unclear though how accessible this equipment was.

4.2 Case Study 2: Pat

4.2.1 Teacher background and teaching environments

Pat has been an English secondary school teacher for 13 years. From 1998 to 2001 he attended a teacher training course in Mozambique offered by the University of London, as an external student, and completed nine modules. He attended the IHLL TESSL course from mid October to mid December 2008. His current full time teaching post is at a city school where he does an afternoon shift. However, he also works part time at another secondary school across town in the evenings. In addition to his teaching responsibilities, he also runs a small manufacturing business from home, creating window frames and other items from sheet metal. This trade has been in his family for a few generations. Pat's situation is not unique amongst Mozambican teachers. As a result of the lack of (qualified) teachers and the difficulty teachers have in providing for their families on a teacher's salary, teachers often have more than one teaching post, or teach

and have a second job. In fact the teacher Alan had initially chosen to collaborate with could not participate because his non-teaching job did not provide the flexibility necessary to hold the required meetings for this research project.

The school at which Pat has his fulltime post is situated in an affluent suburb in the capital city. Many children of diplomats attend but any student wishing to register may do so. The extra mural activities on offer at the school make this a popular school which is why students often come from great distances to attend. Nonetheless, the physical conditions in the classroom resembled other classrooms in other schools in Mozambique which I had visited while undertaking research in 2007. Pat's classroom had a large blackboard at the front of the room. There were four rows of desks with an extra large corridor between the last two rows near the door where students sit on days when attendance is high. The students who have seats sit three to a desk. There are no visual aids on the walls. The door of the classroom does not lock and many of the louver window panes are missing.

Before I even arrived at the school it was clear to me that noise from neighbouring classes and corridors was part of Pat's classroom context. As it happened my own accommodation was situated right along side Pat's school. On the first day I wondered how I would possibly cope for the period of my stay with the constant commotion that surrounded me. It sounded to me as if unsupervised recess was taking place in the classrooms throughout the day. Before the exploratory project began Pat expressed great concern about the noise level. He was anxious about the sound quality of the lesson which we would observe and record. He spoke of locking the gate to the corridor or of asking the security guard to patrol nearby to prevent the noise of passers-by. Pat's school did not seem to be alone in struggling with the issue of noise. This was also the case at a primary school located nearby which I could also hear throughout the day.

It is interesting to note that the teacher Pat most admired as a model teacher was one who 'could project his voice so that even the back benches can hear him'. This, Pat admits, is something he struggles to do. He also admired a teacher who did away with disruptive behaviour by insisting that each student have their own stationery/materials so they do not disturb each other. He now uses this rule in his classroom to reduce noise levels. He said he is known as a teacher who dislikes noise. When he is seen emerging from his classroom students standing in the corridor immediately begin moving away before he needs to say a word. He explained that often students from other schools come to visit their friends and this accounts for some of the noise in the corridors.

4.2.2 Pat's Identities

Throughout the data collection period Pat seemed to view himself as an expert on his context, just as Kumuravadivelu (2001, p. 552) encourages. He also seemed confident about his understanding of EFL pedagogy and was happy to provide justifications for the techniques or approaches he had used in his classroom for his particular students. This was very different to the outcome of the research in 2007 where teachers did not seem to feel they had the right to adapt or redesign pedagogy for their contexts.

4.2.3 Pat's values as identified in the data

4.2.3.1 Time

Throughout the data collection process it was evident that Pat valued time keeping. In Pat's advice memo to a colleague who might take over from him he said:

'And part of my (advice) I think it's good to anybody that might succeed somebody that you have to comply with the time. Time is very important.'

He then related an incident where he arrived late for an interview and how he learnt the importance of time through this incident. In conclusion he said:

'But when I meet the person they said I was supposed to be there exactly

at the time we had agreed and from this experience I discovered that complying with time is very important. That day I lost quite a lot. (And) where I am working now that doesn't mean that I am perfect, but I try by all means to comply with the time, and dedicate my work, because you talk about life that's what you make it. Thank you.'

In Pat's first interview he constantly refers to strategies he uses to save time in the classroom. He seemed enthusiastic about the way the methodology he learnt at IHLL has helped him to save time when dealing with large classes.

'...but when I get there¹⁸ I have quite an experience by trying to minimize time by putting the students to work into groups. So, it has really helped me a lot.'

He explained how stronger students helped the rest of the group and that this meant the teacher did not need to attend to every individual. He used this technique before he went to IHLL but feels he 'benefitted' from seeing and experiencing it in action at IHLL.

Even the use of visual aids was seen in terms of saving time in a context where everything is usually written on the board.

'Yeah, besides saving time when I'm teaching in the classroom there are quite a lot of things I learnt when I was there¹⁹ especially in the classroom in terms of visual aids. They helped me a lot because it saves me time rather than just to write everything on the board.'

Another way Pat saves time is through the handouts he himself produces. At his school most students cannot afford to buy the necessary text book so he compiles a monthly handout²⁰ from various sources such as the internet, school text books and his own personal grammar books. The handout is based on the syllabus and is purchased by students at the school bookshop. He believes this 'facilitates' his work and improves the working conditions in the classroom. In

¹⁸ In his context.

¹⁹ At IHLL

²⁰ See Appendix 7.20 for an example handout produced for a set of lessons given prior to data collection.

addition, I conclude from the following quote that handouts seem to create more autonomous learners in a resource-limited EFL environment.

‘Definitely, the hand out is helping the student a lot because most of the things we do during the class 45 minutes is not enough to make the students to understand [I: Mmm]. But, ee with the teacher in the classroom you just explain some of the vocabulary, on their spare time they read again the XXX stuff we do in the classroom, or maybe after two days you can find one or two students comes, ‘Teacher, I was reading this’. I think what I see in the classroom ‘what’s the difference between this and that’ [I: Yes].’

Interestingly, another benefit of the handout is that it helps stimulate the micro-economy associated with the school as both the school and the bookshop owner each get a portion of the profit from its sale. I sensed selling the handout in this way legitimized it and reduced the chances of the teacher using it to exploit students financially.

4.2.3.2 Participation

In the previous quotation Pat explained that using handouts encourages active participation and enhances learning in an EFL environment. This was one of many references Pat made regarding how he encourages participation or interaction in his classes. In the pre-lesson discussion he told Alan that he would use pictures to involve students in the observed lesson.

‘and also probably some visual aids that I will use on the blackboard so that I can involve students in the discussion.’

A little further on in the pre-lesson discussion Pat says he will use group work to encourage interaction.

A: How how do you think they will do it writing or orally?

P: No, it will be just a discussion because I just want to see how much they [A: Know.] interact, yeah.

However, for Pat it seems managing interaction is more than a technique to enhance language learning per se, but perhaps a more general technique for ensuring students remain attentive and involved in large classes. In other words

Pat seems to be creating an environment in which he believes optimal learning can take place even for those who students who may usually be more reticent:

Ah, and part of the feedback. I did my best because I want it to, I want the students just to give me the answer (already) and I was choosing students at randomly. I use this strategy just to waken up the students (were) participating. Because if I said a group X and X give me the answer. It was not going to be an interesting lesson. So I was justified in a question or asking an identified student to give me the answer. So I discovered that this strategy it works better because even those students when they are not participating or those who are lazy or when they are simply dozing in the classroom sometimes their tendency is to they (clip) their ears. Ah, no they pay attention to the teacher for the reason that if they are not paying attention maybe the teacher may try a question to them. So I discovered that this strategy works better in the classroom'

He was extremely pleased with how nominating students within groups had helped to keep students involved in the observed lesson:

'Because in normal situation where students are working groups there are lazy students and stronger students. And when normally strong students are in the classroom, they tendency is to monopolize, they take control of the activities. And by doing this it creates laziness in (the) other students. But myself I was very attentive in the classroom. I wanted to see each and every student participating, although I did sit them in groups, because they, the students were working in groups and this group here I only (invented) it at that time in the classroom. But it works better because in each group at least when I was asking questions ah at least one person in the group could provide me with the right answer. So I appreciate some of the things I did well.'

A very real concern for Pat is managing interaction so that the circle of participation is constantly enlarged with the hope of keeping as many students as possible attentive throughout the lesson.

A: 'Cause there was a part which I saw there was a girl on the right side she wanted to participate and she was rising her hand and you didn't even pay attention on her because you really concentrate on the students who are in front of you but later on you XXX she is asking for what, you see.

P: Ya, I think it doesn't mean its an ignoring but myself I was trying to give chance for others to participate because if you concentrate on one student yes [A: Yes] the other one will just take advantage this one will provide an answer for us [A: Mmm, okay] but at the end I had to satisfy her needs as far as XXX it was concerned.

The concept of one student 'taking advantage' of another who is responding to the teacher indicates that both the teacher and students have an 'image' (Clandinin, 1986) from their experience of how dialogue operates in the classroom. The two conversation partners are the teacher on the one hand and the students on the other. However, the dialogue is enacted in roles rather than as individuals. When one student speaks he/she speaks in the role of the student thus freeing other students in the classroom from the responsibility of keeping the dialogue going. Pat is aware that in large classes 'lazy' students, as he calls them, use this understanding to their advantage. This oppositional response, which de Certeau (1984) refers to as a tactic, is a way of rejecting the powerful demands of the institution. In the post lesson discussion when Pat and Alan were selecting which student to invite to the student-teacher meeting Pat expanded further, by way of example, how the learning and teaching dialogue works in the social context of the large class:

'Definitely. [I: Okay.] you know, I was [A: Laugh.] XXX [I: Mmhmm.] and there's a guy he was sitting opposite me right near the back. I think each time he he stood up to give an answer, nearly every student in the class could applaud him [I: Mmm.] and I spect like there's something eh, you know, strange but not even strange. I think the class they depend on him. I think he's a very good ah a strong communicator XXX. [I: Mmm. Mmm.] Yeah, I mean the student the same boy XXX, he is very short, he was sitting on the on it was it opposite me?'

The class seems to work as a team to enact the process of learning and teaching. Breen (1985) names this the intersubjective experience which, he argues, 'derives from and maintains teacher-and-learner shared definitions, conventions, and procedure which enable a working together in a crowd' (p. 140).

A significant proportion of Pat's self-evaluation was on how he managed interaction and student involvement. He began by saying it was both a strength and a weakness of his lesson. To illustrate he said 'and one thing I think I need to improve is that, there were quite a few students who were involved in, especially they participate, participating.' Then he said 'on part of the exercise although I

engaged students to work in groups of four or five, I felt that some groups were complaining because, especially one group, ah I think I discovered this when I was sharing x with my colleague. He was the one who discovered that one group was complaining because I failed to go there and clarify the questions or each time they I was asking some questions’.

Interestingly, when I asked Pat in his final interview what he thought his students wanted he said they wanted more conversation. He then spoke of how he encourages conversation in the classroom:

- I: Okay, what do you think they want in their English classrooms?
P: I think more conversation [I: Mmm] in the class it helps, with some visual aids visual aids [I: Mmm] just to help them to reflect.
I: Mmm. And how do you think you provided ah opportunities for conversation in your classroom?
P: I think it’s a good idea when you bring in some lessons that involve what they normally experience [I: Mmm] especially talk about music, sport [I: Mmm], because nearly everybody watch [I: Okay] ah television. They normally watch international [I: Mmm] football and all sorts of things. So such kind of talks helps students to generate or to be involved in conversation.

He believes the interaction should first be between the teacher and the students, and then between students. His belief is clearly echoed in his actions in the classroom:

- I: Right and then on your particular lesson on animals um how can one encourage, you know, if you say that’s what they need, they need conversation, how do you think in that lesson, it can be encouraged, within the confines of the context you teach?
P: Definite I think (.) if it involves much visual aids, because they understand better if you bring visual things, other tha to talk they don’t even...
I: Okay, so when you say, are you talking about conversation between the teacher and the um you ah the teacher and student or the student and the student? What conversation do you think?
P: Beginning issue will be the teacher-student. Then involve the student to student to see how strong are they in communication.
I: Okay, is that in one lesson or over a period of time?
P: Not all the lesson, it will depend with the quality of the lesson [I: Okay]. But if the lesson involves much conversation I think you need to involve student to student so that you can converse.

Initially, the central reason Pat had for inviting his learners to the student-teacher meeting was to get feedback on whether they knew and could use the language taught in the observed lesson. Students were therefore chosen to attend the meeting based on their level of participation in the lesson and not necessarily on any particular interesting incidents that had taken place.

- P: Mmm, I want to see if they able to interact [I: Mmhmm.] through using names of animals like it was on the board.
- I: Mmm. So if I can understand you correctly, you want, you, do you want in the meeting, do you want to test their knowledge or what, you know, what do you understand the purpose of the meeting to be. In other words, what is your aim or objective [P: Yeah.] in the meeting? [P: Yes. Yeah, fro from my] What would you like to discover?
- P: Yeah. From my point of view I think just ask general questions [I: Mmm.] yeah to see whether they they able to communicate. [I: Mmm.] That's what I think [Pause.] because each one they based on the next thing you know, I think ee the lesson was yesterday that's why I think [I: Mmm.] they forgotten. So if it is in general questions you say did you like the lesson, [I: Mmm.] I think it would help them [I: Mmm.] just to say one or two things. [I: Mmm.]

4.2.4 Conditions for the enactment of postmethod pedagogy

4.2.4.1 Collegiality and collaboration

4.2.4.1.1 Collegiality and collaboration with teachers

Pat's work environments are both a home to him and a place of much conflict. Speaking of the two schools where he works Pat said, '...when I am my my at (school name) that's my permanent home but in the (other) school it appears that when I am there I am a stranger although I am there for a long time'. Of his interaction with teachers in the second school he says, 'you know the way we talk has got limits, limits'. In the advice memo he said that a teacher who would replace him should 'feel at home but be aware of manipulation, and 'analyse things in order not to fall into traps'. He explains that people have differences of opinion and that one can unknowingly offend others. He reminds the teacher that

would take over from him that as a new comer they should work independently and 'don't expect to be spoon fed'. He believes that being friendly in this environment helps. He advises dedicating oneself to one's work, complying with deadlines and time keeping, giving quality no matter what the conditions so that others are satisfied with your work, and accepting decisions that are made. Finally, he advises the teacher to be honest and presentable as it dignifies and empowers the self. These points all serve to provide a sense of the school environment Pat works in.

Classroom observations at Pat's school are encouraged but nevertheless not compulsory. He does not usually invite others to visit his classroom but he says teachers usually observe each other to learn how to control classes in the constant noise of the school. Pat not only visits classes that are well behaved but also noisy classes to see what is causing the problem. When teachers want to observe him he insists they inform him before they come and that they tell him what they particularly hope to achieve/learn while observing him. He related an anecdote of a teacher who arrived unannounced when his students were due to write a test. Wanting to be informed of an observation does not mean that as a teacher he is generally unprepared. On the contrary, later when the research process was already underway he related an incident of an unplanned visit from the pedagogic head that had occurred two days previously. When he arrived that day his superior asked when it would be possible to visit him and observe. He suggested she come to the first class of that day because he wanted her to see the problems he was having with late comers. He also wanted to show that he was always well prepared and that he was ready to be observed at any time. It was a very positive experience because she was very impressed by his use of visual aids in the classroom which is unusual in that school, as well as in many other classes I have visited in Mozambique.

For Pat, time is a constraint in collaborating with other teachers. He said 'because of time it doesn't allow us to do everything [I: Mmm]. The one time or

other we talk about methodology [I: Mmm] especially with our English group we share ideas [I: Yes] because there's a time for example you go to assist somebody's lesson [I: Mmm]. You sit and watch because there are certain things you can learn and benefit from him'. Other opportunities for collaboration occur bimonthly on Saturday mornings when teachers get together to plan. Of this Pat says, 'Sometimes when I am doing my research [I: Mmm] umm, I prefer to plan with my colleagues so that I can hear different views from different people [I: Okay] so it will help me for them to use somebody's ideas XXX so that I can have a concrete ...'. Producing a lesson plan is important to Pat so others can see it and it can be shared with others. In the first interview Pat said that his colleagues were very helpful and that there was a lot of sharing in the school.

4.2.4.1.2 Collaboration with students

I think ultimately the students' ability to communicate in English in the student meeting was a little disappointing for Pat. He felt that using English in the meeting had made it difficult for the students to participate. In addition, they were probably intimidated by the huge boardroom table, which we sat at, as well as by the number of teachers/adults present at the meeting. Pat said that later he had met one of the students in the corridor and she had asked when there would be another conversation like that. He felt that asking the students their views about what happened in the classroom was valuable. He said, 'I'm saying this because when you are in the classroom the student makes part of the team [I: Yeah], the team [I: Mmm]. The teacher should be in the classroom because of the students and the students should be there because of the teacher [I: Yeah]. So we should involve the students [I: Mmm], so they can explain their views.' Pat seems to, in this case, follow Freire (1972, p. 49) who believes 'from the outset, [the teachers'] efforts must coincide with those of the students to engage in critical thinking and the quest for mutual humanization....He (sic) must be a partner of the students in his relations with them'.

4.2.4.2 Pat's understanding of postmethod pedagogy

Before the exploratory research projects began I thought that teachers might not remember all the postmethod macrostrategies so I provided a summary²¹ of them as well as a list of questions²² teachers could ask while analysing their lessons. In the second document 'referential questions' are defined as having an open-ended set of unpredictable answers. Such questions are useful in the classroom because they simulate real-world communication where meaning is negotiated and as such they open up learning opportunities. However, in the post lesson discussion Pat seemed unclear about the definition of referential questions when he said, 'part of my questions were referential questions because when I ask the questions I could just refer with the pictures on the blackboard so that the students could go straight on the picture give answer'. It seemed that Pat was using pictures to elicit answers to 'display questions' rather than referential questions. Display questions are questions which the teacher already knows the answers to. He said he used this technique to encourage participation but is he really managing classroom interaction well enough to truly 'maximise learning opportunities' -a postmethod macrostrategy? This is difficult to answer without a deep understanding of the context and what is possible in that context.

On the TESSL course held at IHLL, display questions are described as having their place in the classroom but as not generating or simulating ordinary everyday conversation where meaning is negotiated and thus they are questions that do not necessarily maximize learning opportunities. Pat, however, might very well argue that display questions are an extremely valuable tool in providing a safe environment for enlarging the circle of participation and thus maximizing learning opportunities in his classrooms. This was indeed a conclusion I drew from data in my honours research project in 2007. A teacher who staged display questions carefully provided sufficient support in a very weak Grade 11 class to keep the dialogue of learning and teaching going even when the subject matter

²¹ See Appendix 7.1

²² See Appendices 7.2 in the macrostrategies and mismatches attached to the Exploratory Research Assignment

seemed above the students' actual level of English. In fact in a subsequent part of the lesson discussion Pat coined a new term to be used for lesson analysis which indicated that he employed display questions for negotiating meaning. Referring to this he said 'and eh I discovered that part of my questions were negotiating [A: Okay] each time I ask a student you know I had to intervene trying to push the student to get into the point sure because if I could just keep quiet and let the students go straight on the point definitely [A: Yeah] they were not going to get the answer correct.' He was negotiating meaning with his students until he felt the class had grasped what he wanted to convey and could answer his question.

4.2.4.3 Pat's awareness of context

When Pat was asked what he had to consider about his context when planning and teaching lessons, he spoke of his students' backgrounds as well as their emotional and physical needs. He said that in city schools students can come from a variety of different provinces and therefore home language and culture can vary considerably. In addition, in southern Mozambique divorces are more common than in other areas of the country and as a result students can and often do experience conflict at home. Furthermore, in a country in the process of trying to rebuild its economy, families often struggle to get by which means that students at Pat's school sometimes come to school hungry. In order to understand his students and to deal justly with them in the classroom Pat makes a point of learning about his students at the beginning of the year and of maintaining contact with them throughout the year. In a large class he says it is possible to see by a facial expression when something is wrong. If this is the case, he may ask a student to come and speak to him privately or he may even do some investigation himself.

4.2.4.4 Pat's awareness of language and culture

Pat seems to be aware of the close relationship between language and culture when he prepares and presents lessons. In his first interview he spoke of how

the language reference books he consulted, and the handouts he produced helped him learn about and convey cultural differences between English and cultures represented by each of the students in his class. For example, he described the all too common and sometimes difficult situation of being offered something to eat or drink while visiting someone's home. Using various resource books Pat pieced together that there are different ways of rejecting an offer as a guest. He explained that English people say 'thank you' if one has already had and does not want more. However, if one does not like something that is being offered, one should say 'no, thank you'. He read that if you say 'no, thank you' in both situations you 'run the risk' of never being offered that item again because your host thinks you do not like what is being offered. In Pat's culture 'no, thank you' is appropriate in both situations with no differentiation.

This explanation of Pat's served to confuse me completely because my understanding was that 'thank you' is used to accept an offer. Unless of course it was accompanied by a hand or body gestures that conveyed a negative response. After the interview I offered Pat a drink and he said 'thank you'. Now as the host I was in a difficult predicament because I did not know how to respond. I was not sure if he indeed liked what I was offering and was just not thirsty, or if he was rejecting the offer because he did not like what was being offered, or if he was in fact accepting my offer? The confusion was compounded by the fact that I was unsure whose cultural code he was using as a reference for meaning making. Was it mine, his, or a third party (the English, the American, etc)? This experience left me bewildered and worried as to whether I had been a good host or not. In despair I gave him the soft drink thinking it would be the safest. Gee (1996, p. 77) argues that 'context has the nasty habit of almost always seeming clear, transparent, and unproblematic, when it almost hardly ever is'. Interestingly, during the interview Pat had been so sure about his facts that he had spoken as if an authority on my culture and this scenario. It was as if the context was clear and unproblematic to him. I, on the other hand, felt like the outsider grasping for meaning, not wanting to offend.

4.2.4.5 Classroom language/discourse

Pat was educated in English medium schools because his family relocated to Zimbabwe when his father obtained employment there. Although Pat can improve on his accuracy, his fluency and English vocabulary are generally good. However, he admits his own command of Portuguese is at an intermediate level having not grown up in Mozambique. Speaking of the difference in the use of English in Zimbabwe and Mozambique Pat says 'the kind of English we used to hear there is different from the English we use here. When you are in Mozambique you need to lower your levels so that it can fit, so that people can understand you'. He adapts or grades his language depending not only on the level of his class but also other teachers who have taught the class because 'people for example who work with me they can make the difference'. He explains that 'some of students who are working with me here are working with a certain teacher last year [I: Okay] so they know the difference'.

Pat used Portuguese translation throughout his English lesson. According to Pat beginners would not cope with a class in which only English is spoken.

4.2.4.6 Perceived contextual limitations and opportunities

One factor that limits him in developing a context sensitive pedagogy is the lack of security for the resources he has produced. There are places to put materials but they are often taken and used by others. Factors that help are the teachers who are very friendly and congratulate him on the good things he does and they involve him when they are doing something he might be interested in, for example, the singing teacher who invited him along to practices on Saturdays.

4.2.5 Pat's use of postmethod pedagogy

4.2.5.1 Classroom puzzles/exploratory projects

In preparation for the exploratory projects I asked each teacher what puzzled them about their English classes. At first impression Pat's response seemed a little unrelated to my question as it appeared to refer to him personally. He said that in the classroom he always thinks about his future and what would happen if he did not read and improve himself. However, later I realised that it was not for his benefit alone but for the benefit of his students too. He said 'I normally think about this in the classroom XXX evaluate myself and the students [! Okay]. For example, when I teach in the classroom I can evaluate whether what I can deliver in the classroom the student understand or not.'

Pat then went on to express his concern about his day students' apparent lack of motivation for learning. He was concerned that the 'new generation are no longer interested. It appears they are being forced to go to school'. On the other hand, his adult students, who attend at night, are generally keen to learn because they 'are pressurized in their working place to produce a certificate that proves they have done that level'. He blames his day students' general lack of motivation on easy access to entertainment activities outside of the classroom. Students use their cell phones to listen to music. In addition, radio and television are readily available throughout the day, and students have more opportunities now than ever before to watch movies. Pat also felt that the 'new generation' displayed more of what he refers to as disruptive behaviour, which was often a topic of discussion amongst teachers.

Pat has not carried out any exploratory projects since he left IHLL but he says he is trying to improve his teaching by using resources. He also feels his classroom management needs work because he can have a good plan but when the class is disruptive he blames himself.

4.2.5.2 Use of reflection in the teaching cycle

Pat most likely does a combination of reflection-in-action (Schön, 1983), while in the classroom, reflection-on-action (Schön, 1983), after the class, and reflection-for-action (Killon & Todnew, 1991) to guide future action. He teaches the same lesson to several classes so when he sees something is not working in one class he improves on it in the next. He says he reflects as he moves from class to class and only writes notes for himself in his diary if he feels he might forget over a weekend or overnight.

‘Yeah, sometimes I reflect but it’s not all the time I reflect what I what I teach. Because when I need to reflect what I teach it means if I teach one lesson and sit in the classroom and go and teach the same lesson in the same classroom that’s where I can make the difference, the difference. In a class so and so, I delivered the lesson this and that but this idea didn’t work and I said why didn’t it work because of this. So, if I happen to go and teach the same lesson the next classroom I improved that point [M: Okay] and why did I improved it? Because I put the strategy this way [I: Yes] so to me it’s a nice strategy to reflect when I move from one class to another’

It is interesting to note that Pat said he enjoyed his first interview with me because it helped him reflect on what he had learnt and what he was using in the classroom.

4.2.5.3 Pat’s approach to data analysis

Throughout the research Pat often questioned Alan about things that worried him in his own classroom. He asked Alan in the pre-lesson discussion how Alan motivated his student teachers to keep the standard of their grammar as well as how boys and girls participated in the classroom. Pat was also genuinely interested in Alan’s students’ experiences of taking part in the lesson. He asked the students what parts of the lesson they liked. For example, he asked about the idea of having everyone put their written texts on the wall for others to view, he asked whether the lead-in motivated the students, and he asked students about whether giving students an opportunity to speak about musicians was a good idea.

In the post lesson reflection Pat took a defensive line. After Alan had finished discussing his lesson Pat took control of the discourse by signposting what he wanted to do. However, Alan soon took back the control of the discourse topics through a questioning technique. As a result Pat felt a need to defend his teaching acts. Firstly, he defended the lead-in saying that it was what he had prepared but someone else might have done it differently. Secondly, he defended his flashcard technique saying he was interested in pronunciation rather than meaning at that time. Thirdly, he defended his correction technique. Pat prefers to be encouraging so he corrects through repetition rather than by highlighting the error. 'I want to create a learning environment not to discourage students', he said. Next, when asked about whether he had achieved his lesson objective he said he was happy because he had done what he had planned. After that when Alan asked about translation, Pat said, 'I've used the translation method in order to facilitate my work'. He felt it would take longer to achieve the goal if he did not because students would have problems understanding. Finally, he accepted that he had not noticed a group who wanted to participate in class but defended this as having been unaware until he saw the video.

In the final post lesson discussion Pat expressed his excitement to Alan about what he perceived as the freedom students felt to converse in the student meeting because the classroom conversation is usually very controlled. He recognized that the lesson plan limits opportunities like this. He felt that interviewing students was useful.

Through the EP Pat seemed to change his views only very slightly on using L1 in the classroom. '...but if is using a direct language [A: Yes] you know it motivates students'. He noticed that some male students were just waiting for the translation. However, he still felt translation at lower levels was necessary.

5 Chapter 5: Cross Case Analysis

In this chapter, as Berthoff²³ (1987) suggests, I write into knowledge through a process of disciplined reflection and analysis, the learning that has taken place as a result of this research study. In the process, through a cross case analysis, I attempt to address the research questions which shaped this study:

- How, if at all, are teachers reflecting on the specific needs, wants, situations, and processes of learning and teaching?
- How, if at all, are teachers self-observing, self-analysing, and self-evaluating their teaching acts?
- How, if at all, are the realities of context impacting on the teachers' use of postmethod pedagogy?

One of the main aims of this research project is to understand how, if at all, teachers who have expressed an interest in doing exploratory research projects are 'theorizing from their practice' (Kumaravadivelu, 2003). This chapter will therefore reflect on how, if at all, the teachers are using Kumaravadivelu's (2003) ten macrostrategies and three parameters of particularity, practicality, and possibility 'to theorise from their practice'. To maintain a focus on the postmethod framework, Kumaravadivelu's (2003) parameters of particularity, practicality, and possibility are used as the theoretical frame for this chapter, and the data is analysed with reference to the ten macrostrategies. However, it is worth noting that the particular is so embedded in the practical that it cannot be understood without it (Kumaravadivelu, 2003, p. 35). In addition, the parameter of practicality 'metamorphoses into the parameter of possibility' because 'sense-making requires that teachers view pedagogy not merely as a mechanism for maximising learning opportunities in the classroom but also as a means for understanding and transforming possibilities in and outside the classroom' (Kumaravadivelu, 2003, p. 36).

²³ See the section on Reflective Practitioners in Chapter 2

As I analyse the data I reflect on whether the participating teachers have the knowledge and skills necessary to develop a context sensitive pedagogy. In other words, has the TESSL course prepared them to become ‘strategic thinkers and practitioners’? In addition, I examine the impact of the teachers’ contexts on the implementation of postmethod pedagogy. Because postmethod is a relatively new approach to pedagogy, I will reflect on whether/how Kumaravadivelu’s (2003) ten macrostrategies and the parameters of particularity, practicality and possibility are helping or can help Pat and Alan develop their own context-sensitive pedagogy. From this inquiry I hope to make some ‘fuzzy generalizations’ (Bassey, 1999) about whether postmethod principles can help inform pedagogy and theory for teachers who come to IHLL from various contexts.

5.1 A Pedagogy of Particularity

As described in Chapter Two, Kumaravadivelu’s pedagogy of particularity refers to the development of context-sensitive pedagogic knowledge through a continual cycle of observation, reflection, and action in an attempt to explore what works and what does not work with a particular group of learners in a particular context (Kumaravadivelu, 2001, p. 539). Because the research cycle, the students, and the context are central to a pedagogy of particularity this section of the chapter firstly, investigates the viability of undertaking the exploratory project process in Mozambican contexts (which partially addresses research questions two and three). Secondly, it explores how teachers are reflecting on their students’ needs and wants (which addresses research questions one, two and three). The reflection and action aspect of the research cycle is discussed in more detail in the pedagogy of practicality section.

5.1.1 Exploratory Research Cycle

A number of factors emerging from the data indicate that the exploratory project process as undertaken in this research study is unlikely to be carried out

independently by teachers in Mozambican contexts. Firstly, although both Pat and Alan reported that they had been reflecting on their lessons, neither of the teachers had attempted exploratory projects before the research study began. Secondly, as Alan indicated, the exploratory project design was too complex for his context and would need to be adapted. Thirdly, Alan and Pat needed guidance on the project procedure, and felt they did not have the rigorous skills of a researcher. Finally, both teachers were confused about some important postmethod terms such as 'context' and 'referential' questions'²⁴ which impacted on their ability to critically analyse their lessons. Although the odds seem against the use of postmethod pedagogy in Mozambican contexts, both teachers appreciated the opportunity to take part in the research study and said they would undertake exploratory projects in the future.

It is doubtful, however, whether exploratory projects will be undertaken because of the difficulty of getting colleagues to collaborate during their very busy days and because of their multiple jobs. Time is certainly a limiting factor. However, collegiality, on the other hand, it seems could both limit and allow opportunities for collaboration.

Collegial conditions such as the valuing of individual teaching styles as well as the generally congenial working relationships between colleagues provide opportunities for professional learning and autonomous action. However, although there is some sharing of knowledge and skills amongst staff members in each of the research sites, feedback from observers after class visits is seldom forthcoming. For postmethod pedagogy, with its emphasis on collaboration, to work in Mozambican contexts, teachers will have to establish new patterns of working together. Hargreaves (1994) would argue that this demands a change in teacher culture.

²⁴ See Chapter 4

5.1.2 Student needs

The stories of Pat and Alan are essentially stories of how professional and personal knowledge shape and are shaped (Kumaravadivelu, 2001, p. 553) by each other as teachers attempt to meet their students' needs in their context of practice. Because the data highlight a strong correlation between teacher values/beliefs and student needs, I argue that Alan and Pat are reflecting on the needs, wants, situations, and processes of learning and teaching in relation to their students' motivation for learning English.

Alan works in a teacher education institution. He helps his students become increasingly more fluent and accurate in their use of English and prepares them for their profession using established ELT techniques as well as modeling ways of being a teacher. His students tend to be highly motivated because they are investing in their future as they learn English and how to teach the language. Within the period of a year they need to be able to interact competently in the classroom. It is therefore not surprising that both the teacher and the students in this context value interaction. When Alan spoke to Pat about his class in the pre-lesson discussion he said that his students, who will be teachers, 'have to have basic knowledge of English, little to speak, how to write and understand'. He then says 'so, a lesson which I am going to teach them on Monday, will be essential reading lesson [P: Okay] but focused on speaking and also discussing'. I was initially confused as to why speaking featured so prominently. However, it is logical when one considers the students' overall objective for learning English which is to be able to use the language competently in the classroom. It is no wonder then that no matter what the main focus of the lesson, Alan's subsidiary aim is always to have students actually using the language. Alan's insistence on an interactive approach to learning English is supportive of the students' ultimate objective and perhaps that is why his students are having so much success in this area.

In the interview Alan's students spoke extensively of how much they value and enjoy interaction between students and teachers.

'Myself I can say that I enjoy the interaction [I: Mmm.] between the the teachers and us. [I: Aha.] Yes, because with our teachers we have a good interaction, [I: Mmm.] yes we are free to to say what we know and the the the teachers are free to explain us something that maybe we have doubts. So, I enjoy all the lessons [I: Mmm.] in in that aspect.'

In addition, they value student-student interaction and spoke of how much they learned from their colleagues when peer teaching opportunities were provided. Furthermore, the students said they created opportunities throughout the day to speak in English in order to create an English speaking environment. In addition to interaction, Alan's students clearly value the opportunity to research aspects of language use:

'The teachers they help us a lot to improve our English. [I: Mmhmm.] They give us ah lots of tasks, um [I: Mmhmm.] they give us time to interact with between us [I: Mmhmm.] ourselves. They they they give us time to to research about things that ah we we we don't know, [I: Mmhmm.] yes. So that I think that they have help us to improve at English.'

Alan's values and beliefs about teaching and learning complement the students' own needs and values in that he values interaction and believes the teacher should also be a learner.

Collegiality between teachers and student teachers seems to increase opportunities for communication and collaboration especially on teaching-related issues. It is not difficult to see why Alan has so readily incorporated reflection into his teaching, both for him and his student teachers. It provides him with feedback on his lessons and helps his student teachers reflect analytically on issues of pedagogy as he models ways of doing and being in the classroom. Reflection, it seems, also fulfills both Alan's needs and those of his students.

It was evident from the meeting with Alan's students that they felt free to reflect openly on their experiences in the lesson both as students and as student teachers. They displayed sound rationales when questioned on aspects of

pedagogy and at the end of the meeting expressed their appreciation for the opportunity to practice their English as well as display their pedagogic knowledge. The student teachers' behaviour in the meeting supported comments made by Alan on how he values reflection and regularly obtains feedback on his lessons from his students to help them become reflective practitioners and also to improve his own teaching.

By contrast, Pat's students' need for English is not as immediate or as pressing. Some of his grade eight students may never use English in their life time, and using English for work or study at this point may seem a distant goal. No wonder student motivation is an area of concern for Pat, and no wonder the first question he asks Alan in the pre-lesson discussion is how Alan motivates his students 'so that they can keep up the standard of their grammar'. For Pat the way to help students to learn in big classes is to keep them active and attentive and in this way he attempts to achieve his students' more immediate or pressing need of passing the grade-level examinations. His focus is on involvement through interaction rather than on using the language to learn it. When Pat's students were asked what the teacher could do to help them learn they said provide encouragement and motivation as well as opportunities to speak English, which mirrors exactly what Pat understood his students' needs to be. His students also felt translation was necessary for beginner classes and as such Pat has been keeping the 'customer' satisfied. From this evidence we can argue that, like Alan's, Pat's beliefs and approach seem supportive of his students' needs and immediate learning objectives.

In terms of reflection, in Pat's context it was evident from the meeting with his students that collaboration between teachers and students on lessons was unusual. It took a while to get students warmed up and Alan's insistence on English created a language barrier which did not help the process. Questions on pedagogy such as the use of pictures and the board elicited limited response but questions that were aimed at students' understanding of instructions and of the

difficulty of the task got them talking. There was no investigation of a rationale for teaching and learning acts but rather a focus on the lived experiences of students in large classes. Although reflection may ultimately help Pat's students, it may not be perceived as fulfilling any immediately apparent need for them and this might be why it has not taken place until now. Nevertheless, Pat did express his enthusiasm for collaborating with his students after having experimented with this process in the exploratory research project. I wonder, however, if Pat's approach to reflection should rather be incorporated into his normal daily activities to make it more meaningful to his students. He could use learner training activities²⁵ aimed at developing learners' metacognitive abilities to discuss the students' learning experiences. Allwright (2003, p. 127) suggests using normal pedagogic practices as investigative tools (for example, classroom discussions) so that working for understanding is part of the teaching and learning process and not an addition.

From this cross case analysis it seems that the teaching-learning process, for better or worse, is strongly influenced by context. This is evident from the close relationship between the teachers' beliefs, values and approaches and the students' needs. The question that arises from this is: Is context itself a limiting factor in the design-redesign process? If professional and personal knowledge shape and are shaped so firmly by student needs, how does the teacher move to new levels of theorising to develop a context sensitive pedagogy? Will postmethod pedagogy become a means merely to understanding one's classroom practices or can it be a catalyst for change? Is change necessarily the goal of postmethod pedagogy? These questions will be addressed in the next two sections.

²⁵ Learner training activities help students become more effective learners. They are metacognitive activities which help students monitor their own progress. Learner training activities may also involve the teacher or other students modeling useful learning strategies.

5.2 A Pedagogy of Practicality

A pedagogy of practicality seeks to address the divide between the theory (of the academy) and the practice (of the teacher) by enabling teachers to ‘theorise from their practice and to practice what they theorise’ (Kumaravadivelu, 2001, p. 541). This section therefore investigates the teacher as theoriser (to address research question two). As Kumaravadivelu explains, a pedagogy of practicality metamorphoses into a pedagogy of possibility and as such there is an overlap between the two as this investigation of whether the theory-practice divide is indeed being addressed in ‘theory’ (by Kumaravadivlu) and in ‘practice’ (by the teachers).

During the first interview with Alan it emerged that some central postmethod concepts, such as ‘exploratory project’ and ‘context’, were unclear to him. However, after a few more very specific questions it was apparent that he had internalised other aspects of this approach to pedagogy, such as using reflection and students’ voices to help him understand what was taking place in his classrooms. In this section, I argue, however, that it is questionable whether these aspects of postmethod pedagogy were sufficiently utilized during the exploratory projects to allow the design-redesign process to achieve its full potential. I then suggest a possible way forward. In the section that follows I attempt to understand what might have limited meaning-making and uncover what I refer to as the ‘missing link’ between Kumaravadivelu’s ten macrostrategies and the three dimensional postmethod parameters of particularity, practicality and possibility which should inform the design-redesign process. I conclude that using a postmethod approach requires far greater clarity on key concepts and greater researcher skill than I at first imagined and than is imagined in the literature of postmethod pedagogy.

While analysing data I became concerned as to whether teachers were indeed being ‘reflective’ or whether they were making what Dewey (1933) refers to as ‘routine’ evaluations of their lessons. As I analysed the data I asked the following

questions to better understand the reflective practices of the research participants during the exploratory research projects: Is reflection, as Dewey (1933) suggests, triggered by careful contemplation of beliefs or practices and their underlying ideology and consequences? Are students and teachers examining underlying assumptions, and thinking of the context in which they are teaching, and will teach, in the future as Zeichner and Liston (1996, p. 1) suggest? In addition, as Kumaravadivelu (2003) encourages, are teachers reflecting on the ideological principles that inform their lives, the lives of their students and the community in which they are situated? Finally, following the proponents of critical pedagogy, has due attention been given to the socio-political factors that shape and reshape teachers' practice?

Three particular parts of the exploratory research process yielded rich data on teacher theorisation. These were firstly, reflection on the teachers' own lessons, secondly, reflection on their colleague's lesson, and finally, reflection during the student meetings. To provide a frame for this section of the chapter I use McIntyre's (1993) three levels of theorizing. The first level, known as the technical level, is the traditional approach of determining whether short term instructional goals have been achieved. At this level teachers usually work at aligning themselves with the theories of experts. At the second or practical level teachers begin displaying the characteristics of a reflective practitioner. Teachers theorize by analysing assumptions, beliefs and consequences of classroom acts as well as students' lived ideologies and the process of learning and teaching. Finally, the third level is critical or emancipatory theorization. At this level teachers are concerned with wider socio-historical and political issues that impact on the enactment of their practice. I argue that the teachers are not reaching the 'practical' or 'emancipatory' levels of theorization even though they do attempt in places to analyse their lessons according to the postmethod macrostrategies.

Alan's reflections on his own lessons revolved around the achievement of aims and what possibly helped or hindered the process of achieving them. This fairly

traditional approach to reflection usually results in the teacher analysing outcomes to determine whether the desired learning has taken place. Much of the initial discussion in the post lesson teacher-observer meeting revolved around Alan questioning himself as to what his actual objectives were for the lesson and why he had not worked sufficiently with the 'connectors'²⁶ within the text in preparation for the writing practice stage. Analysing whether aims have been achieved is a valid postmethod task in that one can determine if and how learning opportunities were opened up by the teacher. Following on from this one can explore if and how these opportunities were taken up by the learners. Maximizing learning opportunities is the first macrostrategy outlined in Kumaravadivelu's postmethod framework²⁷. Nevertheless, Alan and Pat did not explore how opportunities were opened up or taken up in the way proposed by Kumaravadivelu (2003). They simply asked each other what question types each had employed during the observed lessons. Although there was some confusion over terminology with reference to question types, I suggest that if the teachers had had a greater understanding of the terms and had worked at greater depth they would still not have reached a level of theorizing beyond that of technician. The reason for this I believe is that when teachers follow the practical steps laid out by Kumaravadivelu (2003) on how to analyse their lessons using the macrostrategies they are aligning themselves with the theories of an expert. In some cases the procedures for analysing lessons are quite specific and therefore in and of themselves might be considered techniques. For example, certain question types are said to open up learning opportunities. Kumaravadivelu (2003) has had to give teachers concrete direction on how to go about theorizing lessons using the macrostrategies to provide sufficient guidance in using the framework. Unexpectedly, the discovery here is that analysing lessons according to the first of Kumaravadivelu's ten macrostrategies can continue to hold the teacher at the level of technical theorizer. With this being the case, how do

²⁶ These are words that link ideas together in a text and make the text cohesive. Connectors can link two ideas in the same sentence or two ideas in two separate sentences. Examples of such words include: and, but, however, therefore, in addition, etc.

²⁷ I concede that maximizing learning opportunities can and does go beyond the achievement of aims but in this case teacher theorizing did not.

teachers working with the macrostrategies even begin to analyse assumptions and ideologies or consider the forces impacting on learning from outside the classroom?

Before answering this question I look at points in the post-lesson discussion which could naturally have given rise to McIntyre's levels two and three but which did not, and then try to understand why. When Alan asked questions about specific incidents that took place in Pat's lesson, it was clear from his suggestions that he himself would not have done things in the same way. I argue that observer questions are important to postmethod theorizers since they highlight difference between the teacher's and the observer's beliefs and practices and provide a natural starting point for practical and possibly even emancipatory theorisation. Unfortunately, the opportunity for this kind of discussion in the exploratory project was lost each time Alan accepted Pat's rationale and moved on to a new question. For example, Alan asked why Pat had written the names of the animals on the board before using the flashcards with images of animals to elicit these. It seemed that Alan wanted Pat to elicit the animal names using the flashcards. Pat, however, explained that his main reason for using them was to see if the students could pronounce the names of the animals. The conversation then moved to correcting pronunciation. Alan wanted to know why Pat did not correct students directly when they mispronounced the animal names. Pat explained:

'No it's not a good XXX because when I am in the classroom I want to create a learning environment not to discourage students [A: Okay] so if a student commit a mistake it's very good in the classroom. They are there to learn so that is a strategy of myself pronouncing correctly so that they can repeat after me [A: Great]. I didn't want them... to discourage them [A: Great] sure [A: Great].'

Again, after this explanation, nothing further was said regarding the topic of correction. Teacher's beliefs/ideologies of practice seemed to emerge as a spring of water but then go underground again before teachers could tap them for their power to bring the redesign process to life. Why was this? Why when the

opportunity arises are these teachers not theorizing on a practical and emancipatory level?

The answer might be found in the following analysis of Alan's student meeting. In the meeting Alan's students were asked a number of times whether they liked certain aspects of the lesson and why, and what was the rationale for certain techniques. This approach it seems mirrors quite closely that of post-lesson discussion between the observer and teacher where rationales were provided for particular learning and teaching acts. When the students were asked whether they liked having their biographies of famous people placed on the wall for everyone to read one student said:

S1: Yes I like it to because myself I I I I I could s I could see another biograph I I could see how my my colleagues did so I I could ah correct myself in some aspect that I didn't write it well, [P: Okay.] yes.

It seemed the student was referring to a form of peer teaching where models of other student work provide guidance to fellow students. A valuable opportunity to investigate the belief or assumption about learning and teaching underlying this act was lost by Pat when he immediately moved on to another incident in the lesson. However, later in the student meeting Alan directly asked students what they thought the rationale was for pair and group work. Both students were in agreement that it was valuable in that it encouraged peer teaching. One student said:

S1: 'Kay, I think to to to to to share their answers. I think there the is to they can help each other, [A: Okay.] yes because if they one of them didn't understand then I think this the another one can explain if he understood well can explain in order to to succeed to do the the work.

By using a display question²⁸ Alan was able to test the students' understanding of a specific technique. However, it did not necessarily open up new avenues for further learning for any of the participants. I believe exploratory questions should rather have been asked, such as: How did pair work help you (the student) in the observed lesson? What did you (the student) discuss and help each other with?

²⁸ See the Appendix 7.2 for types of questions that encourage learning opportunities

Was it an opportunity to clarify instructions? If so, would it be helpful to do one example with the students working in pairs/groups before students do the task individually? Would this help more students who are weaker and need support in large classes make maximum use of the task time? How will it work in primary school classrooms with different age groups? I believe another important opportunity was lost here in linking the teaching act to the current context and possible future contexts the student teachers will be working in. More in depth probing of the experiences of the students in the observed lesson and of future contexts of practice may open up opportunities for valuable discussion for student teachers. On a reflective level it may also provide more data to work on when Alan and Pat meet later to compare and collate the three perspectives of the teacher, observer, and learners. Importantly, assumptions, beliefs and consequences of pair work activities, in this case, would need to be analysed and understood in terms of students' lived ideologies in order to work towards a context sensitive-pedagogy.

I argue that reaching higher levels of understanding from the student and teacher meetings in the manner described would make the meetings more productive, thus generating areas for further investigation and experimentation in an attempt to get the design-redesign process underway. The type of investigation I am proposing is similar to the divergent assessment practices described by Pryor and Crossouard (2008, p. 4) in that meetings with students operate in a constructivist framework. In this way teachers take more control over directing their own learning. Reflection and feedback can be goal-related or clarification seeking, as Brandt suggests (2008, p. 44 & 45). Clarification seeking is achieved when interaction in post-lesson feedback is not so controlled by the teacher as in the I-R-F interaction of display questions. In divergent assessment teachers can pose exploratory questions, to which they generally do not know the answer but which help them to better understand the experience of the student in the classroom. Linguistically, interaction in student meetings could resemble more of a conversation where anyone in the meeting can initiate dialogue. In Alan's

context this would open up opportunities for student teachers to explore their own avenues of learning too as they shift between thinking in the role of a student and that of a teacher. In addition, the use of certain techniques in possible future teaching contexts could be discussed, or sociological problems of learning might be problematized and social rules which govern the learning context could be clarified (Pryor & Crossouard, 2008, p. 4). In short, the teachers' 'responsibility is for metasocial as well as metacognitive reflection and discussion' (Pryor & Crossouard, 2008, p. 6) both for the student teachers benefit as well as toward the task of developing a context sensitive pedagogy.

Although exploratory questions might be useful in the design-redesign process there is still a danger that teachers remain trapped on a mezzanine level between Donald McIntyre's (1993) first level of theorizing and his second. The next section on the parameter of possibility will further explore the reasons for this.

5.3 A Pedagogy of Possibility

Kumaravadivelu (2003, p. 40) claims that 'the parameters of particularity, practicality, and possibility along with the ten macrostrategies constitute the operating principles that can guide practicing teachers in their effort to construct their own situation-specific pedagogic knowledge in the emerging postmethod era.' This section of the chapter explores if, or how, Kumaravadivelu's (2003) three parameters and ten macrostrategies interact to drive Pat's and Alan's theorization towards McIntyre's (1993) practical and emancipatory levels. I use two of Kumaravadivelu's macrostrategies and Bourdieu's (1990) theory of capital²⁹ to understand how Pat and Alan are tapping into the sociopolitical consciousness that participants bring with them to the classroom in the 'quest for subjectivity and self-identity' (Kumaravadivelu, 2001, p. 543). In the process I uncover what I call the 'missing link' between the two parts of the postmethod

²⁹ See Chapter 2

framework. I conclude that the lack of foregrounding of the critical in the ten macrostrategies may be limiting Pat and Alan's potential to fulfill the role of transformative intellectual.

Because Kumaravadivelu's last two macrostrategies interact directly with the pedagogy of practicality, I use these macrostrategies to find examples in the data of Pat and Alan's engagement in the practical and emancipatory levels of theorisation. I then apply Bourdieu's (1990) theory of capital to these examples to gain a deeper understanding of how Alan and Pat are, or are not, performing the transformative function. I begin by investigating how the teachers worked with the macrostrategy 'ensuring social relevance'³⁰ in their classrooms. This macrostrategy refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place. Just as Kumaravadievu (2003) does in his book *Beyond Methods*³¹, I have chosen to consider Pat and Alan's policies on language use under the 'ensuring social relevance' macrostrategy. Language use in the Mozambican classroom is indeed a complex socio-political issue. Portuguese, the language of the colonizer, has been given official status in educational institutions and is the approved language of instruction. Portuguese is therefore the common language of communication within the linguistically diverse student bodies found at both Alan and Pat's schools. English, on the other hand, is an emerging currency said to facilitate business and cross border relations in the SADC region.

Against this sociopolitical backdrop Pat chose to be linguistically relevant when he used Portuguese translation throughout the observed lesson, even though his own Portuguese was at an intermediate level. In the post lesson discussion he explained that the use of Portuguese 'facilitated' his work. This comment seems to indicate that Pat uses Portuguese as a pedagogical tool. However, it is not

³⁰ See Appendix 7.1 for the list of macrostrategies

³¹ I used this book extensively to adapt the IHLL TESSL course in 2008.

clear whether he understands the importance of drawing on his students' linguistic capital to provide them with an opportunity to respond to the dominant discourses that reinforce power relations created by the status of English as a global language.

Alan, on the other hand, insisted on using English throughout his lesson, and could not understand why Pat chose to translate everything when he had learned techniques for teaching English to beginners. In Alan's last interview, while talking about the issue of language use in Pat's observed lesson, he said that if Pat were in a situation where he did not know the language of his students he would have to use English:

Yes. If it's possible because we have different techniques that we can use in the classroom. I was thinking Peter as an English [l: Mmm] teacher and he was selected as the best teacher for the [l: Mmm] Lab Language although he is Mozambican he speak Portuguese and Language Lab wants him to teach in Japan. He doesn't know Japan. The students who are in Japan do not know [l: Mmm] Portuguese. They just want to learn English and Peter use [l: Mmm] English, how could he do in the class?

It seems Alan does not see the need to tap into the linguistic and sociocultural consciousness of his students when determining a language policy for his classes.

I now turn to the macrostrategy 'raising cultural consciousness' which emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge. Alan never used the word culture or cultural capital at all but did mention three incidents that are signs of his engagement with culture in his context of practice. In the first incident, which took place before data collection began, Alan had his students connect with the campus community to collect information on individual cultural practices. This raised cultural consciousness and went beyond a preoccupation with the target language culture to legitimize local cultures and encourage positive identity work.

In the second incident, Alan questioned the usefulness of the word 'pet' in Pat's lesson because it was an unfamiliar social construct for him. In the post lesson discussion he asked Pat, 'How important you think there is when you start dividing teaching them pet animal, domestic and wild animal? Why did you do that? What was the objective of that eh division?' Later, in his final interview, Alan admitted he was confused by the word 'pet'.

Maybe have to check through the internet, reading little bit the dictionaries to find out pet animals, wild animal, domestic. It's interesting [I: Yes]. See. We got animal, but sometimes I feel that I can not be able to group each animal to each ah group or category. Animal [I: Yeah] pet, mean pet, domestic and wild animal. It was interesting that. Yeah, I learnt little bit about it, but up to now I'm still ah [laughing] yeah unclear [laughing].

From Pat's response to Alan in the post lesson discussion it seems Pat was unaware of the cultural mismatch. Neither teacher theorized about cultural constructs following Alan's question. Rather, from the laughter recorded on the transcript, it seems that Alan was a little embarrassed by his confusion.

Although Pat seemed unaware of the cultural mismatch in the case of the word 'pet', both Alan and Pat did seem to be aware in the observed lessons of the importance of selecting culturally appropriate material and situations for language practice that were within the realm of the students' experience. Examples of this are Alan's selection of Lucky Dube, a South African reggae singer well known to the students, and Pat's decision to practice adverbs of frequency by asking how often the students see a particular kind of animal in the streets on their way to school. Nevertheless, an examination of elements of the example lesson handout³² given to me in the first interview reveals a mixed picture of Pat's awareness of the cultural content of classroom materials and how this might impact on learning. To illustrate this I examine two parts of the handout, firstly, daily routines and secondly, weekend plans. Evidence of western culture can be found in the daily routine on page one of the handout, but Mozambican³³ culture

³² See Appendix 7.20 for the handout

³³ I presume this because the book seems to be locally produced and the man has the name Pedro which is of Portuguese origin.

seems to be distorted in the daily routine found on page two. The routine describes a man helping his wife to clean the house before he goes to work in the morning. While teaching Mozambican students over the years I have learnt that it is not usual for men to do housework. However, I do know that many of the newer Mozambican English course books have a chapter on gender issues in an attempt to problematise gender equality. It is not clear how Pat would deal with this material but the cultural inconsistencies do provide opportunities to raise cultural awareness in his beginner class. The second part of the handout which is on weekend plans seems quite removed from the types of activities students usually do over weekends, for example, the practice task includes deciding whether to go to the ballet or learning to cook Chinese food.

In some ways Pat seems to be aware of the interrelatedness of language and culture. He tries to increase students' understanding of English culture, for example, in the incident of accepting or refusing food described in Chapter 4, but seems to view culture as monolithic. Nevertheless, he is aware of the wider sociopolitical context when he reflects on the students' cultural diversity and of social and financial issues such as divorce and hunger that impact on the students' ability to learn. In summary, he recognizes a need to work with the students' cultures and backgrounds and to value cultural identity. However, neither Pat or Alan think of cultural capital as a tool to analyse lessons which is what a transformative intellectual should be able to do in order to 'locate the multiple ways in which power and domination are achieved' (Kinchloe & McLaren, 2003).

The reason why Alan and Pat, in my opinion, are not reaching a critical or emancipatory level of theorising might be because only Kumaravadivelu's (2003) last two macrostrategies truly embrace issues associated with the transformative function³⁴. The focus on the critical seems to be somewhat reduced when it is

³⁴ Tutors on the TESSL course followed the ten macrostrategies, as presented in Kumaravadivelu's 2003 book, quite closely as they prepared timetabled sessions highlighting postmethod principles.

integrated into the other eight macrostrategies. To illustrate, in the chapter dealing with the macrostrategy 'reducing perceptual mismatches' teachers are shown how to identify sources of potential mismatches such as for example a cultural mismatch but are not guided to an understanding of how 'radically' different their orientation to instruction needs to be in order to have a critical approach with regard to the *cultural*. If knowledge is socially constructed as Canagarajah (1999, p. 16) claims then 'what is considered reality, fact, or truth by the different communities is understood in relation to their cultural practices'. It follows then that learning can no longer be seen as a universal process but as cultural and as such teachers need to maximize learners' cultural capital (Bourdieu, 1990) to support learning. A framework that guides teachers wanting to embrace postmethod principles must provide more direction on how to make this pedagogical leap.

Another gap in the postmethod framework, and therefore in Alan and Pat's postmethod teacher education at IHLL, is the lack of focus on critical discourse analysis. As mentioned in Chapter 2, although Kumaravadivelu refers to critical classroom observation as central to the transformative intellectual's role, nowhere in the ten macrostrategies is there guidance to teachers on ways of doing this.

In summing up this chapter I argue that issues of power and knowledge should be foregrounded in Kumaravadivelu's framework by using the critical as an overarching principle and not as two separate macrostrategies. Postmethod pedagogy is a critical pedagogy and the following assumptions which underpin critical pedagogy need to permeate lesson analysis: learning as personal, learning as situated, learning as cultural, knowledge as ideology, knowledge as negotiated, and learning as political (Canagarajah, 1999, pp. 15-16). Because issues of power are embedded in all human interaction the issue of the critical should be explored in each macrostrategy to provide teachers with the knowledge and skills necessary to become transformative intellectuals. This

demands a high level of skill and knowledge which Pat and Alan may (or may not) reach if they are better prepared for their roles as researcher and transformative intellectual.

6 Conclusion

'Local knowledge is a process - a process of negotiating dominant discourses and engaging in an ongoing construction of relevant knowledge in the context of our history and social practice.'

(Canagarajah, 2005, 13)

6.1 Introduction

In this research project, I set out to gain an understanding of how two Mozambican secondary school teachers, who expressed an interest in doing an exploratory research project, were theorizing from their practice in an attempt to develop a context-sensitive pedagogy. The exploratory research projects provided a frame of reference and point of departure for the teachers to explore postmethod pedagogy. By following the teachers as they undertook the exploratory research projects this research has attempted to investigate how well-equipped the teachers were to take up postmethod pedagogy and how the context impacted on the implementation of this pedagogic approach. It was hoped that findings from the study would inform future teacher education courses for Mozambican teachers studying at IHLL as well as the structuring of support for teachers in their contexts of practice. With criticisms (Akbari, 2008) of postmethod pedagogy just emerging and classroom based research on postmethod pedagogy very rare, this research gives the two teachers and myself a 'voice and an audience' for reflecting on the experience of attempting to use postmethod pedagogy.

To conceptualise the study I have drawn extensively on Kumaravadivelu (2003) and other theorists working in the area of postmethod pedagogy. The literature on practitioner research and the teacher as reflective practitioner provided a background to, and deeper understanding of, the teachers' roles as researchers and transformative intellectuals. In this chapter, I critically reflect on the value of postmethod pedagogy for teacher education programmes offered at IHLL as well as for Alan and Pat's contexts of practice in order to make some 'fuzzy

generalizations' (Bassey, 1999) about whether postmethod principles can help inform the theories and practices of teachers who come to IHLL from various contexts. I then move from reflection to reflexivity, turning the analytic frame on myself as the researcher to understand how my participation in the research contributed to the reproduction or disruption of power (Rogers, Malancharuvil-Berkes, Mosley, Hui, & O'Garro Joseph, 2005, p. 383).

To draw some conclusions about the value of postmethod pedagogy for IHLL teacher education programmes and for teachers returning to their contexts of practice, I explore the implications of the two main findings of this research study. I begin with contextual limitations, and then move to the challenges teachers face in using the postmethod framework to observe, analyse and evaluate their teaching acts.

6.2 Contextual limitations

Postmethod pedagogy was designed to help teachers develop a context-sensitive pedagogy. However, the findings suggest that it is questionable whether the M & M observation scheme, an instrument developed by Kumaravadivelu to help teachers reflect on their practice and practice what they theorise in order to develop a context-sensitive pedagogy, can be used in all contexts. Kumaravadivelu (2003, p. 304) himself anticipated contextual limitations when he cautioned teachers who would like to be observed to 'take care to choose a concerned and cooperative partner as an observing partner - someone who has the desired knowledge, skill and attitude to observe and analyse classroom events, someone who is able to give, fair, frank and friendly comments on the teacher's classroom performance'. In both Pat and Alan's schools contextual limitations seemed to be an even more important constraining factor than good/bad collegial relations. The practice of teachers researching their own practices in the manner outlined in the M & M observation scheme is an unfamiliar one at the schools and is most likely the reason why Alan's requests were met with resistance. I believe following Canagarajah (1999, p. 6)

that resistance may be occurring because the discourses which inform teacher research promoted by the mainstream professional circles do not relate to the pedagogic traditions of periphery communities.

Kumaravadivelu's (2003, p. 304) suggestion that teachers who experience difficulties in finding observation partners should video their lessons did not seem to be a likely option for Alan and Pat in their contexts. The lack of access to equipment illustrates how broader socioeconomic issues specific to the teachers' contexts also impact on their research practices and their ability to undertake exploratory research projects. From the data it is clear that financial constraints not only limit teachers' opportunities to record their lessons but also their opportunities to collaborate with observation partners. Teachers who may wish to participate do not have time to do so because of their studies and additional jobs. For example, the colleague whom Alan described as a model teacher had no time to discuss postmethod pedagogy, even though he was interested, because he was trying to upgrade his qualification in order to earn more money to support his family.

The limitations in the teachers' context had/have an enormous impact on the practice of postmethod pedagogy and cannot be ignored. If the teachers say it is a challenging process and 'a little bit hard', their voices must now be heard. A much more flexible approach to the pedagogy of practicality must be sought if postmethod pedagogy is to be applied at all in the teachers' contexts.

6.3 Challenges of using the postmethod framework for lesson analysis

In view of the challenges teachers experienced when using the postmethod framework to do lesson analysis it is difficult to decide on the true value of postmethod pedagogy for IHLL teacher education programmes and for teachers returning to their contexts of practice. In Chapter 5 it was argued that teachers

needed to direct their own learning more by asking exploratory type questions which would help them in gaining a deeper understanding of the learning and teaching acts in the observed lesson. However, in addition, and perhaps more importantly, the teachers needed more support from the postmethod framework to help them critically analyse their lessons. This support might have been lacking on two levels. Firstly, IHLL tutors who used the ten macrostrategies and the pedagogy of particularity, practicality, and possibility to develop TESSL sessions may not have fully understood how to bring the macrostrategies together to help teachers operate more successfully as postmethod practitioners. Kumaravadivelu (2003, p. 42) explains that a single macrostrategy could relate to a cluster of other macrostrategies. However, having said this it might also be argued as I did in Chapter 5 that postmethod pedagogy is a critical pedagogy and should therefore be underpinned by the same assumptions that support such a pedagogy: learning as personal, learning as situated, learning as cultural, knowledge as ideology, knowledge as negotiated, and learning as political' (Canagarajah, 1999). These are radically different ways of viewing education and language learning and require a different approach to language teaching and teacher education. Are these discourses promoted by the mainstream professional circles likely to be appropriated by teachers working in the periphery? Do they relate to the pedagogic traditions of periphery communities? These are difficult questions to answer without further research.

Another factor to consider when determining the value of postmethod pedagogy is the length of the teacher education programmes at IHLL. Firstly, teachers coming to IHLL for teacher education have varying levels of English proficiency. Because the TESSL course is delivered in English, which is the language common to teachers and tutors, teachers with lower levels of English are seriously disadvantaged. The lower the teachers' proficiency in English the more time teachers need to negotiate meaning in TESSL sessions. In this EFL context principles underpinning the new pedagogy must be workshopped and practical aspects modeled. Unfortunately, within the limitations of a two month course

each principle can only be visited briefly. The research findings show that it is completely unrealistic to expect teachers to return to their contexts of practice with a fully developed, deeply textured understanding of the postmethod principles or framework and then to monitor themselves after only two months of teacher education. Postmethod principles need to be revisited often and observed in action for more layers of understanding to grow over time and with experience. Only then can teachers hope to achieve the level of theorizing required of a transformative intellectual and postmethod researcher - that is assuming teachers do want to work as transformative intellectuals. Unfortunately, because the approach is new in the Mozambican context, teachers have to rely on themselves and their understanding of postmethod pedagogy when they return to Mozambique.

Secondly, the complexities that have been highlighted in this research project with regard to the role of the transformative intellectual are compounded when one looks at the linguistic and educational knowledges that teachers bring with them. Although the levels of education vary, many Mozambican teachers come to IHLL with no tertiary education qualifications at all. I would argue that because of the complex nature of critical pedagogies and the autonomy required of a transformative intellectual more time is necessary to prepare teachers for working in new ways. I refer back to Chapter 2 where I mentioned that the case studies described by both Canagarajah (1999) and Kumaravadivelu (2003) were of teachers with masters degrees. Unfortunately, the Mozambican Ministry of Education and Culture does not have the finances or human resources to have teachers away from their schools for long periods of time. The odds certainly seem to be against teachers fully realizing the transformative power of postmethod pedagogy in the Mozambican context.

6.4 Conclusion

Reflecting on this study at this point leaves me with a feeling of both excitement and disappointment. When I first read of postmethod pedagogy in 2006, it

seemed that a solution had been found for my concerns about the relevance of the classroom practices which my colleagues and I at IHLL had been introducing to teachers from Mozambique. Postmethod pedagogy, as outlined by Kumaravadivelu, seemed to offer language teachers and teacher educators a new direction. However, having now come to the end of this research project, it has become evident to me that the pedagogies of particularity, practicality, and possibility which form the core of postmethod pedagogy are at once liberating and limiting.

Liberation comes through the negotiation discourse (Bakhtin, 1981) which emerges while teachers and students engage in postmethod pedagogy. From my experience of working with postmethod pedagogy a negotiation discourse agenda has three very important positive benefits for all participants. Firstly, channels of communication are opened between participants, be it in the relationships between tutors and teachers, or teachers and observers, or teachers and students. Secondly, respecting subjectivity and self-identity potentially works towards equalizing power relationships within roles which traditionally are spaces of struggle. Thirdly, in a climate of negotiation (mediated by postmethod pedagogy) good working relationships develop when the teacher positions the other interlocutors as informants rather than opponents.

On recent TESSL courses at IHLL the negotiation discourse has created an interesting dynamic. Tutors hear more about the lived classroom experiences of the teachers attending the course and this contributes to greater sensitivity to what is practical and possible (Prabhu, 1990) in the teachers contexts. The teachers, who seldom have the opportunity to gather and discuss learning–teaching issues with colleagues from various parts of Mozambique, learn from each other. Furthermore, it could be argued that after teachers have participated in a discourse of negotiation, their own voices are strengthened, giving them the confidence to provide context-sensitive rationales for the learning and teaching decisions they make when they return to their contexts of practice. An example of

this is Pat, in this research study, who argued that translation was relevant in his beginner classroom. However, to introduce a note of caution, the voice of the institution can often ring louder in the teachers' ears because of the dominant discourses from which the institution draws its pedagogy. This observation is especially relevant to this research study because the 2008 TESSL course continued to present and 'enforce' CLT techniques during sessions and during teaching practice classes. An example of a teacher who chose the dominant discourse was Alan who felt that an English only policy was completely appropriate to all contexts.

However, with challenges emerging from the data in this research study in regard to all aspects of the pedagogies of particularity, particularity and possibility, postmethod, it seems, may not be the solution for the contexts in which the teachers live and work or in which IHLL is situated. We learn from the data that teachers are locked into their contexts and are shaped by their contexts. Not even postmethod pedagogy seems to have the power to move teachers towards a 'different version of the curriculum and a different version of society' (Pennycook, 1994, p. 229). We learn that contexts themselves, which are a key construct of postmethod pedagogy, can both open up and close down possibilities for teachers attempting to practice postmethod pedagogy. The pedagogy of practicality itself needs to be far more practical and possible for it to be useful to teachers. Also, teachers themselves need to be taken into consideration. For example, what are the time constraints in terms of their teacher education? How much of the knowledge and skills which are so needed by postmethod researchers will teachers be able to take away with them from a two month teacher education programme? Finally, the pedagogy of possibility is fraught with problems. The literature review and the data revealed that the macrostrategies themselves do not support teachers sufficiently as they attempt to analyse the lessons. This is an area of the postmethod framework which needs far greater attention if the transformative function is to be realized.

Even with all of these challenges of implementing a postmethod pedagogy, it must be conceded that in attempting to weave together a range of conceptualizations of language pedagogy in a single framework, Kumaravdivelu has opened up new possibilities for language teacher education programmes. Sessions such as those aimed at raising students' critical cultural awareness, and awareness of how language works in establishing power relationships had not previously been offered in IHLL teacher education programmes. Their inclusion in TESSL courses has enriched the programme for both teacher educators and student teachers. With greater focus on the critical and more direction on how to work as a transformative intellectual some of the gaps in the framework can be addressed in subsequent courses. It must, however, be noted that the practice of postmethod pedagogy is severely limited by context and may not be fully realized in periphery contexts even when the framework has greater internal consistency and is more fully developed.

A possible future direction for IHLL teacher education programmes may be to continue underpinning all aspects of the programme with a discourse of negotiation and let this be an overarching principle. A discourse of negotiation incorporates the critical aspects of postmethod pedagogy and many of the macrostrategies which were not in the earlier TESSL course. I believe this will simplify the 'message' that teachers take back with them to their contexts of practice. The TESSL course in the future can model how to negotiate pedagogy within everyday interactions with colleagues and students and how to keep negotiations open even when faced with resistance. More work can be done on recognizing the values, ideologies and assumptions underpinning practice, and the teacher education programme itself will need to engage more fully with aspects of critical pedagogy.

I now turn from reflection to reflexivity.

6.5 From reflection to reflexivity

Reflexivity is important for a postmethod researcher, so I turn the analytic lens back on myself as the researcher to understand how my participation in the research contributed to the reproduction or disruption of power (Rogers, et al., 2005, p. 383). In the process I have become uncomfortably aware that some of my actions as a researcher of postmethod pedagogy were inconsistent with the pedagogy I professed to support.

Firstly, I completely omitted to negotiate the exploratory research project design with the teachers. Had I done this I would truly have recognised the teachers as cultural informants and experts on their contexts. They would have negotiated a research methodology that was, most likely, both practical and possible in their contexts. However, my own values and interests motivated my work and as such I desperately wanted to see what potential postmethod pedagogy held for teachers working in Mozambique. As a result of my theory-testing approach I positioned myself as the expert, who knew the theory, and the teachers responded by looking to me as their guide.

Secondly, although the exploratory research projects were meant to belong to the teachers, in the students' eyes I had ownership of them. The consent forms flagged this ownership for the students. It was clear Alan was unhappy about this. After the consent forms had been handed out he said he had not wanted to mention that I was a student conducting research for my degree and he also had wanted to keep the video a surprise for the students. However, I, of course, had had to make both of these aspects clear to his class for consent to be obtained from them. Had I followed an exploratory project set up by the teachers themselves I would have had a much lower profile and would have had to work in the teachers' time and at their pace making sure that I was available whenever they arranged to meet.

Thirdly, I did not see the research as personal when I interviewed students. I only asked questions about their collective-intersubjective (Breen, 1985, p. 382) experience and not their individual subjective experience. I did not ask about them as individuals in order to understand the overlapping contexts which informed their lives and their motivation for learning English. I did not explore the implications of learning English in this context for the student's identity and relationships (Canagarajah, 1999, p. 12). Questions in the interviews could have related to students attitude toward English. Do you think you will use English in the future? Why? What will you use it for? I did not learn how the larger social and political forces were informing, shaping and challenging students' attitudes to learning English. I did not ask questions about the students' engagement with classroom learning materials or pedagogy.

Finally, following on from the previous point, right from the beginning of data collection I felt at a disadvantage because I was an outsider in the communities in which both the schools were situated. The impact of this was that I did not have sufficient knowledge of the sociocultural and sociopolitical forces informing classroom life. The lack of knowledge limited my capacity to analyse the data especially with regards to the pedagogy of possibility.

The following excerpt from my research journal indicates my struggle with the gap in my understanding of the contexts in which I was teaching.



“15 June 2009 Monday 7 p.m.

...Just a little earlier in the day I had shared a moment like the one above with a seller of culture. We bargained for life and raiment: I with a tattered and worn note and he with his soul and life's energy. Erik³⁵ is an artist who learnt at his father's feet how to tell the stories of his culture in wooden carvings. The one I bought today is of the market. On the tables in the market all carefully carved and painted lie the produce of the day. Are you looking for chillies or perhaps pineapple and bananas, or does your family need a bag of potatoes, or maybe some maize? There's bread too if you want, and what about beans? The first customer of the day dressed in her traditional cloth has a 50kg bag on her head and is making her way past the grapes. Life is heavy for some and for others so light and so free. How did it happen that I get to sit at the beach table sipping on my straw and he on the wooden walk way hoping for his taxi fare home?

Yet, the seller of culture and of stories had much to tell and to teach. He has learnt his art (and his culture) from his father as so many have done before. Each sign that has been formed by his hands holds a history of people and life and of a knowing that lies within. If I had looked more carefully, I'd have seen how the morning rays fell over the counters and I'd have understood that although this day represented all days, it also captured a single moment in time. With the hope of the day held in the purchase of the first customer the sellers move to make ready. Of what is seen and not seen, both are important to read. Why are there no men in the market? I asked. His answer was simple and clear: Men can be found in the market but it is the place for things of the home.

As I observe the lessons this week I hope to be able to read the multimodal semiotic signs in the classroom with the help of Pat and Alan. It is not my interpretation of the culture of learning and teaching or of the moment in time that counts, but rather how it holds meaning for each teacher and student. As with the wooden carving or what the carvers name *culture* I cannot build an appreciation

³⁵ All names in this journal entry have been changed.

of the knowing that lies within without the discourse that will take place around the lessons. This research is about an understanding of their (Pat & Alan) understanding and of their thoughts in motion, but how do I make sense of it without filtering it through my lenses of understanding which are steeped in my cultures of learning and teaching?

18 June 2009, Thursday evening

The market is not as neat and simple as its cultural representation which I wrote about earlier. Miranda happily agreed to go with me when I mentioned over breakfast my intention of going this morning. It made sense to have her come along since her visits with Enoch are only in the late afternoon and she has the whole day to herself. I had several objectives for going. Firstly, I wanted to see for myself how the artist had captured life in the market. And I, of course, had to get me a few cashew nuts too! Another reason for going was as a result of some discussions with the teachers about shopping habits here in the city and who shops where. I realized that my initial trip to the supermarket in the first week was not actually the way of life for most people here. I had to have the authentic experience before I left for home.

So, we took the scenic route along the sea front, mostly to avoid traffic in town. For Miranda this was a good choice since she has been walking to and from the hospital and hasn't seen much of the sea. We eventually found a parking in a rather busy road where the self made car guards were quite helpful in controlling the on-coming traffic. Before we had even set foot on the pavement we were already under surveillance and approached by people with their wares. Actually, the market does not begin in the market. All the way around are handcarts of bananas and other fruit, as well as hawkers, selling everything from music to leather credit card holders. Miranda seemed to tag behind as we made our way to the entrance. I felt somehow the city had become my home and I was the one showing the foreigner around.

It was in fact my second visit to the market and so there was a familiar feel about it. The bird cages with indigenous birds were still there and so was the smell of the fish, and even the stand where we bought our cashew nuts all those years ago. It was Stacey then who lead the way, but now I was the guide as we retraced the route past the meat counter and the vegetable sellers. Fresh produce lay in piles of colour, but instead of the individual wooden benches crafted by the seller of culture there were rectangular concrete tables and metal stalls. While men seemed to take care of the grocery sections and other odds and ends, women sold the fresh vegetables and fish. It just seemed so much busier both with people and wares than any artist would care to give detail.

When we left the market I felt I had come a long way from the timid South African supermarket shopper who had arrived in the city three weeks ago. Over time I have learnt some food prices and have slowly built an understanding of how the selling and buying game works which has given me the confidence to operate in the social space of the market.”

Over the course of the research project I have gained some understanding of sociocultural and sociopolitical factors impacting on the teachers’ contexts but I am still an outsider not truly knowing the complexity of these influences as they intersect in the classroom. How can I guide and support teachers in the transformative role that only they can perform? Only they have the knowledge of context with all its complexities viewed through their lens of understanding and their subjective position.

7 Appendices

7.1 Kumaravadivelu's Ten Macrostrategies

- **Maximizing learning opportunities:** This macrostrategy envisages teaching as a process of creating and utilizing learning opportunities, a process in which teachers strike a balance between their role as managers of teaching acts and their role as mediators of learning acts;
- **Minimizing perceptual mismatches:** This macrostrategy emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator;
- **Facilitating negotiated interaction:** This macrostrategy refers to meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond;
- **Promote learner autonomy:** This macrostrategy involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning;
- **Foster language awareness:** This macrostrategy refers to any attempt to draw learners' attention to formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning;
- **Activate intuitive heuristics:** This macrostrategy highlights the importance of providing rich textual data so that learners can infer and internalize underlying rules governing grammatical usage and communicative use;
- **Contextualize linguistic input:** This macrostrategy highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts;
- **Integrate language skills:** This macrostrategy refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing;
- **Ensure social relevance:** This macrostrategy refers to the need for teachers to be sensitive to the societal, political, economic, and

educational environment in which L2 learning and teaching take place;
and

- ***Raise cultural consciousness:*** This macrostrategy emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power/knowledge.

(Kumaravadivelu, 2003, p. 39)

7.2 Exploratory Research Assignment

Assignment 4: Exploratory research project

Task outline

You are required to invite a colleague to observe your lesson and collaborate with you in analysing some interesting episodes from your recorded lesson. You will also invite feedback from students to get their perspective on the selected episodes. Finally, you are required to write an essay evaluating your teaching using the data you have collected.

Assignment length

750-1000 words.

Assessment procedure

This assignment will be largely assessed on task achievement. However, the following will be taken into consideration:

- Language awareness
- Range, accuracy and appropriacy of language
- Organisation

You will be awarded one of the following grades:

- Satisfactory
- Merit
- Distinction

Task guidelines

1. Choose a colleague who will work with you in observing and analysing data from one of your TP lessons.
2. Before the lesson discuss with the observer what your lesson objectives are and how you hope to achieve those objectives. After the observer has looked at the material you will use during the lesson s/he may ask for any necessary clarification. You should also discuss the students' general level of preparedness, motivation and participation.
3. During the lesson the observer records the class on cassette and makes notes on certain interactional episodes that sound interesting, something that can be explored after the lesson with the teacher. Even short episodes are sufficient.
4. As soon as possible, so as not to lose the memory of the classroom experience, listen to the cassette and like the observer also take note of certain interactional episodes that from your point of view seem interesting, something that can be explored with the observer. At this important stage you ask questions such as: Did I initiate all the topics or did my students initiate

some? Are most of the questions display questions or referential questions? What is the nature of the student-teacher talk: initiating, responding, explaining, modelling or negotiating? Are there learner-learner exchanges of ideas? What part of my instruction has been successful or unsuccessful? What might be the reasons for the success or failure? What macrostrategy could have been used in this or that episode? What mismatch could have been anticipated or avoided? What changes would I like to make?

5. Using your notes and the observer's notes exchange your views and decide to select a few interactional episodes for further exploration. Transcribe the data for those segments of classroom interaction where the episodes occur.

Use the following code in your transcript:

T	Teacher
S	Student (unidentified)
S1, S2...	Student (identified, by number)
SS	Unidentified subgroup of class
SSS	Whole class
X	Incomprehensible (probably one word)
XX	Incomprehensible (probably one phrase)
XXX	Incomprehensible (more than a phrase)
Uh, mmm	Conversation fillers
...	Pause

6. Together with the observer meet with groups of learners who are in the episodes which you have selected for analysis and talk about learner-learner, learner-teacher input and interaction in these episodes.
7. Meet with the observer again for a post observation analysis to discuss the interactional episodes and to exchange your perspectives on what did or did not happen in the class observed. Look at all three perspectives (teacher, learner and observer) and using the macrostrategies and mismatch as a general guide, interpret the classroom events.
8. Finally, make use of all the interpretive data to self-evaluate your teaching acts and write this up in the form of an essay.

Suggested structure

- Introduction – say what you are going to do in the assignment (30-60 words)
- Give a brief description of the learners and the lesson (30-60 words)
- Describe the background to the episodes selected so that each episode is situated in the context of the lesson. Analyse the episodes and interpret the classroom events. (300-400 words)
- Self-evaluate your teaching acts. (300- 400 words)
- Conclusion – say what you have done in the assignment and suggest possible future observation studies. (30 to 60 words)
- Attach a copy of the transcript.

Due date	Week 8 (21 July 2008)
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Mismatches and macrostrategies

Use the following prompts to help analyse your teaching acts in the classroom.

Mismatches

Did any of the following occur in the episodes you selected?

- Cognitive mismatches
- Communicative mismatches
- Linguistic mismatches
- Strategic mismatches
- Cultural mismatches
- Evaluative mismatches
- Procedural mismatches
- Attitudinal mismatches

Macrostrategies

A. Maximising learning opportunities (managing classroom interaction in order to generate learning opportunities in the class)

- Did the *teaching materials and lesson plan* limit or maximize learning opportunities?
- *Meaningful learner involvement* - How involved were the learners? Are you giving learners a voice in your class? Are you really listening when learners speak and building on what they say?
- *Teacher questioning*

Question types

- *Display questions* (closed set of predetermined answers)
- *Choice questions* that call upon the learners to agree or disagree with the teacher's statement and/or choose a yes or no response from a list provided by the teacher.
- *Product questions* that ask learners to provide a factual response such as a name, place, etc.
- *Referential questions* (open-ended set of unpredictable answers)
- *Process questions* that ask for the learners' opinions or interpretations
- *Metaprocess* questions that ask the learners to formulate the grounds for their reasoning, or to produce the rule or procedure by which they arrived at or remembered the answers.

Process/Metaprocess or referential questions have the potential to generate learning opportunities. What type of question techniques are you using? How is this encouraging negotiated interaction? Is it leading to opportunities for learners to develop communicative competence?

B. Facilitating negotiated interaction

- Are you giving students the opportunity to take up on something the teacher or another learner has said and make it into a new topic?
- Are any of these interactions part of the episode(s) selected? How effective are they?
- Have you used comprehension check? – Checking understanding by checking instructions or using concept check questions
- Are classroom participants using clarification checks? – A request for further information ‘Can you say that again, please?’
- Are classroom participants using confirmation checks? - A way of verifying what has been said ‘Is that what you mean?’ ‘Are you saying you did go to Sun City?’

C. Promoting Learner Autonomy

- Are you promoting learner autonomy in the classroom? Both as a learner strategies/learner training & meaningful liberatory autonomy (i.e. mini ethnographers, diary writing, learning communities, thinking critically about language -how people are constructed through language, using web or media to encourage students to bring back own perspectives or topics)

D. Using discovery techniques

- Are you using a method of teaching that allows the students to learn by discovering things for themselves and learning from their own experience? (Note: A rich linguistic environment needs to be created in the classroom so that students can discover the linguistic system for themselves. This is a process orientated approach to language teaching. This can be done through using pictures and contexts to stimulate the language thereby creating a meaningful conversation. Follow this up by eliciting the rules that govern use. However, remember that one can strike a balance between inductive and deductive. Not all lessons need to be inductive.)
- Are you enhancing input through consciousness-raising activities? Are you helping students to notice the gap between the student’s own knowledge and correct use of language?

E. Contextualising linguistic input

- Are you introducing language in context, not in isolation?

F. Integrating language skills

- Is there a variety of skills (reading, writing, listening and speaking) in the lesson?

G. Encouraging language awareness

- Are you promoting general language awareness as well as critical language awareness in students?

H. Ensuring social relevance

- Are you including target culture, own culture and international culture in classroom materials? Do you allow some L1 in the classroom? Why? Are you helping students to recognise other varieties of English?

I. Raising cultural consciousness

- Are you raising students' global cultural consciousness, not just an awareness of English culture?

7.3 Subject Information Sheet - National Director of Education

Dear National Director for General Education

Re: Permission to undertake a teacher research project

Since 2002 groups of school teachers from Mozambique have been coming to International House Language Lab in Johannesburg to extend their knowledge and skills in the teaching of English as a Foreign Language (EFL) to their primary and secondary school students. As an affiliate of the International House World Organization (IHWO) and an approved Cambridge ESOL teacher education centre IH Language Lab is well positioned to be an EFL teacher training service provider. Our association with both IHWO and Cambridge ESOL helps teacher educators stay up to date with the latest EFL methodology and use this new knowledge in the courses offered. However, although it is important that course participants have access to up-to-date practical EFL training, it is just as important to help teachers translate the methodology into their contexts of practice. Therefore, as Director of Teacher Training at International House Language Lab and as a Masters student at the University of the Witwatersrand (WITS) I would like to obtain permission to undertake a teacher research project with two teachers who have undergone teacher education at IH Language Lab.

In 2007 your ministry granted permission to research the contexts in which the Mozambican school teachers use EFL methodology and to observe how past course participants were translating the IH Language Lab methodology into their contexts of practice. This research was in partial completion of my Honours degree. The research findings have helped the team of teacher educators at IH Language Lab make changes to the EFL methodology courses we offer Mozambican primary and secondary school teachers. It is hoped that the course content and approach now has greater relevance to Mozambican teaching and learning contexts.

This year I would like to return to Mozambique to do further research into how the pedagogy of the new course is being realised in the course participants' contexts of practice. The research would have **three major objectives**:

1. To investigate how teachers are reflecting on the specific needs, wants, situations, and processes of learning and teaching in their English classrooms.
2. To investigate how teachers are self-observing, self-analysing, and self-evaluating their teaching acts.
3. To produce a research report which will be assessed as part of my coursework for a Masters degree in the Applied English Language Studies Department at the University of the Witwatersrand

The research methodology will include classroom observations and the collection of related artefacts, face-to-face interviews with two teachers as well as two small group of learners selected by the teachers. All participants and schools in the research sample will remain anonymous for the purposes of the research report. If possible, I would like to undertake the research toward the end of the second quarter or the beginning of the third.

It is hoped that the data collected from this research project will inform future education courses for Mozambican school teachers and will better enable teachers to use the EFL pedagogy, provided by IH Language Lab, effectively in their contexts of practice. It should provide insight into how to better support prospective and practicing teachers.

If there is any further information that you require you are welcome to email me at susand@ihjohannesburg.co.za or to telephone to +27113391051.

Yours faithfully,
Susan Delport
Director of Teacher Education
IH Language Lab
South Africa
36

³⁶ Please note that there is no consent form for the National Director for General Education because the department provides an official letter indicating consent, which must be shown to the principal and stamped with the school stamp.

7.4 Subject Information Sheet - Principals

Dear Principal

My name is Susan Delport, and I am the Director of Teacher Education at IH Language Lab in Johannesburg, South Africa. Last year a teacher at your school attended a teacher education programme held at IH Language Lab to learn how to teach English as a Foreign Language (EFL).

As Director of Teacher Training at IH Language Lab and as a student at the University of the Witwatersrand in Johannesburg, South Africa I am conducting research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice. I am, therefore, requesting permission to do research in your school.

The research involves observing the above mentioned teacher carrying out (or observing) an exploratory research project. The following activities will be part of the process:

- Observation and video recording of the above mentioned teacher in his/her English classroom
- Observation of two meetings held between the above mentioned teacher and a colleague. (This colleague may or may not be a member of your school staff. The research requires that a second teacher collaborate with the first teacher to analyse the observation data. The second teacher needs to be someone who attended a teacher education programme held at IH Language Lab in 2008.)
- Observation of a meeting held by the above mentioned teachers with a selection of students from the class observed
- An interview with the students mentioned above, held together
- A pre and post research interview with the teachers at a time and place that is convenient to the teachers
- A collection of artefacts written by the teacher reflecting on his/her teaching as well as professional autobiographical tasks

I have explained in the ethics letter to the teacher that participation is voluntary and no person will be advantaged or disadvantaged in any way for choosing to participate or not to participate in the study. No information that could identify the teacher, learners or the school, will be included in the research report that I will write for the purpose of obtaining a Masters degree in English Language Education. The teacher may also choose to withdraw from the study at any point.

If you choose to allow your school and the English teacher to participate in this study please fill in your details on the form on the next page.

Your permission for research to be conducted at your school would be greatly appreciated.

Yours faithfully,
Susan Delpont

7.5 Consent Form – Principal

I _____(PRINT NAME) of
_____(PRINT NAME OF SCHOOL) agree
as Principal of this school, to permit a teacher from the school to take part in the
research project described in the attached explanation, being conducted by Susan
Delport, who has fully explained the research to me and given me a copy of the Ethics
Letter.

I understand that I am free to withdraw the school and the teacher from the project at
any time.

Signed: _____

Date: _____

7.6 Subject Information Sheet – Teacher

Dear Teacher,

As Director of Teacher Education at IH Language Lab and as a student at the University of the Witwatersrand in Johannesburg, South Africa I am conducting research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

The research involves the teacher carrying out an exploratory research project. The following activities will be part of the process:

- Observation of the above mentioned teacher in his English classroom
- Observation of two meetings held between the above mentioned teacher and a colleague. (The exploratory research requires that a second teacher collaborate with the first teacher to analyse the observation data. The second teacher may not be a teacher at your school. The second teacher needs to have attended a teacher education programme held at IH Language Lab in 2008.)
- Observation of a meeting held by the above mentioned teachers with a selection of students from the class observed
- An interview with two of the students mentioned above, held together
- A pre and post research interview with each teacher at a time and place that is convenient to the teachers

Other artefacts to be collected with your permission include:

- The completion of an autobiographical task before the study commences
- Any professional journal entries you may have made
- Interaction held on e-groups or other collaborative spaces on the net

If you consent to taking part in the research, and providing me with access to the above data, I undertake to share with you the findings from my research in the form of a short report. Neither the school, nor the learners nor you will be identified in the report. Please note you may choose to withdraw from the study at any time.

If you choose to participate in the study please fill in your details on the form on the next page.

Your participation in this study would be greatly appreciated.

Yours sincerely,

Susan Delpont

7.7 Consent Forms - Teacher

I _____ (PRINT NAME) of _____ (PRINT NAME OF SCHOOL) agree to take part in the research project described in the attached explanation, being conducted by Susan Delpont, who has fully explained the research to me and given me a copy of the Ethics Letter.

I understand that I am free to withdraw from the project at any time.

Signed: _____ Date: _____

✂-----

Teacher consent sheet – Classroom observation

I _____ consent to being observed in the classroom by Susan Delpont for her research on developing context-sensitive theories of practice.

I understand that my name will not be revealed to anyone.

Signed: _____ Date: _____

✂-----

Teacher consent sheet – Classroom video recording

I consent to my class being video recorded by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- I will not be disadvantaged if I choose not to participate
- The video recordings will not be seen or heard by any person other than your colleague who observed the lesson, the Susan Delport, and her supervisor, and possibly a transcriber.
- I will be given a false name to be used in the transcription and my name will never be revealed in discussion of the research
- I can decide to change my mind and with draw from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

Teacher consent sheet: Interviews

I _____ consent to being interviewed by Susan Delport for her research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

I understand that:

- Participation in this interview is voluntary.
- That I may refuse to answer any questions I would prefer not to.
- I may withdraw from the study at any time.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed: _____ Date: _____

Teacher consent sheet – Audio-recording interviews

I _____ consent to be audio taped during the interview. I understand that:

- The recorded interview material will not be seen or heard by anyone but the researcher and her supervisor, and possibly a transcriber.

Signed: _____ Date: _____

✂-----

Teacher consent sheet – Meeting observation

I consent to my meetings with the students and the observer being observed by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- My name will not be revealed nor will the name of the other participants in the meetings.

Signed: _____ Date: _____

✂-----

Teacher consent sheet – Meeting observation audio recording

I consent to my meetings with the students and the observer being audio recorded by Susan Delpont for her research on developing context-sensitive theories of practice.

I understand that:

- I will not be disadvantaged if I choose not to participate
- The audio recordings will not be heard by any person other than the researcher and her supervisor.
- I will be given a false name to be used in the transcription and my name will never be revealed in discussion of the research
- I can decide to change my mind and withdraw from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

Teacher consent sheet – Artefacts

I _____ consent to allowing Susan Delport to collect and analyse the following artefacts:

- A written autobiographical task
- Any professional journal entries you may have made
- Professional Interaction held on e-groups or other collaborative spaces on the net

I understand that:

- The artefacts will not be seen by any person other than the researcher and her supervisor.
- I will be given a false name to be used on the artefacts and my name will never be revealed in discussion of the research.

Signed: _____ Date: _____

7.8 Subject Information Sheet – Observer

Dear Teacher (Observer),

As Director of Teacher Education at IH Language Lab and as a student at the University of the Witwatersrand in Johannesburg, South Africa I am conducting research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

The research involves a teacher carrying out an exploratory research project. The following activities will be part of the process:

- Observation of a colleague in his English classroom
- Observation of two meetings held between the before mentioned colleague and yourself
- Observation of a meeting held by the above mentioned teachers with a selection of students from the class observed
- An interview with two of the students mentioned above, held together
- A pre and post research interview with each teacher at a time and place that is convenient for the teachers

Other artifacts to be collected with your permission include:

- The completion of a professional autobiographical task before the study commences
- Any professional journal entries you may have made
- Interaction held on e-groups or other collaborative spaces on the net

If you consent to taking part in the research, and providing me with access to the above data, I undertake to share with you the findings from my research. Neither the school, nor the learners nor you will be identified in the report. Please note you may choose to withdraw from the study at any time.

If you choose to participate in the study please fill in your details on the form on the next page.

Your participation in this study would be greatly appreciated.

Yours sincerely,

Susan Delport

7.9 Consent Forms - Observer

I _____ (PRINT NAME) of _____ (PRINT NAME OF SCHOOL) agree to participate in the research project described in the attached explanation, being conducted by Susan Delpont, who has fully explained the research to me and given me a copy of the Ethics Letter.

I understand that I am free to withdraw from the project at any time.

Signed: _____ Date: _____

✂-----

Observer consent sheet: Interviews

I _____ consent to being interviewed by Susan Delpont for her research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

I understand that:

- Participation in this interview is voluntary.
- That I may refuse to answer any questions I would prefer not to.
- I may withdraw from the study at any time.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed: _____ Date: _____

✂-----

Observer consent sheet – Audio-recording interviews

I _____ consent to be audio taped during the interview. I understand that:

- The recorded interview material will not be seen or heard by anyone but the researcher and her supervisor, and possibly a transcriber.

Signed: _____ Date: _____

✕-----

Observer consent sheet – Meeting observation

I consent to my meetings with the students and the observer being observed by Susan Delpont for her research on developing context-sensitive theories of practice.

I understand that:

- My name will not be revealed nor will the name of the other participants in the meetings.

Signed: _____ Date: _____

✕-----

Observer consent sheet – Meeting audio recording

I consent to my meetings with the students and the observer being audio recorded by Susan Delpport for her research on developing context-sensitive theories of practice.

I understand that:

- I will not be disadvantaged if I choose not to participate
- The audio recordings will not be heard by any person other than the researcher and her supervisor.
- I will be given a false name to be used in the transcription and my name will never be revealed in discussion of the research
- I can decide to change my mind and withdraw from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

Observer consent sheet – Artefacts

I _____ consent to allowing Susan Delpport to collect and analyse the following artefacts:

- A professional autobiographical task
- Any professional journal entries you may have made
- Professional Interaction held on e-groups or other collaborative spaces on the net

I understand that:

- The artefacts will not be seen by any person other than the researcher and her supervisor.
- I will be given a false name to be used on the artefacts and my name will never be revealed in discussion of the research.

Signed: _____ Date: _____

7.10 Subject Information Sheet – Parents

Dear Parents of English students,

My name is Susan Delport and I am a university student and teacher trainer. To complete my university degree I must do a research project. My project is on teaching and learning English in Mozambique. I would like to video tape a lesson given by your child's English teacher. After the lesson, I want to interview your child to find out how your child felt while participating in the recorded lesson. I would also like to know how your child felt about the small group discussion with his English teacher after the lesson.

If you or your child don't want to me to do the interview with your child, that is okay. If you agree to let me interview your child and then change your mind later, that is also fine. Just tell your child's English teacher if you don't want me to do the interview.

Thank you,

Susan Delport

7.11 Consent Forms – Parents

I _____ (PRINT NAME)
parent/guardian of _____ (PRINT
NAME OF YOUR CHILD) give consent for my child to take part in the research
project described in the attached explanation, conducted by Susan Delpont.

I understand that my child is free to withdraw from the project at any time.

Signed: _____

Date: _____

✂-----

Parent consent sheet – Classroom observation

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR
CHILD) give consent for my child to be observed in the classroom by Susan
Delpont for her research on developing context-sensitive theories of practice.

I understand that my child's name will not be revealed to anyone.

Signed: _____ Date: _____

✂-----

Parent consent sheet – Classroom video recording

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR CHILD)

give consent for my child to be video-recorded in the classroom by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- My child will not be disadvantaged if he/she chooses not to participate
- The video recordings will not be seen or heard by any person other than the observer, the researcher and her supervisor.
- My child will be given a false name to be used in the transcription and my child’s name will never be revealed in discussion of the research
- I can decide to change my mind and withdraw my child from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂ _____

Parent consent sheet: Interviews

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR CHILD)

give consent for my child to be interviewed by Susan Delport for her research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

I understand that:

- Participation in this interview is voluntary.
- That my child may refuse to answer any questions he/she would prefer not to.
- My child may withdraw from the study at any time.
- No information that may identify my child will be included in the research report, and my child’s responses will remain confidential.

Signed: _____ Date: _____

Parent consent sheet – Audio-recording interviews

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR
CHILD) give consent for my child to be audio taped during the interview. I
understand that:

- The recorded interview material will not be seen or heard by anyone but
the researcher and her supervisor.

Signed: _____ Date: _____

✂-----

Parent consent sheet – Meeting observation

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR
CHILD) give consent for my child to participate in a meeting between the two
teachers participating in the research project and my child as well as some other
students. The meeting will be observed by Susan Delpont for her research on
developing context-sensitive theories of practice.

I understand that:

- My child's name will not be revealed nor will the name of the other
participants in the meetings.

Signed: _____ Date: _____

✂-----

Parent consent sheet – Meeting observation audio recording

I _____ parent/guardian of -
_____ (PRINT NAME OF YOUR CHILD) give consent for my child to be video taped while participating in the meeting between the two teachers participating in the research project as well as my child and some other students. The meeting will be audio recorded by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- My child will not be disadvantaged if he/she chooses not to participate
- The audio recordings will not be heard by any person other than the researcher and her supervisor, and possibly a transcriber.
- My child will be given a false name to be used in the transcription and my child's name will never be revealed in discussion of the research
- I can decide to change my mind and withdraw my child from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

7.12 Subject Information Sheet – Students

Dear English students,

My name is Susan Delport and I am a university student and teacher trainer. To complete my degree I must do a project. My project is on teaching and learning English in Mozambique. I would like to interview you after watching a lesson given by your English teacher. I want to know how you felt while participating in the lesson as well as in the meeting your teacher will have with you after the lesson.

But, if you don't want to me to do an interview with you, that is okay. I will not be unhappy. If you agree to let me interview you and then change your mind, that is also okay. Just tell your teacher if you don't want me to do the interview.

Thank you,

Susan Delport

7.13 Consent Forms - Students

I _____ (PRINT NAME) of _____ (PRINT NAME OF SCHOOL) agree to take part in the research project described in the attached explanation, conducted by Susan Delpont, who has fully explained the research to me and given me a copy of the Ethics Letter.

I understand that I am free to withdraw from the project at any time.

Signed: _____ Date: _____

✂-----

Student consent sheet – Classroom observation

I _____ consent to being observed in the classroom by Susan Delpont for her research on developing context-sensitive theories of practice.

I understand that my name will not be revealed to anyone.

Signed: _____ Date: _____

✂-----

Student consent sheet – Classroom video recording

I consent to my class being video-recorded by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- I will not be disadvantaged if I choose not to participate
- The video recordings will not be seen or heard by any person other than the observer, the researcher and her supervisor.
- I will be given a false name to be used in the transcription and my name will never be revealed in discussion of the research
- I can decide to change my mind and with draw from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

Student consent sheet: Interviews

I _____ consent to being interviewed by Susan Delport for her research to find out anything that may assist IH Language Lab to better enable teachers to develop context-specific theories of practice.

I understand that:

- Participation in this interview is voluntary.
- That I may refuse to answer any questions I would prefer not to.
- I may withdraw from the study at any time.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed: _____ Date: _____

✂-----

Student consent sheet – Audio-recording interviews

I _____ consent to be audio taped during the interview. I understand that:

- The recorded interview material will not be seen or heard by anyone but the researcher and her supervisor.

Signed: _____ Date: _____

✂-----

Student consent sheet – Meeting observation

I consent to a meeting between the two teachers participating in the research project and myself and some other students being observed by Susan Delport for her research on developing context-sensitive theories of practice.

I understand that:

- My name will not be revealed nor will the name of the other participants in the meetings.

Signed: _____ Date: _____

✂-----

Student consent sheet – Meeting observation audio recording

I consent to a meeting between the two teachers participating in the research project and myself and some other students being audio recorded by Susan Delpont for her research on developing context-sensitive theories of practice.

I understand that:

- I will not be disadvantaged if I choose not to participate
- The audio recordings will not be heard by any person other than the researcher and her supervisor.
- I will be given a false name to be used in the transcription and my name will never be revealed in discussion of the research
- I can decide to change my mind and withdraw from the research by telling the researcher or the principal.

Signed: _____ Date: _____

✂-----

7.14 Survival Advice Memo

One way to discover the knowledge that you take seriously and the assumptions that influence your teaching is writing a survival advice memo.

Imagine that it is your last day on the job. Your replacement is coming in tomorrow to begin work, but you will already have left the building by the time she/he arrives. You want, as much as possible, to help your replacement avoid the pain and stress you endured as you learned your practice. So you decide to write a memo to your successor, giving your essential survival advice. This memo contains your best advice on (1) what a teacher needs to know to survive in this job, (2) what he/she needs to be able to do to survive in this job, (3) what you know now that you wish someone had told you as you began your work in this position, and (4) things your successor must make sure he/she avoids thinking, doing, or assuming. Write the memo as honestly as you can.

Now choose what you think is the most important piece of advice you have offered. How do you know that your advice is good advice? Write down the most convincing evidence you can think of to support what you're telling your successor to do or not to do, think or not think. What has happened in your own experience to make you believe that your advice is well grounded? What's the best example you can think of which shows your advice working well in action?

Adapted from Brookfield, 1995, p. 78

7.15 Teacher: Semi-structured Interview 1

Thank you for allowing me to come and observe your exploratory project in action. In this interview I want to learn as much as possible from you about how you are developing an understanding of what practices are appropriate and relevant in your context. My goal is to be able to learn as much as possible about how you are developing your own context-sensitive pedagogy so that I can provide support and guidance to prospective and practising teachers. Let's talk about your experiences over the past few months and the explorative research project you have just carried out and then we can discuss what you think has changed for you.

May I record this interview?

Possible interview questions:

1. What are you enjoying most about teaching at the moment? Why?
2. How do you feel your teaching has changed? Why? What has caused you to make those changes?
3. What has worked well in your English classes, and what hasn't work well? Why?
4. What puzzles you about your English classes?
5. Do you talk to other teachers about your practice?
6. Is collaboration amongst teachers in your school encouraged? If so, how?
7. What are some of the issues concerns being discussed at your school at the moment about teaching and learning?
8. How have you involved other teachers in your classroom research?
9. How have you involved students in your classroom research?
10. How do you reflect on your teaching? Do you keep a journal? What things do you write about in your journal?
11. Have you carried out any other exploratory research projects since your return from the IHLL pedagogy course in 2008? Can you tell me about them?

12. Do you feel you are better at meeting the needs of your learners? Why or why not?
13. Name some things regarding your particular classroom context(s) that you feel are important to think about when preparing and giving English lessons.
14. What do you feel enables or limits your ability to develop your own context-sensitive pedagogy?
15. Is there anything you would like to ask me?

Autobiographical task: Role model profiles

This exercise helps you to think about the colleagues with whom you work or have worked, or those you know who work in other institutions and settings.

Please answer the following questions about these colleagues:

- As you look back over your career, which colleagues, in your opinion best represent what a teacher should be?
- What characteristics have you observed in these people that, in your opinion, make them so admirable?
- As you think about how these people work, which of their actions most summarizes and characterizes what it is that you find so admirable about them?
- As you think about what these people do well, which of their abilities would you most like to borrow and use in your own teaching?

As you read through your responses to these questions, remember that those we regard as heroes and heroines are often people who have talents and characteristics that we value.

(Adapted from: Brookfield, 1995, p. 77)

7.16 Teacher: Semi-structured Interview 2

Thank you for allowing me to observe your exploratory project in action. Just as before, my goal is to learn as much as possible from you about how you are developing an understanding of what practices are appropriate and relevant in your context so that I can provide support and guidance to prospective and practising teachers. Let's talk about the explorative research project you have just carried out and then we can discuss what you have gained from the evaluation of the observed lesson in terms of developing a context-sensitive pedagogy.

May I record this interview?

[At the end of the research possible interview questions will be formulated in response to the data that has been gathered.]

Possible questions may include:

1. What have you learnt from having done the exploratory research project?
2. What did you learn from analysing and evaluating your/your colleagues' lesson?
3. Would you carry out a similar exploratory project in the future? Why? Why not?
4. What advice might you give other teachers who want to carry out similar exploratory research projects?
5. What advice can you give to teachers who will collaborate and observe other teachers' lessons while doing exploratory research projects?
6. What specific learner needs and wants emerged during the exploratory project?
7. Are there any situations that occurred during the exploratory project that you would like to talk about? Think about situations both in the classroom and in the other meetings you have held with the other teacher and the students.

8. Was there anything in the discussions on the lessons or in this process that caused you to change your position on an issue of teaching and learning?
9. Are there any questions you would like to ask me?

7.17 Students: Semi structured interview

Thank you for allowing me to observe you in class and in the meeting with the teachers. The goal of my research is to learn as much as possible from you about your experience as a student in the observed lesson so that I can provide support to your teacher. Let's talk about the lesson and meeting you have recently participated in.

May I record this interview?

[At the end of the research possible interview questions will be formulated in response to the data that has been gathered. The interview could possibly begin with these questions:]

1. What are you enjoying most about your English lessons at the moment? Why?
2. How do you feel your English has improved during this year? What has helped you improve your English?
3. What advice can you give other students who are learning English?
4. Are there any situations that happened in the lesson and meeting that you would like to talk about?
5. Are there any questions you would like to ask me?

7.18 Alan's lesson plan

Direction de l'éducation Culturelle - Maputo
 Instituto de Formação de Professores - IFP - Maputo

Plano de Lição

Professor: taranchi, A
 Classe: 10^o + 1

Disciplina: Inglês
 June, 18th 2009
 Stream 10

Tempo: 50 minutos

Topic: Biography
Tom Hanks and Jerry Duke

Objectives: To better enable students to do scanning and detailed reading.

Presentation	<u>Presentation</u>	<u>Lead-in (warm-up)</u>
	<u>It activity</u>	<ul style="list-style-type: none"> Introduce the topic to the SS what famous people they know... famous people professions... Kind of music they like...
	<u>stt activity</u>	<u>Pre-Reading (Scan)</u>
		<ul style="list-style-type: none"> To test the students overall comprehension
Practice		<u>It/st activity</u>
		<ul style="list-style-type: none"> Questions/answers/translation will be presented orally. stt will work individually then in pairs Pre-teaching but, because when while...

1

35 min

Production

Activity: The teacher will give handouts

- $\frac{1}{2}$ the students (exercises)
- The teacher will be monitoring
- There will be five students presenting their biographies by writing.

15 min

Feedback

- Opportunity (5') to conclude the lesson.
- Students will give feedback orally

10 min

Follow-up

- Students will show their further ^{comprehension} in their "writing" / reading
- Can musicians change the behaviour of a society?
- How strong were the messages of Lucky Dube in his country? Did he change or contribute in political situations in South Africa - Africa - now?

2 min

Materials framework: reading text, ppt, audio, board, chart, drawing, handouts ...

Assumptions: linking words: but, because, when, while

(2)

Question 1

(1) Make short notes on what happened in:

1964 : Born

1974 : Became interested in Rastafarianism

1984 : _____

1988 : _____

1989 : _____

1989 : _____

1991 : _____

1992 : _____

(2) What was Lucky Dube's nationality?

(3) Which is Reggae music birthplace?

(4) Who were the heroes of Lucky Dube?

Answer with the help of your classmate
Alexander
11/11/2021

Comprehension

Read the text carefully and answer the questions

(1) How Lucky Dube became famous?

.....
.....
.....

(2) How Lucky Dube was influenced by his heroes?

.....
.....
.....

(3) How did Dr Richard discover that he was talented?

.....
.....
.....

(4) When did he begin his international tour?

.....
.....

(5) Which countries did he visit?

.....
.....
.....

Comprehension

Read the text carefully and answer the questions

(1) How Lucky Dube became famous?

.....
.....
.....

(2) How Lucky Dube was influenced by his heroes?

.....
.....
.....

(3) How did Dr Richard discover that he was talented?

.....
.....
.....

(4) When did he begin his international tour?

.....
.....

(5) Which countries did he visit?

.....
.....
.....

Unit 8: Lesson A

Biography

Reading 1: Lucky Dube

1. Read this text about Lucky Dube. Lucky Dube is one of Africa's best known and most successful Reggae stars. He was born in Eastern Transvaal in 1964 and started his first band while still at school in the late 1970s. He had become interested in the Rastafarian religion when he was only 9 years old; his interest in Rastafarian music - Reggae - followed. His talent soon showed itself, and when his distant relative, Richard Siluma, heard him play, he was on his way to success. Lucky's first solo album was released in 1984; called *Lengane Ngeyetha*, it featured Zulu soul music and went gold, as did his second album, *Kukuwe*. He recorded the first Reggae album ever made in South Africa, *Rastas Never Die*, in 1986, but it was never played on South African radio because of its political content. His backup group, The Slaves, was formed in 1986 and they joined him for



his next Reggae album, *Think About The Children, Slave*, their next release in 1987, sold over 300 000 copies and crowds of over 50 000 attended each of their Johannesburg concerts.

Lucky's international career was established in 1989 at a festival in France of sixty of South Africa's top musicians. That same year he starred in the international film *Voice In The Dark*, though he had made his first movie, *Getting Lucky*, in 1985. Also in 1989, he released *Prisoner*, his first internationally successful album which sold over 600 000 copies, and went on a promotional tour of the USA. In 1991 Lucky released his double album, *Captured Live*, which contains some of his best known tracks such as *One Love*, *Peanut Butter* and *Khululake*. His albums *House of Exile* and *Victims* were released in 1993.

The year before, at the height of his success, he had begun a world tour to Europe, North and South America, Australia and Japan. But possibly his greatest honour was starring at the Reggae Sunsplash Show in Jamaica, the birthplace of Reggae music.

Lucky is loyal to his Reggae roots. His heroes are still Peter Tosh and Bob Marley. His songs reflect his inner thoughts. "I believe, as I did when I recorded *Together As One*, that we should always be optimistic - the track *Different Colours One People* reinforces my message that we should all unite irrespective of race, colour or creed."

(Adapted from an article in *Jive* magazine October 1993)

2. Make short notes on what happened in:

1964: Born	1967:
1974: Became interested in Rastafarianism	1989:
1984:	1991:
1985:	1992:

		<p>Domestic animals and Pets</p> <p>Cows Home and farm grass/leaves Sheep Home and farm grass/leaves Pigs Home and farm meal-meal, rice Goats Home and farm grass/leaves Donkey Home and farm grass/leaves</p> <p>Pets</p> <p>Cats Home and farm meat, rice, meal-meal Dogs Home and farm meat, rice, meal-meal Food which human beings eats</p> <p>Activities.</p> <ol style="list-style-type: none"> Where do lions live? - <i>Lions live in bush</i> What do lions eat? - <i>Lions eat other animals</i> Where do dogs live? - <i>Dogs live in the houses</i> What do dogs eat? - <i>Dogs eat rice, meat</i> 	
10 min.	Practice	<p>Exercise</p> <p>Write whether the following sentences are True or False</p> <ol style="list-style-type: none"> Lions are domestic animals _____ Elephant eats other animals _____ Dogs are domestic animals _____ Many people likes Kangaroo _____ Cats and dogs are pets _____ Leopards are human friendly _____ Lions are very dangers _____ Cows gives us milk _____ Elephants are domestic animals _____ <p>Answers False, False, True, True, True, False, True, True, False</p> <p>Goal to achieve- To make the students to be able to know domestic, wild and pets animals and to improve English in writing.</p>	S-S T-S/S-T Teacher explain, gives examples and exercise students to do in their exercise books.
15 min	Production	<p>Write about an animal you like. What is its name, Where does it live? What do they eat?</p> <p>Example I like dogs and I have two dogs. My dogs are very lovely their names are Kika and Bobby they lives with me, they eat meat, rice and drink milk.</p> <p>Goal to achieve- To make the students to be able to write sentences and to improve their English in writing.</p>	T-S/S-T Teacher explain, gives examples and exercise students to do in their exercise books as home-work

Exercise

Write whether the following sentences are True or False

1. Lions are domestic animals _____
2. Elephant eats other animals _____
3. Dogs are domestic animals _____
4. Many people likes Kangaroo _____
5. Cats and dogs are pets _____
6. Leopards are human friendly _____
7. Lions are very dangers _____
8. Cows gives us milk _____
9. Elephants are domestic animals _____

7.20 Pat's handout

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A Day in the Life...

1 Reading

Robert Stanway works for an advertising company.

Read about Robert's day, and fill in the table below.

I usually get up very early - at about 6 o'clock. I have breakfast with my wife, and then leave for work at 7:15. I go to work by train, and get to the office just before nine.

When I arrive at the office, I always check my email. I get a lot of messages from our overseas offices. Then I usually have a meeting with my team from 11 to 12 o'clock.

I have lunch in the office cafeteria at 12. The food isn't very good, but it's cheap. After lunch I sometimes meet clients, or write reports.

I usually finish work at about 6 o'clock, although I occasionally work overtime. I get home about an hour later, and have dinner with my family.

In the evening, I help my children with their homework, and watch television with my wife.



	Time	Activity
AM	6:00	He gets up.
	7:15	
	11:00 - 12:00	
PM	12:00	
	6:00	
	7:00	

2 Preposition check: Cover the previous exercises, and fill in the blanks.



- 1) Robert gets up 6:00.
- 2) He goes work train.
- 3) He has a meeting 11 12 o'clock.
- 4) He has dinner his family.
- 5) He watches television the evening.

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3 Vocabulary Choose a verb, and write it in the correct form.

GET	WRITE	HAVE	CHECK	WORK	MEET
-----	-------	------	-------	------	------

- | | |
|---------------------------------------|--------------------------------------|
| 1) He breakfast with his wife. | 4) He sometimes reports. |
| 2) He his email. | 5) He occasionally overtime. |
| 3) He clients in the afternoon. | 6) He home at about 7 o'clock. |

4 Question Writing Practice

- | | |
|---|---|
| 1) <u>What time does he usually get up?</u> ? | He gets up at about <u>6 o'clock</u> . |
| 2) _____ ? | He has breakfast with <u>his wife</u> . |
| 3) _____ ? | He goes to work <u>by train</u> . |
| 4) _____ ? | He gets to the office <u>just before nine</u> . |
| 5) _____ ? | He has lunch <u>in the office cafeteria</u> . |
| 6) _____ ? | The food isn't very <u>good, but it's cheap</u> . |
| 7) _____ ? | He <u>meets clients</u> in the afternoon. |
| 8) _____ ? | He finishes work <u>at about six</u> . |

5 Speaking Practice Interview your partner about his/her day. Make notes below.

- When?
- Where?
- What time?
- Who...with?
- Why?
- How?
- Do you?

Unit 9: Lesson C

Pedro's day

1. Read.

Pedro's house is always clean and tidy. He cleans his house every day. First he sweeps his room. Then he helps his wife in the kitchen - Pedro sweeps the floor. After that he cleans the bathroom. Finally, Pedro goes to work in his car.



First... Then/After that... Finally...

Now look at the words and the pictures. Tell the story to your friend. Then write the story.

2. Matthew Strickland is English. He lives in a small town near London. Look at the pictures. Tell your friend about Matthew's day.

At seven o'clock			get up.
At five past seven			take a shower.
At half past seven			listen to the radio.
At half past eight			catch the bus.
At five to nine			arrive at school.
At half past three			go home.

Weekend Plans

1 Warm Up

Work with a partner.

- What do you like to do at the weekend?



2 Conversation

Practice with a partner.



Scene: Tim is asking Sandra about her plans for the weekend.

Tim Do you have any plans for Saturday?
 Sandra No, I don't think so. Why?
 Tim Well, would you like to see a movie?
 Sandra Sure! What movie would you like to see?
 Tim How about 'Hidden Treasure' - I hear it's really good.
 Sandra Great! What time would you like to meet?
 Tim How about at four o'clock, outside the train station?
 Sandra That sounds good. I'll see you then!

3 Collocation Practice

Choose a verb. Add prepositions, if necessary.

Would you like to

- a movie?
- shopping?
- dinner?
- tennis?

4 Practice

Look at the table below.

Activity	Name	Why?	Time	Place
movie	Attack of the Aliens	it's really exciting!	7 pm	by the movie theater
shopping	the city mall	there are sales on.	12 pm	at my apartment
dinner	The New York B side	the food is amazing!	8 pm	outside the restaurant

Work with a partner. Have conversations similar to exercise two, using the information in the table.

5 Role Play

- Your teacher will give you a card. Practice inviting your classmates.

Weekend Plans: Activity Cards #2

Townsville Ballet Presents:

Swan Lake



'Simply Wonderful'
(The Townsville Express)

7 pm everyday except Monday.
Box Office: (03) 8462-9292



Townsville's Best Italian Restaurant!

Pizza - Pasta - Fine Wines

Open everyday 11 am - 11 pm

Call (03) 9373-9855 for reservations.



Sale!

At *Suzy's Fashions*

Come shopping this weekend, and enjoy great savings!

50% off - must end Sunday!



Townsville Cookery School

Learn to Cook Chinese Food!

Beginners Welcome!

This weekend: 1 - 5 pm.

Call (03) 7355-4322 for reservations.



The Jazz Cafe

- ★ Live Music
- ★ Great Atmosphere

Entry: \$18

Call (03) 8370-6639 for info

Townsville Walking Tour



- * Free of charge
- * All ages welcome!

This Sunday at 1 pm.
Meet by the Town Hall

Conjunctions

Make correct sentences by joining the boxes. There are many possible answers.

I went to see the doctor	because so and	it was a holiday.
I opened the door		I was hungry.
I made some food		I could go outside.
We went to the park		I was sick.
He didn't go to work		it was a beautiful day.

1. *I went to the doctor **because** I was sick.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

How long have you?

(Present Perfect: For / Since)

1 Group the following words. Do they use 'For' or 'Since'?

FOR

SINCE

2 Add two more examples to each box above.

3 Complete the sentences using 'for' or 'since'.

- 1 Tom has lived in Spain six years.
- 2 Susan has been sick Tuesday.
- 3 Kenji and Sarah have been married almost ten years.
- 4 I have hated raw carrot I was a child.
- 5 I have known Janet high school.

4 Now ask your partner questions. Ask 'How long have you' using the cues below.

Study English	
Know your best friend	
Have your watch	
Work at: _____	
Live in _____	
◆ Your idea	
◆ Your idea	

7.21 Challenges of setting up the project

Although I was in Mozambique from the 1st to the 21st of June 2009, data collection only started toward the end of the second week. The challenge of obtaining permission from the Mozambican Ministry of Education and Culture as well as the difficulty of finding two participant teachers who could work together contributed to the slow start.

7.21.1 Obtaining permission from the Ministry of Education

The first point of contact was through the head of the ministry's English research unit, whom I had telephoned and made e-mail contact with for several months prior to leaving for Mozambique. He in turn made contact with the Head of English at the ministry, who had aided me in obtaining permission for my Honours research project in 2007. The beginning of June 2009 seemed to be a busy time at the ministry and after having spent seven working days in Mozambique I eventually was granted official permission from the Director of General Education. Before approval was given by the Director the documents travelled through several departments not least of all the Human Resource Department which had sent the teachers on the TESSL course in 2008. Because the Director was out of the office for several days and could not sign the official document for approval immediately I was told to begin the research and that the paperwork would follow. There was, however, telephonic communication between the participating institutions and the Ministry of Education and Culture before the research began to verify my presence at the schools. Each school stamped the official document at the end of the data collection process as proof of my visit³⁷.

³⁷ See appendix for a copy of permission to visit the schools.

7.21.2 Finding research subjects

In the meantime, and for three weeks prior to my arrival in Mozambique, I had been given permission by the head of the ministry's English research unit to look for teachers who could possibly participate in the research. This was more challenging than it sounds as the research design required that both teachers needed to have attended the newly designed TESSL course at IHLL. This meant I had only two cohorts³⁸ of teachers to draw from, and both groups of teachers were scattered throughout Mozambique working in their contexts of practice. Of those I originally contacted one was very sick and had been for some time prior to my contacting him, which meant I could not work with his partner either as his partner lived in a suburb with no one nearby that he was willing to work with. Another teacher had a second job which did not allow him the time to meet regularly after school. As I went about the process of selecting I was sensitive to the issue of collegiality and therefore looked for teachers who would work well together and who were comfortable observing each other. The two teachers who eventually gave their consent did not attend the TESSL course at IHLL concurrently but had worked with each other at a secondary school more than ten years previously and some of their time spent at IHLL had overlapped.

Before the process began I had hoped that the teachers would make contact with each other to negotiate an observation time that would suit them both.

In addition, I hoped that all other meetings would be planned before my arrival in Mozambique to ensure a feasible data collection timetable. However, two unforeseen situations arose which made this impossible. Firstly, for reasons explained later, the two participating teachers were only finalized three days into the data collection period. And secondly, the teachers needed more support in setting up the exploratory projects than I had expected. As a result concrete plans only really got underway once permission for the research was granted from the ministry which was seven working days into the data collection period.

³⁸ A total of 29 teachers overall.

7.21.3 Obtaining permission from the principals

After having received permission from the ministry I went to meet each principal to obtain their consent. Each teacher met me at the gate of the school and we followed protocol by going first to the pedagogic head and then through her/him to the principal. Both principals agreed that I could do the research verbally but although I requested their signature before I began the project they held on to the consent form until the project was complete. It seemed to be a type of control mechanism which I clearly remember occurring when I undertook my Honours research project in 2007.

7.21.4 Obtaining permission from students and parents

Researching exploratory projects requires permission from many gate keepers and this proved challenging in the Mozambican context because of the novelty of the research design and equipment. Unexpectedly for me, the resistance came from some parents and students who did not seem to fully understand the purpose of the research or the reason for recording the lesson even though they had received letters written in Portuguese explaining the objective of the research. Toward the end of the data collection phase in the interview with Alan's students I was informed that some students thought I had come to 'recruit and to sell it' (the video recording). A student told of a parent who had said that 'when someone is is is is is recording, [I: Yes] he he has to be paid'. The student explained that the video recording of the lessons was being associated with how people are paid to be on television. It was thought that 'this this thing seems to to bring money'. Out of 35 students only 17 attended the class. In his final interview Alan said he thought a lot about the 'behaviour' of his students. He felt it was because the research was 'something surprising them'. He suggested that if I (the researcher) had spent a week with his class and then had said, 'okay, so I've been here with you but I would like to record your lesson' perhaps there would have been a different response. In Pat's school some parents were concerned that their children would be abducted as Mozambican children have been exploited and have disappeared in the past. Pat had to assure the parents that

the students would not be leaving their classroom and that the recording was purely to help improve English language teaching. Of his 70-student-class only 53 attended on the day of the observation.

7.21.5 Challenges in the research design

Another challenge was the research design itself. Following the procedure described in Kumaravadivelu's (2003, p.292-294) M & M observational scheme the teachers were required to meet a total of four times and observe each other once each. However, as I worked on getting the project underway I discovered it was necessary to hold a number of other meetings with the teachers to explain the project to them and to find collaborative partners for them as well as to coordinate the exploratory project stages. In addition to this there was a meeting with each principal as well as a visit to each teacher's class to obtain consent from all the participants. The visit to the teachers' classes proved invaluable not only to distribute the consent forms and information sheets, but also to provide an opportunity for the observer and researcher to meet and interact with the students in order to build rapport and to answer the questions that arose. In addition to all the before mentioned meetings, each teacher also had one relatively lengthy interview at the beginning and end of the project, and were required to write an advice memo and a self-evaluation task. Owing to a lack of time both written tasks were eventually audio-recorded. Alan felt the audio recording of the tasks definitely helped to reduce the work load. However, while reflecting on the research process in his final interview he said, 'first of all I would like to say that it's quite a challenging process and a little bit hard'.

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