Participation and agency on an initial training course for teachers of ESOL: Managing the discursive demands of the feedback on teaching conference

Ainsley Paul Watkins

Thesis submitted to the University of Nottingham for the degree of Professional Doctorate in Education

November 2023

Dedication

Mae'r traethawd ymchwil hwn wedi'i gysegru i'm tad

Frederick George Watkins,

gwr doeth, doniol a diymhongar.

Acknowledgements

I would like to thank the following people for their support in undertaking this research degree and without whom I would not have been able to complete the doctoral thesis.

I would like to thank my supervisor, Dr Jane Evison, Associate Professor in the Faculty of Social Sciences at the University of Nottingham, who has provided rigorous academic guidance as well as unfailing support and patience during my period of study at the university. In a similar vein, I should like to thank my second supervisor, Shaaron Ainsworth, Professor of Learning Sciences for her practical and administrative support and insightful comments on my work.

I would like to express my gratitude to the staff, trainees and students at South Park School (a pseudonym) who kindly agreed to my request to undertake research on their Trinity Cert. TESOL programme. I greatly appreciate their hospitality and will be conveying my thanks to them on submission of this thesis.

Doctor Alison Davies of the Open University kindly read and provided helpful advice on Chapter 5 of the thesis. I should like to express my thanks to Alison and her husband Mostyn who helped with technical problems.

Finally, a thank you to my 'civil' partner and publisher, Dr Shaun Tyas, who has always been there to offer encouragement, the occasional rebuke and his invaluable proof-reading skills.

Abstract

This small-scale study explores trainee participation and agency in six feedback on teaching conferences (FTCs) on a pre-service English language teacher training (TESOL) course. A requirement of the course is that trainees teach alongside their peers and the trainer, and feedback collectively on their own and each other's performance. In the first phase of the study, the conferences were video-recorded, and transcribed. Subsequent coding and analysis of the data aimed to establish which topics were discussed, and crucially, who initiated each topic: trainee, peer-observer, or trainer. The objective was to ascertain the balance between trainee and trainer participation. The second phase consisted of a discursive exploration of five individual feedback episodes. Using elements from the field of discourse analysis (conversation analysis, speech act theory, lexical signalling), the study investigated how participants demonstrated agency by using discursive features to manage the content and trajectory of the FTC. The results of the initial topical analysis indicated that trainees took an active role by initiating 363 of the 615 topics tabled in the FTC. The qualitative phase of the study demonstrated how trainees showed further examples of agency: they made discursive choices which directed the flow of the discussion, occasionally limiting the response options available to the trainer. Trainees effectively used the opportunities afforded by the participatory structure of the FTC to 'think aloud', verbalizing their understanding of their teaching practice session. They did not openly contest the authority of the trainer but were agentive in other ways: they seemed to 'flaunt' the language norms of the FTC, emphasise personality traits, or employ humour to save face or reinforce group solidarity. The findings have several implications for ELT teacher trainers, including the need to foreground speaking rights and responsibilities in the FTC and make the 'rules of the game' more transparent.

Table of Contents

Abbreviations

ALDM	Audio-Lingual Direct Method
CA	Conversation Analysis
CELTA	Certificate in Teaching English to Speakers of Other Languages
Cert TEFLA	Certificate in Teaching English as a Foreign Language to Adults (Predecessor to CELTA)
Cert. TESOL	Trinity Certificate in Teaching English to Speakers of Other Languages
CCQ	Concept Checking Question
CLT	Communicative Language Teaching
CP	Controlled Practice (activity)
DA	Discourse Analysis
DELTA	Diploma in Teaching English to Speakers of Other Languages
ELT(E)	English Language Teacher Education
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
FP	Freer Practice (activity)
FTC	Feedback on Teaching Conference
IPA	International Phonetic Alphabet (phonemic alphabet)
ITE	Initial Teacher Education
MFL	Modern Foreign Languages
NATECLA	National Association of Teachers of English and Community Languages
NNS	Non-native Speaker
NS	Native Speaker
NQF	National Qualifications Framework
NQT	Newly Qualified Teacher
PGCE	Post-Graduate Certificate in Education

PPK	Personal Practical Knowledge
PPP	Presentation – Practice – Production *or* Present - Practise – Produce
RQ	Research Question
RSA	Royal Society of Arts
RT	Receptive Skills Task
SCDA	Sociocultural Discourse Analysis
SCT	Sociocultural Theory
SLTE	Second Language Teacher Education
ST	Student Teacher (trainee)
TESOL	Teaching English to Speakers of Other Languages
TP	Teaching Practice

Nomenclature

A) Participants in the study

Trainee(s) This term is used consistently in the study to denote participants on the course who are training to become ESOL teachers. I am aware of the pedagogical connotations of the term and the preference of some writers to deploy the term student-teachers or novice-teachers. I have retained the term simply for reasons of brevity and clarity.

Trainer This term is used consistently to refer to the assessing tutor in the feedback session. On most Trinity Cert TESOL programmes, including South Park School, the assessing tutor is also one of the course trainers. The pedagogical connotations of the term, once again, lead some writers to deploy alternative terms such as, teacher-educator, supervisor or mentor. I have retained the term trainer solely for reasons of clarity and consistency.

Learner(s) This term refers to learners of English who have taken part in the trainees' teaching practice session prior to the feedback conference.

Participant(s) A participant is any individual who is present and taking part in the feedback conference (usually a trainee or trainer).

B) Other terms

Conference The feedback conference takes place shortly after the trainees have delivered their teaching practice sessions. On the Cert TESOL programme, trainees usually teach in groups of 2-4. While one trainee teaches, the others observe alongside the trainer. The feedback conference is comprised of all trainees and the trainer.

Chapter 1. Introduction

Research Focus

This study explores a central feature of short, initial English language teacher education (ELT) programmes: the post teaching-practice feedback session. The centrality of teaching practice in ELT education hardly needs justifying: it provides trainees with the opportunity to interpret and enact what they have learnt in input sessions, and it allows teacher trainers to support trainees' development and, in their role as 'gatekeepers', to make judgements about the suitability of potential recruits to the field. The feedback session also provides an important point of entry into the discursive norms and behaviours of the student-teachers' future community of practice. However, as will be seen later in this section, a lack of empirical research into the interactions, discursive structures and even perhaps the content of the feedback session, particularly on short intensive programmes, has led to uncertainty among some writers about its ability to foster amongst trainees an understanding of the theories and principles which inform practice, and the flexibility of trainees to act as agentive practitioners. The following study aims to contribute to the research in this field by exploring a series of feedback on teaching conferences (FTCs) on the Trinity Certificate in Teaching English to Speakers of Other Languages (Trinity Cert. TESOL) programme in South Park Language school (a pseudonym used to protect the anonymity of participants) in the South of England. The aim of the thesis is to explore how trainees develop their professional understandings in the feedback conferences.

1.1 Genesis of the Research

The origins and impetus for this study lie in my own experiences both as a second language teacher and as teacher educator. My initial training as a teacher of modern foreign languages on a Postgraduate Certificate in Education programme took place in the UK in the late 1970s, a period when second language teacher education was still influenced by the 'audio-visual' approach, an offshoot of behaviourist (audio-lingual) language teaching methodology (Christensen, 1970, pp. 63-68; Richards & Rodgers, 2001, pp. 50-69). Training consisted to a large extent of applying specific techniques: introducing new language through flashcards or film strips, choral and individual drilling of linguistic structures, and zero to minimal use of the students' first language in the classroom. Grammatical rules were not taught explicitly: it was assumed that learners would 'absorb' these through a process of 'osmosis' as learners gained automaticity in manipulating grammatical structures. The trainee teachers' dexterity in applying audio-visual techniques was practised in micro-teach sessions before they were introduced to authentic teaching in two six-week practicums in local secondary schools.

Having dutifully and successfully implemented the approach in observed lessons during the two practicums, my initial appointment as a novice teacher of French in a comprehensive school in the East of England presented a challenge. It became clear that there was a fundamental mismatch between my preparation as a teacher and my new professional context. Adherence to a repetitive audio-visual methodology ran the risk of alienating the learners, whilst the uncompromising use of the target language limited opportunities to develop a meaningful rapport with the students. In addition, final assessment was traditional in nature and consisted of translation and grammatical manipulation of form, in contrast to the approach I had taken in lessons. My response was mainly to revert to the familiar world of textbook exercises and to provide explanations in the students' first language. Similar to the subjects of Lortie's (1975) study into newly qualified teachers, I had resorted to my 'apprenticeship of observation', i.e. the methods and techniques that I myself had experienced as a learner in the school system. Crucially, however, my sense of being an informed and agentive teacher with a clear rationale for decision-making was at this point beginning to wane.

My subsequent move into Further Education to teach Italian (and eventually, English to Speakers of Other Languages) introduced me to a national community of creative and reflective practitioners, the Association of Teachers of Italian, who took an active role in developing MFL pedagogy through the Association for Language Learning. Their willingness to experiment with new approaches resulted from practical necessity: resources for teaching a minority language like Italian were limited, yet this dearth of commercially produced coursebooks was both challenging and liberating. Producing materials can prompt teachers to consider their personal theories, teaching context and practice. Consequently I was gaining awareness of a range of approaches, and developed what Prabhu called a sense of 'teacher plausibility' (Prabhu, 1990, p. 172) in the procedures and techniques I was using in the classroom. Undertaking the RSA Diploma in Teaching English as a Foreign Language to Adults (the predecessor to the Cambridge DELTA) in the mid-nineties provided a theoretical framework within which to situate and evaluate pedagogical practice. It also provided the impetus to enter the world of teacher education, a rewarding field which also poses significant challenges.

Reflecting on my initial teacher-training course has led me to value many of the techniques acquired during that period: they still form a key part of my teaching repertoire. This transmission-based approach to teacher training, however, wherein PGCE trainees were 'spoon-fed' a methodology determined by behaviourist theories of learning seemed inadequate for the reality of the classroom. The pedagogical 'purity' of the audio-visual approach as taught on the PGCE was, to a large extent, inflexible and exclusive; for example, during teacher training, the topic of 'classroom management'

was dealt with in discrete lectures, and limited connections were made between pedagogical input and learner affect and behaviour. Moreover, from the trainee-teachers' perspective, no recognition was afforded to their own experiences as learners and the impact this may have on their future teaching.

As a trainer on the Trinity Certificate in Teaching English to Speakers of Other Languages, I am struck by the pedagogical complexity of today's ELTE compared to my initial training in 1979: input has become more substantial and multifaceted, and trainees on the short, pre-service course have much to acquire in terms of language-learning theories, principles and classroom techniques. A comparison between the second and fifth editions of Harmer's *The Practice of English Language Teaching* (Harmer, 1991, 2015), a textbook widely used on pre-service ELTE courses, demonstrates the extent to which the field developed in the 24-year period between the two publications. The earlier edition consistently advocates what could be described as a 'weak communicative approach' (Howatt, 1984, p. 279), in which language and linguistic structures are taught in an 'authentic' communicative context. The Present > Practise > Produce (PPP) paradigm takes centre place, giving structure to the text and providing a well-defined model for new entrants to the profession. The later edition (Harmer, 2015) provides a more comprehensive and eclectic overview of ELT, reflecting the 'post-method' condition which 'empowers practitioners to construct classroom-oriented theories of practice' (Kumaravadivelu, 1994, p. 29). Well-established techniques, such as PPP, are backgrounded to allow for a range of alternative approaches and techniques for introducing new language. The teacher-oriented focus of the second edition evolves to consider subjects such as learner-autonomy and use of new technologies in ELT.

The complexity of this shifting field has led me to problematise several aspects of the pre-service ELT course, which I pose below as questions mainly to prompt further discussion and thought. Firstly, given the short duration of the course, can an optimum balance be achieved between equipping trainees with practical procedures and techniques for teaching, whilst giving them adequate theoretical / declarative knowledge to make their own decisions as future agentive practitioners? Secondly, would an empirical study of what happens at a thematic and discursive level in the FTC provide a useful insight into other practitioners' approaches, and perhaps afford a re-evaluation of my own practice?

The remainder of this chapter will consist of an introduction to the short, pre-service TESOL Course. It will also analyse the debates that have taken place concerning its efficacy in preparing trainees for entry into the profession. Finally, I will attempt to summarise the main contested themes in the debate, to identify any similarities to my own observations, and to provide a background to the literature review.

1.2 The short, intensive, pre-service TESOL Certificate Course

The Trinity College Certificate in Teaching English to Speakers of Other Languages (Cert. TESOL), along with its analogous qualification, the Certificate in Teaching English to Speakers of Other Languages (CELTA), enjoys worldwide prestige as a fast-track introduction to teaching English to speakers of other languages (J. Roberts, 1998, p. 201). Both qualifications are accredited by the British Council, though the CELTA has wider global coverage: it is offered in 'more than 350 centres across the world' (Cambridge CELTA, 2023) whilst the Trinity Cert. TESOL has 'over 100 accredited course providers worldwide' (Trinity College London, 2023).

The earlier of these two pre-service programmes, the CELTA, was set up by John and Brita Haycraft initially as in-service training in their own language school, International House, in Cordoba in 1962 (Haycraft, 1988). In contrast to the longer PGCE programmes at the time, which focused largely on the philosophy of education (M. Borg, 2005, p. 6), this new 'preparatory certificate' responded to what John and Brita Haycraft saw as a need for 'practical teacher training' (Haycraft, 1988, p. 2). Their model was based on 'short applied' courses taken from business and industry (ibid.). The qualification was taken over by the Royal Society of Arts in 1978 and became known as the RSA Certificate in Teaching English as a Foreign Language to Adults (Cert TEFLA) in the early 1980s.

Both the Cert TEFLA (later the CELTA) and the Trinity Certificate in TESOL were substantially reformed in the mid-nineties to respond to developments in ELT approaches and methods, and to align with the UK National Qualification Framework (NQF). The certificates were placed at Level 5 in the NQF, which corresponds to the second year of an undergraduate degree. Both courses emphasise the acquisition of knowledge and practical teaching skills, as can be seen from the statement of course aims in Table 1 below.

Trinity College London – Cert. TESOL Syllabus Course Aims	Cambridge English – CELTA Syllabus Course Aims
The training equips them with the initial skills and knowledge needed to take up posts as ESOL teachers and gives them a firm foundation for self-evaluation and further professional development. (Trinity College London, 2016a, p. 5)	The course enables candidates to: • Acquire essential subject knowledge and familiarity with the principles of effective teaching. • Acquire a range of practical skills for teaching English to adult learners. • Demonstrate their ability to apply their learning in a real teaching context. (Cambridge Assessment, 2020, p. 2)

Table 1

The emphasis on practical techniques to allow teachers 'to behave competently in the classroom' (Ferguson & Donno, 2003, p. 30) is to be expected in such a short, intensive introduction to TESOL. Trinity's aim to provide trainees with a 'foundation for further self-evaluation' in Table 1 mirrors the CELTA's objective that trainees should 'assess their own strengths and development needs … and set goals and targets for future development' (Cambridge Assessment, 2020, p. 11). This aspect of course content is directly relevant to the themes mentioned earlier: the development of trainees' reflective skills and sense of agency to enable them to develop their future identities as ESOL practitioners. As will be seen, the importance of reflection and self-evaluation to support future professional development is also prevalent in the literature relating to the one-month intensive training course.

Trainees on the CELTA and Cert. TESOL follow a specific course content, which includes awareness of the English language, and principles and techniques of effective teaching. Most centres adopt a form of 'loop-input' (Woodward, 1991), in which course delivery mirrors the principles and practices advocated in teaching the actual language itself. The Trinity Cert. TESOL differs from the CELTA in including a four-hour course in an unknown language, during which trainees reflect on their experiences as a language learner. Teaching practice usually starts in the second week of a four-week programme. Each trainee must complete a minimum of six hours of observed and assessed teaching. It is practice on some courses to start with one or two short, ungraded TP sessions to allow trainees to 'find their feet'.

Both courses emphasise the importance of collaboration, as well as peer and self-assessment in the TP module. Trainees work in groups of three or four to plan, deliver and observe their respective lessons. Feedback usually takes place immediately or soon after the observed classes; a common procedure is for trainees to reflect on their own teaching and then to receive peer-feedback from the other two or three classmates. The trainer will intervene to promote discussion or pose questions where appropriate. The final evaluative feedback is given by the trainer, who will also stipulate points for development.

1.3 The efficacy of the short TESOL Course: an ongoing debate

Since the inception of the short, intensive TESOL certificate course in the 1960s, writers have expressed reservations about its pedagogical content and approach. This section aims to outline and analyse the observations and concerns that have been expressed by a range of writers in the field.

Given that the one-month intensive ELT preparation course has been one of the principal routes of entry into the profession for the last 50 years, several writers refer to the limited amount of empirical research into the programme (for example, M. Borg, 2005; Ferguson & Donno, 2003; Hobbs, 2013; Kiely & Askham, 2012).

Ferguson and Donno (2003), in their widely cited conceptual paper, critiqued the short intensive course from several perspectives. They claimed that the course privileged native-speaker teachers of English: the NS teacher's intuitive knowledge of the language was assumed to some extent to be able to compensate for the limited explicit language awareness that a one-month course could provide. In contrast, the authors asserted that trainees entering the profession should be expected to acquire a 'mastery of distinct specialised knowledge' of the language they intend to teach (ibid. p. 29).

Referring to the 'post-method age', the authors criticised the course's pedagogic emphasis on specific classroom procedures and techniques (though they conceded that the CELTA no longer prescribed procedures, such as P-P-P) and called for greater awareness among trainees of the cultural 'context of language teaching' and 'the principles underlying classroom practice' (ibid. p29). Such knowledge might afford trainees a 'conceptual apparatus for reflecting on, and learning from, their classroom experiences' (ibid. p. 31). The authors were at pains to highlight the value of the course but questioned the validity of a programme of such short duration, in view of the multi-faceted and changing nature of ELT at the turn of the century.

The immediate response to the article was a strong defence in the same journal from Macpherson (2003), a course-moderator on the Trinity Cert. TESOL programme. She highlighted, amongst other aspects, the rigorous procedures followed by centres to ensure the selection of suitable trainees for the intensive course, and the ways in which programme content and tasks encouraged consideration of learners' 'linguistic, socioeconomic and cultural needs'. Macpherson drew on her experiential knowledge but downplayed the value of empirical data in assessing the efficacy of a short intensive course:

> If, with time, a teacher makes the decision to leave the teaching profession, this can hardly relate to the brevity of the initial training course. It is more likely to relate to personal and financial decisions, and not without considerable reflection. Statistics and data would be most interesting but could never provide conclusive evidence of the efficacy of the short intensive course. (Macpherson, 2003, p. 299)

Although Macpherson may have had some justification in underplaying the value of statistical data, empirical evidence might carry more import than experiential or anecdotal impressions. She did, however, reveal an interesting aspect of the Trinity Cert. TESOL programme when she stated that 'only one third of all Trinity courses administered in the UK and internationally are of four weeks' duration, the length being stipulated by the course provider' (ibid. p. 297). Longer, part-time versions of the Cert. TESOL are an important part of preservice provision; their potential efficacy in developing greater understanding of linguistic, pedagogic and reflective skills due to the extended course length is a potential area of further research.

Short course duration and the lack of opportunities for trainees to experiment and reflect on their learning formed the argument of Brandt's (2006) seminal research-based paper. Using an ethnographic approach which allowed for the 'interpretation of data and the emergence of themes' (ibid. p. 357) Brandt researched 95 participants on short, initial TESOL courses in 9 countries over four years. Some of her key findings relating to teaching practice (the focus of this study) were:

- Trainees felt obliged to implement techniques according to their trainers' wishes, even when these were counterintuitive.
- Trainees regarded TP as a form of assessment rather than an opportunity for development.
- Trainees expressed a wish to practise teaching unobserved.
- Trainees did not have adequate opportunity to reflect on their performance.

  (ibid. pp. 356-60)

Brandt called for a 'transformative approach' to teacher education which built on trainees' existing knowledge, encouraged autonomy, was reflective in nature and 'allowed for practice' (ibid. pp. 362-3).

Hobbs (2013) criticises short intensive courses for their heavy emphasis on classroom performance at the expense of explicit language knowledge and awareness of teaching context. Referring to global trends in ELT in which English as a Lingua Franca, specialised ESP programmes and culturally sensitive ELT programmes are gaining the foreground, Hobbs advocates a move away from 'decontextualised rules based on native-speaker models' towards a 'pedagogy appropriate to local conditions' (ibid. p. 164). In her ethnographic study of two groups of trainees on short intensive programmes, participants in post-course questionnaires report an increased knowledge of teaching techniques and procedures, including 'lesson planning, choice of activities and outlining interaction patterns, *etc*." (ibid. p 172). The respondents' responses, however, suggest a lack of preparation in making informed choices due to the course's

focus on providing a practice-oriented, basic 'skills set'. Hobbs cynically perhaps quotes Kerr's (1994, p. 1) observation that the 'Certificate course can be boiled down to "the analysis of the verb phrase in the context of a P-P-P lesson"' (Hobbs, 2013, p. 172).

Interestingly, Hobbs (ibid. p. 166) relates the Cert. TESOL course content to Freeman's (1989) 'Model of language teaching' which comprises four constituents ; knowledge, skills, attitude and awareness, which Hobbs summarises as:

1. **knowledge**, including subject matter, the students and location,
2. **skills** or what the teacher has to be able to do (present materials, give clear instructions, etc.),
3. **attitude**, which accounts for individual performance (the stance one adopts toward oneself, the activity of teaching, and the learners one engages in the teaching / learning process,
4. **awareness** or the capacity to recognise and monitor the attention one is giving or has given to something (a more holistic function than attention).

Hobbs' criticism is that short intensive courses typically address the first two constituents, i.e. essential pedagogic skills, whilst undervaluing the last two. Freeman's model will be revisited later in this study when constructs and models of teacher knowledge are further explored.

Stanley and Murray (2013) in their 'Framework for comparing ELT teacher training courses' adopt Bourdieu's (1986) construct of *capital* to propose a model for evaluating and comparing two common points of entry into the field of ELT: the short, preservice Certificate and the MA TESOL. The authors divide what they call *teaching capital* into three domains: language capital, methodological capital and intercultural capital. Each domain is further divided into declarative and procedural types of knowledge (knowing that and knowing how).

Stanley and Murray (2013) – A Model of Teaching Capital

Language Capital	**Methodological Capital**	**Intercultural Capital**
Knowledge about language	Knowledge about teaching	Knowledge and appreciation of cultural differences; knowledge about specific culture(s)
Ability to use a variety of English appropriate to the needs of the learners	Ability to teach in contextually appropriate way(s)	Ability to interact across cultures

(Stanley & Murray, 2013, p. 105)

Table 2

Illustrating their framework, they show how a trainee on a short TESOL course may learn a specific set of techniques for teaching an item of language (procedural knowledge), whilst at the same time lack the declarative knowledge to explain the principles behind their choice of strategy. Similarly, native-speaker trainees may possess intuitive procedural skills in speaking English without being able to express the reasons (declarative knowledge) for their linguistic choices. On the other hand, students on MA TESOL courses may possess a theoretical (declarative) knowledge of teaching principles and methods without having gained the procedural skills to teach effectively.

The writers conclude that neither the Cert. TESOL, or MA TESOL courses may necessarily offer the full range of linguistic, methodological and intercultural capital to enable novice teachers to perform effectively in the classroom.

The literature has not, however, been unreservedly critical of short, preservice TESOL courses; Higginbotham (2019) researches the experiences and opinions of 115 newly-qualified English language teachers (NQTs), mainly regarding the level of developmental support received by the NQTs in their first professional post. All the respondents were recently qualified CELTA trainees. As part of the study, she asks whether the NQTs felt they had been adequately prepared in reflective practice on the CELTA course. Overall, the teachers felt that they had been prepared 'sufficiently to be able to reflect on their classroom teaching in their first posts' (ibid. p. 404). There are, however, several observations in her results and discussion sections which were not fully explored because they were rightly felt to be outside the scope of the paper. One concerned the relationships between trainees and their supervisors who occasionally 'tended to dwell overmuch on the negative aspects that cropped up' (ibid. p. 403), a comment echoing the findings in Brandt's (2006) research article on the need for more unsupervised practice in preservice teacher education. The other observation made by eight respondents was that reflective practice needed to be made more explicit in the course:

> It was one of the things I found most difficult. There's so much to do on the CELTA you're just worried about passing the lesson and it's really hard to reflect if you don't know what you're really doing … so I think reflection comes with experience. (Higginbotham, 2019, p. 403)

Higginbotham's study sample was somewhat limited in size and the participants were self-selecting, but she states with some justification that such findings 'provide an insight into the journey of NQTs from CELTA to the world of ELT' (Ibid. p. 404). The comments on reflective practice in the CELTA course are, however, tangential to the focus of her study which was on levels of in-service support received by NQTs in their first professional position.

To summarise, this brief introduction to the short, preservice TESOL course reveals several recurrent themes related to the effectiveness of the course in preparing future English language teachers. These thematic concerns relate to:

- the possible under-development of trainees' declarative knowledge of language systems,
- an over-emphasis on basic teaching procedures and techniques, at the expense of trainees' ability to make informed and independent choices based on a knowledge of language teaching principles and teaching context,
- a lack of opportunity to reflect meaningfully on classroom performance.

The fact that these unresolved inter-related themes persist in the literature may be attributable to the lack of focused, data-based research into what actually takes place on the short, preservice course, particularly in the feedback on teaching conference. Borg (2005) referred to the 'real dearth of research in ELT, and in particular on the DELTA and CELTA programmes" (p. 25). Fourteen years later Farr et al. (2019) make a similar comment stating that whereas 'language teacher education is much done, it is little studied' (p. 8).

Although the scope of this current study is limited to a single cohort of trainees on a preservice TESOL course, the thesis aims to make a meaningful contribution to the debate in terms of the three thematic areas of concern listed above. The study will explore how trainees develop their professional understandings in the feedback on teaching conference. More precisely, and in response to the thematic areas cited above, my aims are to investigate the trainees' level of contribution to the pedagogical content of the conference, the extent to which they reflect meaningfully on their teaching, and whether they show dexterity, autonomy and assertiveness in navigating the conceptual and discursive demands of the FTC.

At this stage of the study, I have framed these research aims in a somewhat embryonic format. In Chapter 2, more specific research questions will be formulated and refined in line with the areas of thematic interest cited above, and in response to developments and gaps in the literature of the field.

Chapter 2. Literature Review

> Teachers are not mere conveyor belts delivering language through inflexible prescribed and proscribed behaviours; they are professionals, who can, in the best of all worlds, make their own decisions. (Larsen-Freeman, 2000, p. x)

In Chapter One, three thematic areas of concern relating to the short, intensive, pre-service English language teaching course were identified. These areas, outlined by practitioners and academics in the literature of the field, resonate closely with my own experiences as an ELT practitioner and teacher trainer. The researchers and writers problematised the extent to which the short, pre-service course equipped newly qualified teachers to make informed classroom decisions based on a sound declarative knowledge of language and pedagogical principles. They expressed concern about a possible over-emphasis on techniques and procedures at the expense of trainees' ability to make informed choices based on language teaching principles and teaching context. They also voiced apprehension about the lack of opportunity for and importance afforded to reflective practice on such short intensive programmes. At the end of Chapter One, I articulated my own embryonic research aims: to explore how trainees develop their professional understandings in the feedback on teaching conference, and more precisely, to investigate the trainees' level of contribution to the pedagogical content of the conference, the extent to which they reflect meaningfully on their teaching, and whether they show dexterity, autonomy and assertiveness in navigating the conceptual and discursive demands of the FTC. In Chapter Two, I will work to formulate and clarify these three aims into more precise research questions in response to the literature of the field.

This chapter reviews the literature relating to English Language Teacher Education, and, more specifically, the post-observation feedback session. It aims to provide a conceptual context and warrant for the study and to assist in formulating specific research questions relating to one or more of the areas of concern mentioned above. The study will focus on the feedback on teaching conference (FTC) as this is an arena where pedagogical input and practice meet, and where student teachers and trainers work through language to conceptualise, affirm, and reconsider the decisions made in planning and delivering teaching practice sessions.

Section 2.1 provides a general introduction to the feedback on teaching conference. It explores the participatory structure and power relationships within the FTC, and considers research into models of trainer feedback. Section 2.2 focuses on the pedagogical content of the feedback conference; it provides a brief outline of the theoretical basis of ELTE and summarises studies which define the 'knowledge base' of ELT.

2.1 The Feedback on Teaching Conference: Characteristics

As a prelude to examining the theoretical basis, pedagogical content and discourse features of the feedback conference later in this chapter, it will be beneficial to examine the general characteristics of the FTC, including its participatory structure, models of feedback and the institutional constraints of the speech event. This will provide a more informed context for our later research.

In the UK context, feedback on teaching has been described as an 'omnipresent mechanism that permeates the working lives of educators throughout their careers' (O'Leary, 2020, p. 43). Feedback on teaching commonly takes place as part of an institution's teacher appraisal regime, during an internal audit in preparation for a government inspection, or as part of a practitioner's continuing professional development programme (Wragg, 1999, p. 82). Feedback on teaching is also an integral part of the pre-service initial teacher education programme, which forms the focus of this study. Feedback may be *hot*, that is, delivered immediately or shortly after the observed teaching session, or it may be *cold* if it takes place after a delay. Although immediate *hot* feedback facilitates the recall of what happened in the lesson, the trainee may not have had sufficient time to gain a realistic perspective of the lesson's strengths and areas for development. In this immediate post-observation stage the trainee's 'reflections and reactions may be more emotional than rational' (Farr, 2015, p. 115). Ellman and Lucantoni (2022, p. 154) suggest that 'cold' feedback should take place 'a little later, perhaps the day after the lesson, when trainees can look back on it a little more objectively, but when it is still possible to remember what went on'.

The feedback conference is often 'dyadic', consisting of two participants: the teacher or trainee who has just taught the lesson and the observing supervisor or trainer. On initial TESOL training courses (the CELTA and Trinity Cert. TESOL), however, a multiparty approach is common: two to six trainees, plus the trainer, observe each other's lessons and then give mutual feedback (Anderson, 2017, p. 48; Delaney, 2019, p. 389).

The participatory structure of the feedback conference is described in the literature in terms of phases. Waite (1992, p. 357) in his anthropological study of conferences (focusing on the supervision of probationary teachers in their first year of practice) identified three phases in the feedback conference: (1) the supervisor's reporting phase, (2) the teacher's (i.e. the observee's) response phase and (3) a programmatic phase. Waite's programmatic phase refers to discussion of non-observational items, such as 'class assignments, mock job interviews and future career opportunities' (Ibid., p. 361). Arcario (1994), in his study of 11 graduate students on a MA TESOL Course, adopting a CA-based approach, identified an alternative three-phase model: (1) an opening

evaluative move, (2) an evaluation sequence and (3) a closing. Vasquez and Reppen (2007, p. 155), whilst acknowledging the importance of Waite and Arcario's research, refer to the lack of 'methodological attention to the identification and delineation of such phases'. To emphasise their point, the authors quote Waite (1993, p. 682) who asserts the 'participants move in and out of phases with relative ease' and 'whenever both participants exhibit the behaviours indicative of a particular orientation to "what is happening now", they are in a particular phase'.

Copland (2010, p. 467), in her analysis of a feedback conference on an initial TESOL pre-service course, identifies five participatory phases: the trainer feedback phase, the trainee self-evaluation phase, the peer feedback phase, other talk about teaching phase (similar to Waite's programmatic phase) and a questioning phase. The first three of Copland's phases (though not necessarily in that order) seem to be common elements on pre-service TESOL courses, as evidenced in research into the FTC (Brandt, 2008, p. 38; Copland, 2010, p. 467; Delaney, 2019, p. 389), and are characteristic of FTCs in the language school which provides the context for this study.

2.1.1 The importance of Feedback on Teaching

Feedback is a fundamental and intuitive part of the teaching and learning process. Donaghue and Howard (2015) emphasise the particular importance of feedback in the early stages of a teacher's career, when 'observation and feedback have a clearly instructional and supportive role and, in an ideal context, trainer and trainee work together to use learned pedagogic theory to inform classroom practice, a process which is of mutual benefit' (Ibid. p. 2). However, defining the 'ideal context', including the most productive techniques for providing feedback, remains a topic of discussion and research.

Hattie and Timperley (2007) define feedback as 'information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding' (Ibid., p. 81). Writing in the context of general education they conclude, from a synthesis of over 500 meta-analyses, that feedback 'fell in the top 5 to 10 highest influences on achievement' (Ibid. p. 83). They do, however, identify several conditions which appear to be necessary for feedback to be effective. Perhaps the most notable is that feedback is 'more effective when it provides information on correct rather than incorrect responses and when it builds on changes from previous trails' (Ibid. p. 85). Their interpretation is constructivist in nature; mere praise or punishment on task performance seems ineffective (Ibid. p. 86). Instead they assert that effective feedback needs to build positively on prior successful task achievement.

The positive effects of feedback have been noted in several studies in the field of ELT. Hyland and Lo's (2006) study of six trainee postgraduate ESL teachers on a practicum in Hong Kong reveal that trainees readily accepted feedback when 'they had a chance to explain their views and perceptions of the lesson' and were able to 'seek clarification and negotiate meaning in the conference' (Ibid. p. 182). The authors refer to the potential *catalytic* power of feedback. Drawing on Heron's (1990, p. 8) Six Category Intervention Analysis they attach value to the catalytic approach to feedback which aims to 'encourage teacher involvement in self-discovery by enquiring into areas which seem critical and by uncovering the knowledge and information necessary for discovery' (cited in Yurekli, 2013, p. 305).

Kurtoglu-Hooton (2016a), also drawing on Heron's Six Category Analysis, highlights the value of confirmatory feedback, which she defines as providing 'positive feedback in the form of praise, or confirmation and/or reassurance that something went well' (Ibid. p. 11). Such feedback is linked in her research to positive changes in trainee behaviour. Both Hyland and Lo and Kurtoglu-Hooton's studies foreground the importance of building on trainee achievement and agency in fostering pedagogic development, and resonate with Hattie and Timperley's findings cited earlier.

It is important to note, however, that feedback on teaching on pre-service TESOL courses has a dual purpose; it aims to provide supportive and developmental feedback to trainees yet also functions as a 'gate-keeping device' into the profession (Copland & Donaghue, 2019, p. 405). Trainers on Pre-service TESOL courses play an important role in assessing a trainee's competence and suitability for the role of English language teacher. Trainers' assessments may, however, be based on elements other than simple professional competence. Copland and Donaghue (Ibid. p. 406) remark that 'gatekeeping encounters are rarely neutral' and that trainers may downgrade trainees 'because of their interpersonal style or because they do not exhibit co-membership of a group of community'. The resulting tension means that trainees have to quickly learn the 'rules of the game' (C. Roberts & Sarangi, 2001, p. 176) when interacting with the trainer and fellow trainees. Copland (2010, p. 471) makes the case for providing a more comprehensive induction for trainees into the norms and expectations of the feedback conference in order to minimise tensions in the FTC.

2.1.2 Models of Feedback

Various approaches to teacher supervision and feedback have been proposed and developed over the last five decades. Proponents share a certain communality in proposing approaches which range from the authoritative to the more facilitative in nature. The following overview provides a brief introduction to the literature of the field.

In reality, trainers use a range of approaches depending on a 'number of factors, including context' (Kurtoglu-Hooton, 2016a, p. 16).

Freeman's (1982) highly influential article proposes three ways of approaching feedback on teaching. His *supervisory approach* involves a trainer or supervisor visiting a class and typically commenting on strengths and weaknesses, often basing their comments on a set of assessment criteria. His second, *alternatives approach* suggest a less authoritative and threatening relationship where the trainer presents the trainee with alternative courses of action in a less evaluative way (Ibid. p. 23). Freeman's final *non-directive approach* is rooted in Roger's Client Centred Counselling (C. Rogers, 1961) which involves listening, putting oneself in the trainee's world and comparing potential courses of action. The process builds on the trainee's own experiences where the observer has 'faith in the other's ability – working freely within his own wholeness – to come up with what he [sic] needs' (Stevick, 1980, p. 102).

Gebhard (1984) expands on Freeman's paper and proposes a five-model framework of teacher supervision: *directive, alternative, collaborative, non-directive* and *creative*. Once again, his model varies from authoritative to more facilitative approaches to feedback. The *creative* model of supervision affords maximum flexibility 'not only in the use of models presented, but also on other behaviours we may care to generate and test in our supervisory efforts' (Ibid. p.5). He suggests combing the five models, drawing on other supervisory frameworks, or making trainees / teachers responsible for their own supervision.

Wallace (1991) using a less finely differentiated model proposes a *prescriptive* approach and a *collaborative* approach. Heron (1990), cited earlier, proposes a six-category intervention analysis based on the field of counselling. Yurekli (2013, p. 305) provides an informative summary of Heron's intervention types. The interventions are classed generally as *authoritative* or *facilitative*. Authoritative interventions are further categorised as *prescriptive*, *informative* or *confronting*, whereas facilitative types may be *cathartic*, *catalytic* or *supportive*. The cathartic and catalytic approaches correspond to some extent to Freeman's non-directive approach cited earlier.

Yurekli (Ibid. p. 306) asserts that Heron's intervention types 'should not be thought of as being in competition, but as tendencies or preferences of the observer. There may be times when a facilitative intervention is more effective than an authoritative one'. Although the present study will certainly provide examples of a range of approaches to feedback amongst the two trainers in different contexts, studies suggest that reflective and facilitative supervision has not been fully espoused by teacher trainers and supervisors in ELTE. Copland and Donaghue (2019, pp. 406-407) cite several papers

which find that trainers have an 'ongoing tendency to be directive' in their approach (Copland, Ma, & Mann, 2009; Hyland & Lo, 2006; Louw, Watson Todd, & Jimarkon, 2016). Louw et al.'s (2016) paper is of particular interest even if the research sample is limited. The authors used a mixed methods data analysis to investigate the degree of congruence between trainers' beliefs about feedback and their actual practice. They interviewed four trainers to ascertain their pedagogical beliefs and found a high commitment to a more facilitative approach. The researchers subsequently carried out a quantitative analysis of FTCs, analysing elements such as turn length to ascertain levels of participation. Three of the trainers demonstrated a high degree of authoritativeness in dominating the discourse of the FTC. The resulting incongruence between beliefs and practice was attributed to the trainers' intuitive wish to conform verbally to the ELT 'community of practice' and its commitment to progressive techniques whilst, in practice, they adhered to practices which were more authoritative and familiar.

Several other reasons have been given for the 'dominance of directive feedback' (Copland & Donaghue, 2019, p. 407). One factor cited is the lack of training for observers; even where training is provided, this may consist of 'shadowing' a trainer-mentor whose practice may not necessarily adopt dialogic or reflective models of feedback. Of prime importance on initial training programmes is the lack of time and a heavy workload compelling trainers to adopt a more prescriptive style (Copland, 2012, p. 4). This latter factor certainly resonates with my own experience and those of fellow trainers in the field; when teaching practice sessions finish in the late evening and trainees' lesson timings have not been adhered to, it is often necessary to rush the final feedback on teaching conference.

Other factors are likely to impinge on the dialogic and reflective nature of the FTC, and potentially limit trainees' participation and agency. Perhaps the most important of these is the formal institutional nature of the conference, and participants' ability or intent to adhere (or not to adhere) to the 'rules of the game'. It is crucial to gain an understanding of the linguistic and discursive constraints of the conference before embarking on research in this field.

2.1.3 The Feedback Conference and 'Institutional Talk'

The feedback on teaching conference is a high-stakes environment, and the 'face-to-face session is potentially both a supportive and face-threatening situation' (Hyland & Lo, 2006, p. 163). Trainers have the dual role of mentoring and supporting trainees and assessing their performance, effectively acting as gatekeepers to the profession. As in other formal situations (doctors' surgeries, courts of law, job interviews) there are explicit and often implicit rules on how to behave and talk. Such talk is often described as *institutional*, distinguishing from *ordinary conversation* (Drew & Heritage, 1992, p. 21).

Drew and Heritage (Ibid.) and Heritage (1997) posit what they describe as features of institutional talk:

1. Institutional interaction involves an *orientation* by at least one of the participants to a *core goal*.
2. The interaction may involve *special and particular constraints* on what one or more of the participants will treat as allowable contributions.
3. Institutional talk may be associated with inferential frameworks and procedures that are particular to institutional contexts.

In the FTC, participants share the core goal of 'identifying the strengths and weaknesses of a lesson with a view to improving practice'. (Copland & Donaghue, 2019, p. 403) Contributions which are outside this remit, may be viewed as irrelevant or digressive. Interaction within the FTC is characterised by constraints on what people say and how they act (Ibid.). For example, it would be inappropriate for a trainer to shout, and it would be 'marked' for a trainee to disagree with the trainer. As will be seen in Chapter 5, when participants do 'flaunt' the rules, it may be linked to a specific purpose. The inferential framework of the FTC involves certain procedures and practices; participants orientate their talk to specific assessment criteria and pedagogical frameworks, and they use particular linguistic forms (Ibid.). Drew and Heritage (1992, p. 47) refer to interactional asymmetries; in the context of FTC, the tutor has significant power in being able to allocate speaking rights, and accept or dismiss contributions.

The implications for the trainee are significant; they will need to master the necessary skills to navigate the interactional, linguistic and discursive constraints of the FTC. Trainees will need to acquire what Bourdieu (1977, p. 650) described as 'legitimate language', a concept successfully used by Heller (1996) to explore the status of French in a multilingual school in Canada. Copland (2012, p. 5) draws on Heller and Bourdieu to frame a more FTC-oriented definition of what she re-names 'legitimate talk', which is defined as:

(i) spoken by a legitimate speaker (that is, a person who is allowed to take part in the feedback conference and has speaking rights),
(ii) under special social conditions (the feedback conference, which is time-bound),
(iii) addressed to other legitimate speakers (the other participants in the FTC, who may be hearers),
(iv) about particular topics (that is, on the pedagogy of English language teaching),
(v) where particular knowledge is privileged (about English language teaching).

Heller (1996, p. 382), paraphrasing Bourdieu (1977), also stipulates that legitimate language should be framed in a way that respects specific conventions of form: a factor that should be taken into account when analysing the discourse of the FTC. As Copland (2012, p. 5) observes, 'legitimate talk is both process (by who, to whom, in what way) and product (what can be discussed and what knowledge counts)'.

In this section, I have explored and analysed the structure of the feedback on teaching conference (the participatory phases). We have examined models of feedback, and considered some of the interactive, linguistic and discursive constraints which form the context of the feedback conference. In the next section we will consider the theoretical framework and knowledge base of the FTC: a knowledge of both will provide an insight into the topical content of the feedback session, the principles underlying trainees and trainers' decisions in the conference, and the types of knowledge which are privileged in legitimate talk.

2.2 The Pedagogical Context of the FTC

In this section I aim to briefly explore the theoretical frameworks which inform the pedagogy and content of the FTC. Such knowledge is contiguous with that which informs English Language Teacher Education (ELTE) generally, and is closely interwoven with English Language Teaching Methodology (Freeman, Webre, & Epperson, 2019, p. 14). The focus will then move to the 'Knowledge base' of ELT: what determines knowledge about teaching, and how that knowledge may be represented and classified.

My three 'embryonic' research aims outlined earlier in this chapter (p. 19), foreground and value trainees' capacity to reflect, participate and show autonomy in the discourse of the feedback conference. Theoretical approaches to ELTE may limit or provide affordances for trainers and trainees to participate, reflect and show autonomy in the training room. They also provide the content and metalanguage to enable legitimate talk. I hold, therefore, that attention to theoretical aspects of ELTE is critical in preparation for this research study, in which trainee reflection is paramount. The following analysis of the main paradigms which have influenced ELTE resonate with my own experience as a trainer on initial, pre-service TESOL programmes.

2.2.1 The Theoretical Trajectory of English Language Teacher Education

Over the last 60 years, developments in English language teacher education (ELTE) have been influenced by changing epistemological perspectives both in general education and second language teaching and learning. Johnson (2009a) states that here has been an overall shift 'from behaviourist to cognitive, situated, social, and distributed views of human cognition' (p. 20). This section outlines those shifts and analyses their relevance to the field of second language teacher education. In analysing the shifts in ELTE I have drawn on the work of Roberts (1998), Farr et al. (2019) and Freeman (2016), each of whom have provided particular and valuable perspectives. Roberts (1998) conceptualises these different epistemological shifts in his four 'models of the person':

- *Person as input-output system:* essentially a behaviourist approach to learning. The learner receives external input (via the senses) which, in turn, leads to a perceptible change in learner behaviour.
- *Person with self-agency:* in humanistic theory, learning is seen as a realisation of one's unique self and results from being an autonomous and self-determining agent.
- *Person as constructivist:* learning as a cognitive process. Each of us has inner 'constructs', or representations of the world which determine our perceptions, and form a basis for subsequent learning.
- *Person as a social being:* the individual adapts to and enacts socially constructed roles and learns by means of social exchange.

Adapted from Roberts (1998) and Farr et al. (2019)

Each of these theoretical paradigms has left a significant impact on the 'how, why and what' of ELTE (Farr et al., 2019).

The Behaviourist Paradigm

Behaviourism, based on the work of the experimental psychologists Pavlov, Skinner (1938) and Watson (1913), emphasised the importance of the 'scientific method' which privileged observable responses – those that can be 'objectively perceived, recorded and measured' (Douglas Brown, 2000, p. 9). The behaviourist position was that organisms could be 'conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement' (Ibid.). Behaviourism manifested itself in language teaching primarily in the form of audiolingualism, or what Freeman (2016) refers to as the Audio-lingual and Direct Method (ALDM). Emphasis was placed on the learning of discrete grammatical structures and patterns which were reinforced through repetition and drilling, and notably by use of the language laboratory.

The impact of behaviourism on English language teacher education has been significant. As Freeman recalls, 'Audio-lingual and Direct Method was a comfortable, clearly defined way to teach' (Freeman, 2016, p. 120). The content of second language teacher education consisted of two core elements: knowledge of the target language, as determined by the field of applied linguistics, and teaching procedures and techniques, informed by behaviourist psychology. One criticism of the method (and, indeed, of later approaches) was that the work of the teacher had become a 'client activity' in which language teachers were 'consumers of findings that are retailed by research' (Widdowson, 1990). The teacher's role was simply to 'carry out explicit sequences of teaching behaviours' (Ibid.), as determined by theorists and experts, usually based in higher education and universities. Teacher education programmes emphasised mastery of specific techniques and included model-based activities such as focused micro-teach sessions or an 'apprentice / imitation approach' to teacher training (Farr et al., 2019). Although teacher education shifted later to a more constructivist perspective on teacher learning, in which teachers are seen as more active participants in the construction of meaning and in classroom decision making (Crandall, 2000, p. 35), this 'applied science model' of teacher training (Wallace, 1991) is still seen by some critics as over-prevalent on initial teacher training courses (Copland & Donaghue, 2019; Ferguson & Donno, 2003; Hobbs, 2013; Stanley & Murray, 2013).

Humanistic Approaches

Returning to Roberts' (1998) four 'models of the person' and corresponding shifts in language teacher education, his concept of 'the person with self-agency' embodies the humanistic theories of psychologists such as Rogers (1961) and Maslow (1968). Humanistic approaches were a reaction against the potentially directive and controlling influence of behaviourism and mirrored emancipatory tendencies in the 1960s political environment. Such approaches emphasised the inner potential of each individual to reach self-actualisation (C. Rogers, 1961, p. 351) when afforded favourable conditions for learning. Roberts (1998) summarises these conditions as:

- the freedom to pursue our development and to make our own choices.
- to meet the most basic of our needs, such as safety, before higher needs such as self-realisation can be fulfilled.
- to connect with and act on our true needs and feelings, rather than be pushed by others into behaving in ways that deny them.

(Ibid. p. 19)

A feature of Rogers' approach in the field of psychotherapy was a commitment to non-directive types of intervention; the client was held to have the inner resources to effect their own change, and reliance on external knowledge and training was seen as ineffective (C. Rogers, 1961, p. 32). Humanistic approaches were influential in some of the innovative or 'designer' methods of the mid-1970s and early 1980s, for example, Community Language Learning (Curran, 1976), the Natural approach (Krashen & Terrell, 1983) and Suggestopedia (Lozanov, 1978). In SLTE, models of non-directive intervention have influenced teacher educators in their approach to supervision, for example, Gebhard (1984), Yurekli (2013) and Kurtoglu-Hooton (2016a) all of whom propose alternatives to more directive forms of supervision (see Section 2.1.2 above).

Viewed as a single approach to teacher education, humanistic theories have significant limitations. Firstly, reliance on a teacher's inner resources may not be wholly sufficient to make viable and informed choices about teaching; they may have gaps in their knowledge and need direction or feedback from supervisors and peers (Roberts, 1998). Secondly, an emphasis on trainee agency and self-realisation may not always take into account the social constraints and institutional demands of the teaching context (Farr et al., 2019). Finally, as members of a professional community, novice teachers need to acquire the 'discourse' of the field, which Clarke describes as 'virtually all aspects of being, behaving, thinking and interacting as a language teacher' (Clark, 1994, p. 11). A totally individualistic approach to SLTE may well impede this process of engagement and alignment (Wenger, 1998) with a community of practice.

Humanistic approaches nevertheless have a crucial contribution to make in ELTE; valuing the trainee's individuality and autonomy and respecting their prior experiences of teaching and learning undoubtedly provide favourable conditions for learning. Recognising this, Bell and Gilbert (1996), Farr et al. (2019) and Roberts (1998) support a balance in which 'partial self-agency is advocated in LTE as an optimal approach' (Farr et al., 2019, p. 11).

The Constructivist Paradigm

Constructivism, like humanism, proposed an alternative paradigm to behaviourist theories of learning. Whereas behaviourism viewed knowledge as having an external existence which could be transmitted to learners through practice and positive or negative reinforcement, both cognitivism and constructivism emphasised the role of the mind in organising and structuring learning. Noam Chomsky (1965), in the field of cognitive linguistics, rejected structuralist views on language learning and emphasised the brain's innate capacity to learn language and generate linguistic structures, given adequate exposure to suitable language input. Krashen's input hypothesis (1977) which

privileged natural language 'acquisition' over formal classroom 'learning' also had a formative impact on the development of Communicative Language Teaching (CLT).

Constructivism, whilst being essentially cognitivist in outlook, holds that learners 'will make their own sense of the ideas and theories with which they are presented in ways that are personal to them' (Williams & Burden, 1997). Each individual constructs their own conceptual schemata or representations of the world; those schemata may be discarded, adapted or reinforced by later learning experiences. The teacher consequently links new learning to prior learning and experience; the practice in ELT of activating prior knowledge and undertaking prediction activities in teaching reading and listening skills is a clear example of this approach.

The impact of constructivism in ELTE is effectively summarised by Roberts (1998) who states 'beneath the behavioural tip of student-teacher learning, there lies the reality of the constructivist iceberg' (Roberts, 1988, p. 25). Roberts explores the implications of 'the person as constructivist' view in ITE and summarises them as follows:

- it anticipates diverse expectations of and responses to the ITE course itself (Haggerty, 1995),
- it accepts that one has to work from personal theories which each student brings to the course,
- it justifies space in the curriculum to develop self-awareness and to explore each student's interpretations of input and their own classroom experiences,
- student-teachers' thinking is likely to be influenced by knowledge of learners' perspectives,
- it suggests that novices may benefit from sharing the thinking of effective teachers to enrich their own thinking as in mentoring schemes: McIntyre, Hagger, and Wilkin (1993).

Excerpt taken from Roberts (1998, p. 26)

Roberts' first three implications underline the importance of exploring trainees' prior understandings and personal theories; previous experiences as a teacher and / or learner may affect how the trainee teacher interprets and implements new ideas. Roberts demonstrates how a trainee may 'skew training inputs to conform to prior beliefs' (ibid. p. 26); by 'translating' or assimilating them to conform to their existing classroom routines (ibid.). He cites the example of an Egyptian teacher who observed a communication game in which a student held a picture which only she could see. The class had to use question forms to find out about the content of the picture. In his own adaptation of the activity, the teacher used the picture as a frontal cue card to elicit

questions; he had 'assimilated the demonstration into a view of classroom discourse where the teacher mediated the talk' (ibid.).

Cognitive-Constructivist theories of learning have had a profound impact on general teacher education and ELTE: recognition of the different 'contexts' of language teaching and the centrality of the teacher in 'translating' theoretical and pedagogical content into classroom practice shifted the focus from academy-based theory to the 'legitimacy of practitioner knowledge' (Johnson, 2009b). Following trends in general education, reflective practice and teacher research have gained importance as a tool for understanding the classroom and for stimulating teacher development (Burns, 1999; Edge & Richards, 1993; Richards & Lockhart, 1996; Schön, 1991). In addition, studies into teacher thinking and cognition, the mental activities 'which remain invisible to outsiders and beyond the reach of researchers' (Burns et al. 2015, P. 585) began in the 1980 and have continued to the present day (Burns, Edwards, & Freeman, 2015; Golombek, 1998; Li, 2017).

In determining the 'what, why and how' of second language teacher education, the image of the 'teacher as a constructivist' provides a specific and useful lens through which to navigate the complex matrix of factors which contribute to the knowledge base of language teacher education. It emphasises the unique perspective of each particular teacher even when dealing with 'similar learning experiences' (Williams & Burden, 1997, p. 2). It encourages the use of reflective practice and has led to positive outcomes in the field of action research. It also emphasises the need to engage student teachers to uncover the prior learning, assumptions, and the lived experiences that they bring to the teaching classroom. The constructivist paradigm does, however, have limitations: as in the case of humanistic approaches, the constructivist paradigm may isolate the individual teacher from the many external factors which influence practice. The student teacher needs to become adept at dealing with 'the affective aspects of learning, non-rational thinking and skill learning' and 'about culture and power in the classroom' (Bell & Gilbert, 1996, p. 54). The student teacher also needs to acquire the social discourse of the profession and relate their personal theories and practices to the 'teaching capital' by which language teachers have defined their identities over time. Finally, the constructivist paradigm views learning as essentially an internal activity and does not consider the social processes though which learning may occur. For these reasons, I have adopted a *socio*-cognitive (also referred to as a sociocultural) perspective on teacher learning in this research project; this conceptual basis will provide a lens through which to examine the mediation of meaning in the feedback on teaching conference in the second part of the study.

The Socio-cultural Paradigm

Sociocultural theories of learning (SCT) are associated with the work of the Russian psychologist Lev Vygotsky (1896-1934). His work is constructivist in that it represents a 'theory of mind' yet, crucially, it attributes the process of human cognitive development to participation in forms of social interaction. Lantolf (2004, pp. 30-31) describes SCT in the following terms: 'despite the label "sociocultural" the theory is not a theory of the social or of the cultural aspects of human existence … it is rather … a theory of the mind that recognises the central role that social relationships and culturally constructed artifacts play in organising uniquely human forms of thinking'.

Sociocultural theory seems a particularly appropriate perspective from which to research English language teacher education, specifically because Vygotsky's (1978) 'genetic method' provides a broad theoretical framework which is capable of encompassing the multifarious historical, cultural, contextual, and personal factors that contribute to the individual teacher's development. In his 'genetic method' Vygotsky (1981) posited that human cognitive development was essentially historical in nature and spanned four domains; the phylogenetic, cultural-historic, ontogenetic and microgenetic. Each domain is summarised 'in broad strokes' by Cross (2010, p. 438):

- The *phylogenetic domain* concerns the development of humankind as a natural species.
- The *cultural-historic* domain focuses on development in terms of the broader 'external' world within which humans exist (i.e., the social, cultural and historic basis for development).
- The *ontogenetic* domain shifts the focus to the individual subject across the human life span.
- The *microgenetic* domain represents the momentary instances of concrete, practical activity that subjects engage with the world around them.

(adapted from Cross, 2010, pp. 438-439).

To illustrate how this framework can be used empirically, Cross (2010) effectively employs it to explore the pedagogic decisions made by Dan, a non-native teacher of Japanese in an Australian Middle School. In terms of 'conventional' language teaching pedagogy, Dan's approach and personal theories seem unorthodox; he downplays the goal of communicative competency in the language and uses L1 as the prime means of communication in the classroom. The teacher's focus is instead on making the lesson enjoyable and developing skills for 'learning for life'. Using stimulated recall procedures and open-ended interviews, Cross traces the cultural-historic and ontogenetic factors which have influenced the teacher's choices. He identifies two crucial factors; the state

and school's curricular emphasis on 'the core basics' rather than subject specific skills, and the teacher's own experience as a learner in which communication and maintenance of relationships mattered more than adhering to a prescribed language-teaching methodology. Although the teacher's approach does not seem to conform to 'conventional' methodology, the study shows how 'what Dan thinks and does has been socially and culturally constructed in the way that it is …' (Cross, 2010, p. 448). Such an approach provides a wider perspective on teacher cognition and decision making and resonates with Johnson and Golombek's assertion that teacher cognition is 'highly interpretive and contingent on knowledge of self, students, curricula and setting' (Johnson & Golombek, 2002, p. 2).

SCT asserts that humans do not act directly on the world around them but mediate and expand their abilities through the use of artifacts or tools; these may be *physical tools*, such as construction machinery (or in a pedagogical context, computers, interactive whiteboards, textbooks, etc), or they may be *psychological tools* or *signs*, such as language or written forms of literacy. Whereas physical tools, according to Vygotsky, seek to effect changes in the external world, the psychological tool is internally directed with the aim of regulating one's own behaviour, thoughts and actions (L. Vygotsky, 1978, p. 55). Johnson and Golombek (2016, p. 24) show how cultural artifacts and tools can be 'multi-faceted'; for example a lesson plan is a psychological representation of human social activity which also becomes a physical object and 'enacted in the classroom'. It can provide affordances for the teacher in 'sequencing an amount of information and activity within a lesson' or it can constrain a novice teacher's choices when alternative actions may be more appropriate.

In language teacher education teacher educators 'mediate teachers' cognition through academic concepts' which become 'psychological tools that teachers use to enact their agency …' (Ibid. p. 24). Initially the novice teacher may be regulated by knowledge mediated through dialogic interaction with peers or teacher educators. Eventually, however, she may 'internalise certain pedagogical resources (time management, knowledge of students' abilities, pedagogical content knowledge, etc.) that enable her to teach concepts and/or skills in ways that are more appropriate for a particular group of students in a particular instructional context' (Johnson, 2009a, p. 18). This process of *internalisation* leading to 'self-regulation' is a pivotal step in human cognitive development. Johnson (ibid.) emphasises the importance of human agency 'in determining what is internalised and how it shapes new understandings and engaging with activities.'

The theoretical trajectory of English language teacher education – a summary

In concluding this section on the theoretical trajectory of English language teacher education, it is important to recognise the interrelationship between theories of ELT classroom pedagogy, and the approaches used to train and prepare new entrants into the field. For example, a pedagogical emphasis on audio-lingual methodology may lead to a transmission-based model of teacher training in which trainees are mainly expected to acquire a prescribed set of classroom techniques. ELT classroom pedagogy has, however, evolved to §incorporate a blend of approaches, procedures and techniques grounded in different theories of learning. For example, drilling and other techniques for teaching pronunciation still reflect the audiolingual method, a behaviourist paradigm. In contrast, approaches to teaching receptive skills mirror constructivist principles of teaching, e.g. activating schemata, using textual clues to infer meaning, etc. ELT practitioners draw on this eclectic mix whilst generally tending to ascribe to a learner-centred and communicative approach to language teaching (Farr, 2015, p. 89; Harmer, 2007, p. 71; Watkins, 2014, p. 13).

Whilst the *pedagogical content* of the feedback conference needs to reflect the diversity of practice in English language teaching, there is a consensus that the *approach* to educating trainee teachers of English on preparatory programmes should reflect a more participatory framework that encourages dialogue and reflection rather than simply instructing trainees in the acquisition of discrete classroom skills and techniques (Farr et al., 2019). This emphasis on reflection and dialogue has long been a key feature of teacher training programmes in the field of general education.(Cartwright, 2011; Pollard, 2002; Schön, 1991) It is also a key element in the both the CELTA and Cert. TESOL syllabuses (e.g.Trinity College London, 2016a, p. 8). The discursive structures of the feedback conference should logically reflect this emphasis on dialogue and reflection.

The duration of the short, intensive, pre-service ELT course may, of course, limit the amount of time that can be spent on more experiential and reflective approaches. Bax (1997) critiques the pre-service ELT education for its tendency to 'offer suggestions and input in a transmission mode' and advocates a more context-sensitive approach in which student teachers can reflect, collaborate and 'integrate new ideas into their own experience' (1997, p. 235). He does, however, refer to some student teachers' 'frustration at having too little trainer input and direction, and too much negotiation' (ibid. p. 237). There are aspects of course input which may well be more efficiently taught in a didactive way. However, the feedback on teaching conference (FTC) seems to be a 'prime location for the implementation of co-construction of meaning and also for modelling' (Farr, 2011, p. 9). Farr et al. (2019) quote Edge (1992) who makes a strong justification for the FTC being an ideal arena for the co-construction of meaning.

2.2.2 The 'What' - the Curriculum Content of the Feedback Conference

Establishing the pedagogical content of the FTC is of importance in understanding how well trainees deal with pedagogic concepts, and navigate the discursive requirements (the 'legitimate talk') of the conference. In their study of agency in feedback conferences, Copland and Donaghue (2021, p. 151) refer to the interplay between agency and structure (or context). Institutional factors including academic constructs, such as pedagogical content, define the structure of the FTC and form potential constraints on the expression of agency, so it seems fundamental to ascertain the nature of pedagogical content of the FTC as a precursor to further exploration.

It would be interesting at this point to explore how researchers and writers have conceptualised the ELTE curriculum, or 'what is acquired by the novice teacher' (Farr et al., 2019, p. 21). Several studies and models will be considered which view the teacher knowledge base from contrasting perspectives. These will constitute a lens through which to view the curricular content of the feedback on teaching conference at a later point in this study.

The content of English language teacher education is often referred to as a 'knowledge base' or 'knowledge source' in the literature of the field (Akbari, Dadvand, Samar, & Kiany, 2012; Cross, 2018; Freeman, 2018; Freeman & Johnson, 1998; Mullock, 2006). Graves (Graves, 2009), in her conceptual article on the ELTE curriculum, emphasises the diversity of the ELTE knowledge base across institutions and among trainers. Writing fourteen years ago she was already referring to factors such as the 'role of English as the global language of access' and the controversy about 'whose English is taught and for what purposes' (Ibid. p. 120). She observes that 'the content of the SLTE curriculum varies widely, depending on who the teacher-educators are, where they teach or will be teaching, who they will teach, and so on … teachers themselves need to conceptualise and experience the relevance in their practice'.

Freeman (2016, p. 163) conceptualises a 'knowledge generation framework' which charts the development of ideas about language teaching knowledge, starting in the 1950s. There is an inevitable degree of alignment between his framework and Roberts' 'Models of the Person' (see page 28-9); both relate to the development of pedagogical theory and practice over the period. Freeman's framework, however, charts the principal contextual influences on curriculum development during each generation. A brief analysis will provide an overview of evolution of ideas over the last seventy years. It is important to point out that each generation was not exclusive; each subsumed the ideas

and practices of the previous generation. I aim to encapsulate Freeman's ideas in Table 3 below.

Knowledge Generation	Manifestation
1. Disciplinary Knowledge	Prescriptive focus on grammatical knowledge and pedagogy, adoption of language teaching 'methods': oral approach, situational language teaching, audiolingualism.
2. Knowledge of Pedagogy	A movement towards innovative methods (natural approach, silent way, community language teaching), communicative language teaching, eclectic approaches.
3. Knowledge in Person and Place	Emphasis on teacher and context. importance of teacher's prior experiences and need for sense of plausibility (Lortie, 1975; Prabhu, 1990). Studies in teacher cognition: Personal Practical Knowledge (Elbaz, 1981), Pedagogic Content Knowledge (Shulman, 1986)
4. Knowledge for Teaching	Focus on purpose: amalgamation of previous conceptualisations with an emphasis on how teaching is used, e.g. Content and Language Integrated Learning (CLIL).

Table 3

Freeman's third generation is pivotal in that it acknowledges the centrality of the teacher's experience in language teaching. Prabhu (1990), in his lucid article 'There is no best practice – why?', emphasises the need for teachers to feel a sense of 'plausibility' in adopting specific methods or approaches. Lortie (1975), in his research into newly qualified schoolteachers in Chicago, demonstrates how their prior experiences as school students influence their decisions in the classroom. He refers this phenomenon as the 'apprenticeship of observation'. Later Johnson and Golombek (2016, p. 42), highlight the importance of a teacher's 'perezhivanie' (or lived experiences) in determining how they make pedagogical decisions.

Shulman's (1986) concept of Pedagogical Content Knowledge also recognises the agentive role of the tutor in implementing curricular content. He states that 'the teacher must have at hand a veritable armamentarium [sic] of alternative forms of representation, some of which derive from research whereas other derive in the wisdom of practice' (Ibid. p. 9). In Shulman's eyes, teaching is not simply a matter of implementing an approach but adapting it to suit their 'wisdom of practice' in the context

of their learners. Chappell (2017) refers to Shulman's 'wisdom of practice' as the totality of their 'beliefs, attitudes, principles, personal theories and philosophies' and asserts that these aspects are instrumental when making considered decisions while planning their teaching and making more spontaneous decisions 'while their lessons are in mid-flight'. It follows, therefore that any model of the knowledge base of English language teaching should encompass the prior experience and sense of plausibility of the teacher. In the case of the feedback on teaching conference, this would mean the trainee's emerging wisdom of practice. Farr and O'Keefe's (2019) model of teacher knowledge (Fig. 1) lucidly illustrates the relationship between formal pedagogical knowledge and the teacher's wisdom of practice.

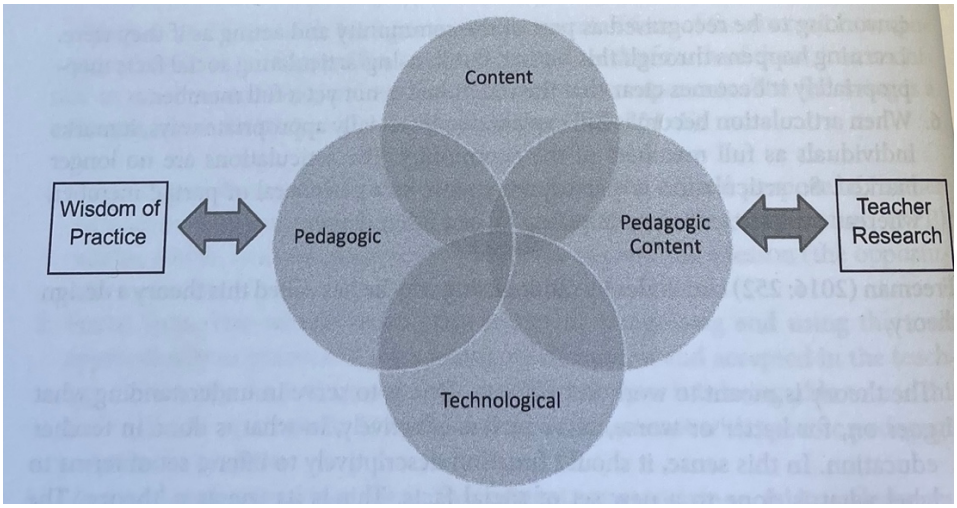


Fig. 1. Taken from Farr and O'Keeffe 2019

Although the model relates to ELT teachers in general, in the context of the initial, pre-service TESOL course, the model seems pertinent to this specific study, and encompasses most aspects of classroom knowledge; it clearly shows the inter-relationship between content (knowledge of language systems), pedagogic content (course input on teaching methodology) and pedagogy as it is enacted and conceptualised in the classroom informed by the teacher's emerging wisdom of practice. The writers have included technological knowledge: an essential aspect of teaching practice which is closely embedded in pedagogic content. However, two additional areas of content seem needed, what Roberts (1998), in his 'Types of Language Knowledge' (Ibid. p. 119) refers to as *Contextual* and *Process Knowledge*. The former refers to knowledge of learners, school and community while the latter refers to interpersonal and team skills, observation and inquiry skills, and language analysis skills. Knowledge of students, in particular, is a crucial element of planning and delivery.

2.2.3 Research Question 1

Having explored the interactional characteristics, the theoretical basis and pedagogic content of the feedback conference, it seems appropriate at this point to revisit my general research aims stated in the introduction to Chapter 2. These were written in response to the areas of concern voiced by writers about the efficacy of the initial, pre-service TESOL course. The first aim was to 'investigate trainees' contribution to the pedagogical content of the feedback on teaching conference'. In my analysis and exploration of the literature so far, the teacher (in the context of FTC, the trainee) assumes the central role in navigating the interactional demands of 'institutional talk' and in developing and responding to their 'wisdom of practice'. My first research question, therefore will focus on the level of trainee contribution in relation to the pedagogical content of the feedback on teaching conference.

Research Question 1

What topics are produced by trainees and trainers in the feedback on teaching conference? Who produces them?

An analysis of topics produced by participants will provide a useful insight into the content of the FTC. It will also provide a more informed background for my ongoing exploration of the FTC in the second phase of this study. The question of who initiates topics of discussion is pivotal: if trainees are proactive in tabling topics (i.e. evaluative or analytical comments about their own or others' teaching), and if the number of topics initiated by trainees compares favourably well with the number produced by the trainer, this could indicate that the session is potentially dialogic in character, and that trainees are reflecting proactively on their teaching. It might indicate a degree of trainee agency in the feedback on teaching conference. The findings could point towards a favourable answer to my second research aim, to 'investigate whether the extent to which trainees reflect meaningfully on their teaching, and whether they show dexterity, autonomy and assertiveness in navigating the discursive demands of the FTC'. In sub-section 2.3 of this chapter, my attention will turn to the discourse of the FTC and to research carried out in the field. This should provide a professional context for my research and indicate a gap for further investigation.

2.3 The Discourse of the Feedback on Teaching Conference

This section aims to provide a conceptual background for the second stage of my research, in which I explore trainee participation in the FTC at an individual level as they navigate the interactional and conceptual demands of the feedback conference. In terms of structure, the section will open with a definition of discourse, a term with a range of meanings to researchers in many disciplines. The focus then will move to the field of teaching practice feedback, and a brief overview of research into the discourse of the FTC will be provided. In addition, in sub-section 2.3, the lens will focus briefly on research into agency in the feedback conference.

2.3.1 Defining Discourse

In the 'fractious field of discourse analysis' (Jones, 2016, p. 19), most academics would agree that the term discourse has three main meanings. The first of those, reminiscent of my own training as an ELT practitioner, is best expressed as 'language above the sentence or the clause' (Stubbs, 1983, p. 1). In this definition of discourse, the emphasis is on texts (written or spoken) and how they fit together to form coherent texts or conversations. The second meaning is linked to 'language in use'. As Brown and Yule (1983, p. 1) observe, ' the analysis of discourse, is necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes of functions which these forms are designed to serve in human affairs.' Discourse analysts in this tradition are interested in how individuals and groups use language to 'engage in interactions in the world with specific people' (Jones, 2016 p. 20). The third definition goes beyond language in use to examine the discourses and language structures imposed by the social institutions and structures, which constrain the way we speak, write and interact (often known as 'Critical Discourse Analysis').

The approaches taken in this review (and my own approach) generally align with that espoused by Farr (2011, p. 32), which 'categorically views discourse as an interactional, relational, and pragmatic process of meaning negotiation for the purposes of interpreting' the spoken trainee-trainer and trainee-trainee interactions in the FTC. Such an approach falls mainly in the second definition of discourse analysis, whilst maintaining an awareness of the broader discursive issues of Critical Discourse Analysis.

2.3.2 Research into the discourse of the FTC

This brief exploration of the research related to the FTC will provide a selective overview of the studies completed over the last three decades. When Farr (2011) published her corpus-based investigation of the discourse of teaching practice feedback twelve years ago, she prefaced her analysis of existing research by stating 'this section will scan some of the relatively few studies that exist analysing the discourse of the TP feedback session' (Ibid. p 42). Copland and Donaghue (2021) ten years later painted a more favourable picture when they stated that the feedback conference has 'attracted its fair share of research since the pioneering work of Waite and Wajnryb'. Both authors refer to notable contributors to the field, without, of course, highlighting Copland's own collection of research articles. In this section I will briefly summarise the studies of several key names found in Copland and Donaghue's list and explore the contribution of Copland herself. To complete the review, I will consider Morton and Gray's research, which provided inspiration for this research.

Several researchers in the 1990s and early 2000s focus on how participants deliver and receive feedback in the FTC. In particular, they investigate the use and impact of mitigation strategies used by trainers to 'soften the blow' of negative feedback. Wajnryb (1994) in her study provides a detailed discursive categorisation of mitigation strategies used in a supervisory session. In a similar vein, Vasquez (2004) analysed interaction between supervisors and six teaching assistants in post-observation meetings. She identified a variety of mitigation strategies used by supervisors during the conference. Using primary and secondary data, she found that observers had mitigated their feedback to the extent that the teaching assistants felt that they 'had received no suggestions, advice, or constructive criticism during the meetings' (Ibid. p. 33).

On a different note, Vasquez and Reppen's (2007) longitudinal research into levels of trainee reflection in meetings between language teachers and their supervisors demonstrated how, over a period of two semesters, supervisors succeeded in changing the dynamics of the meetings to be more teacher-centred and less supervisor-centred. Vasquez highlighted the way that supervisors 'positioned' teachers at the start of the conference by making expectations about levels of participation and speaking rights explicit.

Questioning techniques were the focus of Engin's (2013) research project. She investigated the use of questions to scaffold development in teacher training feedback sessions. While piloting the use of a range of question types based on Bloom's (1956) taxonomy of learning, an assessment was made of the depth of reflection amongst trainees. The end-result of the project was a 'data-driven framework of differentiated

questioning strategies which can be a potential guide working with pre-service English teacher trainees.' (Engin, 2013, p. 39)

Research into the discursive structure of the FTC has provided a valuable insight into the interactional tensions between participants, and has relevance to the proposed study in terms of findings, conceptual frameworks and methodologies. Copland (2008, 2011, 2012) examines the pre-service feedback conference as a genre, a construct defined by Rampton (2006, p. 128) as a 'set of conventionalised expectations that members of a social group or network use to shape and construe the communicative activity they are engaged in'. The 'methodological warrant' (Copland, 2011, p. 3832) for her research is linguistic ethnography which combines the detailed rigour of conversation analysis (CA) with contextual data obtained through field notes and interviews. Through careful triangulation of data she details the tensions caused when participants 'trouble the boundaries' of the established norms.

Using Heller's (1996) concept of 'legitimate talk', Copland (2012) shows how trainers use discursive structures to control feedback, and to establish legitimate topics of conversation, and hence the creation of 'legitimate talk'. The first of her four cases illustrates how the trainer uses questions to indirectly criticise the trainee's partial understanding of the lesson aims. The trainer's use of interruption and lack of hedging devices underscore the strength of her feelings as she establishes legitimate understandings of the terminology of the field. The feedback is, in Egan's (2010) terms 'corrective' and leads to 'convergence', whereby the trainee is expected to adapt to the normative concepts and terminology of the discipline.

Using data from the same training context, Copland (2011) examines the feedback conference from the perspectives of face (Goffman, 1967) and politeness (P. Brown & Levinson, 1987). The analysis demonstrates how face-threatening acts (FTAs) are an integral and accepted part of the feedback genre. When they occur, participants tend to mitigate the effect of FTAs through hedging or politeness either beforehand, or more interestingly, retrospectively. Copland illustrates retrospective mitigation in the case of a trainee who initially resists the trainer's criticism of her lesson. Reconsideration of her position and potential loss of face causes her to concede by saying 'it's a fair cop'. The trainee's subsequent laughter and its function in the interactions are analysed in some detail; Copland concludes that it serves to reduce the tension and to signal the trainee's embarrassment in the group.

The paper is pertinent because it highlights the importance of group identity and cohesion in the feedback conference. In this example, the trainee's eventual acquiescence to the norms of the genre is an acceptance of the asymmetrical nature of

the FTC, but also a statement of her connectedness to the other trainees, which she may see as more important than the 'wider pedagogic group' (Copland, 2011, p. 3837). Both of Copland's studies have considerable relevance to the scope of this research study in which trainee agency is an ongoing theme. Expressing agency in such a high-stakes speech event requires skill in conforming to or contesting the 'rules of the game'.

Both of Vasquez's papers and Copland's study into 'legitimate talk' focus on the asymmetrical nature of the FTC. Vasquez and Reppen (2007) report a positive outcome in increasing trainee participation and reflection in what is essentially a face-threatening environment. Morton and Gray's (2010) mixed-methods study into levels of participation in a planning conference on the pre-service CELTA course is also positive in terms of outcomes. Using the framework of situated learning, the writers adopt a credible methodology in which they carry out a quantitative analysis of topic initiation in the FTC, which is supported with a qualitative evaluation of the discursive structures used by participants as they engage in the lesson planning process. The results indicate a high level of agency and involvement among trainees. The authors report that the lesson-planning conferences were a 'dynamic and recursive process in which problems of instruction emerged and solutions were suggested' (Ibid. p.44). The articles conclude that shared lesson planning is a promising strategy for the construction of novice language teachers' personal practical knowledge and professional identities. The design of my present study has elements in common with Morton and Gray's approach, though the context of the FTC is somewhat different in terms of stakes and possible outcomes.

Gray and Morton (2018), in a study which focuses on the development of teacher identity, explore how trainees 'carve out for themselves their own spaces for exercising identity' (Ibid. p. 37) in the context of the pre-service CELTA course FTC. The authors adopt the constructs of epistemic and deontic authority in relation to the power of the trainer. Epistemic authority refers to the authority that a person may be perceived to possess because they have privileged access to a 'field of knowledge – and this may be oriented to by participants as a relatively stable and enduring state of affairs' (Ibid. p. 39). Deontic authority (Stevanovic & Perakyla, 2012) refers to authority which is 'associated with the rights to set rules and norms about what should be done' (Gray & Morton, 2018, p. 39). The focus of Gray and Morton's paper is that of power asymmetry. They map how trainees navigate the constraints of the FTC and achieve a degree of agency, successfully challenging the trainer through 'subtle shifts in position' in spite of the institutional norms of the feedback session.

The research into the feedback on teaching conference cited above mirrors a shift which has taken place over the last three decades from transmission-based models of training to more reflective and collaborative approaches. Practitioners and researchers have also

expressed allegiance to socio-cultural models of learning (Farr et al., 2019; Freeman & Johnson, 1998; Golombek & Doran, 2014; Johnson, 2006). Socio-cultural theory emphasises the co-creation of meaning through meaningful dialogue. This presupposes a degree of agency on the part of participants.

Copland and Donaghue's (2021) study of agency in the feedback on teaching conference breaks new ground and provides a conceptualisation of agency which prepares the way for future research. They quote Meyers (2017) who defines a moral agent as an 'individual who is capable of choosing and acting in accordance with judgments about what is right, wrong, good, bad, worthy or unworthy' (Copland & Donaghue, 2021, p. 149). The authors point out that such a statement does not consider the contextual constraints which may limit an individual's sense of agency. In the context of the FTC, teachers and trainees 'do not exist in bubbles but constantly interact with other actors, artefacts and materialities [sic] … these affect how they behave' (Ibid. p. 150).

Significantly, Copland and Donaghue propose a useful lens through which agency can be conceptualised. They draw on the work of Emirbayer and Mische (1998) who view the development of agency through the dimension of time. Emirbayer and Mische (1998, p. 971) view agency as having the following orientations:

- Past: actors tend to reproduce past actions and thoughts, albeit selectively – this is conceptualised as routine.
- Future: agents are able to imagine different futures, which may require them to subvert routine – this is conceptualised as the projective element.
- Present: agents must make practical and normative judgments among possible trajectories in response to the emerging demands. dilemmas and ambiguities of presently evolving situations (cited in Copland and Donaghue, 2021, p. 150).

The writers list possible structures which constrain agency, including methodology, institutional policy and the Feedback on Teaching Conference itself as institutional discourse. They then illustrate, with reference to interactions in the FTC, how participants show agency by taking decisions which question past routines and orientate themselves towards agentive change.

2.3.3 Research Questions 2 & 3

I have described Gray and Morton's (2010) study and Copland and Donaghue's (2021) article in some detail because they afford a conceptual and methodological framework for research into agency in the FTC, and both studies are not unrelated to my remaining 'embryonic' research aims: to investigate the extent to which trainees reflect on their

teaching and show autonomy in navigating the conceptual and discursive demands of the FTC. I have therefore framed two additional research questions as follows:

Research Questions 2 & 3

2. How do participants navigate the discursive practices of the feedback on teaching conference and, where possible, determine its trajectory?

3. In what ways do trainees show agency in establishing their voice as developing teachers of English?

The research questions respond to the concerns expressed by writers in Chapter 1 related to the short, pre-service TESOL course. They are also aligned to developments in the literature and may produce some interesting and pedagogically relevant findings. In the next chapter I will proceed to outline my investigatory methods and research design.

Chapter 3. Research Design

This chapter will outline the theoretical concepts which underpin this research, the sampling methods, ethical issues, methods of data collection and associated analytical tools.

Before clarifying the theoretical perspective that informs this study, it is beneficial to return to the research questions which were outlined in Chapter Two. The specific formulation of research questions is pivotal in determining the potential methods available to investigate them. A justification for those methods will in turn provide an insight into the 'assumptions about reality' held by the researcher and should reveal a coherent theoretical basis for the study (Crotty, 1998, p. 2).

The context of this study is the post-observation feedback on teaching conference (FTC) on short initial teacher-training programmes. The following three questions form the focus of the thesis:

1. What meanings are produced by trainees and trainers in the feedback on teaching conference? Who produces them?
2. How do participants navigate the discursive practices of the Feedback on Teaching Conference (FTC) and, where possible, determine its trajectory?
3. In what ways do trainees show agency in establishing their voice as developing teachers of English?

I will explore each specific question in greater detail from section 3.6, from which point the research process (data collection and analysis) is dealt with in greater detail. However, an initial analysis of the questions suggests that as a researcher, I hold certain assumptions or beliefs about the feedback process. In the first and second questions, there is an implicit suggestion that the conference should be interactive, and that pedagogical concepts should be 'mediated' rather than simply expounded by the trainer. Question three implies that agency on the part of trainees is to some extent a positive characteristic. These beliefs are fundamentally important not just in the context of the FTC, but to my beliefs and assumptions about teacher education in general.

The need for researchers to outline their beliefs and assumptions is seen as a critical step in carrying out qualitative research. Adler (2022, p. 599) stresses the need for the researcher to make accurate observations and to be 'intellectually honest about what is observed'. Dodgson (2019, p. 220) emphasises the importance of 'including the researcher's positionality in relation to what is being studied' in the interest of clarity and transparency.

Transparency is closely related to Guba's (1981) construct of 'trustworthiness' in qualitative research. In preference to adopting positivist constructs such as validity, reliability, objectivity and generalisability as criteria for evaluating qualitative research, Guba proposes the following benchmarks for 'trustworthiness' in qualitative inquiry:

- *Credibility* (rather than validity): the extent to which the respondent's views correspond to the researcher's representation of them (Lorelli, Norris, White, & Moules, 2017, p. 3). To some extent, this is determined by the extent to which co-readers can recognise the reported experience when confronted with it (Ibid.).
- *Transferability* (rather than generalisability): since qualitative research projects generally concern a particular environment and specific set of individuals, it may be impossible to generalise findings on a wider scale. However, given sufficient contextual data, readers 'can determine how far they can be confident in transferring to other situations the results and conclusions presented' (Shenton, 2004, p. 70).
- *Dependability* (rather than reliability): the research process should be 'logical, traceable and clearly documented' (Lorelli et al., 2017, p. 3) to allow a future researcher 'to repeat the work, if not necessarily to gain the same results (Shenton, 2004, p. 71).
- *Confirmability* (rather than objectivity): although complete objectivity can never be fully achieved, the qualitative researcher must be seen to be transparent in showing how the findings derive from the data. Shenton (2004, p. 73) proposes strategies for how this may be achieved, including triangulation of findings, admission of the researcher's beliefs and assumptions, compiling an audit trail and recognising shortcomings in a study's methods and their potential effects.

Guba's conceptual construct of 'trustworthiness' provides a practical framework for evaluating the research process, and I will be referring to it intermittently in this chapter.

The need to outline the researcher's positionality on the research topic is closely linked to Guba's concept of *confirmability*. Consequently, I will briefly outline my position on teacher education and the FTC; doing so provides a degree of transparency to the study, and assists the reader in ascertaining whether the research process has been empirical to the extent that it is 'systematic, credible, verifiable, justifiable, useful, valuable and trustworthy' (Wellington, 2000, p. 14)

3.1 An Axiological Position

An outline of my own understanding of teacher learning could provide what Cohen et al. (2011) call an *axiological* perspective on the research process, thus shedding light on my values and beliefs, which are likely to influence decisions on the choice of the research paradigm, methodology and the selection of what may be seen as significant or valuable data.

As a trainer on initial and in-service teacher training programmes, I have come to view teacher cognition, which Borg (2003, p. 81) loosely defines as 'what teachers think, know, believe and do', as a complex mix of knowledge, memories and experiences which contribute to the teacher's practice and identity as a classroom practitioner. This mix includes, amongst other components, formal pedagogical knowledge, classroom experiences, teaching contexts and their own prior experiences as learners. Lortie (1975, p. 61) refers to this final component as the 'Apprenticeship of Observation'. This multifaceted view of teacher learning does not undervalue the importance of pedagogical knowledge, which is the 'basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession' (Johnson, 2009a, p. 11) but it recognises that how teachers interpret and enact this knowledge is 'interpretive and contingent on knowledge of self, setting, students, curriculum and community' (Johnson, 2009a, p. 10).

On initial teacher-training programmes there is an inherent paradox; we expect learner teachers to perform competently before they have acquired and developed the necessary skills to do so on a consistent basis. Consequently, trainees rely to some extent on past experiences, memories and assumptions to function as a novice practitioner. I hold that the feedback conference can help foster *reasoning teaching* (Johnson & Golombek, 2016, p. 8), allowing participants to re-examine their practices and tacit assumptions through reflection and interaction with peers and trainers.

3.2 Theoretical Perspective

The principles which underpin my own position as a teacher trainer highlight the importance of social interaction in teacher development. Moreover, my second, and pivotal research question, *(How do participants navigate the discursive practices of the FTC and, where possible, determine its trajectory?)* assumes that the feedback conference is essentially collaborative in nature. This has consequently led me to adopt sociocultural theory (SCT) as a theoretical basis for this study.

Sociocultural theory, based on the work of Lev Vygotsky (1978), views human learning not as an 'individual mental phenomenon' but as social in character (Jones, 2016, p. 44).

The key precept is that concepts and practices emerge through human interaction before they become *'internalised'* in the individual mind through a process of mediation. This process of *internalisation* is achieved by means of mediational 'tools'. The term 'tool' refers to both technical (i.e. physical) and psychological tools, such as 'languages, counting systems, forms of expression, and conventions invoking social practices and social identities' (Jones, 2016, p. 44). The way language itself is used as a mediational tool is pivotal to this study which explores how meanings are negotiated in the context of the feedback conference.

Johnson and Golombek (2016, p. 4) emphasise the transformative nature of the sociocultural model, as 'individuals transform what is appropriate for their own purposes and in/for particular contexts of use' (ibid. p.4). in this sense, the model is dynamic in nature and somewhat different from 'apprenticeship or reproduction models of the human mind' (ibid.) This transformative aspect of SCT is one which I have aimed to explore in the third question where the focus moves to human agency and voice.

3.3 Epistemology

A theoretical perspective, as explored above, is a 'way of looking at the world and making sense of it' (Crotty, 1998, p. 8). In the context of the present study, it involves postulating *how* teacher learning occurs and *how* knowledge is created. An epistemological position, on the other hand, refers to the researcher's understanding of 'the nature of knowledge, its possibility, scope and general basis' (Hamlyn, 1995, p. 242).

An objectivist epistemology would suggest that meanings and knowledge have an independent existence regardless of the 'operation of any consciousness' (Crotty, 1998, p. 8). In many ways, this epistemological approach was resonant of early approaches to linguistic research. Saussure, for example, made the binary distinction between *langue* and *parole*, (Saussure, 1959, pp. 9-15) where the former represented a 'pure' and objectified description of the language without reference to its use in real-life contexts by actual speakers. Linguistic research tended to concentrate on *langue,* an established system of grammatical and phonological rules at the expense of language used in context. Applied linguistic research realises, however, that language is a complex, multi-faceted social activity which is primarily concerned with making meaning. Such meaning-making incorporates a range of skills apart from structural (grammatical) knowledge; these include pragmatic and communicative competence, paralinguistic features, knowledge of style and lexical awareness. Real, everyday meaning-making in this sense is 'messy' and complex and can only be explored in actual instances of human interaction.

A sociocultural model of human cognition implies a worldview in which meanings are constructed through human interaction. Culture in the Vygotskian sense, which refers to the norms of social interaction and human organisation, is perceived as an objective force which 'infuses social relationships and the historically developed uses of artifacts in concrete activity' (Lantolf & Thorne, 2006, p. 1). Although culture is 'supra-individual and independent of any single person', it is still 'rooted in shared social practice' (Ibid.). This implies that knowledge is historically produced and has no existence outside the minds and social practices of human beings, and places sociocultural models of cognition firmly within a constructionist epistemology. Constructionism rejects external, objective concepts of truth and asserts that meanings come 'into existence in and out of our engagement with the realities in our world. There is no meaning without a mind' (Crotty, 1998, p. 8). Such a model of human cognition reflects my own position that meanings in the feedback conference are socially constructed through the discursive interactions of participants.

3.4 Methodology and Methods

I use the term methodology in this study to refer to the overall 'strategy of inquiry' (Cresswell, 2009, p. 11) which will provide a 'direction for procedures in the research design' (ibid.). A methodology forms the 'interface between theory and particular research questions' (Mercer, 2004, p. 138). Methods refers to the specific research procedures and tools used for the collection, analysis and interpretation of data.

The prime focus for this research is on how participants navigate the discursive practices the post-observation feedback conference, and how trainers, trainee teachers and their peers use language as a social 'tool' for 'constructing knowledge, creating ideas, sharing understanding and tackling problems collaboratively' (Littleton & Mercer, 2013, p. 13). In line with this focus, I have adopted discourse analysis as the over-arching methodology or strategy of inquiry. Discourse analysis is eclectic in its potential choice of research procedures and tools, and other researchers, adopting sociocultural models of learning, have used these or similar methods for their own research purposes (Gee & Green, 1998; Johnson & Golombek, 2016; Littleton & Mercer, 2013). Like conversation analysis (CA) and ethnographic research, it works from transcribed excerpts of real speech to which the 'analyst provides a commentary' (Mercer, 2004, p. 141) It also can incorporate a focus on lexical content as 'word choices and cohesive patterning can represent ways that knowledge is being jointly constructed' (ibid.).

Adopting well-established research methods such as discourse analysis lends to the overall *trustworthiness* of the methodological approach. Shenton (2004, p. 64), addressing Guba's (1981) construct of *credibility* in qualitative research, encourages the

use of 'data gathering' and 'methods of data analysis' which derive from 'those that have been successfully utilised in previous comparable projects'.

The use of discourse analysis as the prime tool of inquiry in the study reflected my wish to explore the linguistic choices made by participants in the feedback conference. Shenton (Ibid.) advocates triangulation (for example, the use secondary methods of inquiry such as interviews) to reinforce the construct of credibility in qualitative inquiry. I decided against the use of interviews as triangulation for several reasons.

First, as mentioned above, the prime aim of the study was to examine how participants used language to navigate the discursive demands of the FTC. Data obtained through interviews might have drawn the researcher's attention away from the essential focus of the study. Secondly, a focus on discursive structures (and the initial topical analysis), without the use of interviews, allowed the researcher to explore a broader data base from a wider range of participants. Inclusion of interviews within the word constraints of the thesis would have inevitably narrowed the scope of the study. Finally, this purely discursive approach had already been employed successfully by Morton and Gray (2010) in their study of joint planning sessions on the CELTA programme.

A possible limitation of the approach lies in the degree of uncertainty involved in attributing motives or reasons to a participant's choice of a specific discursive structure without the use of secondary evidence obtained through interview. For this reason, I have taken care to adopt tentative language when postulating the reason(s) for a participant's use of language and I have avoided making definitive statements about a participant's linguistic choices.

	Research Questions	**Research Tools**
Stage One	1. What meanings are produced by trainees and trainers in the feedback on teaching conference? Who produces them?	**Topical analysis** Coding
Stage Two	2. How do participants navigate the discursive practices of the Feedback on Teaching Conference (FTC) and, where possible, determine its trajectory? 3. In what ways do trainees show agency in establishing their voice as developing teachers of English?	**Discourse Analysis including:** Conversation Analysis Speech Act Theory Lexical signalling

Table 4

In line with the discourse-based approach mentioned above, I adopted a range of methods or analytical tools to address the specific foci of the research study. The nature of the three research questions, however, led me to divide the project into two distinct

phases, each with its own set of research tools. Each phase and the corresponding research questions and tools can be seen in the Table 4 above.

Stage one – Topical Analysis (Research Question 1)

In response to the first question *(What meanings are produced by trainees and trainers in the feedback on teaching conference?)*, which constituted the first stage of the project, I used a coding procedure to identify and categorise topics which were raised by participants in the FTCs. This allowed the researcher to view 'the big picture'; it highlighted the most frequent topics of discussion and informed the qualitative analysis of individual episodes in Phase Two.

The topic overview provided useful data; apart from being of interest to other teacher-trainers it also allowed me to relate the topics to theoretical models of teacher knowledge. The sub-question in Phase 1 (*Who produces the meanings / topics?)* is an important aspect of the study. Specific topics were coded to the participants who initiated them (trainees or trainers). These 'topic initiations' were then totalled to indicate the ratio of trainee to trainer contributions in the FTC. I will elaborate further on this in the data & analysis sub-section, though this secondary 'numerical' element was useful in providing an overview of participant engagement in the FTC, and has also been utilised successfully by other researchers in the field of applied linguistics, e.g. Morton and Gray (2010).

Stage Two – Qualitative Analysis (Research Questions 2–4)

To address the second stage and the accompanying two questions, the research focused on five individual feedback episodes. The episodes were selected to exemplify a range of approaches to navigating the discourse of the feedback session. Trainees had varying degrees of success in doing so, though all trainees used discursive structures to achieve their own specific purposes. In four of the episodes there were examples of 'growth points' or 'cognitive dissonance'. The focus was on how these differences were jointly resolved and, how participants worked together to maintain a 'shared communicative space' (Mercer, 2000, p. 141). A range of analytical tools were employed including elements from conversation analysis, lexical choice and semantic signalling.

The concept of student-teacher agency forms the focus of the third research question, though this theme of agency is implicit throughout the study, as will be seen later in this Chapter 6. In the research I demonstrate how participants use discursive structures to indicate their sense of agency even when opportunities to do so may seem limited. Once again, elements from CA, lexical analysis and semantic signalling, as well as theoretical

concepts such as 'role inhabitance' (Koven, 2002) assist in illustrating the STs' developing sense of agency.

3.5 Ethical issues in data collection

Data for the current study was collected on three days in November 2015 at a language School in the south of England which, for the sake of anonymity, I will refer to as South Park School of English. The subjects of the study were participants on an intensive four-week Trinity Certificate in Teaching English to Speakers of Other Languages (Cert. TESOL) programme, a recognised and accredited initial teacher training course for those wishing to teach English in the UK or abroad. In weeks two to four, the trainee-teachers, complete a six-hour teaching practicum. Initial teaching practice (TP) sessions are 30 minutes in duration, but these progress incrementally to one hour. Trainees teach in groups of two to four under the supervision of a trainer, who is also a subject tutor on the course. Trainees observe each other's lessons and contribute to a final feedback conference. In this study, for the sake of clarity, the term feedback on teaching conference (FTC) refers to the entire feedback session in which two, three or four trainee-teachers plus the trainer may give and receive feedback on their taught lessons. Each individual trainee's feedback event is referred to as an episode or session. When referring to participants, I use the term *trainee* to refer to the novice teachers. The teaching practice supervisor will henceforth be referred to as the *trainer*.

The data in this study consists of video-recorded files of each feedback on teaching conference (FTC). Conferences were recorded on six occasions with different combinations of trainees under the supervision of one of two trainers. The recordings were made on the Thursday and Friday of week two and the Wednesday of the final week. Passing each teaching session is a mandatory requirement though candidates may repeat a limited number of sessions, as determined by the centre. As a result, the teaching practice sessions (TPs) have the potential to generate high levels of anxiety amongst trainees, who have invested financially, intellectually and emotionally in the endeavour. Minimising possible causes of stress and anxiety is an important ethical consideration when video-recording feedback conferences.

Unforeseen breaches in confidentiality can have potentially serious consequences for participants, and unscrupulous methods of data collection can result in 'harmful effects ... stress, undue intrusion and real or perceived exploitation' (BAAL, 2021, p. 4). Adherence to a set of ethical principles and guidelines is aimed at safeguarding participants, researchers and the research community as far as possible during the research process. In requesting ethical approval for the study, I referred to the University of Nottingham's *Code of Research Conduct and Research Ethics (Nottingham,*

2013), the British Educational Research Association's *Ethical Guidelines for Educational Research (BERA, 2019)*, and the British Association of Applied Linguistics *Recommendations on Good Practice in Applied Linguistics (BAAL, 2021)*. All three sets of guidelines highlight the central issues of protecting respondents from harm, assuring privacy and anonymity, and obtaining informed consent.

In terms of protecting respondents from potential harm or distress, the presence of the video camera in the feedback session could represent a source of anxiety for some participants and could inhibit freer expression. To alleviate this concern, it was important to explain the purpose of the cameras and to answer any questions the participants had. In the present study, the rationale for the presence of the digital cameras was to assist with identifying the interlocutors and in interpreting gestures and body language which were intrinsic to the conversation. In initial discussion with the participants, it was emphasized that only the researcher and his trainer would have access to the video-recorded session and that their identity would remain protected. Finally, at any stage in the study, respondents would have the right to ask that the digital camera be switched off.

As far as obtaining informed consent is concerned, Dőrnyei (2007) highlights the right of participants to be informed of:

- *The aims of the investigation and the purpose for which the data will be used.*
- *The tasks the participants will be expected to perform during the study.*
- *The possible risks and potential consequences of participating in the research.*
- *The extent to which answers will be held confidential.*
- *The basic rights of the participants to withdraw from the study at any point.*

(Dőrnyei, 2007, p. 65)

Ethical consent for the research was granted by the School of Education's Research Ethics Committee at the University of Nottingham on 2 April 2015 (see Appendix B). Participants were sent electronic summaries of the details of the research project, including its purpose, their level of participation, possible risks (for example the video recordings may include personal feelings and / or reflections on the lesson) and the researcher's commitment to confidentiality and anonymity. It also outlined participants' right to withdraw from the study at any time without needing to state why.

In terms of confidentiality, informants were informed of their right to anonymity in the research report and any other academic presentation of the findings. Data would be

retained for a period of seven years on a secure server following completion of the doctorate, and the transcript of the FTCs will be available for scrutiny by the participants.

Trainees and trainers met with the researcher on the first day of data collection to discuss any questions they had and to sign the participant consent forms. Although no objections or queries arose on the part of trainees during the recording sessions, one of the trainers expressed his anxiety prior to the final FTC when he felt compelled to fail a candidate following an unsuccessful lesson. The researcher made clear that the trainer had the option to turn off the recorder should he feel that the presence of the camera would be intrusive. In the end, this was not felt to be necessary.

3.6 Sampling and data collection

The research location, South Park School, was chosen because of its reputation for providing effective teacher education: this was established by informal consultation with other training providers and the course directors at Trinity College, London. Trinity College has a rigorous course moderation (and evaluation) process, combined with annual standardization procedures. Selecting a centre which is seen as effective by the awarding organization adds credibility to the research process: trainers and trainees are likely to be using commonly established pedagogical and discursive practices which will be familiar to readers of the study and allow them to 'recognise the reported experience when confronted with it' (Lorelli et al., 2017, p. 3).

Initial contact with the trainers (at a conference organized by Trinity College) revealed that both they and their trainees were accustomed to hosting outside researchers in the school and welcomed feedback on their own practice. In addition, trainers and trainees were used to feedback sessions being video recorded: an important factor in reducing the Hawthorne Effect (Landsberger, 1958), a term which refers to a tendency amongst some participants in research studies to modify their behaviour when being observed. Frequent exposure to video recording can serve to mitigate this effect (Liang, 2015; Pringle & Stewart-Evans, 1990).

As stated in the previous section, data collection took place over three days in November 2015. Data was collected by video recording six FTCs. The conferences had a duration ranging from 37 minutes to one hour and twenty minutes. The length of each feedback session depended on the number of trainees teaching and the complexity of the issues which arose. Video rather than audio recording was chosen as it provided an insight into the spatial context of the post-observation session, allowing attention to gesture and gaze. The alternative to videorecording would have been to physically observe the conference, an option which was felt to be intrusive.

A total of 11 participants took part in the study. They have been allocated pseudonyms to protect their anonymity. The two trainers, Jim and Rosanne are experienced teacher trainerss and have been running the Cert. TESOL at South Park School for several years. They have developed a consistent approach to feedback and share a common and distinctive metalanguage to describe phenomena in the language teaching classroom. This will be explored later in the research paper. The trainees, six women and three men represent a range of ages, backgrounds, and teaching experience. Five of them, Christina, Jenny, Jack, Errol and Lisa are in their mid-twenties whilst Joe, Amelia, Alice and Dee range between 45 to 55 years old. Jack has some experience of teaching English in Italy, whilst Jenny and Amelia have taught in the UK education system at secondary level. Lisa is already teaching supplementary drama lessons to English language learners at South Park School.

As is frequently the case in small scale research, I have targeted a discrete group of participants (in this case, a class of trainers and trainees in one single school) as the focus of the study. They constitute what Cohen et al. define as a non-probability sample in which the researcher focuses on a specific group 'in the full knowledge that it does not represent the wider population; it simply represents itself' (Cohen et al., 2011, p. 155). A non-probability sample is convenient and practical when 'researchers do not intend to generalize their findings beyond the sample in question' (Ibid.) Finding a demographically representative sample would have involved a larger-scale study which would be outside the practical parameters of this research project.

Guba (1981) highlighted *transferability* rather than *generalizability* as a crucial benchmark when defining trustworthiness in qualitative research (see page 50 in this section). The findings of this study will allow readers themselves to 'determine how far they can be confident in transferring to other situations the results and conclusions presented' (Shenton, 2004, p.70).

From my perspective as a teacher-trainer, the composition of the group has a degree of familiarity; the mixture of ages and backgrounds in the sample reflects my own experience of teacher training and groups of trainees. One potential limitation in the sample is the absence of trainee teachers who speak English as a second language. It is estimated that Non-Native English Speaking Teachers (NNESTs) constitute 80% of the English language teaching workforce globally (Moussu, 2018, p. 2). From my own experience, there has been a noticeable rise in the number of non-native English-speaking trainees on the Trinity Cert.TESOL over the last five years. There is scope for future research into how this group of trainees interact in the feedback conference, and perhaps the findings of this study may provide non-native English speaking trainee teachers with a useful insight into the linguistic and discursive practices of the FTC.

As mentioned earlier, the use of video-recording equipment has the advantage of helping the researcher to identify who is speaking at a specific time. It can, however, pose potential problems when recording interactions. Zuengler *et al.(1998)* in their study of video recording as a data collection tool, refer to the potential distraction of the camera. Even in longitudinal studies, they found that participants were very much aware of the presence of the camera and often referred to this in the data. They nevertheless concluded that most classroom interaction is not susceptible to being changed most of the time and that the real risk of distortion of data occurred where the camera was present on a one-off basis. In South Park School, the presence of the camera was very much part of the FTC – all feedback was recorded by the school, possibly to refer to in case of disputes or complaints. The presence of a second camera seemed not to cause excessive consternation.

The following table gives an overview of each FTC, the participants and the length of each recording.

Recording & Date	Duration	Trainer	Trainees (in order)	Transcribed	Coded
1. 12/11/15	74:59	Rosanne	Amelia, Alice Lisa, Errol, Jack*	Yes	Yes
2. 12/11/15	78:11	Jim	Dee, Jenny, Joe, Christine	Yes	Yes
3. 13/11/15	100:51	Jim	Alice, Lisa, Dee, Amelia, Errol*	Yes	
4. 13/11/15	57:34	Rosanne	Jack, Christine, Joe, Jenny*	Yes	
5. 25/11/15	37:18	Rosanne	Jack, Lisa*	Yes	Yes
6. 25/11/15	59:50	Jim	Amelia, Dee Errol*	Yes	Yes
Total Recording Time:	**06:48:43**				

- Students marked with an asterisk were present as observers and did not teach a lesson prior to the FTC. Those marked in red are the focus of individual feedback episodes in Chapter 5.

Table 5

The time lapse between the first four and the final two recordings provided an insight into how participants might cope with the more demanding nature of the final assessments. It could also provide a glimpse into how the trainees progressed between the start and end of the course.

Conferences 1,2,5 & 6 were selected for detailed coding in order to obtain a representative sample of the participants involved in the study. Coding of the full data base would have proved challenging, because one trainee, due to a strong local accent, posed comprehension difficulties for the transcriber.

3.7 Research Process – collection and analysis of data

In this section I outline the steps which were taken in collecting and analysing data, the underlying rationale, any issues which arose in the process and how these were resolved. Although the process is presented in linear format many of the steps were cyclical in nature. For example, re-transcribing often took place during the coding process when errors in transcription were noted. Decisions to re-categorise topics sometimes occurred in part two of the study when individual feedback episodes were examined in greater depth.

	1	**Ethical Consent Granted** 2 April 2015
	2	Initial meeting with South Park School Teacher-Trainers to discuss research project. 30 September 2015
	3	Ethical Consent – Information sheet and Forms sent to all participants for reading prior to initial meeting -10 November 2015
	4	**Meeting with trainees and trainers at South Bank School** Opportunity for researcher to get to know the participants and answer further questions about the research. All participants signed consent forms.
PHASE 1	5	**Data-collection: Recordings of Feedback on Teaching Conferences** 12, 13 & 25 November 2015
	6	**Preliminary notes made on each FTC recording**
	7	**Recordings transcribed** using Transana software
	8	**Initial coding and categorising** of 'clips' using Transana software
	9	**Categories reviewed and refined**
	10	Reliability of coding frame checked – second coder
	11	**Topic data presented in tabular format plus analysis / discussion (Chapter 4)**
	12	Episodes identified for in-depth qualitative analysis in Part 2
PHASE 2	13	**Analysis of individual episodes (Chapter 5)** These were representative of the general topics identified in Part 1 and selected to illustrate a range of strategies used by trainees to navigate the FTC. The unifying themes were mediation of meaning, trainee agency and orientation to trainer's authority in the FTC.
	14	**Analysis and discussion (Chapter 6)**
		Conclusion (chapter 7)

Table 6

The initial meeting with the research participants (step 4) allowed the researcher to conduct a brief group interview with the trainees who had been studying on the course for 8 days. Having outlined the purpose of the research study to the trainees and signed the ethical consent forms, the researcher was able to collect brief notes about their background and previous teaching experience. The notes proved useful in interpreting

comments made by participants in the transcribed extracts; particularly when they referred to prior experiences.

3.8 Video-recorded Data: Preliminary Notes

The first step in the process of transcribing and analysing the data was to view each recording and to record initial impressions. This step provided a 'top-down' perspective of each particular FTC. The resulting notes were of benefit when moving on to the transcription phase. Appendix C gives an example of features which I noted when watching FTC 3. Importantly, any potential implications for the transcription process and future analysis were listed next to each observation.

Having this wider view of the FTC afforded a sense of proportion to the transcription process; being aware of the topics covered allowed the transcriber to better deal with unclear or inaudible elements in the raw data. It also helped the researcher avoid developing what Jenks (2013) calls 'tunnel vision'; spending 'countless hours making many representational decisions' (ibid. p.91) and possibly losing sight of the wider aims of the research process.

The initial viewing brought other key issues to the surface; for example, when to annotate the transcription to indicate use of gesture by participants. These were a key element in the sessions, and in certain circumstances they were instrumental in allowing the reader to interpret what was happening. In recording 2, for example, one of the participants, Joe, demonstrates useful gestures for encouraging learners to contribute answers.

3.9 Transcription

Transcription is an invaluable and essential tool in the 'presentation, dissemination, and publication of analytical work on spoken discourse' (Jenks, 2013, p. 251). In the field of CA, transcriptions often accompany data recordings, which allow for a deeper understanding of the complexity of spoken discourse. The transcriber, however, when producing a purely written transcript, needs to walk a tightrope between maintaining an accurate representation of what occurred in spoken interaction whilst transcribing what is relevant to his or her research question and theoretical perspective. Time and financial constraints, and the need for clarity in publication may entail omitting some aspects of spoken communication which do not relate to the researcher's focus. In this way, practices are 'reflexively tied to the context of their production and to the practical purposes of their accomplishment' (Mondada, 2007, p. 801).

My initial approach to transcribing the video-recorded FTCs was to use a fine-grain 'Jeffersonian[1]-type' transcription protocol. Such an approach allowed me to work inductively from a 'rich' data source to formulate areas of interest. This approach corresponds closely to Jenks's concept of an 'open' rather than a 'closed' transcript. The 'open' transcript 'entails abandoning a priori assumptions pertaining to what aspects of spoken discourse are relevant to conducting research and transcribing every feature of talk and interaction that is recorded' (Jenks, 2013, p. 253). I therefore transcribed relatively fine levels of detail including, amongst other features, timed pauses, audible breathing, intonation, non-word utterances and overlapping speech.

As transcription progressed and the focus of the research became clearer, I included more granular features only when they seemed particularly relevant to the research focus, e.g. over-lapping speech might seem more relevant when indicating dissonance between two speakers, pauses seemed significant when suggesting indecision or cognitive effort in verbalizing new concepts. Gestures and paralinguistic features were inserted (described in double brackets) when they were key to understanding part of the text. Consequently, the transcript assumed a slightly more 'closed' character in line with Jenks's observation that a 'closed transcript is produced deductively and according to what is relevant for the researcher's investigatory agenda' (Jenks, 2013, p. 253).

Transcription provides the researcher with a static representation of what was video-recorded in the FTC; it is in reality an additional tool 'which can be used to help analyse and understand the recordings' (Liddicoat, 2007, p. 13). Transcripts do not constitute the primary recorded data but are 'subjective representations of talk in which the transcriber has made decisions about what features of talk to include or exclude from the transcription' (Ibid.). As a result, the transcription inevitably possesses some limitations. First, the tension between the need for both readability and granularity (attention to fine-grained detail) has inevitably led to compromise in some cases. For example, lengthy and extended hesitations with numerous restarts can impede comprehension when transcribed into written format. In such a case, I have occasionally omitted part of the text to assist coherence, whilst making a considered judgement as to whether the transcription still retains credibility, i.e. the extent to which the respondent's utterance corresponds to the transcriber's representation of it (Guba, 1981).

Prosodic elements, such as intonation and pitch, can only be imperfectly represented in written transcripts. For example, the nature of Alice's sharp and dismissive rising

[1] This system for transcribing spoken speech was developed by Gail Jefferson (2004) for early work in conversation analysis. Adaptations of the system are still widely used for capturing elements of spoken discourse such as, pitch, volume, intonation, pauses, false starts, etc. The system of transcription used in this study is outlined in Appendix A.

intonation in Chapter 5.3, Extract 7, cannot be fully grasped without access to the video recording: the transcriber's representation and commentary go some way to explaining the impact of her utterances, but they are interpretive and depend to some extent on the researcher's subjective understanding of the situation.

Finally, audibility also posed challenges, particularly in the case of one trainee whose New Zealand accent combined with rapid speech led to problems in comprehension. Although it was possible to make informed guesses, parts of the text were marked inaudible. As a result, the transcript lacked coherence in places, and I felt it was unsuitable for inclusion in the detailed analyses in Chapter 5.

When using transcription for 'public' purposes (e.g. for inclusion in written texts), I have tended to review and re-listen to the original to check for accuracy and fairness of representation.

The video-recorded sessions were transcribed manually by the researcher using *Transana* software. This allowed me to view the video clips whilst writing and to insert timings in the text, enabling the researcher to access specific interactions simultaneously in both the text and video clip with ease. I include a copy of my transcription protocol in Appendix A.

3.10 Coding and Categorising Topics

The focus of the first research question was to identify the meanings produced by participants in the FTC. For the purposes of this study, I have interpreted meanings as *topics of discussion* related to aspects of teaching English as a Second Language. Coding transcripts was a useful tool for identifying and categorising topics, though not without ambiguities and complications, as will be seen later in this section.

Saldaña (2016) defines a code as 'a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and / or evocative attribute for a portion of language-based or visual data'. Attributing summative or salient codes to sections of transcript raised several issues, the first of which was perspective. My initial coding was intended to be 'descriptive' (ibid. p.4); topics would be coded without reference to an existing taxonomy of subjects normally discussed in feedback conferences. In this way, I would achieve an 'objective' overview of the content of the FTCs. As a teacher-trainer, however, I had my own preconceived ideas about what constitutes 'legitimate talk' (Copland, 2012; Heller, 1996) that is, professionally-orientated topics for discussion. I had views about who has the 'epistemic rights' to talk and how that knowledge is expressed in the FTC. In my role as a researcher-practitioner, I realised that these lived experiences and preconceptions provided a valuable lens through which to interpret and

classify topics for discussion, yet I also understood that a degree of detachment and objectivity was also essential in each step of the research process. This required constant reflection on research decisions and procedures and an open-mindedness towards approaches adopted by trainers and trainees which might seem unfamiliar and, at times, unorthodox.

The second issue was related to what constitutes a 'topic' in terms of coding and how topic-boundaries could be empirically defined for the purposes of this study. Morton and Gray (2010), in their study of lesson planning conferences and the production of Personal Practical Knowledge, applied topic coding to 'turns, or a multi-turn sequence in which the same aspect of PPK was the topic'. Their approach, grounded in conversation analysis, was appropriate for a quantitative analysis of the data. The resulting analysis yielded valid and reliable data relating to categories of PPK and who produced them.

The aim of the present study is to present a numerical, broad-sweep overview of topics discussed; I have endeavoured to produce an empirically consistent frame of analysis but realise that coding is to a large extent a heuristic process, a process of discovery, a 'problem-solving technique without specific formulas or algorithms to follow' (Saldaña, 2016, p. 9). Decisions regarding coding are a 'dynamic and malleable process' (ibid.) and may involve a subjective, experience or contextually based judgement on the part of the researcher. Decisions about how to code a specific extract are influenced by the research questions and methodology adopted by the researcher. At the same time, however, a specific coding choice may be made to highlight interesting and idiosyncratic features which merit the attention of the reader. For example, use of the term 'popping' (to refer to pausing after asking a question) in South Park School was coded separately rather than subsumed under the key word 'questioning technique'. To have done otherwise would have detracted from the significance and importance of the term in the training context.

For the purposes of this study, I have generally chosen to code longer excerpts of discourse in which the same topic is maintained. These excerpts may contain references to other topics but still maintain a holistic reference to one focus of discussion. I have used Gardner's (Gardner, 1987, p. 137) construct of 'global coherence' or 'aboutness' when determining topics and topic boundaries, though other discursive features are also indicative in signalling topic shift:

- Pausing and falls in pitch.
- Use of fillers (uhm) whilst formulating the next utterance.
- Exhalation.

- Summative, evaluative remarks often reflecting opening comments (yeah, it was a disaster).
- An explicit or implicit speech act indicating that the speaker has completed a turn (that's it, thank you).
- A change of topic by the interlocuter (for example, a question posed by the trainer).

In the initial phase of analysis, I have used *concept coding* in which 'a word or short phrase symbolically represents a suggested meaning broader than a single item or action' (ibid. p.119). This seems appropriate when coding longer stretches of discourse, as mentioned above. In Appendix D, I have included a sample from the coding of the fifth feedback conference. It consists of one episode, Jack's feedback session. Close examination of the first two pages reveals some of the issues which arise in the coding process.

First, some utterances constitute what Copland (2008b) and Kurtoglu-Hooton (2016b) refer to as 'other talk': anecdotes, jokes, organisational issues (losing papers prior to the session, etc.), and personal conversations. Although these may be interesting in themselves, they lie outside the scope of the research focus.

Second, as mentioned above, decisions about coding often involve selecting and highlighting salient topics. In the coded sample I have categorised selection of materials under the *planning process (lines 90-97)*. On reflection, it was probably preferable to allocate it to a separate category; decisions relating to content can take place at stages within the lesson itself as well as in the lesson planning stage. Subsuming content within the category of planning somehow lessens its prominence as a topic in Jack's feedback episode.

Assigning codes to extracts of speech are often multi-faceted and slightly arbitrary in nature. Jack's explanation in lines 54-64 is a typical example of 'thinking aloud' in which the speaker identifies a general problem and gradually funnels his attention to the specific issue at hand. He begins his utterance by referring to the clarity of his lesson plan as opposed the lesson itself which did not seem to 'flow well'. He then specifies that he had too much content and was unable to include his paper-based activity. The whole extract could have been coded under *planning,* but I felt that using three separate codes emphasised the transition in his thinking as he attributed his problem to content and timing.

In the table in section 3.7, the research process is presented as linear: coding and categorising are seen as sequential steps in a clearly defined trajectory. In reality, coding and categorising were often concurrent; extracts were often coded, recoded and

re-categorised at various points in the research process. Using Transana transcription software, codes were allocated to clips of text using key words. The key words could consist of one simple lexical item or a short phrase to indicate the topic of the extract. In addition, each extract was allocated a brief description to summarise its content. In some cases, this was an *in vivo* heading (taken from the clip itself), in others it was a summative phrase to remind the researcher of the specific content of the clip. Finally, each clip was coded to the initiator, a process which facilitated the response to the sub-question (who initiated the topics?).

The software allowed the researcher to generate reports at two levels: at episodic level (for a particular trainee's feedback session) and at the level of the entire data library. Both proved invaluable in the research process. The reports allowed the researcher to review allocated codes (key words) rapidly without having to constantly refer back to the raw data. Clips could be easily edited to adjust coding decisions.

The summative graph of topics in Chapter 4 was produced by the software programme, though the graph was edited to reduce the incidence of topics which were not particularly salient and only occurred sporadically in the data. This was to facilitate ease of reading. The final summary was intended to provide a focus of discussion and be of potential interest to fellow teacher-trainers who read the report.

The sub-question relating to the first phase of the research (who produces the meanings?) provides an important link to phase two; it is closely connected to aspects of trainee agency in the feedback sessions. The coding of trainer-initiated topics against trainee-initiated topics allows the researcher to quantify the level of trainee autonomy in the conference. If a large number of topics were initiated by trainees, were they indicative of agency in suggesting ideas? This theme of agency assumes greater importance in research questions 2 & 3.

3.11 Phase Two – Qualitative Analysis of Individual Episodes

In the second phase of the study five individual feedback episodes were chosen for detailed qualitative analysis. All eighteen episodes transcribed in the study contained discursive features which were relevant to the research questions. The five episodes selected, however, covered the spectrum of topics identified in my analysis in Chapter 4. This provided a useful link between the two phases of the study. The selected episodes also afforded a varied range of pedagogical topics ranging teaching techniques and strategies to selection of content, classroom management and individual issues in adapting to a new role as a teacher of English. Such a broad range of topics gives a degree of increased credibility and trustworthiness to the study; readers are more likely

to have encountered similar situations in their own context and to 'recognise the reported experience when confronted with it' (Lorelli et al., 2017, p. 3).

Each episode was presented 'chronologically', with a commentary, to give an overview of the discursive flow of the feedback episode. Within each episode, extracts of the transcript were selected for fine-grained analysis; in these cases sampling was purposive (Silverman, 2005) in nature. Each excerpt related to the second and third research question; they were chosen to reflect the range of discursive strategies employed by trainees and trainers to navigate the demands of the feedback conference to differing effect and with various degrees of success.

In analysing each feedback episode I have used discourse analysis as an over-arching method: this has included speech act theory, elements of conversation analysis and lexical signalling. I adopt a wide interpretive lens through which to analyse the conference: Halliday's (1994) theoretical framework which views language as consisting of ideational, relational and textual meta-functions provides a useful 'heuristic' for exploring the feedback conference. Expressed simply, the ideational relates to the *meanings* which are produced during each episode, most of which will relate to aspects of pedagogy. The relational refers to the *interactive elements* of the FTC: how participants use language to relate to their peers and authoritative figures. The textual refers to the *discursive elements* of the conference and how these are used to different effect by participants. As will be seen in Chapter 5, exploring participants' use of language through this wider lens allows for a richer analysis of the data.

All three meta-functions are realised in Heller's construct of 'legitimate talk'. Heller's tenets defining the characteristics of legitimate talk in institutional settings provides a yardstick for evaluating the appropriacy of a trainee's use of language and discursive features in the FTC. Heritage's construct of 'epistemic authority' (J Heritage, 2012), and Stevanovic and Perakyla's (2012) additional dimension of 'deontic authority' also provide a framework for understanding the power asymmetry within the classroom , in particular the relationship between trainees and trainer.

Finally, the analysis turns to the concept of human agency and how this is demonstrated by participants in the feedback conference. For the purpose of this study, I adopt Rogers and Wetzel (2013) definition as the person's capacity for acting 'purposefully and reflectively on their world'. The introduction and text of Chapter Five explore these concepts in greater depth in the context of the five feedback episodes.

Chapter 4. Topical Analysis

This chapter aims to respond to the first research question, i.e. 'what topics are produced by trainees and their trainers in the feedback on teaching conference and who produces them?' For the purposes of this first phase of the research study, topics are interpreted in terms of the subject of conversation at a particular point in the feedback conference, for example, 'giving instructions', 'teaching pronunciation', 'questioning techniques', etc. An analysis of topics provides an insight into what is discussed in the conference: the identification of pedagogical content in the FTC will, in turn, inform the researcher of the theoretical principles which underpin the programme.

The second element in the question refers to the initiator of a particular topic, i.e. the participant who tabled the topic as a focus for discussion in the feedback conference. My interest lies in the status of the initiator: was it a trainee or the trainer? The ratio of trainee-initiated topics versus trainer-initiated topics may provide an insight into levels of trainee autonomy and agency in the FTC. If trainees table more topics for discussion, this may indicate a degree of agency in proposing areas for debate and evaluation, and consequently, to a greater or lesser extent, in determining the direction of the feedback conference (a theme which is pursued further in RQs 2 & 3).

4.1 Topical Analysis

In fig. 2, the more frequently cited topics are presented in graphical format. To the experienced ELT trainer, the topics appear familiar. Metalinguistic terms such as teacher talk time, elicitation, drilling and receptive skills form part of the 'economy of meanings' which distinguish us as a 'community of practice' (Wenger, 1998, p. 198).

In the first part of this section I will examine the range of topics initiated in the feedback conference. My focus will be on how the topics reflect the pedagogical approach adopted by the school, and whether the topics mirror procedures and techniques attested to in the field of English language teaching. Of particular interest are those features, e.g. use of terminology, which mark the school's approach as individual. I will illustrate my analysis with examples of topic initiation (or topicalizations) from the text, i.e. utterances from the transcript which illustrate how a participant verbalises a particular topic.

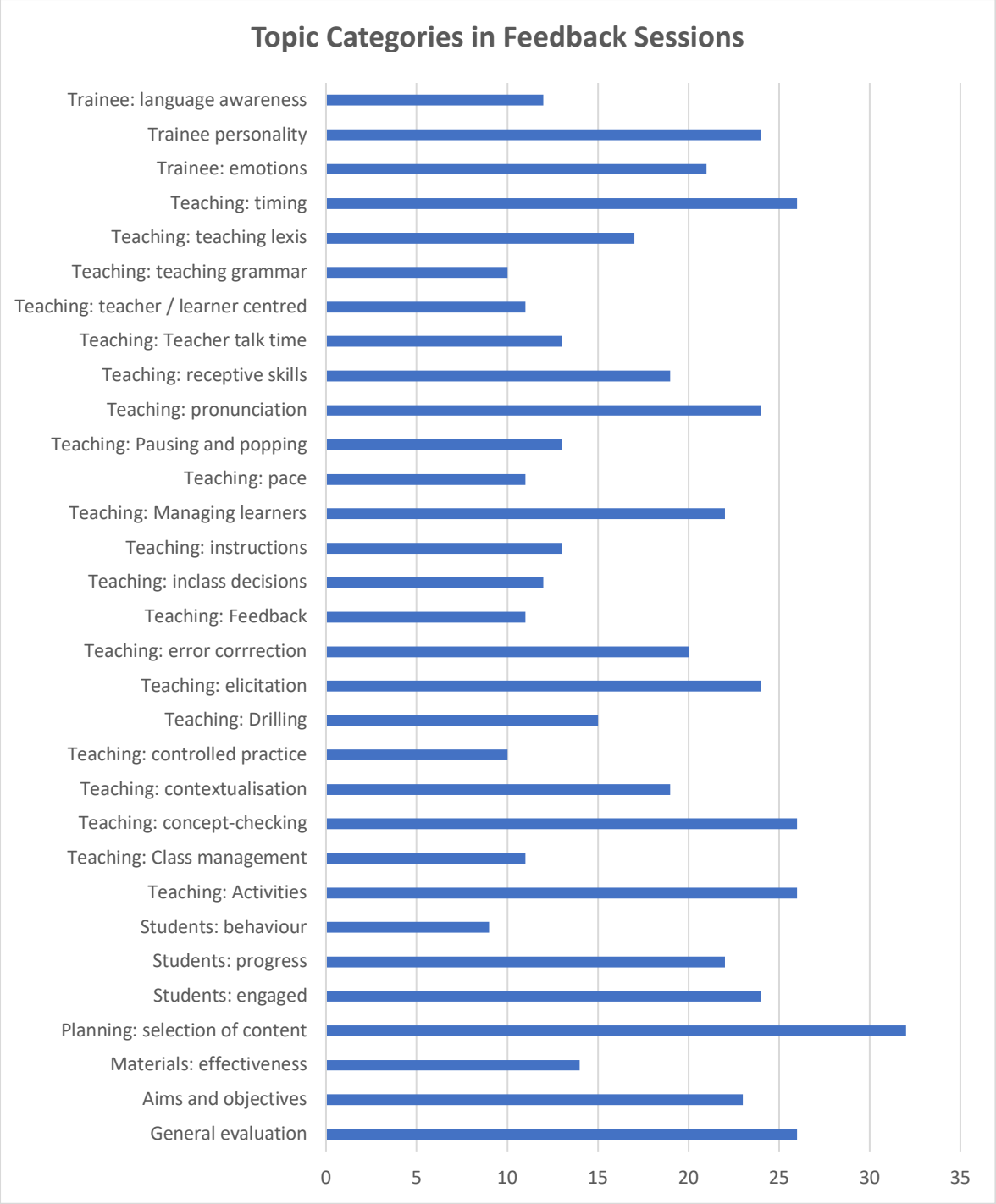


Fig. 2 The graph relates to 560 / 615 coded topics. Topics with fewer than 8 occurrences were omitted to facilitate reader interpretation.

4.2 General Review of Topics

In selecting topics for analysis for discussion, I have adopted frequency of occurrence as the prime criterion for inclusion. There are instances where groupings of topics may be considered collectively because they may represent a certain pedagogical approach to teaching. Finally, some topics may form the focus of discussion because they are specific to the institution. The review aims to provide the pedagogical background for the individual case studies in Chapter 5.

Example 1: Lesson Planning - Selection of Content (32 occurrences)

The most frequently occurring topic related to *planning and selection of lesson content.* The ability to 'demonstrate the ability to prepare appropriate outcomes for a lesson or lessons and means of achieving them' is one of the key learning outcomes on the course (Trinity College London, 2016b, p. 7). By the end of the course trainees need to have developed a competence in planning for the 'needs of different learners' in the classroom (Ibid.). The following coded examples illustrate trainees' thoughts and feelings related to the topic:

Jack*: I felt that my plan … felt very clear in my mind … felt structured … when it came to the lesson, I felt I missed out things … I wasn't going to be able to include things.*

Amelia: *I should have believed what it said on the sheet which was … what I had to do in the lesson … that word is lexical set … just six words in the living room … I could have done that quite nicely.*

Alice: *I'd like to have gone more to the order of my plan … it would have been done in a more systematic way*.

All three quotations signal a mismatch (Kumaravadivelu, 1999, p. 37) between the trainee's pedagogic intentions and their interpretation of their lesson. Jack shows regret at not being able to include his planned activities in the execution of the lesson (though this was not perceived as a problem by the trainer). Amelia wrongly assumed that the prescribed content would not be sufficient to meet the needs of her learners. Alice bemoaned her decision to abandon her plan. All three contributions reflect one of the common problematic aspects of planning; the potential divergence between planning and implementation. Senior (2006, p. 45), conducting a grounded theory study, captures some of the experiences of ELT teachers as they progress through their careers. She alludes to the problems trainees encounter as they implement techniques and procedures in the classroom. She states 'even though they have carefully planned their lessons, trainees can find themselves doing things differently from how they intended'.

Example 2: Global evaluation of lesson (26 occurrences)

A general or global evaluation of the lesson on the part of the trainee marked the beginning of most feedback sessions. Trainees evaluated their lesson in different ways:

Jack: *The term disaster springs to mind … I had too many ideas … I was going in too many directions.*

Jenny: (In response to the trainer's opening question, asking whether she felt 'flat') *No I don't think so … but right the good stuff …*

Lisa: *I feel a lot more positive about today than I did after yesterday's lesson*.

Angela: *I'm just glad I got through it quite frankly …*

In contrast to the first example, trainees' reactions are somewhat diverse. Jack resorts to hyperbole ('disaster') to stress his negative evaluation of the lesson. Lisa and Angela employ affective lexis (feel more positive, glad to get through it) to express very different assessments of their lessons. Jenny's response is more measured, and she swiftly moves into the analysis (right the good stuff …).

The global evaluation is an intuitive part of the feedback process. In the data base, trainees did not need a question from the trainer to provide a general assessment of their lesson, merely a brief prompt, such as 'right … (name)'. The global evaluations can be strategic in nature, for example, a downbeat, self-deprecatory evaluation by the trainee may pre-empt negative criticism from the trainer.

Example 3: Eliciting, 'popping' and concept-checking (65 occurrences)

I have decided to analyse these topics collectively since they reflect an inductive approach to teaching which is attested to in the training literature: Anderson (2017, p. 69) when outlining a procedure for teaching comparative adjectives, advises trainees to elicit rather than explain rules:

> It's a better idea to ask questions and elicit the key information from the learners. This helps us to assess how many learners understand the grammar and also provides a useful opportunity to scaffold the learning by leading them through the stage step-by-step. (ibid.)

Likewise Watkins (2014) highlights the potential values of adopting a similar approach to teaching new language.

The term 'popping' (Power of Pausing) is characteristic of South Park School; it refers to the technique of waiting momentarily to elicit answers in response to questions. Whereas eliciting and pausing are features of general education, I would suggest the term

concept-checking refers to specific technique in ELT where teachers ask specific types of closed questions to check understanding to a new item of language. All three topics reflect a constructivist approach to teaching in which learners construct knowledge based on their perception and understanding of the world around them (see Chapter 2.2.1). Such an approach is very much evident in the five studies which form the focus of Chapter 5. The following examples related to the topic of popping and elicitation show trainees' and the trainer's perception of their skills:

Jack: (*in response to trainer's question, 'what do you think you did too much of')*

Popping

Lisa: *(in peer evaluation of Jack's lesson) okay but in that silence, you were using up your lesson? Maybe so when you popped it was just silence.*

Trainer: (*speaking to Dee) Good, really solid start, really getting them thinking, eliciting the depth of context*.

The first two quotations relate to Jack's lesson. Jack had paused excessively when popping which had caused confusion. It is interesting how the peer observer, Lisa, is quite direct with her observation on Jack's excessive pausing. The third quotations is a positive evaluation by the trainer of Dee's opening to her lesson.

Example 4: Trainee emotions and trainee personality (45 occurrences)

The trainee-related topics, *trainee emotions* and *trainee personality*, deserve further elaboration. They appear in 45 topicalizations and mirror the importance of affect and emotion in the FTC (Agudo & Azzaro, 2019; Johnson & Worden, 2014). They also show the importance of 'connectedness' between peer trainees within the group (see Copland, 2011 in Chapter 2). Such connectedness forms part of the interactional context when investigating agency in the FTC.

Taking a sample 20 utterances related to personality and emotions from a single FTC, I have categorised them according to the speaker / initiator of each topic (see Table 7, below). Most comments pertaining to trainee personality were, unsurprisingly, made by a person other than the trainee whose lesson was under examination. Peer comments related mainly to teacher presence in the classroom and were overwhelmingly positive in nature (except for the first hedged criticism). This is not surprising as peer observers tend to hedge their comments to avoid offence (Copland, 2010). The trainer's comments were more balanced in terms of the negative and positive. The two trainee comments, however, were self-deprecatory in both categories: personality and emotions.

Topic: Trainee Personality	Topic: Trainee Emotions
Peer Comments: 'You have a really bubbly personality, which could be distracting.' 'I loved the humour and the encouraging nature.' 'Lots of positive energy.' 'Really nice personality – students got to know you.' 'Good manner.' 'You were calm and have a good teacher manner.'	
Trainer Comments: 'Really creative.' 'You have a tendency to do the work for them.' 'You tend to see the negatives' 'You were brave in your choice of subject'. 'Nice instincts.'	**Trainee Comments:** 'I felt unprofessional and ridiculous.' 'I wanted the lesson to end.' 'I enjoyed the lesson.' 'I wasn't confident with the subject matter.' 'It felt unnatural.' 'I found it hard to teach.' 'I wasn't confident'
Trainee Comments: 'I'm too controlling.' 'I cannot memorise things.'	

Table 7

Other topics in Table 7 represent well established elements on most ELT courses. For example, techniques for teaching pronunciation, such as use of the phonemic alphabet, drilling, finger counting, etc. may have their origins in more behaviourist approaches to ELT but they are still part of the trainer's repertoire. As a researcher-practitioner, I might perhaps resist excessive use of the term 'drilling' and prefer 'repetition' in my own training environment. It is noticeable that the term IPA is used in the school to refer to the phonemic alphabet, which is, strictly speaking, inaccurate but, perhaps at this level, is used as a convenient abbreviation. Other topics related to generic teaching skills include classroom management, giving instructions and timing, which seem conventional elements in teacher-training courses.

4.3 Levels of Participation in the Feedback Conference

In addition to analysing the *types* of topics explored in the feedback sessions, the study aims to identify the *initiator* of each topic in order to gauge the levels of participation in the session (see 4.1 above). Table 8 indicates the number of topics initiated by participants, i.e. the trainee teachers who have just taught their TP class, the peer observers (other trainees) and the teacher trainer.

Topic Initiation in Four Feedback Conferences

Feedback Conference	**Topic initiators**			
	Number of topics initiated by trainees whose lessons are being assessed	Number of topics initiated by peer observers	Number of topics initiated by trainer	Total
Conference 1 Amelia, Alice, Lisa, Errol, Jack*, Rosanne (Trainer)	47	56	61	164
Conference 2 Dee, Jenny, Joe, Christine, Jim (Trainer)	79	60	79	218
Conference 4 Jack, Lisa*, Rosanne (Trainer)	44	13	36	92
Conference 6 Amelia, Dee, Errol*, Jim (Trainer)	56	28	57	141
Total	**226**	**157**	**233**	**615**

*Trainees marked with an asterisk were present only as observers.

Table 8

It is important to note that a conference would usually consist of two – four trainees (and a trainer) who have just observed each other teaching. Each observed trainee would be allocated a separate episode or feedback session. The figures indicate the sum of topics produced over all the episodes in the conference. For example, in the first

conference, there were five trainees present, four of whom had taught a lesson. The feedback conference therefore consisted of four feedback episodes (one for each trainee) with the trainer and fellow trainees as participant observers. Each episode consists of three phases:

1. The trainee comments on the lesson they have delivered.
2. Fellow trainees give peer feedback.
3. The trainer gives a final assessment of the lesson.

The table suggests that the observed trainee and their peers are agentive in producing topics for discussion. In Conference 1, for example, the trainer initiates 61/164 topics. The remaining 103 topics are initiated by the trainees (the observed trainee and their peers).

The level of trainee participation may be explained by the structure of the feedback episode; participants follow a relatively formal procedure in which the observed trainee initially reflects on their own lesson guided by a set of pre-established open questions asked by the trainer. The fellow trainees then add their observations, followed by the trainer who evaluates the session and identifies areas for development (see above). C Vasquez and Reppen (2007) in their research article on 'changing patterns of participation in post-observation meetings' identify the positive effect of 'meta-discursive positioning', that is 'setting the stage' and establishing the roles and responsibilities for each participant before the conference. In the case in study trainees are 'meta-discursively positioned as active contributors' (ibid, p. 169). This positioning is made clear through training in the days prior to the start of TP sessions. It is further reinforced through the discourse of the FTC in which trainers remind trainees of the 'rules of engagement' (see section 5.2. Extract 2, p. 91).

To conclude, this chapter provides the researcher with an informative, global overview of topics covered in the FTC. The topical analysis provides an insight into the pedagogical approach of the conference: a predominantly inductive teaching approach encompassing specific English language teaching techniques with their roots in a range of methodologies. The table showing levels of participation indicate a high level of trainee talk v. trainer talk, particularly in the first two phases of the conference. The chapter provides an informative and promising context in which to explore issues of agency and adeptness in navigating the constraints of the feedback conference.

Chapter 5. Five Feedback Episodes

Chapter 4 of this study aimed to respond to my first research question by identifying the range of topics produced in the feedback conference.

In this Chapter, adopting a more qualitative lens, I will explore two further questions:

- How do participants navigate the discursive practices of the Feedback on Teaching Conference (FTC) and, where possible, determine its trajectory?
- In what ways do trainees show agency in establishing their voice as developing teachers of English?

The conference is a challenging and high-stakes arena: trainees need to negotiate a complex cognitive, relational and emotional pathway as they gain the knowledge, techniques and interactional skills to function as emerging practitioners. Consequently, in addressing the three research questions, I have chosen to examine the FTC through a broad analytical lens. As a heuristic tool, I have adopted Halliday's (1994) framework in which language has three broad functions, ideational, interpersonal and textual, to provide a wider perspective on the feedback conference. This will allow the researcher to explore the FTC as a speech event that extends beyond the simple mediation of technical knowledge to encompass intra- and inter-relational aspects which represent an important element in language teacher education and the related literature.

As stated in Chapter 3, using tools from the field of Discourse Analysis (conversation analysis, speech act theory, lexical signalling) I explore how participants navigate the discursive requirements of the FTC. Where relevant, I endeavour to relate observations to conceptual and theoretical frameworks from the field of ELT research. For example, Heller's construct of 'legitimate language' (Heller, 1996, p. 140) provides a yardstick for evaluating the appropriacy of a trainee's use of language and discursive features. Heritage's construct of 'epistemic authority' (J Heritage, 2012), and Stevanovic and Perakyla's (2012) additional dimension of 'deontic authority' also provide a framework for understanding the power asymmetry within the classroom, in particular the relationship between trainees and trainer.

To address the three research questions cited above, I have chosen five individual feedback episodes which are very different in character. The episodes have been selected from the first and final weeks of teaching practice on the four-week pre-service course (i.e. weeks 2 & 3). The table below provides an overview of the sample:

Week	Name	Duration of lesson	Main topics of Discussion
2.	Lisa	30 mins	Moving from a teacher-centred to more learner-orientated approach. Transition from performer (actor) to teacher.
2.	Alice	30 mins	Handling of receptive task (listening). Elicitation skills. Lack of familiarity with planning communicative tasks.
2.	Jenny	30 mins	Improving and extending elicitation and 'popping' skills. Using the phonemic alphabet (IPA).
4.	Jack	1 hour	Matching expectations with classroom reality. Excessive 'popping'. Learner management skills.
4	Dee	1 hour	Language awareness. Teaching a complex grammar point. Inductive versus deductive teaching.

Table 9

The feedback conference in the South Park School follows a clearly established and consistent format. Trainees who have just delivered their teaching practice lesson assemble with the trainer very shortly after the class. Each trainee will have taught in turn, and their fellow trainees and the trainer will have observed their lesson. Trainees will have taught in groups ranging from two to four: in the earlier stages of the course, groups are bigger since each trainee's lesson lasts only thirty minutes. Later in the course, group sizes diminish as each trainee teaches for a period of 60 minutes. Occasionally, a trainee may be present simply as an observer (usually in the earlier part of the programme).

Each trainee takes turn to become the focus of the feedback conference: the order of feedback corresponds to the order in which trainees taught their lesson. Each individual feedback episode consists of three phrases, as illustrated overleaf, in Table 10.

The Individual Feedback Episode - Format	
Phase*	**Characteristics**
Phase 1	**The trainee reflects upon and evaluates his or her taught lesson.** The trainer's questions are to a large extent standardised, and minimal, for example: *What do you think went well?* *What would you change is you were to repeat the session?* *Do you think you achieved your objectives?* The trainer may ask further questions to probe in greater depth or to prompt/remind the trainee of what happened in the session. Because the trainee 'has been given the floor', Phase 1 may be rather monologic in character, but this varies according to the circumstances. The trainer may choose to simply acknowledge points made by the trainee, or request further information. The trainer tends to refrain from making judgements at this point in the feedback episode. There is rarely any dialogue between the trainee and their peers.
Phase 2	**Fellow (peer) trainees who observed the lesson give feedback on their colleague's performance.** The contributions may be uncontested by the trainer unless clarifications or further explanations are required. Peer-trainees take turns to comment on their colleague's lesson.
Phase 3	**The trainer provides summative feedback on the lesson.** He or she plays the dual role of mentor and assessor. He or she may ask further questions and will also outline the developmental points for the trainee's next lesson.

Table 10

*Please note that the term 'stage' is occasionally used as an alternative to 'phase' in the text of the thesis.

5.1 Lisa - 'The fantastic train that just bulldozed through my lesson'

Lisa's feedback event takes place in week two of the course when trainees embark on their first two teaching-practice sessions. This feedback event follows her second teaching session. At this stage each individual episode is thirty minutes in duration and is developmental in nature. Trainees' lessons are not formally graded until week three. In addition to Lisa, the following participants are present: Rosanne (teacher-trainer), Amelia, Alice, Errol (fellow trainees who have also just delivered a lesson) and Jack (a fellow trainee and, in this lesson, an observer).

Lisa has little prior experience of formal English language teaching though she does work as a tutor on South Park School's performing arts programme, a course aimed at developing English language skills though the medium of drama and storytelling.

In Chapter Four, Fig. 2 presented a global overview of topics initialised in the six feedback conferences which form the focus of this research paper. In Fig. 3 below, I have extracted data which relates specifically to this session, the feedback on Lisa's second teaching practice. The categories on the X Axis represent topical content in broad, generic subject areas. The numbers on the Y axis refer to the number of occasions on which each topic has been made a focus of the conversation, either by Lisa or another participant.

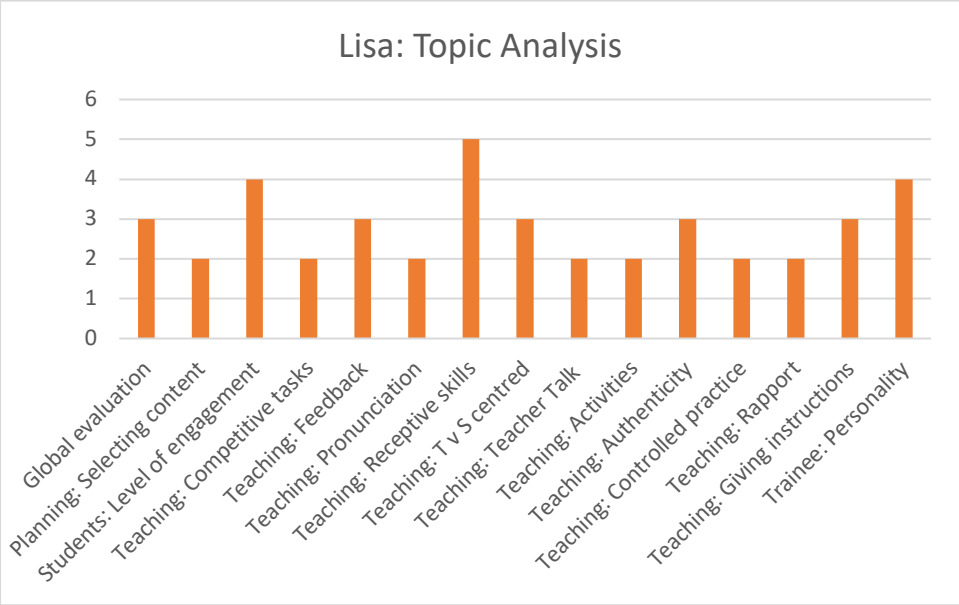


Fig. 3 Topics with fewer than two occurrences have been omitted to provide a clearer overview for the reader; the above analysis categorises 42/47 coded clips.

In analysing Lisa's feedback session, I have selected eight excerpts from the transcript, all of which relate to the topics listed in Fig. 3. The excerpts are ordered chronologically to maintain the semantic 'flow' of the session.

Extract 1

Lisa opens the first phase of the FTC by referring to her attempts to monitor and moderate her effusive feedback, a development point from her previous lesson.

1 Ros: right Lisa
2 Lisa: dah ↑da::h uhm (0.3) I feel a lot more positive about today ((laughing)) than I
3 did after yesterday's lesson uhm (0.2) you know there were mistakes I made but
4 actually (0.5) I (0.2) one of my main points was I really wanted to bring my
5 over-praising down and get rid of the word fantastic uh I asked people to keep
6 counting I've got two [there were]
7 Ros: [oo::h under-counting]
8 Lisa: yeah there were a few (1.0) there were a few uhm and there were also quite a
9 few goods okays it replaced fantastic but compared to yesterday's lesson if you'd
10 seen it (0.2) my goodness me uhm the train wrecker was the fantastic train
11 ((laughing)) that just bulldozed through my lesson so I'm really really pleased to
12 have got that a little bit down I've still got a long way to go on that and uhm I'm
13 saying it's a gap-filler for me it's a linking word ↑fantastic this rather than just a
14 praising name …

Lisa begins her turn with a revelatory '*dah ↑da:h*' almost as if she were marking the start of a performance; perhaps reflecting her dual identity as both a performer and a trainee-teacher. She then refers to her success in reducing her use of the word '*fantastic'*, an utterance which she had used 27 times in her previous teaching practice session to give positive feedback. Her use of excessive praise had constituted, and in this FTC , still seems to signal a 'growth point' (Golombek & Doran, 2014, p. 105) or area of cognitive dissonance, and possibly, once again, results from her role as a performer and drama tutor, where a more dominant and effusive role may be the norm. The potential conflicts which could arise from Lisa's identities as teacher and actor are taken up later in this FTC in feedback from both her peers and the trainer.

Lisa's use of affectively charged lexis is significant; she adopts the powerful metaphor of the *'fantastic train that bulldozed through my lesson'* (lines 10-11) preceded by the expletive *'my goodness me'* to emphasise her negative perception of her excessive praising of students. She then contrasts this with her growing sense of cognitive congruence as she claims to have reduced the number of *'fantastics'; 'I'm really, really pleased to have got that a little bit down I've still got a long way to go on that'*. The use of the emotive adjective '*pleased'* with repetition of the qualifier '*really'* emphasises her sense of achievement, whilst she qualifies her claim by adopting the negative metaphor that *'she has a long way to go'* (line 12). The perlocutionary effect of her language, that

is the impact on the listener (principally the trainer), is to create an assertion or claim that might be difficult to contest; she shows agency as a novice practitioner by making a strong claim that she has progressed, yet mitigates the claim by stating that she needs to make further progress, thus acknowledging her role as a trainee teacher. Her choice of language with emotionally charged lexis seems to portray a dual function: it signals or indexes a state of cognitive congruence, but it is simultaneously strategic in that it may influence or constrain the responses available to the listener, in this case the trainer, who may be less willing to contradict Lisa's claim to have progressed in reducing the number of '*fantastics'*. In fact, the teacher-trainer confirms Lisa's sense of progression later in the feedback session.

Lisa continues to discuss and evaluate other aspects of her lesson. Her second turn (which begins in line 8 above) consists of a total of 897 words; an extremely lengthy 'performance' compared to the shorter contributions of other participants. (This, again, may reflect her role as an actor and her ability to 'hold the stage'). The turn is strikingly monologic in character; Lisa covers at least nine topics related to her teaching practice lesson without interruption.

Extract 2

Lisa continues her second turn by referring to the set-up instructions for her final activity:

Lisa: … the last activity was a bit rushed and because it was a bit rushed (0.2) the set-up was a bit mangled so I sort of like (0.2) you know (.) I did what everyone does blah blah blah all I want you to do is stand up blah blah blah (mimicking fast speech) (0.5) why isn't everyone standing up? stand up (.) and they were staring at me going WHA:::T? uhm (.) so I needed to really kind of (0.2) make it very clear that I'm now making an instruction … I could have done that more with my voice and my gesture rather than saying GO THEN (2.0) STAND this kind of thing (.) I thought it was quite mean of me and I felt quite bad for them

Lisa is referring to a frequently occurring area of difficulty in teacher education: giving effective instructions when setting up activities. She states that her instructions were rushed, leading to confusion among learners. Lisa's repetition and use of parallel constructions, a *'bit rushed'* > *'a bit rushed'* > *'a bit mangled'* (lines 1-2) emphasise what she sees as a causal connection between having to rush and consequently giving unsatisfactory instructions. She models her classroom behaviour in 'real time' (lines 3-5) and provides an exaggerated parody of a teacher giving garbled instructions. In this 'mini performance', Lisa's natural exuberance and desire to entertain seem to be surfacing once again in her feedback on her lesson. By inserting the utterances, *'you know'* and *'I did what everyone does'*, she appeals to a sense of communality amongst the other participants, and is also perhaps demonstrating her awareness of good practice

in giving instructions. Lisa describes how she resorted to forceful, single-utterance commands (line 7), and her negative evaluation of her actions is signalled by phrases such as *'I needed to'* (line 5) and *'I could have'* (line 6). Her final statement (line 8) restates her regret at having had to be so forceful.

Lisa's approach to verbally evaluating her lesson seems quite idiosyncratic. The ideational content of her reflection conforms fully to the tenets of 'legitimate talk' (Heller, 1996; Copland,2011); giving clear, unambiguous instructions forms part of the skillset required to teach English or any other subject (Thornbury & Watkins, 2007, p. 17). From an interpersonal and textual perspective, however, Lisa shows more agency; she seems to be conscious of her audience and appeals to a sense of communality with her fellow trainees. To achieve this she employs a range of rhetorical structures (reporting, modelling, quoting, emoting) to enliven her delivery.

Extract 3

Lisa's receptive, listening skills task, forms one of the key foci of this long turn and her feedback session in general. Lisa broaches the topic as she continues her long turn:

1 Lisa: Uhm (.) my first sort of receptive skill (.) I think it was receptive (0.5) uhm (0.5)
2 it wasn't (.) there weren't (.) kind of (.) you know (.) gist questions and I could
3 have set it up better but I was at a bit of a loss of (.) the wa:y to do it with (.)
4 and there were too many of them though and I almost didn't do the last one and
5 then (.) I did and I shouldn't have …

In the above extract Lisa is working to verbalise her understanding of her 'receptive task'. Her pauses allow her time to reflect and formulate her thoughts and response (Phillips, 1994, p. 270). Lisa's sense of confusion is signalled by the utterance 'I think it was receptive' (line 1). She explains that there were no *'gist questions'* (line 2), something which may not conform to the model she had been taught on the course. This led her to feel *'at a bit of a loss.'* Lisa's observation suggests a mismatch between her understanding of what constitutes teaching a 'receptive task' and her actual practice during the lesson. During input sessions on pre-service courses trainees are typically provided with models or procedures on how to approach different types of lessons, e.g., presenting new linguistic structures, teaching listening skills, developing writing skills (Harmer, 2007, pp. 288-303). A model for teaching a listening skills task would typically consist of setting the scene (activating schematic prior knowledge of the context), pre-teaching 'blocking words', setting a gist listening task and finally listening for detail. Lisa's listening activity was somewhat different in nature; students were simply required to listen to different people talking about their jobs, to pick up a corresponding photograph and to run and place it on the whiteboard.

Extract 4

As Lisa comes to the end of her 'long turn', her expression of uncertainty about the receptive task prompts Rosanne to seek further clarification:

1 *Ros:* thank you
2 *Lisa:* phew sorry (1.5) dah ↑da::h ((laughs))
3 Ros: could I just ask you [about …?
4 Lisa: [no I covered everything ((group laughter))
5 *Ros:* uhm (1.0) you said about the receptive skills you weren't a hundred percent
6 certain whether it was a receptive skill or whether (1.0) why do you think it isn't
7 a receptive skill?
8 Lisa: hh. because yes they were listening but I could have quite easily just asked them
9 (1.0) is (2.5) it wasn't a receptive skill in the way we were introduced to
10 receptive skills in our receptive skills lesson with that (.) set the context I mean
11 said you know I was talking to people about their ↑jobs so the context was
12 ↑s:ort of there but I was really (.) and tried to pre-teach some lexis but I kind of
13 realised as soon as I started that whatever lexis I pre-taught I don't wanna teach
14 it right at the beginning (.) cos they would have might have forgotten it by the
15 time we got there (.) but when it got to Batman I was like uhm what does
16 criminal mean? and everyone was like it's this picture so when it got to magic and
17 broomstick I was like I don't wanna pre-teach them because (inaud.) so it didn't
18 follow that model very closely.

The trainer acknowledges the end of Lisa's extended turn in line 1. Her acknowledgment token *'thank you'* also serves as a transition marker to signal the next stage in the interaction. In response, Lisa apologises for the length of her intervention, yet marks its completion with a dramatic '*dah ↑dah',* mirroring the theatrical start of her feedback session (Extract 1). In line 3, Rosanne employs the politeness request *'could I just ask you about …'* as a precursor to her question. Lisa's blunt interjection *'no, I covered everything'* interjects an element of humour into the interaction, which is immediately recognised as such by her fellow trainees.

In response to Rosanne's question, Lisa states that her approach did not fit fully with the receptive skills model she has been taught on the course. She does, however, verbalise and justify her course of action and emphasises the spontaneous and reactive nature of her decision-making in the lesson. She describes how she attempted to pre-teach key words but decided to refrain from doing so as some learners seemed to understand the lexis, and she thought they may not remember the vocabulary later in the lesson. Her intermittent use of constructed dialogue in lines 13-17 to express her real-time thoughts and utterances add vibrancy to her contribution, and capture Lisa's 'responsible and agentive role' in the interaction (C Vasquez & Urzua, 2009, p. 2).

Lisa demonstrates significant agency in her interaction with the trainer. On an ideational level, she rationalises and justifies her decision-making and shows a command of the terminology of the field. On a relational or interactional level, Lisa successfully uses humour (lines 1-4), perhaps in attempt to highlight and even counteract the imbalance in power between the trainees and the trainer.

Extract 5

In the subsequent excerpt, Rosanne's attention turns to Lisa's choice of lexical input, particularly her choice of jobs:

1 Ros: uhm (1.0) your choice of jobs

2 Lisa: hh. so (1.0) I know that we are (.) trying to find things that are relevant to
3 people in our class uhm (.) however I also know that (.) well in my mind I didn't
4 want to do something that (2.0) was I (.) I wanted to kind of add a bit of
5 ↑humour but I tried to use verbs that were relevant ↑to them so study (1.0) was
6 relevant but in an unusual context uhm (0.5) fight crime probably not so much
7 but things like drive (0.5) teach study (.) those kind of things so trying to get the
8 verbs (.) that might be applicable to them (.) and then put them in an unusual
9 context to get them a bit easier to remember like plays uh but not just jobs you
10 know obviously other things and so (.) yeah I was trying to mix things up but (.)
11 just kind of work with it to see what happened

12 Ros: what d'you think?

13 Lisa: u:hm (0.5) I think they got it (.) uhm (.) I think (1.0) it was memorable
14 ↑probably maybe I dunno (1.0) Alice is looking disapproving ((laughs))

15 Al: no I'm not

16 Lisa: uh (.) maybe uh (.) yeah I dunno it I think was alright I think (.) they might have
17 had fun which is what I really wanted (inaud.) quite boring yesterday so (0.5) I
18 dunno (0.5) I don't know if I've answered your question I think I just avoided it

It seems that Lisa had interpreted her lesson instructions rather imaginatively. She had been expected to present / review the names of jobs and state what each person does using appropriate verbs. Rather than selecting nouns related to everyday professions, Lisa had chosen character-roles from well-known movies (Batman, the Joker and Hermione, a 'student wizard' in the Harry Potter novels) she had combined their 'job-roles' with the 'prescribed' verbs, e.g. Batman *fights* crime.

The trainer begins the exchange with an implied request for clarification (and a possible masked criticism) in line 1. Lisa's response to Rosanne's prompt is highly tentative in nature; she is careful to concede the need to provide relevant input (lines 2-3) and to acknowledge the pedagogical direction given by the course trainers. At the same time, she emphasises the experimental aspect of her lesson: *'I tried to use verbs that were relevant', 'I was trying to mix things up'* and *'just kind of work with it to see what happened'* (lines 5-11). In providing a positive evaluation of the activity, she uses a number of hedging devices (lines 13-18), e.g., *'it I think was alright I think they might*

have had fun'. By doing so, Lisa is at pains to acknowledge her role as a student-teacher, yet still shows agency in justifying her decisions and her need for creativity in selecting the content of the lesson. However, Lisa's final utterance in line 18 is significant: she downplays her response by stating that she may have not answered Rosanne's question and may have avoided it. Lisa's justification may have a degree of coherence and logic, yet she still feels the need to concede to the authority of the trainer.

Extract 6

In her response, Rosanne recognises Lisa's wish to be creative and sensitively suggests what she perceives to be a more balanced and learner-relevant choice of lesson content:

1	*Ros:*	I was just thinking there is (.) I don't want to be the fun police and I'm all for
2		having a little bit of fun and messing about (.) but think about relevance for
3		instance (0.5) 'Batman (1.0) fights crime' well let's just get out there and give
4		'policeman' (.) because that is a job and something that one of them may or may
5		not be able to do at some point … you can have the Joker in there but just to
6		think about relevancy to the classroom (1.0) it was fun (.) but I think it's you
7		gotta think about whether (.) is this transferable for them? … so just think about
8		that when you're doing materials
9	Lisa:	yeah
10	Ros:	I'm not saying don't have fun but (2.0) it's (functional) ((laughter))
11	Jack:	oh sorry quote of the day 'don't wanna be the fun police bu::t' ((laughter)

Ros acknowledges Lisa's wish to make the lesson fun, and her observation in lines 1-2 about not wishing to be the *'fun police'* indicates her likely reluctance to critique Lisa's choice of lexical input. However, she does move on to emphasise the need for relevance in selecting vocabulary, though her choice of the first-person plural in line 3, *'let's get out there and give policeman'*, signals a sense of collegiality rather than confrontation. In addition, her use of 'just' has the function of mitigating the impact of her utterances by strategically downplaying the importance of her observations. Nevertheless, the extract shows that despite Rosanne's tentative and conciliatory language, the trainer is in a position of significant 'epistemic authority' (heritage, 2012), and Lisa takes care to acknowledge this (e.g. agreement in the form of *'yeah'* in line 9).

One of the trainees, Jack, repeats Rosanne's words '*I don't wanna be the fun police bu::t'* (line 11) in a good-humoured though slightly mocking tone, indicating that they very much understand the illocutionary force of her utterance, and that her words are being used to frame and mitigate criticism of Lisa's lesson. Once again, humour is used to highlight and possibly counteract the power imbalance in the interaction.

Extract 7

In the second phase of the FTC, Lisa's fellow trainees provide feedback on her lesson. Lisa's peers recommend that she regulate her over-energetic approach, though they counter-balance this criticism by emphasising positive aspects of the lesson including her rapport with the students, levels of classroom engagement, and her effective concept-checking skills. One of the trainees, Jack, compliments Lisa on her classroom presence and her ability to engage students who have normally been reluctant to participate in class. His criticism is limited to a *'bit too much teacher talk time'*.

Errol's contribution is diplomatic and reflects the views of his peer observers:

Er: one thing I would say like although you're (.) although you are (.) very energetic and that is really engaging (1.5) obviously you said you were watching anyway just don't bubble over uhm (.) u::hm (.) loads of good points I put down uhm (.) there was one bit when somebody shouted out you were about to start a concept checking question or a couple of concept questions that you'd clearly planned out (.) somebody shouted out the right answer (right at the ↑beginning) (.) then you took it took a couple of wrong answers and then continued with the concept question like without sort of putting them down or anything just kind of held her back (.) nobody else really noticed and that was really good cos that kind of the rest of the class then benefitted from that ↑concept question (0.5) ↑check uhm so that came across really well (1.0) uhm (2.5) oh and when you begin to do the drilling (.) you do it at a natural speed as ↑well which is good (2.0) that's it (.) quite an experience.

Errol's critique of Lisa's lesson is predominantly positive in tone and content. He uses several hedging strategies to soften the impact of his initial critical point. He prefaces his observation with the words *'one thing I would say'* (line 1), a signalling device which indicates that something salient and possibly 'uncomfortable' will follow. He then introduces a positive concessive clause, *'although you are very energetic and that is really engaging'*, before moving to advise Lisa not to *'bubble over'* (lines 1-3). The metaphor is well-chosen and connotes the incidental, unintentional nature of Lisa's exuberance. His parenthetical observation *'obviously you were watching that anyway'* serves to cushion the impact of his criticism. Errol's description of how Lisa handled her concept checking questions is also interspersed with positive comments (lines 3-12). His final comment, *'quite an experience'*, possibly hints at Lisa's lively, individual style of teaching. In fact, Amelia, the last peer observer to speak (not quoted in extract), voices the sole dissenting opinion on Lisa's lesson when she states *'if I'd been in that class, I'd have been tired at the end of it because there was too much activity'*. The strength of the criticism is atypical of the peer feedback stages in general, though Amelia proceeds to praise Lisa's focus on student participation.

Extract 8

In her feedback, the trainer reviews and ties together some of the themes which had been discussed in the first and second phases of the feedback session.

Ros: okay (2.0) Lisa's very energetic lesson ((group laughter)) uhm (.) and (.) I liked that receptive activity I thought it was really nice I thought it was uh (2.0) you know they were having to listen and to process and to come up with it … and (.) uh yeah in the way that that was being run it wasn't going to follow the normal (.) uh (0.5) plan but then there are different ways of doing it uh I would (.) you've gotta try and get the normal way as well uhm (1.) as you will see there are many many ways of doing all sorts of things uhm (.) but you know (.) we just try to give you a basic structure … everybody's commented on I think you've just now got to (.) you <u>are</u> getting the students involved but you've got to take yourself out of the picture (.) and you've got to think about other ways of doing that and I think (.) uhm (1.0) getting them to be doing more with it … uhm (0.5) in your sort of energy (0.5) you forgot to step back and listen to them because there were quite a few things that you accepted which are <u>not</u> right like for instance Michael told you that (0.5) after his discussion about the postman postwoman he said 'post' /pɒst/ and you (.) you accepted it …

As in Extract 5, Rosanne begins her turn with a noun phrase, *'Okay. Lisa's very energetic lesson'*, an ironic yet humorous comment which probably serves to release some tension prior to the trainer's summative feedback on Lisa's lesson. Lisa's uncertainty about what constituted a receptive task was initially left unresolved, and this allowed space for further discussion and consideration. When Rosanne validates Lisa's receptive task by stating that it was *'really nice'*, that there are *'other ways of doing things'*, and that the course aims to give trainees a *'basic structure'* of how to approach things (lines 6-8), there is a tangible sense of relief. Lisa and the other participants noticeably smile on the video recording. The trainer then focuses on missed opportunities for error correction, which she attributes to Lisa's tendency to claim centre stage and consequently forgetting to *'step back and listen'* (line 12). Rosanne urges Lisa to *'take herself out of the picture'* (lines 9-10). She finally concedes that Lisa is *'going through a painful process of unlearning'* (not cited), once again acknowledging Lisa's transition from drama teacher to teacher of the English language.

Episode Summary

The three distinct phases of the feedback conference seem to provide an effective structure in which participants are afforded well defined speaking rights and responsibilities. Vasquez and Reppen (2007, p. 169) highlight the importance of the meta-discursive positioning that 'takes place at the opening of a meeting' when the trainers 'set the stage' and define 'interactional roles and responsibilities' (ibid.) Such positioning seems to have been well established prior to Lisa's feedback conference as trainees have a clear understanding of what is required at each stage of the FTC.

On an ideational level Lisa demonstrates agency in the first stage of the FTC by identifying and reflecting on nine topics during her long opening turn, namely, her over-generous feedback (overuse of the word 'fantastic'), lesson timing, instruction-giving, the use of the phonemic alphabet, balance of teacher v learner-focused activities, use of the whiteboard, her receptive skills task, her card-based activity and achievement of aims. Four of these topics form a major part of the trainer's summative evaluation of the lesson in stage three, which indicates a significant degree of alignment between the trainee and trainer's evaluation of the lesson.

In terms of pedagogical decision-making, Lisa seems to be developing her own sense of agency and identity. In extracts 5 & 6 she provides a justification for her unusual choice of job-based vocabulary (Batman, the Joker, Hermione) which, given the age of the students, does not appear unreasonable (extract 5, lines 8-11); wanting to have fun and presenting lexical input in an 'unusual context' might seem appropriate for a group of young learners. The trainer's response *'well, let's just get out there and give them policeman'* (Extract 6, line 3), though mitigated to some extent by her initial utterance, *'I don't want to be the fun police, but …'* (line 1), is immediately recognised by the trainees as a directive. Lisa signals her agreement in the form of '*yeah'*. Meanwhile, Jack's ironic reaction in mimicking the trainer demonstrates how humour can be used as a salutary counterbalance to the epistemic authority of the trainer.

As mentioned in the analysis of Extract 1, Lisa shows agency as she affirms her progress in reducing her exuberant feedback. By doing so she may be pre-empting potentially negative comments by the trainer. In fact, in her assessment of Lisa's progress, Rosanne ratifies Lisa's comments and acknowledges her *'painful process of unlearning'*. However, it is noticeable that although Lisa skilfully negotiates her way through discursive demands of the FTC, at no time does she overtly question the 'epistemic authority' (Heritage, 2012, p.32; Gray & Morton, 2018, P.39) of the trainer. When advised to teach more relevant job titles, she concedes immediately with *'yeah'*, a common agreement token used by trainees to agree with the trainer (Phillips, 1999, p. 155).

On a relational level, Lisa exhibits an assertive, creative and individualistic personality. Her long turn resembles a theatrical performance, and she takes pains to emphasise communality with her peers (see Extract 2, lines 2-3). Her use of humour, e.g. her witty retort (Extract 4, lines 3-4), gently 'pushes back' at the authority of the trainer. She also affirms her sense of agency and individuality in her use of textual and discursive features, for example, her tendency to 'relive' classroom situations in 'real time', her use of metaphor (the '*fantastic train'*), exclamations, and emotive lexis. In common with other participants she is adept at externalising and verbalising her thoughts on her

lesson. She also demonstrates a sound knowledge of the terminology and lexis of the community of practice (Wenger,1998, p.59).

Peer contributions to the FTC are guarded and 'heavily hedged' yet they do demonstrate a great deal of reflection, and give trainees practice in using the language of the field. There is, however, little evidence of a 'multiparty' interaction between trainees themselves. Participants take turns to contribute and address their observations principally to the trainer or the trainee who has just taught; this resonates strongly with findings in previous studies (Copland, 2012, p. 17).

5.2 Alice – 'I want to hear my feedback'

Alice's third feedback session takes place in week two of the programme. Alice has experience of teaching at primary level though she has not taught ESOL to adults. Her previous lesson had not been too successful, and the trainer had informed the researcher, prior to video-recording the session, that she had reacted defensively to criticism from her peers in the previous FTC.

The session takes place early in the programme when practice classes are thirty minutes in duration. Alice is in the FTC with four fellow trainees: Amelia, Lisa, Errol, Dee and their teacher trainer, Jim.

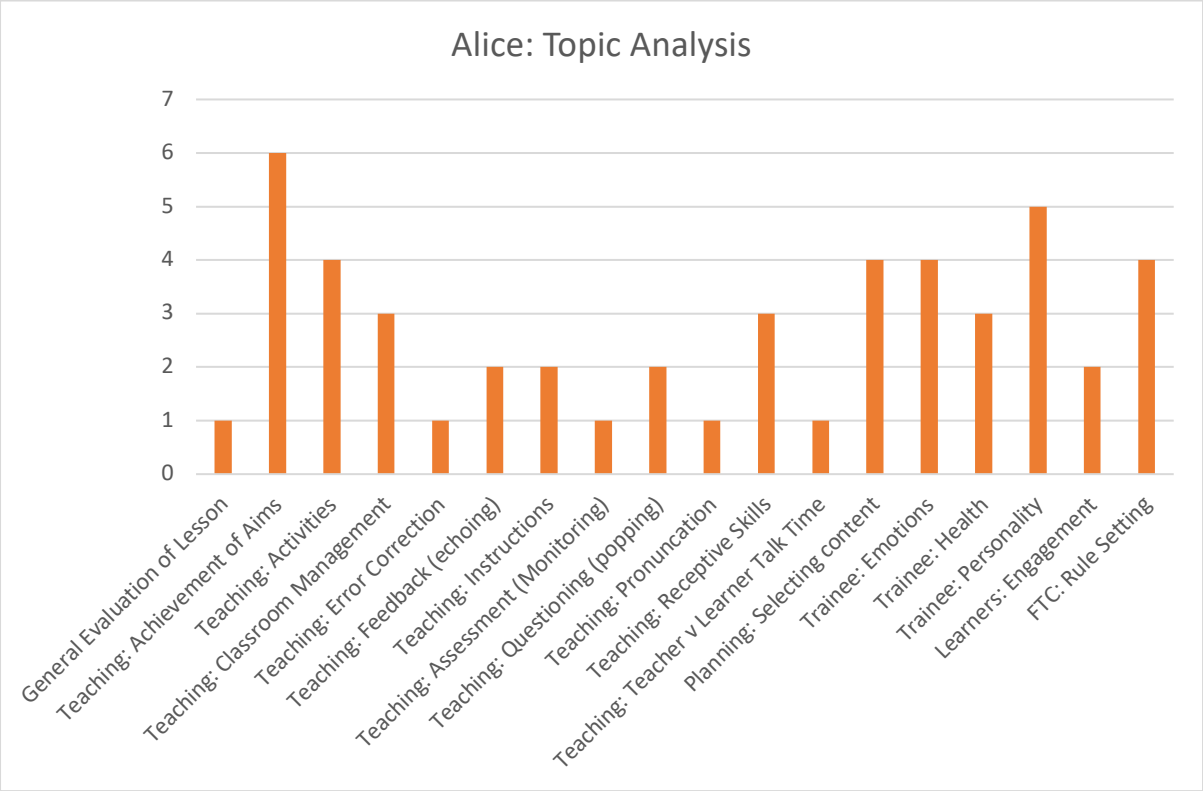


Fig. 4. The above analysis categorises 49/49 coded clips.

An initial overview of topics coded in the session indicates that a range of subjects is discussed, with *achievement of aims* and *trainee personality* being two of the more salient themes. There are, however, two topics which feature in Alice's FTC which do not assume great importance or even appear in the other trainees' feedback sessions. First, there is a prolonged discussion about the *trainee's* (Alice's) *health* at the start of the meeting. Secondly, the trainer assigns more time to setting the 'terms of engagement', i.e. stating what is expected from the trainees when reflecting on their own and others' lessons (categorised in the table as *rule setting*).

In South Park School the feedback on teaching conference takes place shortly after the teaching practice, following a brief 'intermission'. During this time, there is a period of bustle and discussion while participants assemble, share initial impressions, and organise papers in preparation for the feedback event. The trainer, Jim, generally signals the start of the formal FTC by a transition marker, such as 'right' followed by the trainee's name.

Extract 1

The first excerpt in the feedback session is taken from this more informal pre-conference interaction and it is initiated by Alice herself:

1 Alice: did you like my little uhm (.) near faint in the middle of the session?
2 Jim: I didn't see any faint
3 Alice: looked as though I tripped over the stool?
4 Jim: oh right that was a near faint?
5 Alice: yeah
6 Jim: crikey
7 Alice: you noticed how I grabbed the thing?
8 Jim: how are you now?
9 Alice: I still feel a bit oozy doozy (0.2) but I'm gonna (.) I want to hear my feedback so
10 Jim: well I'm gonna (.) you're (.) you're gonna be proactive with your feedback (0.5)
11 so: you need to be tickety-boo basically (1.0) so are you prepared for that?
12 Alice: I wanna get it out of the way, Jim

In this excerpt, Alice is drawing Jim's attention to her *'little near-faint'* during the TP lesson. She chooses to inform the trainer by a series of questions (lines 1-7) rather than simply stating that she had felt unwell during the lesson. By posing questions in this way, Alice somewhat trivialises the incident and puts the trainer in a position of having to second-guess what happened. Although, in a formal sense, the FTC has not yet begun, the episode is significant; Alice is, albeit unwittingly, posing a slight threat to the positive face of the trainer by expecting him to second-guess the event and participate in a game of question and answer.

Responding to Alice's concerns about her health, Jim enquires about her wellbeing at that moment in time (line 8). She provides a preferred response to the question (line 9) though her choice of the lexical phrase *'oozy doozy'* is somewhat casual in register. More significantly, she states that she wants to *'hear'* her feedback (line 9), suggesting that she perceives the feedback conference to be a passive process in contrast to the more dynamic and participatory approach expected by the school. The trainer reminds her of the agreed protocol and of the need to be proactive (lines 10-11). His use of the informal word *'tickety-boo'* provides a marked contrast to Alice's *'oozy-doozy'* in line 9. Alice's

final utterance in this episode (line 12) shows a degree of resistance to the trainer's exhortations; the wish to *'get it out of the way'* could be interpreted as dismissive and the use of the trainer's first name may also be strategic to assert dominance.

In terms of legitimate talk (Heller, 1996, pp. 140-141) Alice meets Heller's first three tenets; as a trainee, she has the right to speak (tenet 1), she does so in the context of the feedback conference (tenet 2), and she addresses another legitimate speaker, the teacher trainer (tenet 3) The 'particular topic' of discussion (tenet 4) concerns her state of health during the teaching session; this may not directly address pedagogical content, but it is nevertheless relevant to her ability to feed back. However, in terms of the *process* of feedback, as opposed to *topic content*, she does not appear to be 'playing the game'. As mentioned above, her use of questions to bring Jim's attention to her fainting seems inappropriate, as does her use of informal lexis. More fundamentally, she seems to challenge the epistemic basis of the FTC by stating that she wants to *'hear'* her feedback rather than seeing it as a participatory process. At this point, the trainer quickly restores legitimate talk by referring to the need to be *'pro-active'*.

The trainer continues (not in the cited transcription) by asking further questions to ascertain whether Alice is well enough to participate in the session; he suggests that she delay her feedback until Monday. Alice rejects this proposal and reiterates her wish to *'get it out of the way'* and to *'get it over with'.* She also rejects the suggestion that she leave immediately after her feedback session concludes. By raising the 'near-fall' incident at this point in FTC Alice seems to be steering the trajectory of her feedback session. As she proceeds to reflect on the TP, the 'near fall' is referred to on several occasions, possibly to underline her vulnerability and arouse sympathy among the participants.

Extract 2

After the initial period of bustle and discussion, Jim initiates the feedback session proper:

Jim: right okay uhm (3.0) feedback is to be measured so we want (.) we want both (0.5) the positives and advice given as well okay at this stage↑ (0.3) this is of course the last assessed (.) unassessed day (1.5) so uhm (0.5) also I'm gonna be judging this based on the theme of the first lesson next week so that you're just aware of the kind of benchmark (0.2) okay? (3.0) it helps (1.5) Alice?

The trainer seems to be reinforcing the 'rules of engagement' prior to the start of the FTC, partly perhaps in response to Alice's earlier 'challenge'. He initiates the discussion with two transition markers '*right'* and '*okay'*, before reminding them that the following week's TPs will be formally assessed, and that he will assess the current lesson using the

same criteria. At this point he is 'meta-discursively positioning the trainees as active contributors' (C Vasquez & Reppen, 2007) in the FTC by stating his expectation that 'feedback must be balanced' with the 'positives and advice'. Jim's use of the 'progression check question tag *'okay'* and the interjection *'it helps'* possibly serve to soften the impact of his instructions. Finally, the trainer's use of the first-person plural *'we'* in line 1 seems to be emphasising the shared, collegiate approach to the FTC; an aspect which is reiterated by the trainer in discursive structures at various points later in this session.

Extract 3

Alice opens her reflection on her lesson by stating 'it was better than yesterday because I got so anxious yesterday'. Jim continues by asking her to elaborate on her response and explain what else had improved:

1 Jim: so what specifically (0.3) was better today? so your nerves were better (0.2)
2 were better what else?
3 Alice: uhm (0.3) I was a little bit more composed (0.5) I followed more what I was
4 actually doing (0.5) cos yesterday the instructions at one point went straight out
5 of the window (.) I knew what I wanted to say (.) but it wouldn't come out
6 Jim: uhum↑
7 Alice: we went round the houses and up and down the stairs (0.5) and then came out of
8 the window without actually achieving what we wanted to achieve
9 Jim: okay and today?
10 Alice: and today well for some of my instructions today I <u>actually</u> typed them out
11 Jim: okay (0.2) we're expecting more than that at this stage aren't we?
12 Alice: what do you mean?
13 jim: typing our instructions
14 Alice: yes but after yesterday (1.0) I thought I need to do this
15 Jim: okay do you mean your lesson plan (.) or instructions you'll be giving before an
16 activity?
17 Alice: oh instructions before I give (.) cos what I did was I (.) typed them out for myself
18 at home (0.2) and I read them (.) through and read them through (.) and read
19 them through (1.5) so we weren't as confused as yesterday
20 Jim: good

In lines 2-8, Alice is essentially stating that she managed to keep to her plan because her classroom instructions were clearer than yesterday, though she conveys this message in a somewhat idiosyncratic style. In describing her previous less successful lesson, she adopts the extended metaphor of *'going round the houses …"* (lines 4-8), which is colourful but seems inappropriate for this type of exchange. The style is

colloquial, slightly long-winded and seems to belong to a different type of discursive context.

When asked about the current lesson, she replies that she had *'actually typed out'* some of the instructions (line 10). The trainer's reply (line 11) takes the form of a question which is also a masked criticism; at this stage in the course instruction-giving is expected to be more 'natural' and not scripted. The preferred response to the question would be to concede to the trainer's remark, yet Alice's reply, *'what do you mean?'*, is a non-preferred response and potentially face-threatening (line 12). However, Jim's clarification*, 'typing our instructions'* (line 13), prompts Alice to issue an agreement token *'yes'*, which she modifies by stating that she '*felt the need to do this'* (line 14).

At this point in the interaction the trainer is delving deeper to ascertain whether Alice was referring to the instructions in her written lesson plan or to actual pre-scripted instructions to use in the lesson when setting up an activity (lines 15-16). Alice's response provides clarification; she had written out the instructions to practise and rehearse them orally before the actual lesson (suggesting that she had not actually used the written prompts in the classroom). With this new, clearer perspective, the trainer concedes and provides an approval token *'good'*.

The excerpt is interesting from two perspectives. The trainee, Alice, conforms to the tenets of 'legitimate talk' in terms of speaking rights and context, yet she does not fully conform to the discursive norms of the FTC: her register is informal, and she does not fully engage with the shared terminology of the field, which leads to a lack of precision and a possible misunderstanding. The trainer, however, maintains a mainly explorative approach, probing in to gain further information and seemingly avoiding making harsh judgements in this early stage of the FTC.

Extract 4

A little further into the feedback event, Jim asks Alice to evaluate her teaching activities:

1 Jim: how do you think the activities went then?
2 Alice: they could be improved () OF COURSE they could be improved
3 Jim: yeah (.) but give us then a kind of general analysis
4 Alice: well (0.5) on the one (0.3) where () I don't think there was a problem with the
5 activities ↑↓themse::lves (0.7) it's just what I could elicit from the use of those
6 activities
7 Jim: okay
8 Alice: the questioning (0.5) after (0.5) the uhm (3.0) if you like the spoken activity
9 Jim: so this is when they had to figure out which chunk they had on each other's piece
10 of paper?
11 Alice: no (.) the spoken activity from the recording

12 Jim: okay the receptive

13 Alice: I was making sure that I used (0.2) enough questions afterwards (0.2) to get
14 what I wanted out of that activity I don't think I did (2.0) I think I could have got
15 more out of it that activity in terms of (0.2) drawing things out of them (0.2)
16 eliciting from them

17 Jim: so what wh.. wh.. what for example?

18 Alice: that activity was mostly for them (.) to be able to hear (0.2) those phrases (0.2)
19 spoken by native English speakers (0.5) so that they could see that you did use
20 those (0.2) and you could in fact use all three (0.2) in one conversation (0.2)
21 that they're common things that they say (0.3) in English (0.2) and they're not
22 just throw away things that you hear once in a while (0.2) we use them <u>all the</u>
23 <u>time</u> (0.2) uhm (0.2) and it was nice to hear at the beginning of yours Lisa (0.2)
24 that they were actually(.) quoting back (0.2) now whether they knew them
25 before I don't know (0.2) but it was nice to hear them using them (.) which
26 sounded to me as if

27 Jim: yeah I remember giving you a little nod at that point

The trainer initiates the interaction by eliciting Alice's thoughts on her teaching activities. Her response (line 2) is a little unexpected and rather curt, with a strong stress on '*of course'* with rising intonation. Alice is possibly defensive and pre-empting possible critical comments from the trainer by initiating negative criticism herself.

Alice's analysis of her activity is again characterised by a lack of precision with limited use of the relevant terminology. She identifies a problem with her elicitation skills (line 5) but does not clearly specify which activity she is referring to. Following further probing by the trainer, Alice pins the problem down to the '*spoken activity from the recording*', an utterance which Jim partially recasts as the '*receptive …'* (possibly 'skills task'?). Alice states that she had not used enough questions to elicit *'things from them'* following the listening task (line 14). When asked what she intended to elicit, Alice provides a slightly repetitive and unfocused response (lines 16-22). The intended purpose of Alice's task is expressed in generic language which is untypical of the terminology normally expected in an ELT teaching context; wanting the learners to be *'able to hear phrases spoken by English speakers so that they could see you did use those'* (lines 16-17) seems 'woolly' and rather passive as an activity. More active verbs such as *pick out* or *identify* rather than *'hear'* would perhaps be more pedagogically appropriate in this case. Alice completes the turn with a positive evaluation; she had heard the learners using her target language in Lisa's subsequent lesson. This was acknowledged by the trainer.

Extract 5

Alice's teaching aim had been to familiarise the learners with three informal idiomatic phrases for expressing disagreement; 'you must be joking', 'that's rubbish' and 'you

can't be serious.' In following extract, Jim enquires about the grading of Alice's lesson content:

1 Jim: grading (2.0) would you say your grading was (0.5) too low just about right (.) or
2 too high (0.2) for the class?
3 Alice: a bit too low (.) I think
4 Jim: so how would you have changed that?
5 Alice: I've been trying to think how I would change that
6 Jim: great
7 Alice: based on what I've got (0.5) uhm (0.5) partly (0.5) I'd I only thought we would
8 be able to cope with three (1.5) uhm (0.3) but it ended up we coped with four (.)
9 so I think we could have actually coped (.) with more actual input (0.5) more
10 experience of the phrases (.) taking it further into a bit more of an explanation as
11 to (0.2) why we do it in English (0.2) how we do it in English (0.2) and towards
12 the end we were getting there with the g… oh what's his name?
13 *… ((Conversation follows attempting to identify learner's name)) …*
14 *Jim:* no it wasn't Vicente that was Carlos (.) yeah (0.3) he said these are for (.) these
15 are informal yeah?=
16 Alice: =yeah (0.2) so he was bringing up the formal side which was good (.) so we
17 could have gone further into that direction (0.2) uhm (1.5) I think that at the
18 moment I'm trying to learn to judge (0.3) how much to bring in (0.5) to a lesson

The trainer's initial question (lines 1-2) about grading (i.e. the selection of the appropriate amount of lesson content) seems more than a simple request for information. The nature of the question and the way it is posed suggest that the trainer has reservations about this aspect of the lesson: the question is highly focused compared to the more generic questions normally asked at this stage in the FTC, and the 'multiple choice' nature of the query strongly forces Alice to choose between the first or last response (given the context, the second choice seems implausible). Alice concedes that she had graded the lesson content too low (lines 3 & 5). Her response is tentative with the use of hedging devices such as '*I think'* and '*I've been trying to think'*, both of which acknowledge which her role as an experienced trainee in relation to the more authoritative role of the trainer.

In response to the trainer's query (line 5) about how she would have changed the lesson, Alice expresses the need for more '*actual input'* (line 9) though her use of language suggests a lack of familiarity with concepts and terminology. For example in line 4, Alice refers to her expectation that the learners '*would be able to cope with three but it ended up we coped with four'.* She does not, however, specify what the numerals '*three*' and '*four'* refer to (e.g. functional phrases / lexical items?). Her observation, that she might have included '*more experience of the phrases and an explanation of why we do it and how we do it in English'* indicate an awareness of the need to elicit or provide

more information about how the lexical chunks are used, yet her comments are somewhat unfocused.

The trainer remarks that one of the learners, Carlos, had observed that the phrases were informal in nature. Alice acknowledges this as a '*good'* point and admits she could have '*gone further into that direction'*. Her comment that '*he was bringing up the formal side'* is, however, poorly expressed in terms of the language of the field; a reference to 'level of formality' or 'register' would have been more appropriate. Alice's final utterance (lines 17-18) seems to be insightful; she concedes that she is struggling with planning and grading linguistic content.

Extract 6

After the individual trainee's evaluation of his or her own lesson, peer trainees are expected to provide balanced feedback (see extract 2) on the session. Lisa starts by commenting on Alice's receptive (listening) activity, which formed the context for introducing the target language.

1 Lisa: uhm (0.5) I didn't (0.2) I think it could have done with a like (.) I mean () like
2 you said () a few mo:re (.) receptive (.) questions to reflect like gist questions or
3 what exactly were they talking about? (.) uhm maybe pre-teaching hurricane or
4 just checking afterwards=
5 Alice: =that was the one I didn't (.) cos I pre-taught all the others on there (.) sorry
6 Lisa: uhm (0.2) so possibly something like that (.) uhm (0.3) might have been useful
7 ↑maybe (.) uhm (.) it was kind of (.) it seemed it was more (1.0) like (0.3) I
8 mean this in a good way (.) I mean this nicely (.) but they perhaps didn't engage
9 with it (.) as much as just listen to it go (.) oh that's an example of when these
10 are used and that it was kind of moved on (.) so the next time (.) asking them
11 you know challenging them (.) let's engage with that wha.. what are (inaud.) (.)
12 why are they using those phrases?

Lisa is commenting constructively on Alice's activity. Her main suggestion (lines1-3) is that Alice could have included some gist questions and pre-taught the lexical item '*hurricane'*. It is noticeable however that Lisa's language is peppered with attempts to mitigate the impact of her comments; she recasts her opening clause '*uhm I didn't …'* to become '*I think it could…',* possibly to avoid passing a negative judgement on the activity. She inserts the clause '*as you said'* to attribute the suggestion to Alice herself and mitigate its impact as an external criticism. Other lexical items such as '*just', 'a few'* and '*maybe'* also serve to soften the impact of her suggestion. Interestingly, Alice acknowledges her failure to pre-teach '*hurricane'* (line 4) and apologises for this.

The key criticism, that the '*students perhaps didn't engage with it as much as just listen' to it* (line 7), demonstrates how Lisa, as a peer observer, does not refrain from being a critical friend. She does, however, go to great lengths to 'soften the blow'; her use of

hedging devices in lines 5-7 is quite striking. In addition to the use of modals, introductory verbs and adverbs *('possibly', 'might', 'kind of', 'seemed',* 'perhaps'), Lisa includes two explicit statements of benign intent, *'I mean this in a good way'* and *'I mean this nicely'*, to preface her criticism.

In the final phase of Alice's feedback session (not cited), the trainer provides an overall assessment of the lesson. He focuses on two principal areas for development, the first of which is '*popping*', i.e. asking a question and pausing for an appropriate amount of time to elicit a reply. (The expression 'popping' seems to be specific to the school and has its origins in Hershey's (2011) book, *The Power of Pause*.) Jim asks the trainee to consider waiting much longer when pausing after asking a question.

More importantly, he focuses on planning and delivery of lesson content; the trainee had taken a *'bird's eye view'* of the target language (the three lexical chunks) without *'getting in there'* and '*using the words.'* Alice had also failed to elicit the informal nature of the three phrases, something which the trainer describes as '*seriously lacking'*.

Extract 7

As a result of Jim's recommendations for improvement, Alice is recommended to 'revisit her notes on communicative activities':

Jim: … you've got various handouts haven't you (2.5) so there are a few things you need to look at I'm sorry to say especially as you are feeling poorly

Lisa: ooh it doesn't bother me (1.0) cos it's (.) it's necessary

JIm: correct correct (.) great attitude °yeah°

Lisa: well what other attitude is there? (0.2) we're here to ↑↑ learn (laughter)

Jim: uhm (0.5) so yeah (0.5) those (.) those are some of the things to look at but I really want you to pay attention to these

Alice: ↑↑ yeah

Jim: and I really and I really want you to spend (.) a lot of in your TP (0.5) I need to see a good TP on Monday

Alice: ↑↑ yeah

Jim: thorough TP (.) focusing specifically on these key points (0.7) because (.) as things stand that wouldn't have been a pass

Alice: oh that's fine (0.20 I wouldn't expect to at this ↑↑point

Jim: good so I want you to go back to the drawing board with planning make sure you get the activities in there the concepts of those activities support a deeper linguistic aim therefore sorting out your grading and look eliciting

Alice: that's ↑↑ fine

Jim: ok that's great

Alice: ↑↑ yeah

Jim: well taken

Alice: why? I mean we're here to ↑↑ learn

23 Jim: absolutely

Alice's final interaction with the Jim is marked by steeply rising intonation in her replies to the trainer (lines 5-22). Her response to the Jim's concern about her *'feeling poorly'* (lines 1-3) could be interpreted as dismissive. Similarly, when Jim compliments her on her *'great attitude'* (line 4), Alice seems to reject his comment by asking *'what other attitude is there?'*. This leads to some laughter among the other participants, perhaps being somewhat surprised at the somewhat unexpected, non-preferred response. The repeated acknowledgement tokens ↑↑yeah with rising intonation imply prior knowledge on Alice's part and a sense of 'not needing to know'. Finally, line 14 is a more provocative response as it challenges the course design and ethos; the assessment criteria for the programme are graded in difficulty so that all participants are expected to cope with the demands of teaching practice at each stage in the course. Alice's replies seem somewhat defensive though the trainer's reactions are consistently supportive and professional.

Episode Summary

Alice's feedback session provides an interesting contrast to Lisa's more assertive and focused reflection on her lesson. On an ideational level, Alice identifies several areas where she has improved her practice: giving instructions, feeling more confident and making progress in reducing 'echoing' (i.e. repeating or echoing learners' correct answers). Of these, however, only the increase in confidence is acknowledged by the trainer in his summative feedback.

The principal area for development, alluded to by Alice and later clarified by the trainer, concerns her handling of the listening activity, which aims to provide the context for eliciting the target language (in this case, informal expressions of disagreement). Alice's language in Extract 4, *'I could have got more out of it, that activity, in terms of drawing things out of them, eliciting from them'*, shows a nascent awareness of a problem, yet when asked what she needs to elicit, she is unable to give a pedagogically informed response. Her answer is rather vague: she states she could have taken it further *'into a bit more of an explanation as to why we do it in English, and how we do it in English'*. The trainer in his summative feedback refines Alice's observation and rephrases it in the legitimate language of the field; in pedagogical terms, she needs to elicit the fact that the expressions are 'informal and potentially rude in many scenarios' and inform the students of the importance of register.

Alice seems to be inexperienced in using the metalanguage of English Language Teaching; this leads at times to a lack of clarity and possible misunderstandings (see

Extract 3 above). Her unfamiliarity with the terminology may be due to lack of knowledge or simply low levels of confidence: something which she refers to at the start of the FTC.

On an interpersonal (relational) level, Alice appears, consciously or unconsciously, to employ the discursive structures of the FTC to influence the power relationship between herself and the trainer. In extract 1, her '*near-faint'* episode is communicated by a serious of questions, which put the trainer in a position of having to elicit the details of the event. Couper-Kuhlen and Selting (2018) [Ch.3. Online. P.8] note that the initiator of a sequence of talk-in-interaction is 'has an advantage over the interlocutor by virtue of occupying first position'. Therefore, the initiator or first speaker, in this case Alice, has power in 'setting the terms of agreement' (J Heritage & Raymond, 2005, pp. 15-17). By using questions to report her fainting episode, Alice becomes the possessor of relevant information, and the trainer, her interlocutor, assumes a subsidiary position.

More striking is Alice's reaction to the trainer's final assessment of her lesson and his suggestions for improvement (Extract 7). Each of the trainer's suggestions and comments is perceived by Alice as somewhat unnecessary and 'a statement of the obvious.' Her brusque replies may be attributed to defensiveness on her part, yet she seems to be 'rebalancing' the power relationship between herself and the trainer in order to maintain face. In terms of authority, she is not challenging the 'epistemic authority' of the trainer (i.e. the position of the trainer as possessing the specialised knowledge of language teaching). She does, however, seem to challenge the deontic authority of the trainer: i.e. 'the power to constrain the possible fields of action of others' (Gray & Morton, 2018, pp. 38-39). It is, however, noticeable how the trainer, in response to Alice's remarks, retains a professional sense of direction and positivity in his interactions with the trainee. He consistently reinforces and respects the 'rules of engagement' and the speaking rights of participants in each stage of the FTC.

Alice's peer observers make meaningful contributions to the feedback session: they comment on the learners' 'lack of engagement' with the receptive (listening) task; and the failure to notice and correct learner error. Both observations align with the trainer's later comments. One of the trainees, Amelia, comments positively on Alice's physical positioning in the classroom, yet this is challenged by the trainer in his summative feedback. It is noticeable that at no point does the interaction between the peer participants become 'multi-party' in nature.

5.3 Jenny – 'I'm not going to beat myself up over it'

Jenny's feedback session also takes place in week two of the programme. At this point trainees are beginning to 'taste the water' after the first week of pedagogical input. Although Jenny has no prior experience of Teaching English as a Second Language, she is a teacher in secondary education and consequently brings with her a significant amount of general pedagogical knowledge and experience. This session takes place early in the programme when practice sessions are thirty minutes in duration. Jenny is in the FTC with three fellow trainees: Joe, Dee, Christine and their trainer, Jim.

An initial overview of topics coded in the session indicates that a wide range of subjects was discussed with instruction-giving and error correction being two of the more dominant themes.

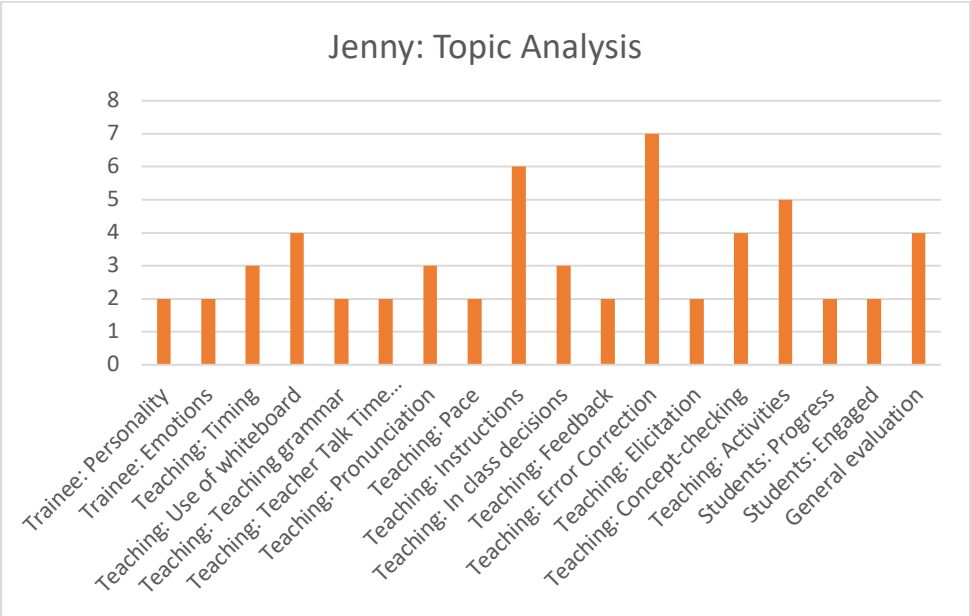


Fig. 5 Topics with fewer than two occurrences have been omitted to provide a clearer overview for the reader; the above analysis categorises 57/62 coded clips.

In categorising incidents of error correction, the decision was made to separate more generic correction techniques (e.g. *finger correction*, i.e. using fingers to highlight missing or incorrect items in a sentence; *repeating* and *pausing* at the inaccurate items to elicit a response; *gap-filling* exercises on the whiteboard; and *peer-correction)* from more specialist, ESOL-related techniques (use of the phonemic alphabet). The latter specialist techniques I have categorised under *teaching pronunciation*. For the language-teaching practitioner, the distinction between generic correction practices and use of the phonemic alphabet for highlighting pronunciation errors is of pedagogical importance, hence the decision to keep both separate.

Extract 1

The trainer signals the start of the FTC with a gesture to Jenny to initiate her assessment of the lesson.

Jim: ((invites trainee to begin with open hand gesture)) don't say you feel flat

Jenny: no I don't (.) I don't (.) no I don't think so (.) uhm (1.5) oh I don't know there's just SO: many things to think about on there within it but (0.5) right (.) the good stuff (.) the better stuff (.) uhm is that I think (0.2) might be debatable I used more CCQs than I have done previously and I had it on my hand ((shows hand: group laughter))

Jim: did you? Can we have a look?

Jenny: 'where did he get other' (0.2) 'what did he get other people to do for him?' That was the key one I had to £get across£ so I could remember it and that's E for echo ((shows hand: group laughter))

Jim: great [great devices]

Jenny: [fun it did help] me a little bit uhm so: I'm pleased that they did more CCQs (0.2) and my other thing (.) was uhm (.) to introduce more error correction (1.0) which I think I did some but I definitely <u>didn't</u> do anything with the IPA and (1.0) yeah (.) I <u>do</u> find it hard to be spontaneous with the IPA (.) so I can plan for it but I can't …

Jim's opening utterance, *'don't say you feel flat'*, provides a link to a previous feedback session with the trainee when she had started with such a comment. His statement introduces an element of humour yet, simultaneously, Jim may be trying to pre-empt a negative opening on the trainee's part. Jenny provides the preferred response to the trainer's implied question by repeating the utterance *'no I don't …'.* She then begins her self-evaluation by referring to the 'many things to think about', reflecting a conscious awareness of the multi-faceted nature of the lesson whilst giving herself time to externalise and verbalise her thoughts.

Jenny introduces her assessment of the positive aspects of the lesson with the utterance *'the good stuff'* which she immediately qualifies as the *'better stuff',* possibly adjusting her language to assume a less 'expert' role in front of the trainer and fellow trainees. The tentative phrase in parenthesis '*that I think might be debatable'*, again emphasises her status as a novice in relation to her new subject area, and may also be mitigating the impact of her subsequent positive claim '*I used more CCQs … and I had it on my hand'*. Having the concept-checking questions on her hand provided humorous relief and allowed Jenny to bond with her fellow trainees, yet it is possible that Jenny also had in mind one of the intended course outcomes: to produce concept-checking questions spontaneously by the end of the programme. Consequently, having questions on the hand could be perceived by the trainer as developmental in nature but not quite 'meeting the standard'.

The trainer reacts positively, however, to Jenny's statement and shows a sense of complicity with her actions by asking *'can we have a look?'* (line 7). Jim proceeds to reiterate his approval of Jenny's hand-written CCQs in line 11, which, incidentally, seems to be in marked contrast to his treatment of Alice's (Section 5.2: Extract 3).

The analyst's impression of Jenny's overall speed of delivery, intonation and body language is one of confidence, a feature which is relevant, yet not demonstrable in the transcription. She claims some success in asking more concept-checking questions (CCQs) and in using error correction techniques, yet takes care to balance this against her lack of spontaneity in using the phonemic alphabet (IPA). Her admission at not being able to use the IPA in this extract seems practical and matter of fact: this is highlighted by the emphatic forms*, 'I definitely <u>didn't</u> do anything with the IPA'*, and *'I <u>do</u> find it hard to be spontaneous the IPA'*. Jenny's sense of confidence, balance and practicality are aspects which re-surface throughout the episode.

Extract 2

Jenny is self-critical but, as mentioned, she balances this against a degree of confidence and agency. In the following extract, she focuses on timekeeping and the linguistic value of her activities:

Jenny: and then my thing was time-keeping (0.2) I'm a little bit frustrated I spend a lot of time mulling over it (.) the middle task I'm so (.)

Jim: yeah [I can see]

Jenny: [I'm really] unhappy with it ((Trainer laughs quietly))

Jim: haha I can see=

Jenny: =uhm so I wanted to do a game thing where they had to work out the structure but I saw chaos (0.2) and think it probably would have been a bit chaotic=

Jim: =okay

Jenny: uhm (.) but I wanted to have an accuracy practice and a fluency practice uhm (0.3) but (0.2) I just don't know (0.2) I could have easily made the second activity (0.2) the 'talking to each other' (0.3) one much longer (0.2) ditched the game but I took a risk by doing the coming up in memory game so I'm glad I just tried something new (.) so I'm pleased with that=

Jim: =and how do you feel it was in terms of reaching (.) you know (.) having a linguistic purpose?

Jenny: I think it <u>did</u> have a linguistic purpose I think uhm (.) they <u>had to</u> really focus on the form (0.2) uhm (0.2) and the feedback was really important I had to do that (0.2) I couldn't have dropped that (.) to have it back on the board and just checking (0.5) so yeah (.) I think (.) cos I was really mulling over whether that was (.) there was (0.2) whether there was a purpose to that and I was just (.) what's the point of having a memory game (0.2) but it's a tricky structure (0.2) and they get the stuff the wrong way round (0.5) and having the past participle so=

Jim: =yeah (0.5) but what else do they work (0.2) apart from form what else are they working on in that [activity?]

26 Jenny: [spelling]

27 Jim: ↑yeah

28 Jenny: uhm (2.0) communication (0.2) I knew (.) it was they still had to communicate
29 with each other (.) uhm

30 Jim: ↑yeah (.) yeah so pron as well

Jenny seems to be 'thinking aloud' and re-assessing her performance in 'real-time'. Her ideas are somewhat disjointed as she gradually works towards an evaluative conclusion. In lines 1-8, she expresses her conflicting thoughts about her intended game-based activity; she signals her uncertainty by her choice of lexical structures such as *'I wanted … but'* (x2) and the hypothetical phrases *'it probably would have been a bit chaotic',* and *'I could have easily made …'.* Furthermore, Jenny externalises her feelings about the lesson with the use of the emotive adjectives *'frustrated', 'really unhappy'* and *'chaotic'*. The interjection *'I don't know'* and the somewhat disjointed nature of the discourse again suggest she is working to make her thoughts explicit and to make sense of them. She balances her sense of uncertainty, however, with a positive conclusion: *'I took a risk … so I'm glad I just tried something new, so I'm pleased with that.'*

Importantly, Jenny relates her understandings to academic, in this case, pedagogical concepts (L. S. Vygotsky, 1994) and justifies her use of the language game to reinforce linguistic structure. She states that the activity did have a linguistic purpose, that they had to focus on form and the feedback was *'really important'* (lines 11-12). Her use of the appropriate terminology, *'focus on form', 'feedback', 'structure', and 'past participle',* provides her with psychological 'tools' with which to make sense of her performance.

Extract 2 is also interesting in that it demonstrates the different roles or 'modes of self-presentation' (C Vasquez & Urzua, 2009, p. 17) that trainees adopt in the feedback process. Trainees can occupy different and sometimes overlapping roles and identities as they navigate the complexities of the feedback conference. They are in effect developing practitioners as they report and reflect upon their classroom delivery, yet at the same time they remain students and are framed (Goffman, 1974, p. 22) by the discursive norms and power relationships present in the FTC. Moreover, they have collaborative and affective relationships with their fellow trainees, which influences the extent they feel able to critique their fellow trainees' lessons. Further examination of lines 11-17 shows how Jenny asserts her role as a developing professional when justifying her choice of activity. The use of emphatic auxiliaries *'did'* and the intensifier '*really'* demonstrate how she exerts her identity and foregrounds her accomplishment as a developing teacher. She uses direct speech to quote her thoughts in the lesson *'what's the point of having a memory game?*' (line 5) to emphasis the fact that she had

considered it and reached a meaningful conclusion: '*they get the stuff wrong* …' (lines 16-17).

In contrast to Lisa and Alice's feedback sessions, there seems to be a greater degree of dynamism and collaboration between the interlocutors: the overlaps and latching in lines 1–8 emphasise the speed of the exchanges, whilst the trainer ratifies Jenny's observations with the acknowledgement tokens *'Yeah, I can see'* (X2) and '*okay'*. Jim is also laughing somewhat benignly (analyst's notes), possibly indicating his sense of identification with Jenny's dilemma.

The extract demonstrates how the trainee and trainer work together to *verbalise* their understanding of the activity, and to relate Jenny's initial thoughts to pedagogical concepts. For example, Jim scaffolds the trainee's understanding of the activity by prompting further responses: his use of rising intonation in lines 27 & 30 signal that he requires expansion on the question posed in line 25. Unusually at this stage, he offers additional suggestions – *'so pron as well'* (line 30). In this case the trainer is not merely scaffolding the trainee's reply but providing ideas for her. The trainer appears to be addressing Jenny on a more equal footing, and there is a strong sense of a professional bond between trainer and trainee.

Extract 3

The next excerpt demonstrates how Jenny draws on her experience as a practitioner in a secondary context to introduce some perspective into her discussion on timekeeping.

1 Jenny: time-keeping I still feel a bit frustrated with (.) but (0.3) I think it's really
2 ↑difficult (0.5) I would find that in secondary school as well like (.) until you get
3 to know a class and you try different activities and (.) just don't know how
4 they're gonna go and so I'm not gonna beat myself up over it (inaud.)

Jenny exerts her identity as an experienced teacher to justify her time-keeping decisions and to put them in perspective. It is interesting how she refers to her own context but uses the impersonal pronoun '*you'* to generalise her thoughts and give them a degree of universality. Her final comment (lines 3-4) underlines her sense of balance and agency; it would be difficult to envisage how the trainer might do anything other than agree with her. The episode is a powerful example of what Wortham (2003) describes as parallelism, in which 'individuals simultaneously enact analogous social positions to strengthen social identification' (ibid. p.189). She is simultaneously 'inhabiting' (Koven, 2002, pp. 168-169) three places in time to reinforce her own identity: she is referring to the actual incident in the teaching practice session, her previous experience in the secondary classroom and her present position as a teacher reporting on the lesson. The

choice of language in the context of the FTC reflects her concept of self as developing teacher as well as a trainee in a 'classroom' context.

Extract 4

Jenny concludes the first phase of the FTC by confirming her identity as a developing classroom practitioner or 'responsible agent' (C Vasquez & Urzua, 2009, p. 6) whilst simultaneously acknowledging her role as a newcomer to the profession.

1 Jim: good (3.0) did you achieve your aims? yes, no or partially?
2 Jenny: I think I'm gonna go with yes actually (0.3) that I wanted them to know that
3 structure (0.2) and to be able to use it to talk about house refurbishments (.) and
4 I think they did
5 Jim: did you have time in there (.) cos you <u>did</u> do the last activity just to get through
6 to a feedback phase didn't you?=
7 Jenny: =yeah I mean I expect
8 Jim: so you were <u>monitoring</u>=
9 Jenny: =yeah
10 Jim: so you <u>heard</u> you <u>heard</u>=
11 Jenny: =definitely (0.5) and through that Liana came up with Leili which we spent the
12 break looking at (.) so through that process and talking to her … so

Jenny asserts with a measured degree of confidence that she has achieved her teaching aims; her use of *going to ('gonna'*) (line 2) suggests a sense of decisiveness in her role as competent teacher whilst her use of *'I think'* signals her position as a novice, serving to acknowledge the supervisory role of the trainer. Jim proactively supports Jenny's evaluation of her lesson by eliciting further strengths in her lesson (lines 4-9). Jenny seems somewhat taken off guard when he asks her whether she reached the final feedback phase (lines 5-6). She responds hesitatingly to his question-tag *'didn't you?'* with the indecisive utterance 'yeah, I mean, I expect'. After two further attempts to confirm whether she was monitoring learning, she provides the preferred response '*definitely'*. The trainer's quite persistent questioning suggests that he is almost willing her to succeed: again, markedly different from the previous two feedback conferences. As will be seen, this active reinforcement continues into phase two of the feedback on teaching conference.

Extract 5

The second (peer-feedback) phase of the FTC opens with Joe who has decided to start by suggesting a minor area for development:

1 Joe: I'll get this yeah (2.0) uhm yeah great enthusiastic (inaud.) and a great opening
2 as well (inaud.) uhm (1.0) the one little thing I'll say to you there are a lot of
3 good things I could say but one thing I'll say is just is being attentive to the

learners cos when you were doing this sentence (inaud.) he wasn't getting it cos he was actually reading from his ↑notes

Jenny: which (inaud.) is it?

Joe: Ali

Jenny: oh ok yeah

Joe: (inaud.) bald guy so (0.2) he was just reading his notes and not actually looking at ↑you

Jenny: oh ok

Joe: [so I would say

Jim: [any suggestions?

Joe: sorry?

Jim: any suggestions? (0.3) In that kind of situation?

Joe: monitor and just try and get his attention really

Jim: uh hum

Jenny: and just get (.) right guys I need you all of you listening (.) looking this way kind of (.) ok?

In this phase of the FTC, Joe is required to assume the role of peer-assessor whilst maintaining his identity as one of Jenny's trainee-colleagues. The tension between these two roles leads him to mitigate his criticism by emphasising the positive aspects of the lesson: he repeats *'great'* and counterbalances *'one little thing'* with *'a lot of good things'* (line 2). Jenny's reaction to Joe's point (line 8), contains the change of state token 'oh' (Heritage, 1984) signifying cognitive change, yet she proceeds to respond positively to Joe's criticism (see below).

The interaction is interesting for several features: the trainer seems to react quite impulsively to Joe's point that Jenny should take care to include all the learners, and he interrupts Joe's utterance with *'any suggestions?'* (lines 12-13). Joe seems somewhat surprised at what is a 'marked' intervention in this phase of the FTC, when peer-observers usually proceed with their observations uninterrupted. He gives a brief reply which is accepted by Jenny who verbally enacts the sort of classroom intervention she might have made: *'right guys, I need you all listening, looking this way'* (line 18). This use of direct reported speech (in this case referring to a hypothetical rather than a past event) is seen by C Vasquez and Urzua (2009, p. 174) as a powerful resource for establishing 'agentive teaching identity'.

The trainer, having worked in the previous phase to reinforce Jenny's role as a competent practitioner, seems to react quite quickly to Joe's critique of the lesson and asks how he might resolve the problem. Jenny, however, takes Joe's point on board and asserts her identity by staging a verbal enactment of how she would deal with the

situation. In this way this section of Joe's contribution reaches a constructive and assertive conclusion. Joe continues with a positive assessment of the lesson and affirms that he will *'take away'* Jenny's skilful use of communicative activities in order to reduce his own teacher talk time.

Extract 6

The second peer-observer, Dee, begins with minor negative observations (not cited), which she prefaces with the phrase '*really nitty picky ones, I'm sorry'*. Her two criticisms relate to Jenny's use of a table on the whiteboard and her unclear spelling of '*painted'* which resembled '*printed'*. Dee then mitigates the impact of her remarks once again with the utterance *'as I say, that's nit-picking because I couldn't find anything else, I'm sorry'*. She then proceeds to praise Jenny's authoritativeness and classroom management:

Dee: I found the countdown to the activity end helpful (0.2) I thought that was helpful (.) you were authoritative (1.0) uhm (.) they knew where they we…(0.2) because you were authoritative they knew where they were at each point (0.5) it's kind of like your snappy pace as well ties in with your authoritative (.) uhm your instructions were clear (0.5) uhm (.) and I loved that whispering phase in threes (.) I thought that was a really nice idea (0.2) it got everybody involved because it's sometimes (.) difficult to think of an activity that the quiet ones will get involved in but that one °they have to°

Dee's choice of lexis is evidence of Jenny's impact both on the class and her fellow trainees. Dee's use of the term '*authoritative'* (x3) and the utterance '*they knew where they were'* (x2) reinforce her positive assessment of Jenny as an assertive and self-assured teacher. Joseph (2013) and Koven (2002) highlight the importance of an interactional partner's evaluation when assessing a speaker's attempt to assume a particular identity:

> Whether or not a speaker is trying to project an identity is a relatively minor issue, compared to the much more important one of how the speaker's identity is perceived by other people. (Joseph, 2013, p. 37)

Dee also comments on Jenny's 'snappy pace' and clarity in giving instructions: both generic aspects of teaching which Jenny possibly brings with her from her professional teaching environment. Repetition and recasting are key features of Dee's contribution as she works to clarify and formulate her ideas. The repetition of '*helpful'* and '*involved'* provide a gentle counterbalance to Jenny's identity as authoritative and directing. Dee works skilfully to mitigate negative criticism and to stress the positive features of Jenny's teaching.

Extract 7

The final phase of the FTC opens with a statement of intent by the trainer and an indication of how he perceives Jenny's performance:

Jim: yeah I'm just gonna pick up on (0.1) bits (0.5) throughout the lesson (1.0) uhm because what's what's really lovely to s… cos I've had you for three days (.) now is you're consistently keeping (0.5) keeping a standard uhm (0.5) I don't mind sharing with you some people who start with really strong lessons have a dip have (.) something happens

Jenny: it'll probably happen next week …

Jim: and really early on you tried to reinforce Dee's teaching as well with (0.5) what was it? I think it was detached or something 'why what type of house is it?' that was lovely as well as really nice instincts (1.5) you're going beyond your lesson plan aren't you? You're going going going far beyond that which is lovely (0.7) uhm (2.5) the board structuring is still there (0.7) it is just a little less focused today you kind of were missing underlining for some of the categories=

Jenny: =yeah yeah and less colour these are (inaud.) structure yeah

Jim: I don't know why it didn't didn't really make a difference but I'm just letting you know

The trainer points to a strongly positive assessment of Jenny's lesson with his use of the adjective *'lovely'*: an epithet used repeatedly throughout this extract. He seems to be fulfilling his role as course assessor and mentor whilst at the same time acknowledging Jenny's role as a fellow professional. For example, he introduces a section in parenthesis introduced by the phrase *'I don't mind telling you …'* which suggests that he is sharing 'inside' information which might normally be confidential to the course trainers, thus signalling perhaps that his stance towards Jenny at this point is that of a fellow practitioner. Throughout the feedback phase the trainer appears to move skilfully between his role of assessor / gatekeeper and that of fellow teacher in relationship to Jenny. Meanwhile, Jenny reaffirms her identity as a novice by stating that her performance may possibly deteriorate the following week (6). Jenny seems to be working to re-establish the power balance between herself and the trainer by suggesting that she has potential to perform less well on future occasions.

In lines 7-10 the trainer praises Jenny for *'going beyond'* her lesson plan and using her instinct to include additional items. He includes reported speech from the lesson to evidence his point. Jim's criticism of Jenny's *'board structuring'* (lines 12-15) is strongly mitigated in the final utterance when he reassures her that it did not really *'make a difference'* and that he was informing her just to let her know.

Extract 8

The trainer does critique Jenny's performance but in a way which scaffolds and protects her sense of agency, as can be seen in the next episode:

1 Jim: yeah it's depth isn't it a depth of learning something (1.0) here come the CCQs
2 that's right (1.5) 'did he do it himself?' 'did it happen in the past?' I could see it
3 was so planned and you were ready to get them out there great great next step
4 what do you think the next step is?

5 Jenny: for them to come naturally (1.5) ↑maybe in the lesson I don't know why I can't
6 (clicking finger near ear) just come up with them

7 Jim: I think for them to come up more often (1.0) and (1.5) pop with it

8 Jenny; OK

The trainer scaffolds Jenny's development by suggesting that she use concept checking questions more often throughout the lesson and to accompany these by pausing to elicit a reply. In her initial reply, Jenny (5) realises that the ideal would be to produce such questions spontaneously in the lesson whilst Jim suggests that simply using more of them might be an achievable half-way point on the way to being fully 'proficient', thus keeping Jenny within her 'zone of proximal development'.

The trainer completes the FTC by identifying areas for development: planning instructions to avoid rapid classroom talk, using more finger correction techniques and considering use of a running dictation.

Episode Summary

Jenny's feedback episode is noticeably different from Lisa and Alice's sessions. In terms of ideational content, Jenny refers to a range of topics in stage one of the feedback session: increased concept-checking and error correction, enjoyment of teaching, achievement of aims, good rapport with class, but a need to use the phonemic alphabet (IPA) and finger-correction. Jenny's observations resonate with the trainer's final suggestions for improvement: particularly, the need to 'concept check throughout', to use finger-correction, 'proactively correct errors' and use the IPA. This suggests a high degree of conceptual alignment between trainer and trainee.

Jenny is competent at 'externalising' and 'verbalising' concepts (Johnson and Golombek, 2016: 14-15). In Extract 2 (lines 9-23), she rationalises the plethora of choices which face her in classroom decision making, and reaches a balanced and positive conclusion. Her use of the terminology of the field shows her ability to verbalise her thoughts, i.e. 'systematically use academic concepts to re-examine, rename, and re-orient their everyday experiences' (ibid.). She seems comfortable in dealing with the ambiguities of the classroom and reaching mindful conclusions.

On an inter / intrapersonal level, Jenny presents an assertive yet balanced persona. She moves seamlessly between her roles as novice teacher of English, classroom trainee and

experienced teacher in a secondary context. She uses the last role to inform her decision making, particularly on generic classroom issues, such as timing.

The interaction between Jenny and Jim in stage one is markedly more dynamic, and appears to be conducted on a more equal footing. The trainer works to scaffold Jenny's ideas, and at times he prompts and provides answers to his questions. Interestingly, he gives a certain leeway to Jenny which he does not afford to the other trainees. For example, he is amused when Jenny writes her concept checking questions on her hands whilst he had criticised Alice for a similar 'misdemeanour', stating 'we are expecting more than that at this stage" (Section 5.3. Extract 3, line 11).

Finally, Jenny seems mindful of the relationships and allegiances within the feedback conference. She hedges claims to acknowledge her status as a novice teacher in relation to the trainer, and she uses humour effectively to laugh at herself (e.g. the writing on the hand episode), thereby strengthening her sense of identity with her fellow trainees. Finally, her response to the trainer's comment (see Extract 7, lines 5-6) about trainees experiencing a dip after a strong start, demonstrates a degree of self-deprecation, once again signalling her status as a learner and group member.

5.4 Jack - 'The term disaster springs to mind'

Jack's one-hour teaching-practice session takes place towards the end of the four-week intensive training course. At this point in the programme, novice teachers are expected to have attained a greater degree of competence in planning and delivery, so expectations are raised.

The observed trainee, Jack, has previous experience of teaching English in a language school in Italy. He has just taught a one-hour lesson and was observed by the teacher trainer, Rosanne, and a fellow trainee, Lisa. Both are in attendance in the feedback session.

Analysis the coding of this session provides an overview of what topics of have been covered.

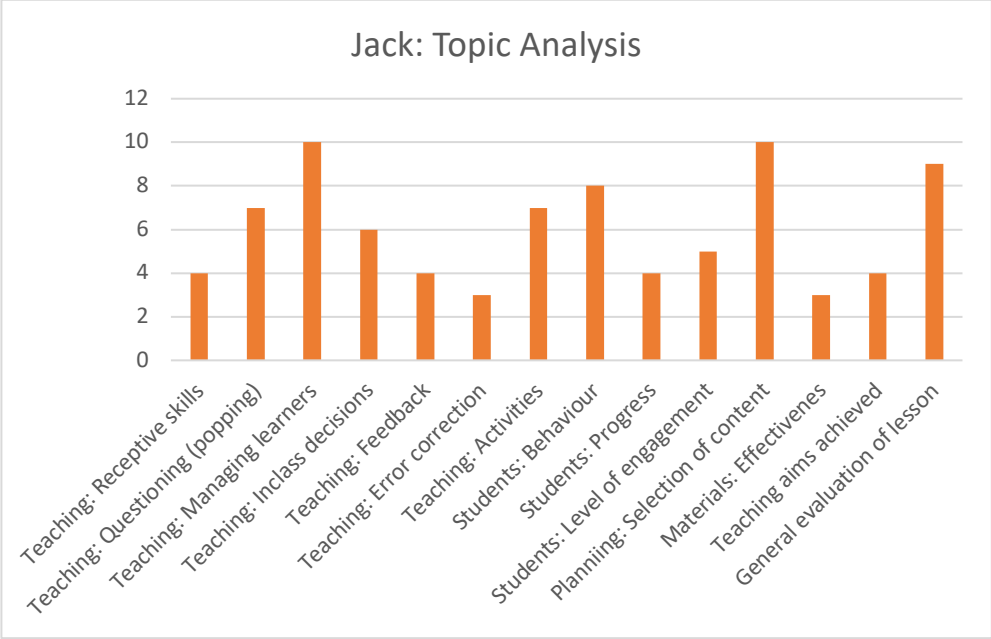


Fig. 6 Topics with fewer than three occurrences have been omitted to provide a clearer overview for the reader; the above analysis categorises 84/92 coded clips.

It is noticeable that the topics relate either to practical aspects of pedagogy (planning, teaching and classroom management) or to the level of engagement and behaviour of the learners taught in the teaching-practice session. Four of the topics, *student behaviour, managing learners, selection of content,* and *pausing when questioning* feature prominently in the qualitative analysis of the clips in this chapter. The pedagogical aim of Jack's lesson is to present and practise questions used in job interviews.

Extract 1

In opening the first phase of FTC, Jack provides a somewhat gloomy overall assessment of his teaching-practice session:

1 *Ros:* right how was that today?
2 Jack: I mean I (0.5) hh. The term disaster springs to mind
3 Ros: really?
4 Jack: I didn't think that was anywhere (.) near … ((period of bustle and searching for
5 papers)) uhm (1.0) yea:h now I d.(.) hhh. It felt like a bit of a mess in the end
6 Ros: okay talk me through it then … ((more bustle and searching for papers))
7 Jack: yes so I felt my plan ↑itself (.) when I was going through it yesterday (.)
8 yesterday evening (1.5)) felt <u>very</u> clear in my mind felt very structured I thought
9 it flowed very well in my ↑mind (.) when it came to the lesson (.) I felt I missed
10 out things (.) or I sort of realised (0.5) as I was going through the (relevant) I
11 wasn't going to be able to include things (.) I'd put wa::y too much information
12 for cos you know initially for in for the free practice at the end (1.5) ultimately
13 the little bits of paper with the jobs (0.5) the different places Starbucks
14 McDonalds all that were basically redundant

Jack starts with a rather downbeat opening. Although the other trainees in the study occasionally downplay their performance to pre-empt possible criticism from the trainer, on this occasion Jack's self-criticism is quite marked (lines 2 & 5) and accompanied by audible outbreaths or sighs, suggesting emotional and cognitive dissonance.

The discursive features of the text reinforce Jack's meaning as he externalises his sense of cognitive dissonance. His repetition of *'in my mind'* (and particularly the stressed second occurrence with rising intonation) signals an imminent contrast which is introduced with the clause *'when it came to the lesson'.* The use and repetition of *'felt'* (x4) is striking; on an ideational level, it may suggest the transitory, tentative nature of Jack's initial suppositions. At a textual level, as in the case of *'in my mind'* above, the function could be to signal a negative outcome in contrast to his initial positive expectations. Finally, on the interpersonal plane, *'felt'* could be interpreted as a hedging device, to avoid seeming over-authoritative in the context of the feedback conference.

Jack's text is also characterised by a series of 'parallel' and rhythmic syntactic constructions (lines 7-9) introduced by the verb *'feel'*. Tannen (1989, p. 67) shows how repetition both at the level of individual words and 'rhythmic patterns' facilitates the production of spoken language, by allowing the speaker to carry out conversations with less effort, and to secure ideas in their own minds. At the same time, from the listener's perspective, the repetition of phrases with similar lexis, meaning and syntactic structures, such as *'felt very clear in my mind', 'felt very structured', 'thought it flowed*

very well in my mind' aid comprehension by reducing the need to process texts with denser meaning. Jack is not pleased with the outcome of his teaching practice, but his language indicates that he has the confidence and discursive skills to externalise and verbalise his thoughts and feelings.

Extract 2

In the first two lines of this excerpt, Jack completes the turn started in extract 1. This prompts the trainer to ask what went wrong (lines 3-14).

1 Jack: … I feel my time management was was possibly off in this one as well (.) but it
2 definitely was uhm (.) yeah many many things really went wrong [I just kind of]
3 Ros: [ok give me a]
4 summary of what you did think (.) what you went (.) what went wrong then (.)
5 you say many many [things went wrong]
6 Jack: [what went wrong] well just I felt (2.3) uhm (1.0) well okay
7 initially one thing that went <u>right</u> but went right sort of quicker than I thought it
8 would (.) was during the gen sit was getting the questions from them (.) the
9 terms (0.2) and the questions obviously were getting a lot of (0.5) participation
10 from (1.0) ↑Michel in particular was giving us lots of inf ..(.) uhm (.) I think <u>that</u>
11 sort of happened quite quickly (0.2) it was (.) I mean (2.0) yeah they got the
12 questions (.) the concept questions they got those (.) which they would need for
13 their (0.5) for the first for the controlled practice ((waving arms indicating
14 matching movement)) matching reforming questions with the coloured cards (.)
15 that was all ok

Jack seems to signal the end of his first turn by returning to a global evaluation of the session; *'many, many things really went wrong'* (line 2). This prompts the trainer to interrupt and elicit a summary of *'what went wrong'*. Both participants repeat *'went wrong'* several times (x4) during the interchange, possibly to 'ratify listenership' and 'show response to another's utterance' (Tannen, 1989, p. 62). Jack's echoing of '*what went wrong*' in line 6 allows him additional thinking time to formulate his response, before focusing on *'one thing that went right'*. His repetition of the same structure with a lexical variation (right) adds a sense of irony in the reply. His positive evaluation in lines 13-14 suggests a contrast with his observation in line 7 that the activity went '*sort of quicker than I thought'*. The implicit contradiction gives the impression that Jack is very much formulating his ideas and slightly adapting them through the process of talk in action.

Extract 3

This process becomes even more evident in the second part of the same turn (below); the topic of Jack's lesson is interview skills, and in this extract, he attempts to explain the rationale for his choice of language to be taught in the lesson. In selecting specific

interview questions to elicit, present and practise, he explains why he has taught several ways of asking the same question:

Jack: … I dunno (.) it was all a bit vague in the end because I kind of (0.2) kept been (.) I'd debated about what the best term (0.5) I wanted to get across to them that that's a question they might be asked in different ways about their skills I just wanted them to sort of get that (0.2) so that's why I had like (0.5) the question what they gave me which wasn't necessarily the same one they had which wasn't the same one they had in the ↑exercise (0.3) then I wanted them to link it to that (0.2) concept and then again in the dialogue there was another different or rather in the comprehension question for the transcript there was another different phrasing of it (0.5) uhm (0.2) I think well they they (0.2) uhm I I (0.5) hhh. I think maybe it was just too much (.) too many different (2.0) elements in what I was trying to do

Jack is once more formulating and developing his thoughts through talk-in-interaction. There is a loosely coherent, almost narrative logic to the turn as he lists the different ways in which the learners are exposed to the same concept (interview questions) in different formats. His conclusion is that the multiplicity of language forms that he intended to teach leads to eventual '*vagueness'* and lack of understanding. His repetition of '*I wanted'* (lines 2, 3 & 6) again implies a potential mismatch between his intentions and the actual implementation of the lesson.

The above extracts highlight the multi-faceted nature of the feedback conference; in terms of pedagogic knowledge and practice Jack is 'externalising' his understanding of the class. Through the act of describing and interpreting his impressions of the lesson, he is making his understandings explicit to himself and others, with the result that his 'thinking is laid open to social influence' (Johnson & Golombek, 2011, p. 491). His use of features such as repetition, which facilitate reflection whilst speaking, in addition to false starts and recasts evidence the potential ease with which he feels free to speak and formulate ideas. Moreover, in the context of the FTC, Jack shows a keen awareness of the other participants; the tentative nature of his ideas, his choice of lexis ('*feel', 'wanted'*) and repetition to ratify listenership all demonstrate an awareness of 'knowledge of context'. The extract also gives us a possible insight into his identity as a teacher in so far as he privileges authentic knowledge, specifically the types of question forms that learners will need in an actual interview context.

Extract 4

In common with other trainees in the study, Jack tends to grudgingly acknowledge those aspects of the lesson which were successful. As the episode progresses, his reply to the question *'what went well out of that …?'* is initially positive but quickly reverts to a negative assessment:

1 Jack: okay (.) I thought I managed to elicit those questions I got got all the target
2 language up there (0.3) any time for each stage when they would need it (.) uhm
3 I kept jumping round I think with things …

In the continuation of this extract (not cited), he focuses on the lack of direction in the lesson, which he attributes to his having excessive time for planning, with the result that he had too many ideas and was going in *'too many different directions'*. The conversation then focuses on materials which turn out to be 'redundant' because of lack of time.

Extract 5

The trainer acknowledges his contribution but follows with a direct intervention:

1 Ros: Okay what do you think you (0.5) did a little too much of today?
2 Jack: u::hmm
3 Ros: that was a very leading question from me (general laughter)
4 Jack: yeah [it is (.) I'm just trying to think actually
5 Ros: [if I said to you that teacher talk time wasn't high (1.5) what do you think
6 you did too much of?
7 Jack: yeah (1.0) too much popping
8 Ros: yes
9 Jack: I did
10 Ros: and what impact did that have on (inaudible)
11 Jack: it wasn't so quite (.) it wasn't very dynamic.

In this extract the trainer initiates a pivotal change in direction as she attempts to guide Jack into identifying what she sees as a critical area for development. The trainee is somewhat thrown by her question, *'what do you think you did too much of today?'* (lines 2 & 4), and the Rosanne assists him by providing a clue to the preferred response (lines 5-6). The insertion of the phrase *'that was a very leading question by me …'* injects an element of humour, perhaps to defuse tension, and perhaps signals her acknowledgement of having breached the protocol for this phase of the FTC. Jack responds 'correctly' by stating he did *'too much popping'* (line 7). It is interesting to note that having raised awareness of the issue and its potentially deleterious effect ('it wasn't very dynamic'), the trainer swiftly moves on to another topic. She does seem, however, to have established a focus for future discussion. The issue is subsequently taken up by Lisa, Jack's peer observer, and at length by the trainer herself in the final summative phase of the feedback episdoe. By alluding to this aspect of Jack's session, Rosanne is introducing a concept which may lead Jack to revise his initial understanding of the lesson.

Extract 6

The trainer continues in a similar vein as she moves the focus to Jack's management of learners in the session:

Ros: Okay tell me about (.) your management of (0.5) Michel and Mikash today

Jack: Oh I don't think Mikash was too bad today really (.) she was it was (.) yeah I I don't think I (1.0) I was maybe sort of (2.0) getting slightly kind of (1.0) frustrated with him because=

Ros: =rightly so

Jack: yeah I sort of I didn't want uhh completely you know just be like enough (.) come on stop it (0.5) I wanted to sort of you know to (1.0) but I did maybe on a couple of occasions almost ignore him I think because it was getting to the point where it was just like you know you're just really dominating this and (.) if you're going off topic let's=

Ros: =do you think you dealt with him appropriately though?

Jack: just trying to think of actually concrete examples of what I did I think (0.2) I wasn't rude to him

Ros: no you weren't

There is a noticeable change in the tone of the discourse in Extract 6 as Jack deals with one of the more problematic aspects of the lesson – an individual learner's behaviour. He does not mention Michel directly though we understand from the use of the masculine pronoun '*he'* that Jack is referring to him rather than Mikash, a female learner. Jack's reaction to Michel's behaviour is steeped in lexical hedging expressions ('*maybe', 'sort of', 'slightly kind of', 'almost'*) both to express his own emotions (*'I was maybe sort of getting slightly kind of frustrated with him')*, and his reaction *('I did maybe on a couple of occasions slightly ignore him'*). The use of fillers such as *'sort of'* and '*kind of'* provide thinking room to prepare his response, whilst the tentative use of *'maybe'* and *'slightly'* signal his sense of caution in his response to what can be a challenging and face-threatening issue for many teachers. In exploring Jack's handling of Michel's behaviour, the trainer has identified a potential 'growth point' (McNeill, 2005), a moment 'when teachers' cognitive/emotional dissonance come into being' (Johnson & Golombek, 2016, p. 45). The growth point comes into being when 'contradictions emerge between what a teacher envisions and the reality of what actually occurs when teaching' (ibid.) Johnson and Golombek posit that such moments create the potential for *responsive mediation* by a more experienced professional to support the trainee's emergent expertise as a teacher (ibid. p.33). As this FTC evolves, the role of the trainer becomes pivotal in scaffolding the trainee's understanding of this key growth point in the lesson.

Extract 7

In the second phase of the FTC Jack's peers report on the lesson they have just observed. In this case only one trainee, Lisa is present. She talks at length and provides some thoughtful feedback on the session:

Lisa: uhm () uhm I thought you dealt with the questions really lovely -ily (0.3) uhm and yeah the word order was fantastic (0.3) drilled the questions that was all really good (0.3) but I actually thought I mean this happened to me yesterday so (.) worry not (0.3) but uhm (.) how are they gonna answer these questions? Because (1.0) I was like what skills do you have? (0.3) You sort of (0.2) hh. danced around the subject of skills Michele started piping up and just squashed that down you moved on (0.3) so the idea of skills (0.3) to concept check could be like (.) what are skills? Is being able to tie my shoelaces a skill? Is being able to (0.3) you know I'd like (.) so I dunno (.) so next time (.) or you know (.) to move that forward (0.3) uhm give them examples of how to respond to those ↑questions … uhm (4.5) oh with Michel Michele Michael (0.3) depending on how he's feeling he tells you different things

Jack: Michele

Lisa: yeah yeah I think (3.0) actually don't know (0.3) I don't know how I would have dealt with it myself (.) but I did see you ignore him (0.3) which is a fi:::ne-ish choice to make (0.3) but then because he was being ignored (0.3) I mean different people respond to it differently some people get ignored they're like okay fine I'll be quiet (0.3) but he didn't (.) he was like I'm being ignored I'm gonna ramp it up a level (0.3) and then I'm gonna ramp up another level and it was when he was doing the thing and he started yelling out ……

Lisa's feedback is copious and does indeed start with positive comments (lines 1-3). She praises Jack for successfully drilling the job interview questions and for his practice activity in which learners had to re-order sentences on cards to practise sentence structure. She moves on to critique the lesson and, in line with Copland's observation (ibid.), mitigates her negative comments by associating them with her own performance in the previous day's lesson, and urges Jack to *'worry not'* (line 4). She criticises Jack for not having elicited possible answers to the questions he had drilled, and offers some well-considered concept-checking questions to check their understanding of the word skills; *'what are skills? Is being able to tie my shoelaces a skill?'* (lines 6-8). She mitigates her critique of the lesson with the phrase *'I dunno'* to acknowledge her position as a peer-observer in the feedback process.

Lisa then picks up the topic of behaviour management introduced by the trainer in the previous phase. Her analysis is once again heavily hedged. She initially takes care to avoid offering advice to Jack on how to handle Michel; in lines 13 and 14 she admits that she does not know how she would have dealt with it but shows tentative criticism of Jack's management of the learner. Her use of the *word 'fi:::ne-↑ish'* with lengthened vowel and the suffix -ish' (with rising intonation) signals her reservations about Jack's

strategy, and the repetition of *'ramp up'* paint a vivid picture of Michel's behaviour. Lisa's hedging intensifies dramatically as she finally offers some advice on how to deal with the problem; *'like I don't know I don't know if I have any advice really that was but like I dunno maybe possibly acknowledging some of those answers)*. This final suggestion is later taken up by the trainer Rosanne in the final phase of the FTC.

Extract 8

Lisa returns to the topic of 'popping' which was briefly mentioned in the first phase of the FTC:

Lisa: uhm (3.0) with the popping (.) yeah I was like yeah you're really good at popping (0.3) like (1.0) okay (.) uhm but in that silence you were using up your eliciting time maybe (0.4) uhm so when you popped it was just silence (0.4) which is what popping is (.) but I was sat there going (0.3) what question are they answering again? (0.4) What are they meant to be doing? (.) And then you were silent and they were like okay ((pursed lip gesture)) (3.0) so there was all this silence (0.3) and I think (0.3) if you were popping but going (0.4) kind of (0.3) ((modelling inviting gesture)) miming gesturing facial expressions uhm however I do not think it was the disaster that you put to us …

Lisa's analysis of Jack's questioning and pausing (popping) skills is perceptive; she recounts her own impressions as Jack pauses for excessively long periods of time waiting for learners to respond. She felt that the learners might even forget the actual questions they are supposed to be answering. She takes care, however, to sandwich her comments between two positive remarks; *'you're really good at popping'* and *'I do not think it was the disaster that you out to us'.* The use of the word 'disaster' echoes Jack's initial evaluation of his lesson and will be used again by Lisa in the final words of the FTC.

The rest of the second phase is positive in tone; Lisa compliments Jack on his choice of topic and language, his use of effective techniques for teaching pronunciation and the highly collaborative nature of the communication tasks.

Extract 9

The final summative phase of the session opens with a global evaluative statement by the trainer in which she attempts to add some perspective to Jack's highly critical self-evaluation of his class:

TE: uhm (3.0) I think you're being a tad hard on yourself (0.4) don't you think? (2.5) I'm glad that you didn't (0.3) you weren't thinking it was the perfect lesson (0.4) which is which is good (0.4) but I think you were being a tad hard on it (0.4) cos there were quite a lot of good things ongoing in there (0.4) some of the things (1.0) that didn't go as smoothly were brought about very much because of of (.) what you were <u>not</u> doing i.e. you were popping too much and therefore you were not talking to them (0.5) and there were times when students do need you to talk

to them (0.2) to respond (.) because otherwise what you end up doing is getting people getting confused (0.5) they're not sure whether the answer they have given is right (0.5) and therefore they start to tell each other no that's not right (0.5) and then oh maybe it's not right because he's not responded to me (0.4) and so they start digging themselves into a (.) into a bit of a mess (.) u:hm

Jack: and joining me

As the experienced practitioner, the trainer elaborates on and fine-tunes observations which were made by Jack and Lisa earlier in the FTC. She re-balances Jack's initial evaluation by referring to the many '*good things ongoing in there'*. She pinpoints what she perceives as the pivotal problem; Jack has swung from one extreme to another in his questioning techniques. In the previous lesson his '*popping'* was under-developed, and he had not waited long enough for the learner responses. In this lesson he had paused so long that the students were unsure of the correct response to the question and were left confused.

The text demonstrates a high level of cohesion achieved mainly through the repetition of single words, phrases and parallel structures. Rosanne repeats '*being a tad hard on yourself'* in an attempt to re-balance Jack's one-sided perspective on the class. In a similar vein she repeats '*good'* in reference to his sense of judgement on the lesson and on the many '*good things ongoing in there'.* Lexical repetition is further evident in her use of *'not'* (x6) in lines 5-10; it is used in its stressed, uncontracted form to emphasise Jack's lack of teacher-talk and the learners' lack of certainty. Finally, the almost rhythmic character of lines 9-12 with the repetition of clauses introduced by the pronoun *'they'*, and the variations in use of the adjective '*right'* and '*not right'* bring home the potential sense of confusion felt by the learners.

At an interactional level, this level of cohesion and repetition conveys what Tannen (1989) refers to as a 'meta-message of involvement'. It shows the cognitive and affective commitment of the speaker in actively listening and communicating in a 'shared universe of discourse'. Her final metaphor, ''*digging themselves into a bit of a mess',* echoes almost word for word Jack's opening evaluation of his lesson, perhaps reflecting her sense of identification with his predicament. Jack recognises this in his somewhat ironic response '*and joining me'* (line 13).

In contrast to the first phase of the FTC where the trainer's utterances were mainly exploratory in nature, scaffolding the trainee's interpretation of the lesson, Rosanne's contributions in the final phase tend to be more evaluative and directive in tone.

Extract 10

In this final extract Rosanne reviews Jack's initial criticism of the content of the lesson, in particular, his choice of interview questions which he felt were numerous and confusing.

TE: uhm (0.5) with regards to the content of the (.) the language content of the lesson I thought your questions were very nicely chosen (.) I think those a::re the types of things that are going to be asked of them (.) uhm (.) obviously it's a MASSIVE topic (0.2) you're not gonna be able to cover interviewing in one (0.2) session it is the sort of thing that we spend ooh (0.5) at least a week (0.5) working on it throughout the whole week (0.2) building up (0.2) you know (0.2) some adjectives (.) to describe the qualities of themselves … so I thought you chose your content for a one-hour lesson very well …

These comments from the more experienced practitioner are significant; they take up points made initially by Jack and redress the balance of negative and positive elements in his earlier critique of the lesson. The trainer continuous to list other strengths (not cited) including his controlled practice activities, his use of the phonemic alphabet in teaching pronunciation and the creative nature of his final free-practice task.

Lisa concludes the session with an ironic retort:

Ros: *But that is you know (.) you're a bit too hard on yourself*

Lisa: the word DISASTER comes to mind (mocking tone)

Lisa's repetition of Jack's opening words has the function of 'closing off' the interaction at this point. It is a good example of what Tannen (1989, p.55) calls 'repetition across discourse and time' and seems to 'encapsulate for Tannen what was memorable and reportable about this experience'.

Episode Summary

A salient theme of this feedback session is the sense of uncertainty that trainee teachers experience when their plans and intentions are not fully realised in the actual delivery of the lesson. This can result in 'cognitive and emotional dissonance' (Festinger, 1957) as the novice teacher struggles to identify causes and plan alternative strategies. The three participants in this FTC work collaboratively to re-interpret and expand on the trainee's initial negative evaluation of his lesson, and to 'push the teacher's thinking about alternative instructional responses in implicit and explicit ways' (Johnson & Golombek, 2016, p. 61)

In ideational terms, i.e. pedagogical knowledge and practice, there is an initial divergence between the Jack's perception of the class and that of the trainer and his peer observer. In phase 1 of the feedback session, Jack provides a negative assessment of the lesson. He covers a range of topics, but he attributes his 'unsatisfactory performance' to poor planning, particularly, selection of content and timing. He seems uneasy at dealing with the uncertainty and 'lack of clarity' posed by having to teach so wide a range of interview questions. He reaches a negative conclusion, 'it was all a bit vague in the end'.

Lisa and the trainer work to mediate Jack's understanding of his lesson. Rosanne's 'leading' question, *'what do you think you did a little too much of today?'* (Extract 5), is pivotal in that it moves the trajectory of the session to the topic of '*popping'* (pausing after asking questions to elicit a range of responses). Lisa develops this topic further in Extract 8 by referring to the silence which resulted from excessive waiting for replies to questions. Rosanne finally emphasises the need for Jack to talk and provide definitive answers to his questions: the lack of certainty resulting from excessive '*popping'* caused a sense of unease among Jack's learners.

Jack's feedback session is both dialogic and mediational. Participants take an active part in determining the trajectory of the feedback session. Jack himself shows agency in externalising and verbalising his thoughts on his teaching practice lesson. In Extracts 1 & 2, he shows agency by reflecting at length, by rephrasing his ideas and pausing to reformulate his thoughts.

On an interpersonal (relational) level, Jack adopts humour and self-deprecation at various points in the episode. For example. he uses the term '*disaster'* to describe the lesson and mocks himself for having attempted to drill the abbreviation 'GCSE' (not cited above). His final utterance in Extract 9, *'and joining me',* show a tendency to be over-critical of his performance. Self-deprecation can be pre-emptive: participants may feel happier at criticising themselves rather than waiting for others to do the same (Speer, 2019, p. 823). Alternatively, it may reflect Jack's desire to excel, he has some experience of teaching English and may simply have high expectations.

5.5 Dee – 'I could have stretched it out more, got more from it'

Dee's one-hour lesson takes place in the last week of the course and is her final observed session. Dee has no experience of teaching English to Speakers of Other Languages though she has worked in Adult Education. In addition to Dee, the following participants are present in the FTC: Jim (teacher trainer), Amelia, a fellow trainee who has just delivered a lesson, and Errol who is observing.

At this stage in intensive Cert TESOL programmes, standards and expectations are higher, and trainee teachers may consequently experience significant levels of pressure and anxiety. An unsuccessful lesson will often mean having to prepare and deliver an additional class at a time when other portfolio tasks are being finalised for moderation.

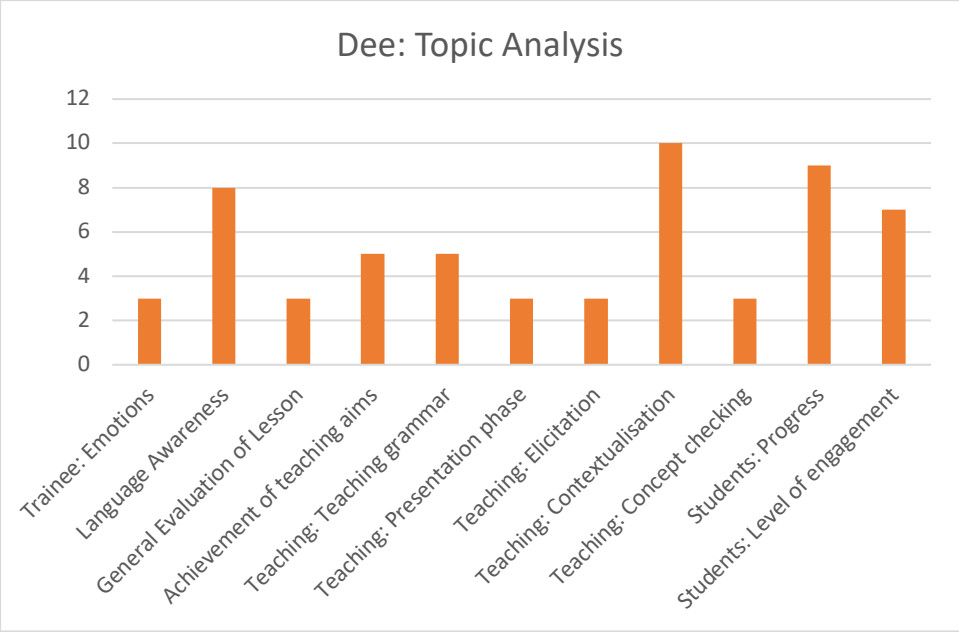


Fig. 7 Topics with fewer than three occurrences have been omitted to provide a clearer overview for the reader; the above analysis categorises 59/77 coded clips.

Analysis of topic-coding (Fig. x) indicates that the trainee's language awareness, or more precisely, knowledge of the target language structure(s) is a salient topic in the discussion. Contextualisation when presenting new language items, in addition to student progress and engagement, also figure frequently.

In the final TP, trainees on Cert TESOL courses are given complete autonomy to select the content of their observed lesson. Dee has decided to present / review a range of modal verbs indicating degrees (or absence) of obligation. These include *must, must not, have to, haven't, ought, oughtn't, should,* and *shouldn't*. Using her own materials, she aims to create a communicative context in which to review and practise the target language. For a student teacher on an initial training course, the complexity of the

lesson content could present a challenge in terms of linguistic knowledge and pedagogical approach.

Extract 1

In phase one, Dee begins her reflection with an apology:

Jim: right Dee

Dee: sorry I overran by fifteen minutes (2.0) ((smiling at trainer, who reciprocates)) I get so confused it (.) I have to start [on the hour or half an hour]

Jim: [it wasn't quite fifteen minutes]

Dee: otherwise I panic yeah anyway °that's my excuse° (0.2) but at least they were doing stuff hh. uhm (4.0) I was happy with the vibes

Jim: with the?

Dee: vibes

Jim ↑uhum

Dee: I was happy that they were taking photographs of the board (2.0) uh I thought that was a good sign (0.5) uhm (1.0) and that they were (0.5) getting down to the task particularly the reading task (0.5) uhm everyone was getting down to it (0.3) uhm some are stronger readers than others and some struggled with getting started but once they got started (0.3) they were producing the answers (0.3) uhm (0.2) and some were doing yes no and some were doing longer answers as well which was interesting (1.0) uhm (1.0) I should have anticipated the IPA that would have come up like 'ought' (1.5) uh I didn't have that ready

Jim: You did <u>deal</u> with 'ought'

Dee: I <u>did</u> do it

Jim: ↑uhum

Dee: but I should have you know it would have been nice if I'd anticipated it (.) just having it (0.5) not on the back of my hand but had (.) maybe on the back of my hand just having it ready … uhm (2.0) when I did the presentation I forgot to do the opposites of 'must not' (0.5) 'must' and 'must not' (.) and 'have' and 'haven't' until a bit later on (0.3) uhm (1.5) even though I'd (.) put them in highlighted I'd forgotten that (.) but I did go back and cover it

Jim: ↑uhum

Dee: uhm

Jim: was that that was during the first activity wasn't it? You interrupted them to revisit that that bit? …

Dee: I totally forgot to do the lexis of 'washing up' and umbrella' … I forgot to until later to do the lexis additional lexis for the reading task uhm but I did I stopped them uhm which I wasn't happy about I wasn't happy about forgetting and I wasn't happy about stopping them

Dee's initial apology (lines 2-5) and use of the adjective *confused* suggest a pragmatic move to position herself for potential criticism by emphasising areas of personal weakness. In terms of role inhabitance, she seems to be assuming the identity of the slightly forgetful mature student. She may be signalling a degree of vulnerability to

which the other participants will be likely to become attuned. Her quieter interpolation *'that's my excuse'* signals a further degree of vulnerability by acknowledging the precarious nature of her explanation.

In the opening turn Dee emphasises what she perceives as high levels of student engagement in the reading task (lines 1-6). The short clauses initiated with '*some'* (x3), '*they'* (x4) and '*everyone'* create an impression of vibrancy, of learners engaging with her task. Dee's evaluation, however, becomes slightly over-critical; she reproaches herself for not being fully prepared with the phonemic script (IPA) in order to teach the pronunciation of 'ought', even though the trainer reminds her that she did deal with this spontaneously during the lesson (lines 18-19). Her perceived state of unpreparedness is highlighted using the hypothetical clauses *'should have'* and *'it would have been nice if'* (lines 16 & 21), both implying a sense of dissatisfaction and regret. Her suggestion that she should have the phonemic transcription '*not on the back of her hand but … maybe on the back of her hand just having it ready'* (lines 22-23) is interesting; in previous sessions novice teachers have been criticised by Jim for having items written on their hands, particularly in the later stages of the course when they are expected to have acquired a higher degree of automaticity and competence. Dee seems to be thinking aloud and perhaps 'hedging her bets' in terms of what might be acceptable to the trainer, whilst underscoring the importance of anticipating potential problems in the classroom.

Dee expresses her frustration at having to interrupt activities to teach language which she had forgotten to present earlier (lines 19-21). She emphasises her sense of dissatisfaction by repeating the adjectival clause *'I wasn't very happy about …'* (x 3). In addition, she produces variations of the verb '*forget'* on three occasions, possibly once again assuming the role of a forgetful student-teacher.

Dee's evaluation in lines 16-34 is highly self-critical despite efforts by the trainer in lines 18 & 29 to reassure her with a more balanced perspective on her lesson. She may be using self-criticism in a 'pre-emptive fashion, as a first resort move to inoculate the speaker again criticism' (Speer, 2019, p. 823). Dee may suspect oncoming criticism from the trainer and attempts to save face by recognising and taking ownership of her perceived pedagogical shortcomings.

Extract 2

In the same turn she briefly highlights the more positive aspects of the lesson, before becoming self-critical once again:

1 Dee: … BU::T (1.0) uhm (0.2) both (0.2) all the (.) all the activities (.) the CP the RT the
2 FP I felt (0.2) were very productive (0.5) they generated real conversation (0.5) I
3 didn't really like saying 'it depends' (0.5) but I just did emphasise it depends on
4 who's talking (.) what the register is what the context is (0.2) to really think about
5 (1.0) uhm (.) the reasons we say 'ought' (0.2) and 'should' (1.0) uhm just think
6 about that
7 Jim: can you think of a way that you could have (0.2) uhm negated those situations
8 where you had to say 'it depends'?
9 Dee: anticipated (1.5) u:hm and
10 Jim: how how could you plan differently so that you
11 Dee: I did try to have (0.2) a clo.. very very closed (.) so there wasn't the opportunity
12 for ambiguity (1.5) but I I ↓yeah (1.0) °I didn't succeed°
13 Jim: so you do feel that it it was quite ambiguous at times
14 Dee: yeah

Having expressed satisfaction with her controlled practice, her receptive task and freer practice activity, Dee seems uncomfortable at not being able to give a definitive answer to questions about '*ought'* and '*should'*, and the difference between them. Instead, she had given the vague answer '*it depends'*, perhaps indicating a lack of linguistic knowledge on her part, or a lack of pedagogical expertise in teaching the distinction between the two modal verbs. Jim prompts Dee to suggest ways in which she could have negated the need to say *'it depends'*, but she concedes that having attempted to keep the presentation quite '*closed'* she had not succeeded. The utterance *'I didn't succeed'* (line 10) is almost said in a whisper, indicating an admission that things had gone awry. The trainer picks up on her negative self-assessment by asking her to confirm her observation that the lesson was ambiguous at times, which she does (lines 13-14). This request for confirmation may be pre-empting the trainer's negative judgement at the conclusion of the session; her admission could be used as 'evidence' to support his decision. (Incidentally, in South Park School the session is normally video recorded to provide proof in case of appeal.)

In Dee's feedback session the interaction seems to be controlled to a much greater degree by the trainer than has been the norm in the other trainees' feedback episodes. Jim asks a series of questions to probe and to encourage Dee to analyse her lesson in some depth. He may be doing this to prepare Dee for a critical assessment of the lesson in his summative feedback; by identifying areas of weakness in her lesson, she will be better prepared for what is to come. Additionally, or alternatively, Jim may see the questioning as developmental, a form of scaffolding to inform future practice. What is noticeable is that at no point in this stage of the FTC does the trainer make a critical judgement about the lesson (though the question in line 13 above could be seen as

somewhat leading). His questioning is exploratory and non-adversarial, though the fact that he is compelled to ask so many questions may be interpreted as significant itself.

The discussion about the modals *'ought'* and *'should'* leads Jim to inquire about Dee's language research (not cited in extracts). Dee expresses her increased confidence in knowing the language points, though she refers to some *'contradiction'* between the reference books she had consulted about the use of specific modals.

Extract 3

The trainer moves on to explore the context within which Dee had chosen to present her modal verbs

Jim: uhm so talk through the context that you did use (.) and how helpful you think [they were]

Dee: [the context] of the train station that was very helpful I thought (0.2) uhm (1.0) I could have stretched it out more (0.5) got more from it (0.3.) °but I didn't° (0.3) uhm (3.0) the context of the train (1.0) uh (1.0) journey was a really useful way of using all the words (3.0) uhm whether it was correct or not (0.2) I yeah (0.5) uhm (3.5) uh the agony aunt (2.0) uhm was a big jump

Jim: interesting context though wasn't it °that one °?

Dee: yeah I mean °I nicked it from various places° (0.2) and adapted it but then why reinvent the wheel?

Jim: yeah

Once again, Jim is pushing Dee to explore, and possibly problematise her pedagogical choices and to consider their effectiveness. Dee chose a situation in the train station in which to present the modal *'have to'*. Her comment *'I could have stretched it out more'* in lines 3-4 refers to her decision to stop eliciting the key structures and rules from the context and to give a more teacher-centred explanation, something which is criticised by Jim in phase three of the FTC. By interjecting *''whether it was correct or not'* (line 5), Dee is possibly signalling her role as a novice in the conversation and conceding a possible problem in her choice of context and approach.

Extract 4

At this point Jim's questioning becomes more intense. He asks Dee whether she achieved her teaching aims. In response, she lists her linguistic structures:

Dee: Yes (.) I introduced modals of obligation and compulsion (1.0) they (.) should they unders.. (.) it's partially I guess (.) and they should be able to understand and use 'have to' yes 'don't have to' yes 'must' 'mustn't' 'should' 'shouldn't' 'ought' but not oughtn't (0.5) so partially (.) so one two three four five six seven eight

Jim: and use (.) to understand and use

Dee: and use? Uhm (3.0) they were beginning to use (0.5) yeah (0.2) uhm (1.5) the free practice (0.5) wasn't free enough I don't think for them (.) it wa (.) it didn't give (.) it (5.5) I dunno maybe if they'd have had longer (1.5) uhm (0.2) on the free practice I don't know (.) uhm

Once again, Dee produces a long list of target structures; a total of seven or eight modal constructions. To attempt to present or review so many grammatical points in a one-hour session would probably be considered ambitious or unrealistic in a teacher-training context. Jim probes deeper by emphasising the need to *use* and not simply *understand* the structures (line 5). Dee's response implies only partial achievement of her stated aims; something which might be considered inadequate at this stage of the programme.

Jim concludes the first phase by asking a further series of exploratory questions (not cited), including asking whether Dee felt she had made progress; a question which is atypical and might suggest some doubt in the trainer's assessment of the lesson. Finally, he lists her target structures and requests evidence that the learners had actually learned the target language. As mentioned earlier, Jim has adopted a question-led approach, possibly to scaffold Dee's understanding of her lesson but also to gauge her interpretation of events in preparation for the last stage of the FTC.

Extract 5

In stage two, fellow trainees take turns to reflect upon and evaluate Dee's performance. The first speaker, Amelia, 'externalises' her perceptions and understandings of the lesson in a way which initially seems slightly disjointed, as she reflects on what she has observed:

Am: it was fascinating

Dee: (inaudible) please

Am: I could see that with higher level it's worth it but you're always going to get (0.3) because you know if we're not 100% sure about when you use what and authentic … authentically (0.3) it is a higher-level concept and you don't say well yeah (inaudible) people don't always abide by the rules (0.3) uhm I think there were a lot (.) but it was very structured and I could see some of them actually I think that (0.3.) grammar way I think it felt safe for them

Amelia seems to be 'thinking aloud'. Because of her use of incomplete sentences, ideas are hinted at but not fully expressed (e.g., *'it's worth',* line 3). Her 'thinking aloud' affords her an opportunity to give 'voice … to what *she* perceives, creating opportunities for introspection, explanation and sense making' (Johnson & Golombek, 2011, p. 491). In this case Amelia, albeit in somewhat unclear language, acknowledges the complexities of teaching grammar at higher level (both for the language learner and practitioner), and

seems to hint at the inappropriacy of giving unclear explanations to learners ((lines 5-6). In addition, she focuses on the sense of safety felt by the learners at experiencing a familiar grammar-based approach (line 8).

Extract 6

Amelia develops her critique and includes some perceptive observations:

Am: actually I think that (0.3) grammar way I think it felt safe for them (.) I think that was specially for two of them I've forgotten their names they were sitting just in front of us (.) I'm sorry but when we were at school I was taught (0.2) and I think for some of them (.) it went back into their comfort zone (1.0) and I think every now and again (.) maybe that's not a bad thing (0.2) their comfort zone (0.3) this is how I've been taught (.) this is how I learn (0.3) going back maybe revisiting it in the light of (0.3) I don't know (0.2) ↑old things (0.3) just occasionally (0.3) uhm and I thought it was interesting the per explanations (.) when one of them was (.) I wasn't sure they understood the word 'obligation' (.) and one of them explained it rea:lly well (.) it was Hinn I believe (.) he (.) said he was explaining to somebody else he said (.) 'it's when no one forces you (0.2) and it's when no one tells you (0.2) no one else tells you that you've got that you must … so I thought it's fascinating the way that they were discussing (.) when they were debating which ones to use (0.2) I thought the language they were producing was actually (0.5) quite high ((gesturing)) … but they (.) a lot of them really liked seeing the structures on the board and having something to take away to ↑ reference … I think it allowed some of them after that activity of the lesson before (0.2) to actually learn in a very different way (1.0) I think the more reflective learners (1.0) possibly (0.5) would have appreciated that (.) it might not be all of them it might not be many of them (.) but it might be some of them (.) if the occasional lesson were tackled like that I'd ((smiles)) °that's just my opinion°

Amelia's turn is interesting for several reasons. First, in lines 1-7 she refers to Dee's spontaneous decision to present the grammatical rules deductively *('that grammar way')* to the class rather than by elicitation. She states that this activity might have felt *'safe'* for the learners and that they were possibly in their '*comfort zone'*. For Amelia, this reminds her of her own education as a learner in the language classroom and may also reflect the learners' lived experience. Her comments resonate with Lortie (1975) and Vygotsky's (1978) constructs of the *apprenticeship of observation* and *spontaneous concepts*: a teacher's prior lived experience of being taught may have a significant impact on their own practice and, by inference, how they perceive other teachers' approaches.

Second, and perhaps more interesting, is the considerable number of hedging devices present in the intervention (highlighted). These strongly suggest that she is aware that this approach may not meet the trainer's expectations, but she is perhaps providing a rationale to support a fellow trainee at risk of not passing this teaching practice session. As a trainee, Amelia is demonstrating that she is attuned to the emotional content of the

FTC and is tactfully showing solidarity with Dee. In lines 7-14 she refers to the level of debate and discussion and the clarity of a particular learner's explanation of *'obligation'*. Finally, she returns to her justification of Dee's activity amidst a wealth of hedged expressions (lines 16-20). Her reference to *'reflective learners'* is a possible allusion to theories of learning styles (Honey & Mumford, 1982), much quoted in general teacher education courses. By using a term from pedagogic literature, she could perhaps be aiming to add further support to her positive observation. Her interjection in lines 18-19 stating that the activity might not appeal to *'all of them it might not be many of them'* seems somewhat at odds with an approach to teaching which aims to be inclusive and attempts to engage all learners.

Both Amelia and Errol move on to produce several constructive points for development which show a degree of criticality (not cited); for example, a suggestion that Dee should refrain from introducing a range of tenses when reviewing the function of several modal verbs in the same lesson to avoid confusion.

Extract 7

Errol, the second peer observer, gives advice on how to avoid lengthy presentations:

Errol: uhm you then went onto (.) onto the presentation which seemed a bit (0.5) maybe (.) it seemed a little bit ↑long (.) I wondered if maybe like an activity thrown in in the middle of it (.) just to kind of (.) break it up (0.2) might have been a thing to think about (0.2) uhm (.) just to give them a (inaudible) obviously it's a really complex grammar point (0.2) uhm (.) but something to break it up slightly to get them moving

Errol's feedback above is equally couched in carefully hedged language. His inclusion of tentative vocabulary such as *'seemed', 'wondered', 'maybe'* and *'just'* softens the impact of his suggestions, whilst his skilful and casual use of the phrasal verb *'thrown in'* seems to almost trivialise the importance of his advice. The two fellow trainees intersperse their comments with positive evaluations of other aspects of the lesson relating to levels of learner engagement, planning, concept checking and error correction. The effect is to create a complex and multi-faceted communicative space or Inter-mental Development Zone (Mercer, 2000, p. 241) in which trainees are acutely aware of the cognitive and emotional status of the trainee receiving feedback.

The focus in phase three moves to the trainer who gives final feedback on the observed lesson. Although the phase is primarily monologic in nature, the discursive and lexical choices made by the trainer show a high degree of awareness of audience, demonstrating that the trainer is acutely conscious of the impact of his observations on the cognitive, practical and emotional development of the trainee teacher and her peers.

Extract 8

The trainer begins his feedback by acknowledging the contributions made by the Dee's peers in the previous phase of the feedback conference.

Jim: okay (.) thank you (0.5) u:hm (0.5) yeah (.) I agree mostly with some of the some of the feedback (0.2) but there (.) are there are limitations uhm (.) so (1.0) be prepared (0.2) there are buts (0.2) but there are definitely (.) there's definitely a lot of praise to be given here (0.5) a lot of positives (0.3) that was a clear example of a developmental lesson (0.5) strides (0.3) specifically (0.5) and I'd say only (0.5) with the language research (0.3) which is fundamental

The TE uses the words '*mostly'* and '*some'* to qualify his agreement with what was said in the previous phase by Dee's colleagues, and he employs semantic signalling (limitations, buts) and an overt warning (be prepared) to indicate that negative criticism is pending. At face value, the term '*developmental lesson'* implies positivity, but its use here is almost euphemistic in character, suggesting a 'trial lesson' which has fallen short of the mark. The trainer seems to be mentally and emotionally preparing the trainee (and trainees) for a negative outcome.

Extract 9

To provide a counterbalance to the impending negative criticism, Jim cites a substantial list of praiseworthy and positive elements in the lesson:

Jim: uhh really (0.2) and I could see that (0.3) it was giving you confidence during the lesson (0.2) having those answers prepared (0.3) having those concept checking questions prepared (0.3) knowing where you wanted to take them (0.2) knowing what you wanted your table to look like (0,2) so (3.0) your language research (1.5) helped the students (0.3) learn today (1.0) there were other things that we need to talk about (0.5) but that that structure on the board (.) that table (0.3) uhh (03) tables are good (.)aren't they? (.) quite useful and yes (.) they're what people know from books (1.0) uhm and it was good good to see you have that structural focus there (0.2) really nice visual (.) and yeah when students take photos it's always quite a good feeling (0.2) all good (0.2) uhm (.) so yeah really nice (.) and you planned your concept checking questions yes you you you you read them verbatim (0.2) uhm (0.5) each one (0.3) uhm which which for lesson eight (.) you know we need to be be beyond that (.) but the fact of the matter's they were good concept-checking questions (.) and actually you'd asked some earlier as well more incidentally (0.2) and uh a few (.) a few a little bit later

The trainer seems fully attuned to the emotional and motivational state of the trainee as he repeatedly emphasises positive aspects of the lesson. Key points are reiterated to strengthen the perlocutionary force of his observations; individual words and lexical sets are duplicated, while positive epithets are used throughout the turn ('*good'* x 6, '*nice'* x 2). There are, however, two interpolated comments ('*there were other things we need to talk about'* and *'which for lesson eight you know we need to be beyond that'*) which

again suggest that all is not well. The trainer concludes the turn by referring to how he is going to organise his feedback:

Jim: I think I'm gonna go through this chronologically actually (0.2) uh so (.) at the beginning (0.2) this is gonna be a long feedback (0,2) I'm asking questions throughout as well

On an ideational level Jim is informing the trainee about what will come next, yet on an illocutionary and perlocutionary level, the listener is likely to receive the information as 'marked', indicating that more time is needed by the trainer to deliver what may be unfavourable news.

Extract 10

The trainer proceeds with his analysis of the lesson and does not take long to get to the point:

Jim: the (0.5) you drew the railway (0.3) and you 'asked what is this?' (0.3) and someone gave it to you (.) and then you said the blessed 'good tell me more'

Dee: uhm

Jim: good (03) really really solid start (.) really getting them thinking (.) really eliciting (.) eliciting depth of the context here (0.2) uhm and (.) and then you started trying to (.) trying to put in the target language yourself (0.5) uhm 'must' and 'must you' (.) 'must you do this' (.) and it was a little inauthentic at times (0.2) and then you put a cup cup of cup of coffee in one of their hands (0.2) and you asked something on the lines of 'should they be drinking this?' (0.5) and 'do they have to drink this?' (.) which is a very odd question to ask in that situation as well (0.5) and then you thought 'well this isn't working' (.) so you skipped to the person who was running for the train (.) I thought good (0.2) good instinct (.) good idea (.) uhm person running for the train (0.2) because they have to get the train because an external obligation (.) well the train's gonna leave at this time so you know (.) uhm but you gave up (1.5) and it was such a shame (.) because you were you were getting there (0.2)and you were using the context (0.5) but then you suddenly stopped and said right we're gonna go and see some grammar now or I'm gonna put some grammar on the board

The section outlines the trainer's gamut of reactions to the Dee's attempts to present the use of modals of obligation. Once again, positive aspects are emphasised by reiteration *('really' x 4; 'eliciting' x 2; 'good' x 3)* whilst negative points are slightly understated in the first part of the excerpt (*'trying to', 'trying', 'a little authentic', 'a very odd question'*). The pivotal phrase (underlined– *'but you gave up'*) is stark and to-the–point and indicates a move from trainer as educator/mentor to trainer as assessor/gatekeeper. The tone of delivery from this point onwards tends to be much more supervisory or directive (Freeman, 1982, pp. 22-23) in tone.

Extract 11

Whilst praising Dee's depth of knowledge and her effective board-work, Jim criticises Dee for replacing '*context with cold grammar'* (not cited). He rationalises her behaviour in the following way:

Jim: however you made such a dive into the grammar (0.2) which is very typical when people are first doing lessons on structure (0.2) they go through those motions because they're internalising (.) they're essentially teaching themselves as they're as they're teaching the students (0.2) they're learning through the teaching (0.2) but it was too much on you learning (0.2) and not enough on them doing (0.2) and there was not enough appreciation on the learning process

Jim's point is perceptive; he is suggesting that developing language awareness for teaching purposes involves more than simply internally processing input. He sees the act of learning and teaching structure as closely interconnected; it is through verbalising and contextualising new linguistic concepts that authentic learning takes place.

Extract 12

Jim's focus moves on to the learners in Dee's lesson and their grasp of the target structures:

Jim: the questions (1.0) Ahmed (.) for example to the first five questions he just ticked them (.) and entered a cross in the next one (0.2) now some of them don't make sense to be answered giving a tick (.) Osman didn't write anything …

Jim: so the other half (.) they weren't left a little bit behind (0.2) they were left very far behind and that's because the language was not dealt with in a communicative staged way (0.2) so really developmental lesson for you (.) however you're still for lesson eight (.) for the final lesson of the course (.) you're missing the mark (0.5) we want you to teach again on Friday (0.5) because we want to give you a chance here because that was a really big step (.) however for lesson eight

Dee; I won't do any better

Jim: yes you will (0.3) based on today I know you

The feedback continues as Jim lists Dee's strengths and expresses his confidence that she will succeed in her repeat lesson. Dee is reluctant to deliver an additional class though does later progress to teach a successful lesson.

Episode Summary

This episode demonstrates how a negative evaluation of a TP lesson can create conflicting internal tensions among participants. Dee adopts a self-critical stance towards her lesson, perhaps to pre-empt further criticism. Her peers, however, work to show solidarity: particularly Amelia, who attempts to justify Dee's more deductive approach to teaching grammar (Extract 6). Amelia's language, however, is highly hedged suggesting a suspicion that her ideas may not meet with the trainer's agreement.

The feedback session demonstrates how participants work together to create a 'shared communicative space' or 'Inter-mental Development Zone' (Mercer, 2000, p. 141) and stay attuned to each other's cognitive and emotional states to mediate understandings and reach supportive conclusions. The trainer employs strategies to mitigate the impact of his final assessment of Dee's lesson; he leads Dee to explore the effectiveness of her lesson whilst refraining from making overt judgements. He listens respectfully to her peers' comments yet signals through his choice of lexis and discourse markers that all is not well. The final remarks become a summative resolution of the opinions which were expressed during the FTC.

Finally, there is a marked transition in the role of the trainer. As the episode unfolds, his approach moves from exploratory to directive (Gebhard, 1984, p. 1) in tone. Extracts 9 & 10 represent a 'crescendo' as the trainer lists positive aspects of the lesson before delivering a negative verdict 'but you gave up' (ex.10. line 15-16).

5.6 Chapter Summary and Discussion

The five trainee feedback episodes explored in this chapter were very divergent in character. Each trainee interacted with the institutional nature of the conference in different ways. This chapter will summarise the different themes which have arisen during my analysis of the episodes in relation to the two research questions, which, for the sake of clarity, I will treat separately. Although I am treating these as discrete questions, there is a degree of overlap between navigating the discursive features of the FTC effectively and demonstrating agency.

5.6.1 Navigating the discursive structures of the Feedback Conference

RQ2 How do participants navigate the discursive practices of the FTC, and, where possible, determine its trajectory?

On an ideational level (analysing their teaching with sufficient degree of depth, and responding to the trainer's contributions), there is considerable divergence. Four of the trainees (Jenny, Jack, Dee and Lisa) are comfortable in using the 'legitimate language', the terminology of the feedback session. Jack is fully able to conceptualise his sense of cognitive and emotional dissonance (Johnson & Golombek, 2016) as, in his view, his TP planning did not correspond fully with practice. Lisa and Ros mediate an understanding of the lesson with Jack and attribute his weaknesses to other factors. Jack gradually reconsiders his original interpretation, and we suspect that he will take on board the trainer's suggestions.

Lisa's approach is effusive but well informed; she identifies strengths and weaknesses in her teaching which align with the trainer's observations. She is forceful in insisting that her use of the word 'fantastic' has decreased, and by doing so, may have constrained the trainer's response. Lisa does, however, play the game and proactively agrees targets for her next session. Dee, in the final episode, initially prepares the ground to contest the trainer's decision (she lists her strengths, the language structures she has covered) but eventually concedes that her lesson was unsuccessful. Jenny rationalises her decisions and actions and seems to come to a balanced and considered conclusion.

Alice, however, flaunts the discursive norms of the conference; she digresses from the 'legitimate language' of the FTC by introducing topics which are not strictly relevant, her knowledge of terminology seems vague, she uses language which is excessively informal, and she shows a reluctance to comply to the deontic authority of the trainer.

On a relational level, trainees take care to demonstrate group solidarity. Trainees constructively criticise each other yet use considerable amounts of hedging and politeness. Even Alice is respectful when receiving feedback from Lisa. All participants use a degree of humour to show solidarity with trainees and to demonstrate resistance

to the trainer's criticisms. Jenny uses self-deprecatory humour possibly to counterbalance her success in front of her colleagues.

The five episodes analysed in the previous chapter contain many instances of participants successfully, or not so successfully, navigating the discursive practices of the FTC. The analysis suggests that trainees adopt a range of discursive 'strategies' or 'features' to address the cognitive, interactional and discursive demands of the feedback conference. I have tentatively categorised these according to Halliday's three meta-functions of language (the ideational, the relational and the textual). The list in Table 11 does not claim to be comprehensive: it is based on salient examples which have arisen during the analysis of the five feedback episodes in Chapter Five.

Discursive 'Features' in Five Feedback Episodes

IDEATIONAL	RELATIONAL
Through the discursive features of the FTC the trainee … 1. accepts or appropriately contests the trainer's epistemic authority on matters relating to assessment or advice. 2. expresses a confident and informed position on TP. 3. exploits affordances for learning and mediates understanding with other participants. 4. checks understanding of 'concepts' to resolve 'growth points.' 5. acknowledges areas for self-development – self-critical. 6. accepts reasoned criticism from other participants. 7. constructively and tactfully critiques peers' performance. 8. 'externalises' and 'verbalises' thoughts and relates to 'psychological tools' (pedagogic concepts). 9. voices and manages areas of ambiguity.	Through the discursive features of the FTC the trainee … 1. demonstrates 'emotional intelligence' in analysis of own teaching. 2. tunes in to other participants' knowledge, understanding and emotions ('inter-mental zone'). 3. mitigates criticisms of other trainees by relating criticisms to faults in own teaching, or by generalising as a commonly shared trait. 4. uses self-deprecation for a range of purposes (e.g.to pre-empt negative comments by trainer, or as a response to excessive praise). 5. uses humour and laughter appropriately for a range of purposes. 6. balances and assumes 'roles' effectively in the FTC (novice teacher, trainee, external roles, e.g. tutor in another field).
TEXTUAL / DISCURSIVE	
The trainee … 1. uses the language of the field (metalanguage) appropriately. 2. uses an appropriate register for the FTC. 3. employs a range of rhetorical devices to enhance communication. 4. hedges criticisms effectively. 5. uses precision when critiquing lesson(s). 6. uses fillers, pauses and reformulation confidently to facilitate thought.	

Table 11

The features represent potentially effective conversational moves. I have included them a possible heuristic tool, which could be used in the preparation of induction tasks for trainees on ELT teacher-training courses. Copland (2008, 2010, 2012) asserts that many of the tensions evident in feedback sessions result from trainees' lack of awareness of the conventionalised expectations of the genre. She recommends 'precautionary activities to brief trainees beforehand, such as showing examples of feedback'. (Copland, 2008, p. 22)

All or some of the features or strategies in Table 11 could form the basis of an analytical tool (a checklist or set of criteria) which trainers and trainees could use as part of induction to analyse video-recorded feedback sessions (i.e. sessions recorded beforehand with the informed consent of the participants). Such an analysis would give trainees an insight into the 'phases, participatory structures and discourse practices which trainers and trainees engage in and perform during feedback' (Copland, 2010, p. 471). For example, trainer and trainees may choose to examine how participants in the FTC 'constructively and tactfully critique peers' performance': this may include how potentially negative criticism is mitigated to avoid offence. In the process, careful analysis of tentative language and hedging devices could prove useful for trainees who are non-native speakers of English and who may inadvertently be excessively direct in evaluating a colleague's performance. At a macrolevel, analysis of a wider range of features would highlight the need for active listening and participation in the feedback process and for trainees to develop the confidence to externalise their own thoughts, opinions and, when necessary, openly express their sense of uncertainty and ambiguity in the feedback conference.

The features in Table 11 may also assist trainees in reflecting on their own professional interactive and discursive skills in the FTC. Trinity College emphasises the need for candidates to demonstrate professional awareness and development on the course, which includes:

1. awareness of the needs of other colleagues in the team, teaching and non-teaching
2. awareness of the value of mutual support in the teaching-learning-training environment
3. awareness of the need for development throughout the course, based on a constructive response to training input and feedback from tutors, peers and learners.

(Trinity College London, 2016b, p. 26)

The set of features in Table 11 are of value in helping trainees to reflect on their professional awareness and may also provide a conceptual framework for trainers in assessing what may seem a somewhat nebulous aspect of teacher training.

Finally, an important factor in developing professional awareness and identity is the ability to 'use the language of the field (metalanguage) appropriately' (Table 11, above). Wenger (1998) would describe the ELT teaching profession as a 'community of practice', i.e. 'an aggregate of people who come together around mutual engagement in an endeavour' (Eckert & McConnell-Ginet, 1992). The adoption of 'abstractions, tools, symbols, stories, terms and concepts' that 'reify' or 'concretise' practice are central to any community of practice (Wenger, 1998, p. 59). In the ELT profession, abstract terminology and metalanguage form part of the mutual, shared repertoire of the field, and new-entrants are expected to acquire a degree of fluency and comfort in using the 'legitimate talk' (Heller, 1996) of the community of practice. The trainees in the study employ language teaching terminology to varying degrees. Alice, as mentioned above, digresses from the legitimate language of the feedback conference, which leads to a lack of precision in her analysis of her teaching-practice session.

Communities can sometimes adopt 'in-group codes' or lexical items which are a 'form of shorthand that lets them communicate easily' (Cutting, 2002, p. 78). Such in-group lexis can prove useful in allowing for rapid transmission of abstract concepts, but it may also overly emphasise 'in-groupness' and intimacy (Ibid.) to the exclusion of outsiders. In this study, for example, trainers and trainees freely use the term 'popping' to refer to the classroom technique of pausing after asking questions and waiting for a range of responses. As an outsider, I had to refer to the course trainers for clarification of the term. Although the term in the context of the language school is useful and easy to recall, it could lead to misunderstanding or lack of professional respect if used by trainees outside the confines of the school (for example in the context of a job interview). It is important that trainees are made fully aware of the 'legitimate' term for use in the general ELT community.

5.6.2 trainee agency in the FTC

RQ3 In what ways do trainees show agency in establishing their voice as developing teachers of English?

If we use the Rogers and Wetzel's (2013, p. 63) definition of agency as the 'capacity of people to act purposefully and reflectively on their world', the trainees in this study certainly show the capacity to do this.

Jenny seems to be an agentive and effective 'strategist'. She skilfully navigates between her role as a competent practitioner in secondary education and her identity as a novice

teacher on the course. She seems mindful and in control as she verbalises her analysis of her lesson. She seems conscious of the type of persona she wishes to portray, and this is evidenced through subtle self-deprecation and humour. The strong alignment between her own and the trainer's perception of the lesson assists her in determining the direction of the feedback episode.

Jack displays agency and confidence in using appropriate discursive moves to determine the direction of the feedback episode. His evaluation of his lesson is downbeat but reasoned, and although there is considerable use of emotive language in the session as he and the other participants identify a potential 'growth point' (McNeill, 2005), he remains mindful and responsive as Lisa and the trainer mediate his understanding of the TP class.

Dee demonstrates a range of strategies to resist a negative evaluation of her lesson, but the trajectory of the session is gradually determined by the trainer. Dee criticises her lesson, attempting to pre-empt possible critical comments by the trainer. She is supported by her peers who seem to 'tune in' to her sense of ill-ease with the lesson. Amelia, in particular, tentatively contests one of the core tenets of the course, that grammar should be taught inductively. She asserts that Dee's teacher-led, grammar-explanation approach might be more 'familiar' to the learners, and would appeal to more reflective individuals. However, as the session progresses, Jim signals, through his choice of lexis, that Dee's session has not been successful.

In Section 5.1 Lisa demonstrates multiple forms of agency: her choice of 'imaginative' lexis for her 'jobs task' in the first episode (page 7) is contested by the trainer who makes a plea for more relevant vocabulary. Lisa could simply accept Rosanne's advice but instead shows agency by balancing her creative tendency against the contextual demands and norms of the FTC. Such a course of action requires considerable skill: she proceeds to provide pedagogical reasons for her choice of lexis and to express these reasons within the cognitive, discursive and interactional constraints of the conference. The power relations of the FTC lead her eventually to concede to the trainer's authority, but her argumentation is logical.

Identity may also play a pivotal role in Lisa's actions; becoming a teacher does not necessarily entail negating one's previous identity as an actor and performer, but perhaps accommodating her past to combine the positive aspects of both new and old. Priestley et al. (2012) suggest that teachers who come from other professions have a wider skills-base to offer in terms of facing the challenges of practical teaching tasks. This may also be applicable to teachers who cross curriculum divides to teach English: this certainly seems to be acknowledged by the trainer in Jenny's case (Section 5.3). Although Rosanne seems aware of the tension between Lisa's two roles and allows time

for her to make this adaptation, she does not acknowledge the possible added dimension that her prior experience may add to her teaching. Also of interest is how Lisa's identity and personality pervade other aspects of her role as a trainee in the FTC; Lisa's very persona in the FTC is at times dramatic in nature. Wortham (2003) refers to this tendency to transfer aspects of one's identity into other contexts as 'parallelism' – a strong feature of Lisa's character.

Agentive mediation of meaning is a feature of all four episodes. Jenny shows a great deal of agency by 'thinking aloud'; 'externalising' and 'verbalising' (Johnson & Golombek, 2016, p. 14) her understanding of her lesson in real time. She may start an evaluation on a negative footing but verbally reconsiders her actions before reaching a balanced and constructive conclusion (see 5.3 extract 2). Dee's understanding is mediated by her trainer, who through a series of probing questions leads her to the conclusion that her lesson showed strengths but did not fully meet her learning aims. Finally, Jack attributes the weaknesses in his lesson to planning and timing. Despite Rosanne's somewhat leading questions and Lisa's perceptive analysis of his lesson it takes Jack time to realise that his handling of Michel and his use of excessive 'popping' (eliciting answers and pausing for too long) had caused him considerable problems. Where effective mediation does occur, for example, in Jack's feedback episode, the role of the trainer is confirmatory rather than judgemental; her role is to condense and re-affirm the conclusions and intimations which have already occurred in the previous two phases of the conference.

The peer observers take an agentive role in the FTC: their contributions are consistently perceptive and balanced. Errol in particular expresses a clear and constructive evaluation of Lisa's lesson referring to her skills at eliciting ideas and pausing to engage all the learners. His key strength lies in his tact when advising Lisa not to 'bubble over' (5.1 Extract 7). In a similar vein, he tentatively critiques Dee's long presentation which needed an 'activity thrown in the middle' (5.5 Extract 7). Lisa's feedback to Jack is extremely thoughtful; she succeeds in identifying issues which Jack had not noticed.

At this point in the discussion it is opportune to consider an alternative perspective on human agency. Emirbayer and Mische's (1998) conceptualisation of agency as being processual and developing in time, provides a heuristic for analysing human agency (see Copland & Donaghue, 2021 also page 45 of this study). Using Emirbayer and Wetzel's model of 'orientations', we can intuit trainees' commitment to agentive action in the FTC. I reproduce the model below for 'ease of recall'.

- Past: actors tend to reproduce past actions and thoughts, albeit selectively – this is conceptualised as routine

- Future: agents are able to imagine different futures, which may require them to subvert routine – this is conceptualised as the projective element
- Present: agents must make practical and normative judgments among possible trajectories in response to the emerging demands, dilemmas and ambiguities of presently evolving situations (cited in Copland and Donaghue, 2021, p. 150).

Taking Lisa as an example, she tends to 'reproduce her past actions' as an actor / performer in the classroom. This causes problems in terms of classroom interaction; her lessons are teacher-centred, and she is overly effusive with praise. Imagining a different future as teacher of English, she has committed herself to changing her behaviour. Her present dilemma as a trainee teacher poses challenges, yet she shows agency in orienting towards her future goal. This ongoing progress is reaffirmed by her trainer who recognises the painful transformation she needs to effect.

A similar analysis could be applied to other participants in the FTC. Jenny has brought her previous identity as a teacher in secondary education to the feedback conference. Her experience has given her the ability to reflect meaningfully on her teaching and to value trainer feedback. It has also given her confidence in terms of interacting with other practitioners. She intends to broaden her experience to include English Language Teaching. To this end, she interacts skilfully with other participants, balances her roles as teacher and trainee with the trainer, and reacts constructively to criticism.

Students may take other actions which, for example, resist the authority of the trainer. The pivotal question lies in whether that decision has been made purposefully and reflectively to effect improvement. Alice is possibly acting spontaneously to the trainer's suggestions at the end of her feedback session, yet agency requires that individuals react reflectively and constructively to assert their long-term and pro-active future goals.

5.6.3 Agency and voice

The latter part of the second question introduces the concept of voice. Agency and voice seem to be closely intertwined: through the act of analysing and verbalising their perceptions of their lessons, trainees express their own lived experiences of the world around them. These experiences may be based on what they have learned on the programme, or may relate to previous experiences, for example their 'apprenticeship of observation' (Lortie, 1975). McLaren (2002, p. 246) defines voice as 'the cultural grammar and background knowledge that individuals use to interpret and articulate experience'. Alternatively, speaking through the lens of Critical Pedagogy, Becerra (2005) defines voice as the learner's struggle to find their own voice within the power relationships of the classroom. The examples already quoted in this chapter provide

ample evidence of the trainees' agency and ability to find a voice within the power constraints of the FTC. However, returning to McLaren's definition, trainees' observations do provide an additional insight into their internal world, their experience, culture and, perhaps, most importantly, their beliefs.

Amelia, for example, giving peer feedback in Dee's episode (5.5. Extract 6), refers to her own experience at school:

> I'm sorry but when we were at school I was taught (0.2) and I think for some of them (.) it went back to their comfort zone (1.0) and I think every now and again (.) maybe that's not a bad thing (0.2) their comfort zone (0.3) this is how I've been taught (.) this is how I learn

Amelia is referring to more traditional, deductive approaches to grammar, i.e. teacher exposition of the rule followed by practice exercises. For Amelia, memories of grammar classes, perhaps resulting from her 'apprenticeship of observation', seem to provide a reassuring sense of the familiar: something which she advocates for the learners in Dee's class. Amelia's need for reassurance is evident in her own TP feedback episodes. In her feedback session in week four of the course (not analysed in Chapter 5), Amelia struggles with what she perceives as the unpredictability of adult as opposed to children's learning:

> (Referring to adult learners) they make notes (.) it's actually up to them whether they go home and learn it or not … uhm (0.3) with children (0.2) somebody who's teaching children (.) the children they don't do that the children (.) you teach and you teach and you teach until they know it

Amelia's voice seems that of the perfectionist who is constantly looking for predictability and certainty in her teaching environment. In all her recorded feedback episodes she maintains a downbeat approach to her teaching despite the positive feedback of her trainers.

5.6.4 Orientation to trainer authority

The Feedback on Teaching Conference is a form of institutional talk in which there are 'often restrictions on the nature of interactional contributions, and talk is understood in terms of institution- and activity-specific inferential frameworks' (J. Heritage, 1997, p. 104). Although there may be a degree of informality in the feedback conference, there are 'clear expectations about who is allowed to speak, to whom, about what, and whose knowledge counts' (Copland, 2012, p. 16). In her research Copland concedes that trainees have the opportunity to 'comment on their own lessons' (ibid.) and therefore have some control over content of feedback. Hence, they may be able to establish the

topic of conversation but have little control over how that topic is understood (ibid.). The latter aspect lies wholly within the power of the trainer.

The present study, to a limited extent, questions Copland's analysis: it shows that trainees have considerable input in establishing the topics of conversation, and have a degree of agency in commenting on and reaching informed decisions about their lessons. Where there is a difference in opinion, however, the trainer's judgement and recommendations are accepted as final, even though there may be initial resistance, for example, in Lisa's choice of lexis for her jobs-based lesson. There is also evidence that trainees redress the 'relational' power balance by non-topic related interventions, for example, Jack's mimicking the trainer's words in Lisa's feedback episode (5.1 Extract 6. Lines 10-11).

Alice's episode provides an instance of when a trainer does not play by the rules of the game, whether intentionally or as a result of being unaware of the discursive requirements. It is noticeable, however, that at no time does Alice contest the epistemic authority of the trainer, i.e. his privileged access to a specialist field of knowledge. Her language is inappropriate for the institutional nature of the FTC, particularly her responses to Jim's recommendations, but the trainer's role is respected.

The trainers, due to established power relations within the FTC, express definitive views on pedagogy and express these through self-selections, interruptions and long turns (Copland, 2012, p. 16). The trainer maintains his or her authority both as a mentor and, ultimately, assessor and gatekeeper for the training programme.

In Chapter 6 I will summarise my findings related to the three research questions detailed at the beginning of this study and examine some of the implications of this research project.

Chapter 6. Conclusion

In the conclusion to this thesis I aim to report on the main findings of the study and their relationship to my original research questions. The chapter will also report on potential implications for ELTE professionals and recommendations for future research.

6.1 Research Findings

Teaching practice feedback on language teacher education programmes was deemed by Farr in 2011 to have a 'relatively short documented history' and was 'much done but little studied' (Farr, 2011, p. 1). Eight years later, Farr confirms the 'dearth of empirical research in this area' (2019, p. 1). The present study throws further light on the nature and practices of the FTC.

- The discursive analysis in Chapter 5 provides credible evidence that the feedback conference at South Park Language School affords opportunities for trainees to reflect effectively on their TP lessons, to participate with the trainer to determine the topical direction of the feedback episode, and to show agency in how they navigate the discursive requirements of their feedback session.
- Such a high level of participation and agency is likely to be due to the participatory structure of the FTC which affords speaking rights and responsibilities to participants through metadiscursive positioning (making explicit the 'rules of the game' before the start of the conference). The evidence lies in the results of the topical analysis with the majority of topicalizations attributed to trainees rather than the trainer.
- Participants use a range of discursive structures to push back against the authority of the trainer, particularly humour.
- Very rarely in the peer-assessment phase is there evidence of multiparty talk between trainees.
- On occasion trainers tend to be over-authoritative and stifle ideas which may be creative yet slightly unconventional.
- The trainer may show preference in scaffolding and supporting trainees.
- It also suggests that the authority of the trainer is still largely unquestioned: they 'give clear statements regarding best practice and they privilege these views through self-selections, interruptions and long turns.' (Copland, 2012, p. 16).

This final chapter shows that the findings of this study have a potential contribution to make in terms of practice in the context of the feedback conference. The following suggestions are not intended to be conclusive: they form the basis for future classroom experimentation and research.

6.2 Raising Trainee Awareness of the Discursive Demands of the Feedback Conference

As stated, the topic analysis in Chapter Four demonstrates that trainees play an important role in determining the topics discussed in the FTC. Moreover, the summative comments at the end of each episode show that the trainee's topics in the first phase of the feedback episode are regularly taken up by the trainer in the final phase of each session. However, the trainees' discursive skills in the FTC show varying degrees of success and appropriacy. Jenny, at one end of the spectrum, is skilful and agentive in her interactions with the trainer and her peers. Alice, at the other extreme, seems to lack the discursive skills to fully meet the requirements of the feedback session. Farr (2015, p. 113), Anderson (2017, p. 47) and Copland (2010, p. 471) highlight the importance on initial training courses of incorporating training on feedback processes into the participants' course induction. The aim of such training would be to give trainees an insight into the discursive features of the feedback episode. Inappropriate discursive practices, such as Alice's remarks in 5.1, Extracts 1 & 7 could be minimised or avoided by such an innovation.

As outlined in Chapter 4, because it is based on authentic examples, the table of discursive strategies in Table 11 could form the basis of a practical observation tool. For example, it could be used by course participants to explore a video-recorded example of a feedback episode (provided, of course, that participants in the recording give their consent). Alternatively, it could be developed to provide a self-assessment form for trainees to assess their own professional skills in the feedback conference. This would contribute to Trinity College's stipulation in the syllabus that trainees are required to show 'awareness of the need for development throughout the course, based on a constructive response to training input and feedback from tutors, peers and learners' (Trinity College London, 2016b)

6.3 Creating affordances for a Multiparty Exchange of Ideas

The study emphasises the extent to which trainees are afforded the time to externalise and verbalise concepts. Participants in the study seem to benefit from the opportunity to express and explore their declarative knowledge of language teaching and develop the necessary skills that may develop from a critical reflection on classroom experiences (Hobbs, 2013). Acquiring such skills will prepare them for future reflexive practice as developing practitioners.

The structure of the FTC in South Park School (as outlined in Ch.5) provides a discursive platform for trainees and trainer to 'hold the floor' and reflect effectively on their lessons. Trainees are meta-discursively positioned as active contributors' (C Vasquez &

Reppen, 2007, p. 169) by being made aware of the trainers' expectations during the feedback session. Although there is some dialogic interaction between the trainer and trainee who is the focus of the session, there is little evidence of multiparty talk, particularly dialogic interaction between trainees in Phase 2. Copland (2010, p. 470) describes such feedback sessions as being 'round robin' in format; each contributor takes turns to speak. This may have advantages in terms of empowering the speaker, but it minimises the opportunity for meaningful interaction.

To remedy this situation, trainers could employ a variety of feedback formats to encourage peer-interaction. For example, trainees could give each other feedback in pairs or small groups before reporting back to the trainer. This could be done confidentially to exclude the directive and authoritative presence of the trainer, or within the feedback room itself. In fact, this call for a more trainee-based and developmental feedback session recalls Brandt's (2006, p. 356) appeal for a course structure which 'allows for practice'. (ibid.)

6.4 Implications for practice in the feedback conference

Being committed to a participatory and supportive approach to teacher training, I would make the following points for future consideration by practitioners.

- The Trinity Certificate in TESOL and CELTA are often delivered as intensive, four-week courses. Given the intensity of such courses, in which trainees need to become proficient in the knowledge and use of pedagogic approaches and techniques, and at the same time, become cognisant of the structure and rules of the English language, it is reasonable, where feasible, to scaffold learning to the maximum to ensure success. Practices at South Park School resonate strongly with my own experiences: trainers may show slight inconsistency in the way they interact with more competent and struggling trainees. For example, Alice (5.1) who was clearly struggling with concepts, was treated very differently from Jenny (5.3) who showed a great deal of proficiency. Jenny, however, seemed scaffolded to a greater degree. Perhaps the trainer could have provided Alice with a verbal outline of the stages in her lesson: in doing so he would have supported her with the terminology of the field and allowed her to assess the impact of each activity using more 'legitimate' language.
- Allowing trainee agency in determining the direction of the discourse, in assessing their work and occasionally in adopting 'unorthodox' approaches seems crucial if an authentic dialogic approach is to be encouraged. This may entail refraining from expressing the accepted 'canon' to allow individual exploration and experimentation. Naturally, the trainer's role as assessor or gatekeeper to the profession will set limits on what is considered acceptable, but there seems to be ample scope for creativity without compromising the courses underlying principles. Trainers at South Park

certainly do this but there are occasions where more lassitude might prove supportive (e.g. Lisa's idiosyncratic approach to job titles).

- Finally, teacher-trainers should take account of their trainees' cognitive and emotional states throughout the feedback conference and fine-tune their skills in feeding back to novice-teachers. Being aware of the identities and roles that trainees (and trainers) inhabit will hopefully lead teacher-trainers to reconsider their interactions with other participants; for example, assuming a strong identity as an assessor rather than educator may inhibit the development of trainees.

The present study is limited in its scope as its focus has been on one centre, South Park School. It would seem beneficial to extend research into trainee agency to other centres and other course types: the four-week pre-service ESOL course is a popular model for delivery yet a comparison with practice on longer courses might prove fruitful.

6.5 Reflecting on the research process

The last eight years of study have provided an invaluable, if not challenging, induction to the world of academic research and writing. The initial 'taught' modules of the Doctorate in Education helped to establish the theoretical context and roadmap for this research study. As I worked to identify an area of inquiry and produced a set of embryonic research questions, the route towards producing a systematic academic study seemed protracted but relatively achievable.

In reality, the process was far from linear. Su, Nixon, and Adamson (2010, p. 86) assert that 'research and scholarship are centrally concerned with the process of conceptual mediation'. As a novice researcher I found myself in constant 'internal dialogue' as I had to mediate a path between research questions, the process of collecting and analysing data, the literature of the field and interactions with fellow academics. The process was 'necessarily difficult: deliberative, time-consuming and self-questioning' (Ibid.). However, familiarity with the data and related academic writing eventually gave me the confidence to review initial options and modify my approach. For example, I re-framed my initial research questions which had been partially modelled on a research paper written two leading academics in the field of discourse analysis. I felt I was 'feeling my way' (Ibid. p.87) and beginning to develop a voice as a researcher. My ability to deal with the ambiguities of academic research has increased considerably and has proved a major benefit from embarking on this study.

The feedback episodes in this thesis have afforded me as an ESOL practitioner and teacher-trainer the privilege of being an inside observer on a process which is usually 'not easily observable by third parties' (Farr, 2015, p. 112). This has had a notable

impact on my own practice as a trainer on the Trinity Cert. TESOL. The thoughtful and professional approach at South Park School has now become largely my own, though my options are somewhat limited by the time constraints of having to observe TPs in late evenings, when time for feedback after practice classes is limited. In reading the transcripts in this thesis, trainers will doubtlessly and hopefully take away aspects which relate to their own personal pedagogy. The three-phase structure and the use of standard questions are now part of my feedback routine. In the last evaluation of the course by Trinity College London, trainees state how positive and supported they felt in the feedback conference.

I have disseminated the findings of the research project amongst practitioners involved in general teacher development in the college of further education in which I work. The impact has been positive as observed teachers report feeling more supported and motivated during the organisation's observation and appraisal process. I plan to further disseminate the findings of the study at development events organised by Trinity College London, at the annual conference of the National Association of Teachers of English and Community Languages (the organisation representing ESOL teachers in the UK) and eventually to fellow academics at the University of Nottingham and the IATEFL Conference.

In conclusion, as I return to my thoughts in the first chapter of this thesis, some of my 'ponderings' have been answered. My initial experience of not being able to relate input during teacher training to actual practice in the classroom underlines the importance of trainees being allowed to verbalise their 'wisdom of practice' after TP sessions and to be given the agency to adapt their approach to different contexts. The concerns expressed in the literature of the field are, I believe valid, but can be resolved by more imaginative and flexible approaches to feedback.

List of References

Adler, H. (2022). Trustworthiness in Qualitiative Research. *Journal of Human Lactation, 38*(4), 598-602.

Agudo, J., & Azzaro, G. (2019). Emotions in learning to teach EFL in the practicum setting: facing the emotional dilemmas and challenges associated with professional practice. In *Emotions in Second Language Teaching* (pp. 365-384). Cham, Switzerland: Springer.

Akbari, R., Dadvand, B., Samar, R., & Kiany, G. (2012). Pedagogical Knowledge base in ELT: a conceptual framework. *TELL, 6*(2), 49-77.

Anderson, J. (2017). *Trinity CertTESOL Companion*. Peaslake: DELTA Publishing.

Arcario, P. (1994). *Post-observation conferences in TESOL teacher education programmes.* Colombia University, Unpublished doctoral dissertation.

BAAL. (2021). Recommendations on Good Practice in Applied Linguistics. 4. Retrieved from https://www.baal.org.uk/wp-content/uploads/2021/03/BAAL-Good-Practice-Guidelines-2021.pdf

Bax, S. (1997). Roles for a teacher educator in context-sensitive teacher education. *ELT Journal, 51*(3), 232-241.

Becerra Camargo, Y. (2005). Teacher Voice: How is it shaped? *Colombian Applied Linguistics Journal, 7*, 43-52.

Bell, B., & Gilbert, J. (1996). *Teacher development: a model from science education.* London: Falmer Press.

BERA. (2019). Ethical Guidelines for Educational Research. Retrieved from https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online

Bloom, B. (1956). *Taxonomy of Educational Objectives. Book 1. Cognitive Domain.* New York: Longman.

Borg, M. (2005). A Case Study of the Development in Pedagogic Thinking of a Pre-service Teacher. *TESL-EJ, 9*(2).

Borg, S. (2003). Teacher cognition in language teaching: A review on what teachers, think, know, believe and do. *Language Teaching, 36*(2), 81-109.

Bourdieu, P. (1977). The economics of linguistic exchanges. *Social Science Information, 16*(6), 645-668.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.

Brandt, C. (2006). Allowing for practice: a critical issue in TESOL teacher preparation. *ELT Journal, 60*(4), 355-364.

Brandt, C. (2008). Integrating feedback and reflection in teacher training. *ELT Journal, 62*(1), 37-46.

Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use.* Cambridge: Cambridge University Press.

Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press.

Burns, A., Edwards, E., & Freeman, D. (2015). Theorizing and Studying the Language-Teaching Mind: Mapping Research on Language Teacher Cognition. *The Modern Language Journal, 99*(3), 585-601.

Cambridge Assessment. (2020). *CELTA Syllabus and Assessment Guidelines*. Cambridge: UCLES

Cambridge CELTA. (2023). CELTA. Retrieved from https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/

Cartwright, L. (2011). How consciously reflective are you? In D. McGregor & L. Cartwright (Eds.), *Developing Reflective Practice: a guide for beginning teachers*: Open University Press.
Chappell, P. (2017). Interrogating your wisdom of practice to improve classroom practices. *ELT Journal, 71*, 433-444.
Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge MA: MIT Press.
Christensen, M. (1970). Audio-visual Teaching: a new approach or a complementary method? *Theoria: A Journal of Social and Political Theory, 35*, 63-72.
Clark, M. (1994). The dysfunctions of the theory/practice discourse. *TESOL Quarterly, 28*, 9-25.
Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). Abingdon: Routledge.
Copland, F. (2008). Deconstructing the discourse: understanding the feedback event. In S. Garton & K. Richards (Eds.), *Professional Encounters in TESOL. Discourses of Teachers in Teaching.* (pp. 5-23). Basingstoke: Palgrave Macmillan.
Copland, F. (2008b). *Feedback in pre-service English language teacher training: Discourses of process and power.* Unpublished PhD Thesis. The School of Education. University of Birmingham.
Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education, 26*, 466-472.
Copland, F. (2011). Negotiating face in feedback conferences: A linguistic ethnographic analysis. *Journal of Pragmatics, 43*, 3832-3843.
Copland, F. (2012). Legitimate Talk in Feedback Conferences. *Applied Linguistics, 33*(1), 1-20.
Copland, F., & Donaghue, H. (2019). Post observation feedback. In S. Walsh & S. Mann (Eds.), *The Routledge Handbook of English Language Teacher Education* (pp. 402-416). Abingdon: Routledge.
Copland, F., & Donaghue, H. (2021). *Analysing Discourses in Teacher Observation Feedback Conferences*. Abingdon: Routledge.
Copland, F., Ma, G., & Mann, S. (2009). Reflecting in and on Post-Observation Feedback in Initial Teacher Training on Certificate Courses. *English Language Teaching and Development, 12*, 14-23.
Couper-Kuhlen, E., & Selting, M. (2018). *Interactional Linguistics: Studying language in social interaction*. Cambridge: Cambridge University Press.
Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics, 20*, 34-55.
Cresswell, J. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd ed.). London: Sage.
Cross, R. (2010). Language Teaching as Sociocultural Activity: Rethinking Language Teacher Practice. *The Modern Language Journal, 94*(iii), 434-452.
Cross, R. (2018). The subject of Freeman's reconceived knowledge base of second language teacher education. *Language Teaching Research, 24*(1), 37-48.
Crotty, M. (1998). *The Foundations of Social Research*. London: Sage.
Curran, C. (1976). *Counseling-learning in second languages.* Apple River, IL: Apple River Press.
Cutting, J. (2002). The In-Group Code Leixs. *Hermes Journal of Linguistics, 28*.
Delaney, J. (2019). Assessment and Feedback. In S. Walsh & S. Mann (Eds.), *The Routledge Handbook of English Language Education* (pp. 385-401). Abingdon: Routledge.
Dodgson, J. (2019). Reflexivity in Qualitative Research. *Journal of Human Lactation, 35*(2), 202-222.
Donaghue, H., & Howard, A. (Eds.). (2015). *Teacher Evaluation in Second Language Education*. London: Bloomsbury Academic.
Dőrnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Douglas Brown, H. (2000). *Principles of Language Learning and Teaching* (4th ed.). White Plains, NY: Longman.
Drew, J., & Heritage, J. (1992). *Talk at Work*. Cambridge: Cambridge University Press.
Eckert, P., & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology, 21*, 461-490.
Edge, J. (1992). Co-operative Development. *ELT Journal, 46*(1), 62-70.
Edge, J., & Richards, K. (1993). *Teachers develop teachers research*. Oxford: Heinemann.
Egan, G. (2010). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Belmont CA: Brooks/Cole.
Elbaz, F. (1981). The teacher's practical knowledge. Report of a Case-Study. *Curriculum Inquiry., 11*(1), 43-71.
Ellman, M., & Lucantoni, P. (2022). *From Teacher to Trainer*. Cambridge: Cambridge University Press.
Emirbayer, M., & Mische, A. (1998). What is Agency? *American Journal of Sociology, 103*(4), 962-1023.
Engin, M. (2013). Questioning to scaffold: an exploration of questions in pre-service teacher-training feedback sessions. *European Journal of Teacher education., 36*(1), 39-54.
Farr, F. (2011). *The Discourse of Teaching Practice Feedback: a Corpus-Based Investigation of Spoken and Written Modes*. Abingdon: Routledge.
Farr, F. (2015). *Practice in TESOL*. Edinburgh: Edinburgh University Press.
Farr, F., Farrell, A., & Riordan, E. (2019). *Social Interaction in Language Teacher Education*. Edinburgh: Edinburgh University Press.
Farr, F., & O'Keeffe, A. (2019). Using corpus approaches in English language teacher education. In *The Routledge Handbook of English Language Teacher Education* (pp. 268-282). Abingdon: Routledge.
Ferguson, G., & Donno, S. (2003). One-month teacher training courses: time for a change? *ELT Journal, 57*(1), 26-33.
Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford: Stanford University Press.
Freeman, D. (1982). Observing teachers: three approaches to in-service training and development. *TESOL Quarterly, 16*(1), 21-28.
Freeman, D. (1989). Teacher training, development and decision making: a model of teaching and related strategies for language teacher education *TESOL Quarterly, 23*(1), 27-45.
Freeman, D. (2016). *Educating Second Language Teachers: the same things done differently*. Oxford: Oxford University Press.
Freeman, D. (2018). Arguing for a knowledge-base in language teacher education, then (1998) and now (2018). *Language Teaching Research, 24*(1), 5-16.
Freeman, D., & Johnson, K. E. (1998). Reconceptualising the knowledge base of language teacher education. *TESOL Quarterly, 32*(3), 397-417.
Freeman, D., Webre, A., & Epperson, M. (2019). What counts as knowledge in English language teaching? In *The Routledge Handbook of English Language Teacher Education*. Abingdon: Routledge.
Gardner, R. (1987). The identification and role of topic in spoken interaction. *Semiotica, 65*(1/2), 129-141.
Gebhard, J. G. (1984). Models of supervision choices. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education* (pp. 156-166). Cambridge: Cambridge University Press.
Gee, J., & Green, J. (1998). Discourse Analysis, Learning and Social Practice: A Methodological Study. *Review of Research in Education, 23*, 119-169.
Goffman, E. (1967). On face work. In *Interactional Ritual*. New York: Basic Books.
Goffman, E. (1974). *Frame Analysis*. Harmondsworth: Penguin.
Golombek, P. (1998). A study of teachers' personal practical knowledge. *TESOL Quarterly, 32*(3), 447-464.

Golombek, P., & Doran, M. (2014). Unifying cognition, emotion and activity in language teacher professional development. *Teaching and Teacher Education, 39*, 102-111.
Graves, K. (2009). The curriculum of second language teacher education. In *The Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press.
Gray, J., & Morton, T. (2018). *Social Interaction and English Language Teacher Identity*. Edinburgh: Edinburgh University Press.
Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal, 29*, 75-91.
Haggerty, L. (1995). identifying the complexities of school-based teacher education. *Teacher Development, 4*(1), 38-47.
Halliday, M. (1994). *Introduction to Functional Grammar* (2 ed.). London: Edward Arnold.
Hamlyn, D. (1995). The history of epistemology. In T. Honderich (Ed.), *The Oxford Companion to Philosophy* (pp. 242-245). Oxford: Oxford University Press.
Harmer, J. (1991). *The Practice of English Language Teaching* (2 ed.). Harlow: Longman.
Harmer, J. (2007). *The Practice of English Language Teaching* (4 ed.). Harlow: Pearson Education Ltd.
Harmer, J. (2015). *The Practice of English Language Teaching* (5 ed.). Harlow: Pearson.
Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77*(1), 81-112.
Haycraft, J. (1988). The First International House Preparatory Course. In Duff.T (Ed.), *Explorations in Teacher Training: problems and Issues*. London: Longman.
Heller, M. (1996). Legitimate language in a multilingual school. *Linguistics and Education, 8*(2), 139-157.
Heritage, J. (1997). Conversation Analysis and Institutional Talk. In D. Silverman (Ed.), *Quantitative Research: Theory, Method and Practice.* London: Sage.
Heritage, J. (2012). The epistemic engine: Sequence organisation and territories of knowledge. *Research on Language and Social Interaction, 45*(1), 30-52.
Heritage, J., & Raymond, G. (2005). The terms of Agreement: Indexing epistemic authority and subordination in talk-in-interaction. *Social Psychology Quarterly, 68*(1), 15-38.
Heron, J. (1990). *Helping the Client: a Creative Practical Guide*. London: Sage.
Hershey, T. (2011). *The Power of Pause: becoming more by doing less*. Chicago: Loyola Press.
Higginbotham, C. (2019). Professional Development: life or death after pre-service training? *ELT Journal, 73*(4), 396-408.
Hobbs, V. (2013). A basic starter pack, the TESOL Certificate as a course in survival. *ELT Journal, 67*(2), 163-174.
Honey, P., & Mumford, A. (1982). *Manual of Learning Styles*. London: P. Honey.
Howatt, A. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
Hutchby, I., & Wooffitt, R. (2008). *Conversation Analysis* (2 ed.). Cambridge: Polity Press.
Hyland, F., & Lo, M. (2006). Examining interaction in the teaching practicum: issues of language, power and control *Mentoring and Tutoring: Partnership in Learning, 14*(2), 163-186.
Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. Lerner (Ed.), *Conversation Analysis: Studies from the First Generation* (pp. 13-31). Amsterdam: John Benjamins.
Jenks, C. (2013). Working with Transcripts: An Abridged Review of Issues in Transcription. *Language and Linguistics Compass, 7*(4), 251-261.
Johnson, K. (2006). The sociological turn and its challenges for second language teacher education. *TESOL Quarterly, 40*(1), 235-257.
Johnson, K. (2009a). *Second Language Teacher Education: A Sociocultural Perspective* New York: Routledge.

Johnson, K. (2009b). Trends in Second Language Teacher Education. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Second Language Teacher Education* (pp. 20-29). Cambridge: Cambridge University Press.
Johnson, K., & Golombek, P. (2002). *Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press.
Johnson, K., & Golombek, P. (2011). The Transformative Power of Narrative in Second Language Teacher education. *TESOL Quarterly, 45*(3).
Johnson, K., & Golombek, P. (2016). *Mindful L2 Teacher education. A Sociocultural Perspective on Cultivating Teachers' Professional Development.* . New York: Routledge.
Johnson, K., & Worden, D. (2014). Cognitive/emotional dissonance as growth points in learning to teach. *Language and Sociocultural Theory, 1*.
Jones, R. (2016). *Spoken Discourse*. London: Bloomsbury Academic.
Joseph, J. (2013). Identity work and face work across linguistic and cultural boundaries. *Journal of Politeness Research, 9*, 35-54.
Kerr, P. (1994). Language awareness in native-speaker teacher training courses. Retrieved from http://ttedsig.iatefl.org/resources/articles/18.doc
Kiely, R., & Askham, J. (2012). Furnished Imagination: The Impact of Preservice Teacher Training in Early Career Work in TESOL. *TESOL Quarterly, 46*(3), 496-518.
Koven, M. (2002). An analysis of speaker role inhabitance in narratives of personal experience. *Journal of Pragmatics*(34), 167-217.
Krashen, S. (1977). Some issues relating to the monitor model. In *Teaching and learning English as a second language: Trends in Research and Practice. On TESOL 77: selected papers from the Eleventh Annual Convention of Teachers of English to Speakers of Other Languages, Miami, Florida.* (pp. 144-158). Washington, DC: Teachers of English to Speakers of Other Languages.
Krashen, S., & Terrell, T. (1983). *The natural approach: language acquisition in the classroom.* Hayward, CA: Alemany Press.
Kumaravadivelu, B. (1994). The Postmethod Condition: Emerging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly, 28*(1), 27-48.
Kumaravadivelu, B. (1999). Theorising practice, practising theory. In H. Trappes-Lomax & I. McGrath (Eds.), *Theory in Language Teacher Education*. Harlow, Essex: Longman.
Kurtoglu-Hooton, N. (2016a). *Confirmatory Feedback in Teacher Education: An Instigator of Student Teacher Learning*. London: Palgrave Macmillan.
Kurtoglu-Hooton, N. (2016b). *Confirmatory Feedback in Teacher Education: an Instigator of Student Teacher Learning*.
Landsberger, H. (1958). *Hawthorne Revistited: Management and the Worker, Its Critics, and Developments in Human Relations in Industry*. Ithaca: Cornell University.
Lantolf, J. (2004). Sociocultural theory and second and foreign language learning: an overview of sociocultural theory. In K. Van Esch & O. St. John (Eds.), *New Insights into Foreign Language Learning and Teaching*. Frankfurt am Main: Peter Lang.
Lantolf, J., & Thorne, S. (2006). *Sociocultural Theory and the Genesis of Second Language Development*. Oxford: Oxford University Press.
Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
Li, L. (2017). *Social Interaction and Teacher Cognition.* Edinburgh: Edinburgh University Press.
Liang, J. (2015). Live video classroom observation: an effective approach to reducing reactivity in collecting observational information for teacher professional development. *Journal of Education for Teaching: International Research and Pedagogy, 41*(3), 235-253.
Liddicoat, A. (2007). *An introduction to Conversation Analysis*. London: Continuum.
Littleton, K., & Mercer, N. (2013). *Interthinking: Putting talk to work.* London: Routledge.

Lorelli, S., Norris, J., White, D., & Moules, N. (2017). Thematic Analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitiative Methods, 16*, 1-13.
Lortie, D. (1975). *School Teacher: a Sociological Study*. Chicago: University of Chicago Press.
Louw, S., Watson Todd, R., & Jimarkon, P. (2016). Teacher trainers' beliefs about feedback on teaching pracice: Negotiating the tensions between authoritativeness and dialogic space. *Applied Linguistics*, 1-21.
Lozanov, G. (1978). *Outlines of suggestology and suggestopedy.* London: Gordon and Breach.
Macpherson, S. (2003). The short intensive teacher-raining course. *ELT Journal, 57*(3), 297-299.
Maslow, A. H. (1968). *Towards a psychology of being.* New York: Van Nostrand Reinhold.
McIntyre, D., Hagger, H., & Wilkin, M. (1993). *Mentoring: perspectives on school based teacher education*. London: Kogan Page.
McLaren, P. (2002). Teachers and Students. In P. McLaren (Ed.), *Life in Schools. An introduction to critical pedagogy in the foundations of education.* (pp. 242-253). Los Angeles: University of California.
McNeill, D. (2005). *Gesture and Thought*. Chicago: University of Chicago Press.
Mercer, N. (2000). *Words and Minds: How we use language to think together.* London: Routledge.
Mercer, N. (2004). Sociocultural Discourse Analysis: analysing classroom talk as a social mode of thinking. *Journal of Applied Linguistics, 1*(2), 137-168.
Meyers, D. (2017). Agency. In A. Jaggar & I. Young (Eds.), *A Companion to Feminist Philosophy* (pp. 372-382). London: Blackwell.
Mondada, L. (2007). Commentary: transcript variations and the indexality of transcribing practices. *Discourse Studies., 9*, 809-821.
Morton, T., & Gray, J. (2010). Personal practical knowledge in lesson planning conferences on a pre-service TESOL course. *Language Teaching Research, 14*, 297-317.
Moussu, L. (2018). Shortcomings of NESTs and NNESTs. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1-6). Hoboken, NJ: John Wiley and Sons.
Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The Modern Language Journal, 90*(1), 48-66.
Nottingham, U. (2013). *Code of Research Conduct and Research Ethics*. Retrieved from
O'Leary, M. (2020). *Classroom Observation: a guide to the effective observation of teaching and learning*. Abingdon: Routledge.
Phillips, D. (1994). The functions of silence within the context of teacher training. *English Language Teaching Journal, 48*(3), 266-271.
Phillips, D. (1999). *The feedback session within the context of teacher training and development: An analysis of discourse, role and function.* (PhD). University of London, Unpublished.
Pollard, A. (Ed.) (2002). *Readings for Reflective Teaching*. London: Comtinuum.
Prabhu, N. S. (1990). There is no best method - why? *TESOL Quarterly, 24*(2), 161-176.
Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in Curriculum Making: agents of change and spaces for manoeuvre. *Curriculum Inquiry., 43*, 191-214.
Pringle, M., & Stewart-Evans, C. (1990). Does awareness of being video recorded affect doctors' consultation behaviour? *The British Journal of General Practice, 40*.
Rampton, B. (2006). *Language in Later Modernity: Interaction in an Urban School*. Cambridge: Cambridge University Press.
Richards, J., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
Roberts, C., & Sarangi, S. (2001). "Like you're living two lives in one go": negotiating different social conditions for classroom learning in a further education context in

Britain. In M. Heller & M. Martin-Jones (Eds.), *Voices of Authority: Education and Linguistic Difference* (pp. 171-192). Westport, CT: Ablex.
Roberts, J. (1998). *Language Teacher Education*. London: Arnold.
Rogers, C. (1961). *On becoming a person: a therapist's view of psychotherapy.* Boston: Houghton-Mifflin.
Rogers, R., & Wetzel, M. (2013). Studying agency in literacy teacher education: A layered approach to positive discourse analysis. *Critical Inquiry in Language Studies, 10*(1), 62-92.
Saldaña, J. (2016). *The Coding Manual for Qualitative Researchers*. London: Sage.
Saussure, F. (1959). *Course in General Linguistics*. New York: The Philosophical Library.
Schön, D. A. (1991). *The Reflective Practitioner: How Professionals Think in Action*. Aldershot: Arena.
Senior, R. (2006). *The Experience of Language Teaching*. Cambridge: Cambridge University Press.
Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63-75.
Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher, 15*(2), 4-14.
Silverman, D. (2005). *Doing Qualitative Research*. London: Sage.
Skinner, B. F. (1938). *Behaviour of Organisms: an experimental analysis*. New York: Appleton-Century-Crofts.
Speer, S. (2019). Reconsidering self-deprecation as a communication practice *British Journal of Social Psychology, 58*, 806-828.
Stanley, P., & Murray, N. (2013). 'Qualified'? A Framework for comparing ELT teacher training courses. *Australian Review of Applied Linguistics, 36*(1), 102-115.
Stevanovic, M., & Perakyla, A. (2012). Deontic authority in interaction: The right to announce, propose and decide *Research on Language and Social Interaction, 45*(3), 297-321.
Stevick, E. (1980). *Teaching languages: a Way and Ways*. Rowley, MA: Newbury House Publishers.
Stubbs, M. (1983). *Discourse Analysis*. Chicago: University of Chicago Press.
Su, F., Nixon, J., & Adamson, B. (2010). Seeking the single thread: The Conceptual Quest. In P. Thompson & M. Walker (Eds.), *The Routledge Doctoral Student's Companion*. Abingdon: Routledge.
Tannen, D. (1989). *Talking Voices: Repetition, dialogue and imagery in conversational discourse*. Cambridge: Cambridge University Press.
ten Have, P. (2012). *Doing Conversation Analysis: a practical guide*. London: SAGE Publications.
Thornbury, S., & Watkins, P. (2007). *The CELTA Course*. Cambridge: Cambridge University Press.
Trinity College London. (2016a). *Certificate in Teaching English to Speakers of Other Languages (CertTESOL) Syllabus*. London: Trinity College
Trinity College London. (2016b). *Certificate in Teaching English to Speakers of Other Languages (CertTESOL) Syllabus.* London: Trinity College.
Trinity College London. (2023). Find a TESOL Course near you. Retrieved from https://www.trinitycollege.com/qualifications/teaching-english/find-course
Vasquez, C. (2004). Very carefully managed: advice and suggestions in post-observation meetings. *Linguistics and Education, 15*, 33-58.
Vasquez, C., & Reppen, R. (2007). Transforming Practice: Changing patterns of participation in post-observation meetings. *Language Awareness, 16*(3), 169.
Vasquez, C., & Urzua, A. (2009). Reported Speech and Reported Mental States in Mentoring Meetings: Exploring Novice Tutor Identities. *Research on Language and Social Interaction, 42*(1), 1-19.
Vygotsky, L. (1978). *Mind in Society. The Development of Higher Psychological Processes.* Cambridge: Harvard University Press.
Vygotsky, L. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology.* New York: M.E. Sharpe.

Vygotsky, L. S. (1994). The Development of Academic Concepts in School Aged Children. In R. Van der Veer & J. Valsiner (Eds.), *The Vygotsky Reader*. Oxford: Blackwell.
Waite, D. (1992). Supervisors' Talk: making sense of conferences from an anthropological linguistic perspective. *Journal of Curriculum and Supervision, 7*(4), 349-371.
Waite, D. (1993). Teachers in Conference: A qualitiative study of teacher-supervisor face-to-face interactions. *American Educational Research Association, 30*(4), 675-702.
Wajnryb, R. (1994). *The pragmatics of feedback: a study of mitigation in the supervisory discourse of TESOL teacher educators.* Macquarie University Sydney Australia, Unpublished thesis.
Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.
Watkins, P. (2014). *Learning to Teach English* (2 ed.). Peaslake, UK: DELTA Publishing.
Watson, J. (1913). Psychology as the behaviourist views it. *Psychological Review, 20*, 158-177.
Wellington, J. (2000). *Educational Research. Contemporary Issues and Practical Approaches.* London: Continuum.
Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.
Widdowson, H. G. (1990). *Discourses of inquiry and conditions of relevance.* Paper presented at the Georgetown University Round Table on Languages and Linguistics 1990.
Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: a social constructivist approach.* Cambridge: Cambridge University Press.
Woodward, T. (1991). *Models and Metaphors in Language Teacher Training*. Cambridge: Cambridge University Press.
Wortham, S. (2003). Accomplishing Identity in Participant-Denoting Discourse. *Journal of Linguistic Anthropology, 13*(2), 189-210.
Wragg, E. (1999). *An introduction to classroom observation.* (2 ed.). London: Routledge.
Yurekli, A. (2013). The six-category intervention analysis: a classroom observation reference. *ELT Journal, 67*(3), 302-312.
Zuengler, J., Ford, C., & Fassnacht, C. (1998). *Analyst Eyes and CameraEyes: Theoretical and technical considerations in "seeing" the details of classroom interaction*. Albany, N.Y.: School of Education, University of Albany.

Appendix A

Transcription Conventions

(.)	A micropause of no significant length.
(0.5)	A timed pause (0.2 seconds or longer).
[okay]	Square brackets show beginning and end of overlapping speech.
word	Underlining indicates stress / emphasis.
wo:rd	A colon indicates prolonged vowel or consonant (:: or ::: used for extended prolongation).
(word)	single brackets indicate word is unclear.
(inaud.)	Inaudible word or section, no attempt at transcription.
=	equals sign indicates latching (no pause between sentences).
word?	Question mark for rising intonation in questions.
((laughter))	Double bracketing indicates analyst's comment on a section of text.
↑word	Rising intonation (double arrows for prominent rise).
↓word	Falling intonation.
↑↓word	Rise-fall intonation
WORD	Capitals indicate louder or shouted words.
hhh.	Audible outbreath, sigh (hh. denotes audible slight outbreath).
°word°	Degree sign indicates words distinctly quieter than surrounding speech.
£word£	Pound symbols indicate suppressed laughter.
wo..	two dots indicate incomplete word.
…	three dots indicate that a part or parts of the extract have been omitted.

Adapted from Hutchby and Wooffit (2008) and ten Have (2012).

Appendix B

Research Ethics Approval Form

Approval granted 2 April 2015

School of Education – Research Ethics Approval Form

The University of Nottingham

2014/43/MO

Name Ainsley Paul Watkins
Main Supervisor Jane Evison, Shaaron Ainsworth
Course of Study EdD
Title of Research Project: A discursive analysis of the post-lesson observation feedback session on a pre-service English language teacher-training course

Is this a resubmission? Yes **Date statement of research ethics received by PGR Office:** 02/04/15

Research Ethics Coordinator Comments – thank you for your application and address the following points.

Thank you for attending to the issues raised earlier.

Please note your duplication of the definite article on the PI sheet (under the contact details section).

I am happy to approve this application on the understanding that no 'sensitive personal' data (as understood by the UoN Code) is gathered from participants, so please check that your research will comply with this.

Good luck with your study.

Final responsibility for ethical conduct of your research rests with you and your supervisor. The Codes of Practice setting out these responsibilities have been published by the British Educational Research Association (BERA) and the University Research Ethics Committee. http://www/educationstudentintranet/researchethics/index.aspx http://www.bera.ac.uk/publications/Ethical%20Guidelines *If you have any concerns during the conduct of your research then you should consult those Codes of Practice and refer again to the School of Education's Research Ethics Committee.*

Independently of the Ethics Committee procedures, supervisors also have responsibilities for the risk assessment of projects as detailed in the safety pages of the University web site. Ethics Committee approval does not alter, replace, or remove those responsibilities, nor does it certify that they have been met.

Outcome:
Approved [X] Revise and Resubmit [ ]

Signed: *Mary Oliver* Name: Dr Mary Oliver (Research Ethics Coordinator) Date: 2/4/2015

Appendix C

Initial Notes: Feedback on Teaching Conference No. 3

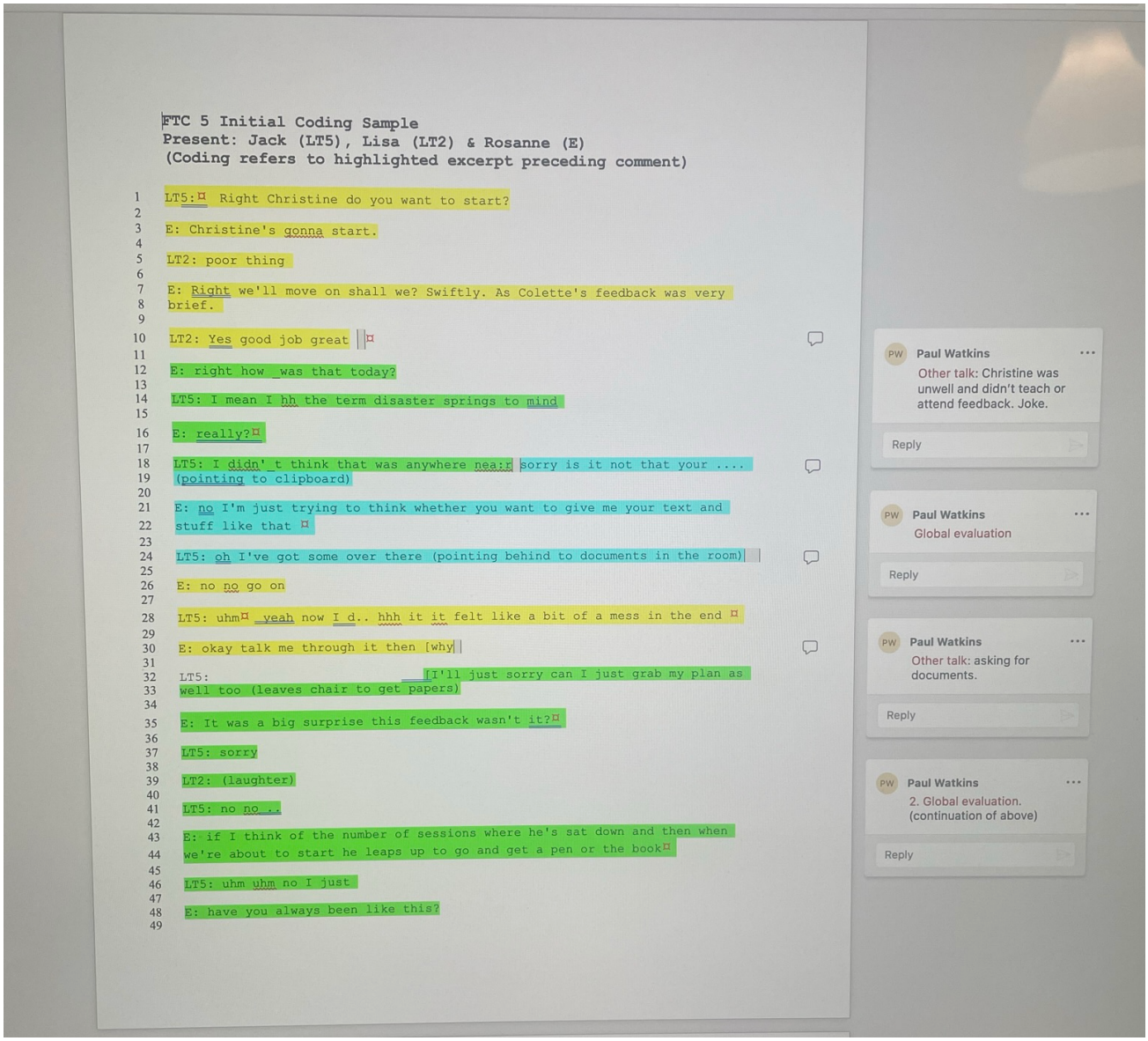
Date: 13/11/2015

Notes	Significance / Implications
Initial 5 minutes – informal talk as STs prepare for the session. Alice – mentions her 'little faint in lesson' – interestingly, she has a smile while narrating this – trainer reacts professionally. Lisa loses her papers – she seems to do this every lesson – almost child-like roles adopted until FTC formally starts.	To what extent is 'other talk' (Copland) relevant to this? By other talk – joking, banter, references to outside events. It is crucial in cementing relationships though this is not relevant to research questions. Also – I can't help but relating to the TE – sort of 'insider' reaction – **I am aware that STs' behaviour could colour my reaction to them! Stay objective!**
TE sets the scene and establishes framework. I want a 'measured, positive evaluation …'this is the last unassessed day' – element of threat?	The **framing of the FTC** and laying out expectations – seems to be important in determining discursive structure.
Alice's self-evaluation – use of language is somewhat void of metalanguage and generic in nature. This contrasts somewhat with the language of her peers which contains many specialist lexical items. Somewhat annoying use of common-place expressions 'we went around the houses …'	Alice is clearly making progress and thinking carefully though **acquiring the 'tokens' or terminology of the profession** (Morton and Gray) seems an indicator of ST progress – compare other trainees.
Alice – she ostensibly is accepting criticism but at the same time re-taking authority from the TE – 'you haven't met the pass mark' – ' I wouldn't expect to at this point'. 'well taken' – Why? We're here to learn.'	Interesting how trainees can show **agency** (in this case excessive agency) even when being criticised – sort of passive aggression!
Lisa – still trying to combat teacher-centred approach (effusive personality) but	Long and demonstrative self-evaluation – use of gesture – **at what point is**

making progress. Good command of terminology. TE does not really add to feedback – happy to accept the ideas of those present.	**gesture important in transcription?** Check protocol for representing. Note take up of other participants' ideas by TE.
General language use – many technical terms mentioned – lexis, popping, echoing, drilling, gap-fill, information gap, eliciting, etc.	
Dee – her self-evaluation is measured and confident. Useful digression in how to deal with incomprehensible learner contributions – nice scaffolding by TE. Constructive and perceptive feedback by peers.	Note again take up of ideas by TE.

Appendix D

Coding Example 1



FTC 5 Initial Coding Sample
Present: Jack (LT5), Lisa (LT2) & Rosanne (E)
(Coding refers to highlighted excerpt preceding comment)

LT5: Right Christine do you want to start?

E: Christine's gonna start.

LT2: poor thing

E: Right we'll move on shall we? Swiftly. As Colette's feedback was very brief.

LT2: Yes good job great

E: right how was that today?

LT5: I mean I hh the term disaster springs to mind

E: really?

LT5: I didn't think that was anywhere near sorry is it not that your .... (pointing to clipboard)

E: no I'm just trying to think whether you want to give me your text and stuff like that

LT5: oh I've got some over there (pointing behind to documents in the room)

E: no no go on

LT5: uhm yeah now I d.. hhh it it felt like a bit of a mess in the end

E: okay talk me through it then [why

LT5: [I'll just sorry can I just grab my plan as well too (leaves chair to get papers)

E: It was a big surprise this feedback wasn't it?

LT5: sorry

LT2: (laughter)

LT5: no no ..

E: if I think of the number of sessions where he's sat down and then when we're about to start he leaps up to go and get a pen or the book

LT5: uhm uhm no I just

E: have you always been like this?

Paul Watkins
Other talk: Christine was unwell and didn't teach or attend feedback. Joke.
Reply

Paul Watkins
Global evaluation
Reply

Paul Watkins
Other talk: asking for documents.
Reply

Paul Watkins
2. Global evaluation. (continuation of above)
Reply

Coding Example 2