# PROFESSIONALS DEVELOPING PROFESSIONALISM:
# THE INTERACTIONAL ORGANISATION
# OF REFLECTIVE PRACTICE

## ANDREW HARRIS

**Thesis submitted for the degree of Doctor of Philosophy**

**Newcastle University**

**School of Education, Communication, and Language Sciences**

**November 2013**

# Abstract

Reflective practice remains the dominant model for the professional development of teachers in the early twenty first century. A large body of research discusses this area from various theoretical standpoints, however, despite numerous calls to expand this research position, scant attention has been paid to the question of what happens when professionals attempt to carry out a process of reflective practice through talk. The few studies that have investigated this area claim to find little evidence of reflection occurring. This study directly engages this question by empirically investigating an interactional context where the institutional goal is to reflect on the participants' professional actions through talk: the post-observation feedback meetings of a TESOL teacher-training certificate course.

The study employs the methodology of institutional conversation analysis to uncover the organisation of talk in this context and relate it to the institutional goal of the feedback meetings. It demonstrates that the meetings are organised into a number of phases, each focussing on different 'types' of feedback: positive, critical, self, and group. It also demonstrates that the talk within each phase is oriented around a number of feedback topics, each focussing on a specific aspect of the trainee's practices. Furthermore, that within these feedback topics the trainees engage in interactional processes with the trainers, through which they reflect on their practices in a series of stages: describing their experiences, drawing interpretations and theories from these descriptions, and finally making plans for future actions.

The findings of this study explicate a process of reflective practice, as it is instantiated by the participants through talk. By presenting this data, its analysis, and its relationship to previous research, the study adds to our understanding of the interactional organisation of feedback meetings. It also provides the first systematic description of 'reflective practice as an interactional activity' and discusses the implications of this process for teacher-training professionals.

# Acknowledgments

Margaret, and Simon. From my earliest memories you have inspired me, guided me, picked me up when I fell, sheltered me from the storms, and supported me in everything I have endeavoured to achieve. You have made this possible. You are my light and my loves.

Θελημα

# Table of contents

# Chapter 1. Introduction

*"Speech is the best show man puts on. It is his own 'act' on the stage of evolution, in which he comes before the cosmic backdrop and really 'does his stuff.'"*
*(Whorf, 1941/1956: 249)*

*"It is possible that detailed study of small phenomena may give an enormous understanding of the ways humans do things and the kinds of objects they use to construct and order their affairs."*
*(Sacks, 1984: 24)*

## 1.1 Setting the Scene

At the core of what we are as human beings lies speech. Speech allows us to shape, and in turn, to be shaped by the worlds we jointly create and share; it underpins and enables the fundamental sociality of these worlds. Worlds of talk, where we accomplish a multitude of actions with words, gestures and looks. Worlds in which we go about our everyday affairs; from mundane and functional service encounters, where we negotiate the acquisition of services or goods; through the rich tapestry of our personal social relationships, where we initiate, build, and consolidate friendships and loves; to worlds of work, where we engage in the mutual co-creation of institutions, which in turn offer society healthcare, legal systems, and education. It is one of these worlds of educational talk that this study sets out to explore.

The world of educational talk investigated in this study is embedded within a teacher-training course, which seeks to develop its participants from their entry point, as novices with little or no experience, to qualified professionals who are able to fulfil the multitudinous expectations of their professional roles, and are also able to continue to develop their skills and abilities within these roles. The concepts and practices of professional development and practitioner training permeate the work lives of the majority of the global workforce in the 21$^{st}$ century. Countless people across the globe attend training courses, engage in work based development programs, and reflect on their own professional practices on a daily basis. The attempts of professionals to engender processes of professional development through reflective practice are the focus of this study.

Professional development occurs across a diverse range of workplace contexts and is delivered in a multitude of ways: ranging from traditional apprenticeships in artisan crafts, through continent-wide mass educational programs, to disembodied training through cyberspace. Engagement in professional development is a fundamental requirement of entry to almost every workplace, whether it is learning to use a cash register in the local shop or being mentored into a career in neurosurgery. It is an important aspect of almost every field and arena of work: from farming, through engineering, to education. The concepts of development and training, in their everyday understandings, link broadly to processes of change, 'becoming', transformation, and improvement; they engender ideas of learning and improving skills, knowledge, and aptitudes; as well as 'becoming' a practitioner in a particular role and continuing to develop one's professional practices in that role. We might summarise the core aim of professional development as attempts to engender the processes of learning to 'talk the talk and walk the walk'.

The seeds of this study were sown during the years the author worked as a TESOL teacher-trainer on the course this study investigates. The experiences of immersion into the unique, hermetic worlds created within each instantiation of this course, provided opportunities for the author to develop as a professional trainer, but primarily gave opportunities to develop other trainee teachers and their budding professionalism. Training on this course allowed the author to experience the rich tapestry of complex social phenomena that occur when a dedicated group of professionals engage with a group of aspiring novices, with the express purpose of engendering their development, learning, and transformation into fellow professionals. By working together, by experiencing together, and maybe most important of all by talking together, these initially disparate groups of people become connected through their social interactions, and together they work towards the goal of developing the trainees' professional practices and professionalism.

Those experiences provided the author with ingrained membership knowledge of the practices, procedures, and underlying philosophy of this course. The philosophy and approach of this course was steeped in the theory and the practical implementation of reflective practice. Reflective practice, as an approach to professional development, relies on the notion that deliberate and structured thinking, usually mediated through writing or talk,

has the potential to engender effective change and development in a person's practices. Persistent attention is paid on this teacher-training course to reflecting on one's own actions and practices, as well as reflecting on the practices of others. The trainees are introduced to this model on the first day of the course and subsequent activities are structured in ways that attempt to engender these reflective processes. These activities include keeping reflective journals and writing reflective essays on their practices, group discussions that reflect on the trainees' teaching practices, demonstration lessons from the trainers, and many other aspects of the course's workshops and seminars. Investigating the processes of implementing reflective practice through the medium of talk is at the core of this study.

From the initial seeds of those experiences as a trainer arose a passion to investigate these rich and complex social encounters, a desire to gain a deeper understanding of how people construct, understand and navigate through this world of talk. As a trainer, one attempts to be 'fully aware' of one's practices and the impacts they have on the other participants, for example, having an understanding of what it is we do during feedback and why we do those things in particular ways. However, the demands on trainers during these courses are immense, and although time was built into our schedules to reflect on our own practices, this reflection was often primarily introspective. As such, we did not have opportunities to see, post-hoc, exactly what we did in our attempts to develop the professionalism of our participants. However, by video and audio recording the entirety of a course, it is possible to investigate the practices that occur within it. Taking as its object of study the recordings made of the post-observation meetings on one instantiation of this teacher-training course, this research represents an attempt to unpack and explicate professionals' practices by placing them under the rigorous microscopic lens of micro-analysis.

## 1.2 Research Overview

This section will provide a concise overview of some of the key areas of previous research that are relevant to the present study. It will begin by introducing the area of reflective practice and teacher education (1.2.1). The following section will introduce the broad context of this study, TESOL certificate courses (1.2.2) and then look at the specific context within this course that forms the scope of this study, feedback meetings (1.2.3). This section will

close with a brief introduction to the micro-analytic methodology employed within this study, institutional conversation analysis (1.2.4).

### 1.2.1 Reflective practice and teacher education

Reflective practice (RP) has been the dominant model within language teacher education since the turn of the last century (Wallace, 1991). Even a brief summary of the literature relating to language teacher education will uncover a plethora of publications which forefront the importance of RP in this field (*inter alia* Richards and Lockhart, 1996; Randall and Thornton, 2001; Moon 2004: Richards and Farrell, 2005; Farrell, 2007; Edge, 2011). The dominance of this model has reached a point where RP is generally accepted as "a fundamental principle of teacher education and teacher development" (Walsh, 2011: 138). Its impact on professional practitioners within the field has been so profound scholars have argued that "there is not a single teacher educator who would say that he or she is not concerned about preparing teachers who are reflective" (Tabachnick and Zeichner, 2002: 13). These arguments have also been made for the importance of RP to trainee teachers, as well as teacher trainers: "learning to teach must include opportunities for new teachers to develop the capacity for reflective action" (Walsh, 2011: 138).

The position of RP in the field of teacher education has generated a large body of research, including an entire journal, "Reflective Practice: International and Multidisciplinary Perspectives", dedicated to investigating various aspects of this phenomenon. Much of this work has focussed on the theoretical arguments surrounding and supporting this notion. This focus on theory has meant that idealised models of reflection are often presented to practitioners "but little is known about how they might operate in practice" (Calderhead, 1989: 46). Recently a number of researchers have begun to problematise the notion of RP and its effective implementation in practice (e.g. Borg, 2002; Akbari, 2007; Farr, 2011; Walsh 2011; Gray and Block, 2012). These critiques have taken a number of stances, ranging from arguments that have questioned the practical possibility of reflective practice occurring within particular contexts (Zeichner and Liston, 1985; Borg, 2002; Morton and Gray, 2008; Copland *et al*, 2009; Farr, 2011) to those which question the possibility that reflective practice, as instantiated in professional settings, can meet the moral, ethical, and

emancipatory expectations placed upon it by some theorists (Zeichner, 1987; Birmingham, 2004) and more general and overarching critiques of the notion of RP (Akbari, 2007).

This growing body of critiques have lead to a position where claims have even been made that the "notion of reflective practice itself has become a little tired and even dated" and that it is in need of a "makeover" (Walsh, 2011: 137). Another aspect of these critiques is that there have been a very limited number of studies that have looked at RP from an empirical, data-driven perspective. This is particularly true of research into RP as a spoken phenomena, where, to date, there has not been a single empirical study that has taken a systematic approach to studying the interactional organisation of reflective practice or the phenomena of 'doing reflective practice as an interactional activity'[1]. This is a surprising omission in the research literature, particularly given the dominance of RP as a model in the field and the simple fact, as any teacher-training professional would attest to, that much of the business of 'doing' teacher-education occurs dialogically, through the medium of talk. This study takes the first steps towards filling this research niche by engaging directly with the question: what happens when practitioners attempt to implement a process of RP through talk?

*1.2.2 TESOL certificate courses*

In order to investigate the phenomena of RP being instantiated through talk, an appropriate context for this investigation was required. As discussed above, the author's previous experience as a teacher-trainer on a TESOL certificate course, which forefronts the notion of RP, offered an ideal potential site for this investigation. TESOL certificate courses are attended by tens of thousands of participants a year, with the two most established providers, CELTA and Trinity house, accounting for 11,000 participants alone (Brandt, 2008). These courses are pre-service and are usually delivered in a short, intensive format of one month; they are often run at external sites with a curriculum designed and validated by the host organisation (Brandt, 2006). The courses are usually objectives driven, and encompass a

---

[1] The term 'doing RP' as an interactional activity has been chosen to highlight that 'doing' and 'activity' are its *modus operandi*, and for its fit with the conversation analytic 'mindset' (see section 3.2) with its understanding of talk as social action. It is also intended to delineate the activity that occurs within this setting, from other 'types' or 'modes' of RP, for example those that occur through journal writing (e.g. Moon, 1999). A number of other terms were considered to describe this activity and may be preferred by the reader, for instance, 'RP as interaction', 'interactional RP', 'RP as talk', 'dialogic RP' 'collaborative RP', 'feedback as RP' 'reflective feedback' etc.

range of skills including teaching methodology and language development; they are typically delivered via a range of course components including 'input' sessions, such as workshops and seminars, as well as lesson planning, practice teaching, and feedback sessions; and assessment of the participants is generally continuous (Ibid).

Given the large numbers of TESOL teachers who acquire their first experiences of teaching and their first teaching qualification through these courses, it is inevitable that they have a profound impact on the practices of the global profession. And furthermore, that the ideas, beliefs and techniques acquired on these courses will profoundly impact on the language learning experiences of many thousands of students across the globe. The fact that these courses are responsible for the pre-service training of so many TESOL teachers, and that these teachers will go on to teach a majority of TESOL learners globally, it is surprising to find that there is a "dearth of published research into the phenomena" (Ferguson and Donno, 2003). However, since then, a number of publications have investigated this area (e.g. Copland *et al*., 2009; Copland, 2008, 2010, 2011), including a recent collection of papers that provides a valuable resource into the discourse of this field (Garton and Richards, 2008). The limited body of research into this important area of professional practice and professional development may in part be due to difficulties in gaining access to TESOL certificate courses. Like many institutional contexts, particularly those with commercial interests, they are sensitive areas for researchers to enter (Cohen *et al*., 2007), with access often proving problematic. It is likely that without the author's previous experiences as a trainer on this course, access to this sensitive environment would not have been granted. This study will therefore offer analytic insights into this under-researched but highly important context and in doing so contribute to the very limited body of research that has investigated TESOL certificate courses. Specifically, this study will offer insights into one particular interactional context that is a typical component of these courses: post-observation feedback meetings.

*1.2.3 Feedback and supervisory meetings*

The interactional context that this study focuses on is the post-observation feedback meetings of a TESOL certificate course. These meetings occur on almost everyday of the month long course (excluding the first three and the last day) and are scheduled to take place after the

trainees' practice teaching lesson. During the practice teaching lesson, two[2] of the trainees in the group will teach a class of students, while all the other members of the group, including the trainer, will observe and take written notes in preparation for the forthcoming feedback meeting. A short break then follows the practice teaching, during which the trainees-who-taught have an opportunity to make reflective notes on their own practice, before the group reconvene in a separate training room to carry out the feedback meeting. The feedback meetings are multi-participant interactional events, which have as their institutional purpose the development of the trainees' professional practice, and as such they form part of a group of institutional contexts that include supervisory meetings and mentoring encounters.

Supervisory, mentoring and feedback meetings have been the subjects of research for decades. However, up until recent years this research has primarily consisted of theoretical approaches to these events and has often taken prescriptive approaches to its findings (e.g. Acheson and Gall, 1997; Sergiovanni and Starratt, 2002), this has resulted in a lack of attention to empirical evidence gathered from the meetings themselves (Waite, 1993). Researchers in the field have long been aware of this significant omission.

> Volumes have been written on the subject, but research on the effects and on the processes of supervision is virtually non-existent. Supervision is rarely observed except by those who are actually involved in the process… In reality, very little is known about what actually happens in instructional supervision… the need for research on supervision is obvious." (Weller, 1971:1)

Weller's observation remains in the most part true to date, though since the early nineteen nineties a small number of researchers have applied empirical, qualitative methods to the study of these professional development encounters. These methodologies have included conversation analysis (Arcario, 1994; Waite, 1995), linguistic ethnography (Copland, 2008, 2010, 2011), corpus linguistics (Farr, 2006, 2011), and mixed method approaches (Copland *et al*., 2009; Vasquez 2004, Vasquez and Reppen, 2007). These investigations have identified several areas of the interactional practices of these encounters that will be attended to in the analysis of this study, such as the organisation of talk into phases, the use of questions, topic,

---

[2] In the first few days of practice teaching and feedback more than two of the trainees teach. On the first day of practice teaching, day four of the course, all trainees in the group teach a 'warmer' activity. On the following two days the trainees teach from pre-prepared lesson plans and they divide the lesson into parts, on both of these days three trainees taught. After this, and for the rest of the course two trainees plan their own lessons, teach, and 'receive' feedback.

and the roles of trainers. Although the majority of these studies do not directly attend to the notion of reflection and reflective practice, those that have found that "reflective opportunities do not lead to genuine reflection" (Copland *et al*., 2009: 18) This study will contribute to research into supervisory, mentoring and feedback encounters in two main ways. Firstly by describing and explicating the organisation of talk in these feedback meetings and relating these findings to previous literature, and secondly, by relating the organisation, practices, and procedures to the institutional goal of doing 'reflective feedback' or 'doing RP as an interactional activity', the second of these contributions is a unique aspect of this study within the field. In order to analyse the talk within these meetings and relate its organisation to the institutional goal, the methodology employed is that of institutional conversation analysis.

### 1.2.4 Conversation analysis and institutional talk

The previous sections have outlined the main areas of research within which this study is situated. A common thread that runs through the research literature of RP, TESOL certificate courses, and feedback meetings, is the predominance of theoretical discussion and the dearth of data-driven, empirical research into these areas. This study will contribute to the small body of empirical research in these fields by employing the micro-analytic methodology of conversation analysis (CA) (see, Hutchby and Wooffit, 1998; ten Have, 2007; Liddicoat, 2007; Schegloff, 2007; Sidnell, 2010), specifically 'applied' (Richards and Seedhouse, 2005; ten Have, 2007) or 'institutional CA' (e.g. Boden and Zimmerman, 1991; Drew and Heritage, 1992). CA takes its roots from its "intellectual parent" (Kasper, 2006) ethnomethodology, and as such its object of study is the "body of common-sense knowledge and the range of procedures and considerations" that allow people to "make sense of, find their way around, and act on the circumstances in which they find themselves" (Heritage, 1984b: 4). Institutional CA therefore attempts to describe and explicate the ways in which members go about 'doing the business' of a particular institutional context by looking at the reflexive relationship between the "*talk-in-interaction*" (Schegloff, 1987: 207) of that context and its institutional goals. It takes as a central tenant of its approach the notion that 'institutions are talked into being' (Heritage, 1984b) and sets out to analyse how this process is instantiated.

CA proceeds in its approach by collecting audio/video recordings of 'naturally occurring data' (Psathas, 1990), which is then subject to close, detailed transcription (Jefferson, 2004; Jenks, 2011). During this process, and following the transcription, the analyst approaches the audio/video data and the transcripts from the perspective of 'unmotivated looking' (Psathas, 1995), with the intention of noticing practices, procedures, and patterns that occur in the data. In studies, such as this one, which 'apply' CA to institutional contexts, the analyst also relates the institutional goals of the context to the interaction that occurs within it (Drew and Heritage, 1992). This allows the analysis to investigate the 'institutionality' or 'institutional fingerprint' (Heritage 1984b) of that interactional context. This is demonstrated in the participants' orientations to goals, tasks, and identities, as well as specific constraints on allowable contributions, and inferential frameworks associated with that specific context (Drew and Heritage, 1992). Institutional CA approaches have already made significant impacts on our understandings of areas related to this study, such as classrooms and the practices that occur within them (*inter alia*, McHoul, 1978, 1990; Mehan, 1979; Markee, 2000; Seedhouse, 2004), and calls have been made for the application of this methodology to teacher-training contexts (e.g. Seedhouse, 2005a)

**1.3 Objectives and Relevance of the Study**

The primary aims of this study are to uncover and explicate the interactional organisations, practices, and procedures that 'shape' the talk-in-interaction of the post-observation feedback meetings on this course; and to investigate the reflexive relationship between these interactional features and the institutional goal of the meetings. The goal of the feedback meetings is for the participants to operationalise a collaborative process of reflective practice through talk or to phrase it another way, to 'do RP as an interactional activity'. The implementation of this goal in the meetings draws upon the "three pillars" of the course, as described in the course documentation:
1) Reflective practice
2) Experiential learning
3) Collaborative work
(Appendix B)
In the day-to-day practice of these feedback meetings the models of RP and experiential learning are combined and implemented through collaborative interactional work. The

underlying assumption then is that by jointly reflecting on their teaching practices, in systematic and methodical ways, the trainees can develop and improve these practices over the duration of the course.

The aim of this study can therefore be formulated as two interconnected but distinct research questions:

1) How is the talk-in-interaction of the feedback meetings organised?

2) How do these organisations relate to the institutional goal of this interactional context?

In answering the above questions the study makes a number of original contributions to the research literature. It represents the first attempt within the field to carry out a systematic description and explication of the process of refelective practice as an interactional activity. It is also the first study to examine the reflexive relationship between the talk-in-interaction of feedback meetings and the institutional goal of engendering a process of RP; though previous studies have investigated the organisation of talk of feedback meetings (e.g. Arcario, 1994; Waite, 1995, Copland, 2008), to date no studies have investigated the reflexivity between the talk of the context and its institutional goal (though cf. Copland et al, 2009). And thirdly it is, to the author's knowledge, the first study to use as its corpus recordings of an entire month long TESOL certificate course.

The central thesis of this study can be stated as follows: the institutional goal of feedback meetings is to operationalise a model of collaborative reflective practice; this study shows how this is achieved through interaction over one complete course. In pursuing this argument, the findings of the study will contribute to a number of areas of interest to the research and professional practice communities. These include the research programs that investigate the talk of supervisory and feedback meetings, as well as those that investigate TESOL certificate courses and the talk that occurs within them, as well as those that study reflective practice, from an empirical perspective. The study will also discuss the implications of its findings for teacher-training professionals, providing suggestions for ways in which it might impact on the design and implementation of feedback meetings, which seek to engage participants in reflective practice as an interactional activity.

## 1.4 Organisation of the Thesis

This chapter has introduced the context of the study, positioned it within previous research literature, and outlined its objectives. This final section of the chapter will outline the organisation of the rest of this thesis. Chapter two presents a review of the research literature and TESOL course documentation. It will outline the position of RP in field of language teacher education (section 2.2) and consider its historical development. It will then discuss the notion of reflective practice (2.3), before considering empirical research into RP (2.3.1). It will describe TESOL certificate courses (2.4), before considering the positions they take on RP (2.4.1) and outlining the models employed on the SIT TESOL course. Feedback meetings and supervisory conferences will be considered in section 2.5, focussing on research into these contexts (2.5.1), then turning to various interactional phenomena: phases (2.5.2), questions (2.5.3), and topic (2.5.4). The chapter will close with a summary (2.6).

Chapter three provides a description of the methodology employed within this study, conversation analysis. It begins by introducing conversation analysis (3.2), as well as its procedures of data collection, transcription, and analysis (3.2.1). This chapter also presents a brief overview of CA's 'intellectual parent' (Kasper, 2006) ethnomethodology and describes the influence it had on the development of CA (3.2.2). It will then focus on particular interactional organisations of relevance to this study (3.3): sequence organisation (3.3.1), turn-taking (3.3.2), repair (3.3.3), and topic (3.3.4). Following this, the chapter will outline the CA position on institutional talk (3.4) and its analysis and foci (3.4.1). The next section is research design (3.5), it will describe the setting (3.5.1), participants (3.5.2), ethical considerations (3.5.3), data collection (3.5.4), transcription and analysis (3.5.5). The penultimate section considers CA as a research methodology (3.6), discussing critiques and responses (3.6.1), researcher reflexivity (3.6.2), and finally, reliability, validity, and generalisability (3.6.3), before closing with a summary (3.7).

The first analytic chapter of this study, chapter four, will focus on the overall structural organisation of the feedback meetings and its reflexive relationship with the model of RP. The chapter opens with a striking example of the participants' orientations to the overall structural organisation of this context (4.2). The following section (4.3) analyses some of the ways the trainers 'manage' the overall structural organisation, including the use of "we'll

11

come back to that later" as an interactional device (4.3.1). It then outlines the analysis of "how do you feel?" sequences (4.4), of positive (4.4.1) and negative (4.4.2) trajectories. It will then discuss the analysis of the four feedback phases (4.5): positive self-feedback (4.5.1), positive group-feedback (4.5.2), critical self-feedback (4.5.3), and critical group-fedback (4.5.4), before closing with a summary (4.6).

The second analytic chapter focusses on the process of 'doing RP as an interactional activity' within post-observation feedback meetings, and its reflexive relationship with the model of the experiential learning cycle (ELC). It opens by outlining the model of the ELC (5.1) then looks at a 'limited' example of its enactment through interaction (5.2). The following section focuses on the accounts that open feedback topics (5.3), and their formulations: self, other and 'passive' (5.3.1) then student-oriented and trainer initiated (5.3.2) and closes with the closing of feedback topics (5.3.3). Section 5.4 considers how participants develop descriptions of their experiences, and the ways they are developed through: specification (5.4.1), extensions and expansions (5.4.2), 'probing' (5.4.3), open requests (5.4.4), and the involvement of the trainer as co-informant (5.4.5). The following section considers the enactment of the interpretation stage of the ELC (5.5), by supporting claims (5.5.1), and using hypothetical situations. The next section considers how participants generate plans for future actions (5.6), trainers' explicit plans (5.6.1), and trainees' explicit plans (5.6.2). It then considers the closing of feedback through trainer summaries (5.7), which close feedback topics (5.7.1) and feedback cycles (5.7.2). The chapter closes with a summary (5.8).

Chapter six then turns to the discussion of the analytic findings of this study (6.1). The first section focuses on the findings from the first research question, and their relationships to research into institutional talk (6.2), specifically, the overall structural organisation (6.2.1), the role of questions (6.2.2) and the role of topic in these feedback meetings (6.2.3). The next section discusses 'doing RP' as an interactional activity (6.3), particularly the multiple layers of reflexivity in these feedback meetings (6.3.1) and the ways in which this process is 'trainee centered' (6.3.2.1), and collaborative, guided, and supported (6.3.2.2). The penultimate section discusses the implications of this study for practitioners (6.4) including the relationship between course design and RP (6.4.1), trainers' actions in interaction (6.4.2), further implications for professionas (6.4.3), and ways in which studies like this one might build bridges between research and practice (6.4.4). It will then close by acknowledging the

limitations of this study (6.5). The concluding chapter will outline the research outcomes of this study (7) and offer directions for future research (7.1).

# Chapter 2. Literature Review

## 2.1 Introduction

This chapter will provide an overview of previous literature pertinent to this study. It will begin by considering the dominance of RP as a model within language teacher education (section 2.2), and will include a brief historical overview of the development of this position within the field (section 2.2.1). The following section (2.3) discusses the notion of RP, focussing on its main theoretical stances. This is followed with an outline of research carried out into RP in teacher education (section 2.3.1), which will concentrate on the small body of research that has investigated RP as spoken discourse. Next, the context of this study, TESOL certificate courses, will be introduced (section 2.4). Section 2.4.1 investigates the documentation of several TESOL certificate courses; it will compare their explicit positioning with regards to RP. In doing so, it will outline the theoretical models adopted by the course investigated in this study. The final section of the chapter (2.5) will explore the empirical studies that have investigated feedback meetings and supervisory conferences. It will outline the findings of previous research in the areas of phases (2.5.2), questions (2.5.3), and topic selection and management (2.5.4).

## 2.2 Language Teacher Education and Reflective Practice

The existing body of literature on the development, education, and training of teachers is voluminous. Even a cursory glance at this field will uncover literally hundreds of publications and several journals dedicated to this area. One thing that is striking about this body of literature is the regularity with which the notion of reflection is made explicit (e.g. Handal and Lauvås, 1987; Schön, 1991; Calderhead and Gates, 1993; Tickle, 1994; Loughran, 1996; Harris, 2010; Pultorak, 2010; Pollard, 2012). Even publications that do not explicitly forefront the notion of reflection in their titles invariably contain discussions on various aspects of reflective practice.

Within the more restricted field of language teacher education, and more specifically TESOL teacher education, a similar situation exists. The field is replete with book length publications that forefront the notion of reflection and reflective practice (*inter alia* Richards and

Lockhart, 1996; Randall and Thornton, 2001; Moon 2004: Richards and Farrell, 2005; Farrell, 2007; Edge, 2011). There is a general consensus within the field that reflective practice is "a fundamental principle of teacher education and teacher development" (Walsh, 2011: 138) and a core element of almost all teacher education courses (Clarke and Otaky, 2006).  Such is the dominance of this position for practitioners of teacher education, scholars have argued that "there is not a single teacher educator who would say that he or she is not concerned about preparing teachers who are reflective" (Tabachnick and Zeichner, 2002: 13). Similar arguments have also been made for the importance of RP for trainee teachers, "learning to teach must include opportunities for new teachers to develop the capacity for reflective action" (Walsh, 2011: 138). So how did this notion come to be the dominant paradigm in teacher education and what is meant by reflective practice? The following sections will consider these questions in turn.

### 2.2.1 Reflective practice: the dominant paradigm in teacher education

One of the earliest book length treatments of reflective practice in TESOL teacher education, from the perspective of British TESOL, includes a concise historical description of the development of RP that will now be drawn upon. Wallace (1991) outlines a historical picture of second language teacher development in the twentieth century, as falling into three broadly defined periods. The first of these, running from the late nineteenth century to the late nineteen forties, he labels the 'craft' model. During this period, a novice language educator's apprenticeship would take place within a particular school and consist initially of observing experienced practitioners, followed by a stage where the novice practitioners were observed, by the same practitioners, during their own practice. This model fell out of favour in the wake of the Second World War under the weight of intense criticism for its perceived conservatism, with this criticism being primarily levelled at the model's aim of reproducing the established behaviours and practices of the "community of practice" (Lave and Wenger, 1991) within which it took place.

The second period saw a shift towards what Wallace (1991) labels the 'applied science' model. During this period the underlying 'expertise', upon which the educational framework was constructed, shifted from the experienced practitioner as 'expert' and source of 'knowledge' to a reliance on the findings of empirical science. This led to the point where

'research' took a dominant position over 'experience', and in its extreme form, teacher education became a matter of applying the appropriate empirical findings to the practical problems of the classroom. In this sense then the model tended towards a one-way flow of information being passed down, one might argue *ex cathedra*, from researchers to practitioners and led to a schism between research and practice. Wallace argues that this generated a number of significant problems for the field of teacher education, the first being the aforementioned gulf between 'researchers' and 'practitioners' that tended to generate antagonism, rather than collegiality and collaboration. The other issue raised, which was potentially more damning to the survival of this model is that "the applied science approach has 'failed to deliver the goods'" (Ibid p.11). Rather than the ever-growing body of research solving the problems it sought to investigate, such as discipline, the approach generated little perceived benefits in these areas; and at times, led to the introduction of "bizarre attempts to teach language" (Ibid p.11), such as those based on Chomskyan 'transformations'. The problems inherent in the applied science model led to it falling out of favour during the 1980s, and being replaced by the reflective model of teacher education. So what is this notion of reflective practice and how is it understood within the field of language teacher education?

**2.3 Reflective Practice**

The term reflective practice has, over the years, come to mean many things to many different people. It is now over twenty years since researchers noted that there is not a single definition of RP (Sparks-Langer, 1992). This claim may be in part due to the fact that RP is underpinned by various theoretical positions, that it is multifaceted, and therefore can be understood and carried out in many different ways (Moon 1999; Fund, Court, and Kramarski 2002; Richards and Farrell, 2005). One way to approach this problem of definition is to accept that reflective practice can be, and is constituted of a multiplicity of theoretical approaches and practical implementations but that within the multitude of approaches there is a common thread that ties them all together.

While it is not an intention of this study to produce a theoretical argument for a particular version of RP or to argue what any particular version of RP does or does not consist of; an overview of the core theoretical standpoints of RP will be drawn upon, with the intention of uncovering a common thread amongst them, or a basic 'working definition' of RP. This will

allow for a comparison between existent theoretical positions on RP and the empirical findings of this study, which consider the question 'how do the participants in this particular context orient to doing reflective practice through talk?' The second approach taken within this study, to understanding what reflective practice means for the participants on the course, is alluded to in the question above. Taking an ethnomethodological stance on this question, as this study does, requires one firstly to consider the institutional position taken on RP by the course. In other words, to uncover the model or models of RP the course employs. This was achieved by investigating the course documentation, and through discussions with the trainers (see 2.4.1). The second part to this approach is to investigate how the models are oriented to, by the participants, during the feedback meetings on this course; this investigation will constitute much of the following analytic chapters. We will now return to discussing the 'classical' theories that underlie the notion of RP.

Reflective practice is in essence a concept that has existed since at least the times of Socratic dialogue, as disseminated in the writings of Plato. Central to the philosophical position represented by Socrates is the notion that the "unexamined life is not worth living" (Plato, 2002: 41) and that reflecting upon ones understandings, knowledge, and experience is a process which has the potential to develop not only 'wisdom', but a set of dialogic tools through which this process can proceed: Socratic dialogue. Although the notion of reflection is ancient, and plays a central role within the history of Western philosophy, contemporary notions of reflection in relation to professional practices are usually traced back to the work of John Dewey in the 1930s, and subsequently the work of Donald Schön from the 1980s.

The work of both of these scholars have been subject to prolonged debate by researchers who take a number of positions on what it means to 'do reflection' and 'be a reflective practitioner'. John Dewey's work on reflection (e.g. 1933, 1938) is rich, complex, and highly influential. In this work he argues for teachers to engage in reflective action that necessitates "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further con-sequences to which it leads" (1933: 9). A useful summary of Dewey's position on what constitutes reflection is offered below.

> 1) Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and

ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.
2) Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific enquiry.
3) Reflection needs to happen in community, in interaction with others.
4) Reflection requires attitudes that value the personal and intellectual growth of oneself and others. (Rodgers, 2002: 845)

For Dewey then, key considerations for the process of reflection are that it is a meaning-making process, based in experiences, which allows for and engenders growth and learning; that this process is systematic, rigorous, and disciplined, and happens through interaction with others; and that it relies on attitudes that value intellectual and personal growth.

The most significant voice in the development of the notion of the 'reflective practitioner' in recent times is that of Donald Schön (1983, 1987, 1991). In his work, the notion of reflection is divided into two types: reflection-in-action, the process by which practitioners reflect on their actions during the course of their actual practices, the moment-by-moment decision making processes that inform and shape practices 'on-the-fly'; and reflection-on-action: the process that can occur after a practitioner has finished their actual practices, for example an episode of classroom teaching, and *post-hoc* reflects on those practices. This idea of reflection-on-action is, for Schön, a process of building theory and interpreting that theory, which is based firmly in the practitioners' own practices. It is the second type of Schön's notions that is the focus of this study, reflection-on-action.

The two core theoretical models of RP, from Dewey and Schön, can be combined to produce a basic 'working definition' of the 'type' of RP relevant to the context of this study. Firstly, given the context of the study, post-observation feedback meetings, it is a process of reflection-on-action (Schön, 1983), or *post-hoc* reflection on previous events, that is relevant. And secondly, drawing on Dewey (1933, 1938), this reflection-on-action requires participants to undertake a systematic, rigorous process of meaning-making that draws on their experiences and happens through interaction with others, who share attitudes that value intellectual and personal growth. This theoretical 'working definition' of RP will be discussed in light of the empirical findings of this study in the discussion chapter.

There is also a third model of reflection that is significant for this study, that of Kolb's experiential learning cycle (1974), as this is a part of the theoretical underpinnings of the

course being investigated. In essence this cycle is intended to provide a systematic way of structuring the trainees' reflections. The model of experiential learning will be outlined below (section 2.4.1) when the theoretical positioning of RP on this specific course is discussed in more detail. The following section will provide an outline of the research literature that has investigated RP in teacher education, focussing on the limited body of work that has empirically investigated RP in spoken discourse.

### 2.3.1 Research into reflective practice in teacher education

This section will now move away from the discussion of RP as a theoretical construct and turn towards the body of research that has investigated RP in teacher education, and the ways in which it can be enacted, through various mediums and activities. A useful overview of literature on reflection in language teaching is offered by Mann (2005), which highlights a broad range of 'types' of reflection; these include, 'reflective practice' (Griffiths & Tann, 1992), a 'reflective approach' (Wallace, 1991), 'reflective coaching' (Basile & Olsen, 2003), 'reflective teaching' (Bailey, 1997), 'critical reflection' (Yost et al., 2000), 'structured reflection' (Borg, 2003), 'reflexive inquiry' (Cole & Knowles, 2000), and 'reflecting on reflections' (Farr, 2006). As well as this range of approaches to understanding reflection in teacher education, RP has been investigated in various types of reflective activities.

One of the common ways to engage trainees in a process of reflective practice is through the activity of journal or diary writing (Richards and Farrell, 2005). This approach to RP has been discussed widely (e.g. Moon, 1999; Boud, 2001; Farrell, 2007) and is employed in many teacher education contexts, including the course that is the subject of this study, however, the processes of reflective writing that occur on this course are beyond the scope of this study (see section 6.5). Another related activity is that of narrative enquiry (Johnson and Golombek, 2002) or story telling (Hazelrigg, 2005) and a number of researchers have investigated its use as a tool for reflection (e.g. McCabe, 2002). Though again these processes have been predominantly researched in their written form, which may be argued to be essentially 'private' forms of reflection. While research into the processes of RP as mediated through collaborative talk, or 'public' reflection, remain scant within the literature.

19

This dearth of interactional research into RP as a collaborative dialogic process, as mediated through talk, is surprising given that one of the key aspects of Dewey's work on reflection (1933, 1938) requires that it is done in interaction with others. In addition to the simple fact, as any teacher-training professional would attest to, that much of the business of 'doing' teacher-education occurs dialogically, through the medium of talk. Within the literature there is strong support for the benefits of reflecting through talk. Ellison argues "an important element of reflective practice is collaboration which allows teachers to engage in reflective dialogue and sharing with their peers" (2008: 185). This position is also promoted by researchers who argue for RP as a social and collaborative process (e.g. Pugach and Johnson 1990, Thatchenkery, 2005). There have also been explicit calls for trainers to take a "dialogic approach in feedback" (Copland et al, 2009: 18), based on empirical findings in a TESOL certificate course. Although there is not complete agreement within the field (see Akb ari, 2007), the consensus within the literature is that RP can, and should be carried out through talk in teacher education contexts.

As well as the strong support in the literature for the idea that RP should be carried out through talk in teacher education; several scholars have also argued that RP needs to be taught to participants in these contexts. Walsh claims, "few teachers are actually *taught* how to 'do' reflective practice" (2011: 137) and as a consequence they lack the skills and tools necessary to effectively engage in its processes. Ryan (2012) asserts that discursive skills in reflection can be developed across a course through the use of 'dialogic oral forms' such as group discussions, where novices are supported in their development, leading to an increased sophistication in their discursive reflective practices. And Russell argues that RP "can and should be taught" (2005: 204). However, the small body of work that has investigated RP as a discursive, oral activity in teacher education has been less than enthusiastic about the quantity and quality of reflection they have found in the contexts investigated.

In an early investigation of a CELTA certificate course, Borg (2002) argues that the approach of the course favoured the transmission of a fixed, pre-determined set of skills, which in turn, did not offer the trainees effective opportunities to reflect on their pre-existing beliefs. Studies that investigated the lesson planning component of a TESOL certificate course (Morton and Gray, 2008, 2010), drawing on both CA and activity theory, found that a combination of time constraints, and the stressful learning environment, in part created by

expectation for the trainees to produce a lesson plan that will be assessed as a 'pass', meant that these sessions offered "limited opportunities for meaningful reflection among trainees" (Gray and Block, 2012: 134). Furthermore, Gray and Block argue that CELTA certificate courses can be seen as a "McDonaldised system designed to produce teachers capable of using basic tools of the trade… in ways which are efficient, calculable and predictable and which guarantee the delivery of a standardised product into the educational marketplace" (Ibid: 141) and that this approach is detrimental to the 'production' of reflective practitioners.

Fiona Copland has carried out a number of empirical studies into feedback meetings on TESOL certificate courses (2008, 2010, 2011) and a collaborative paper, which draws on the findings of two previous studies (Copland et al, 2009), has also investigated whether there is evidence of reflection occurring within this context. The findings of this study also show that "many apparently reflective opportunities do not lead to genuine reflection" (Ibid: 18), though trainees are invited to comment on their practices, "promising beginnings rarely lead to reflective talk" (Ibid). They conclude that despite the guidelines for RP in the course, and the general agreement on the value of RP in the professional development of teachers, "more space needs to be devoted to it in certificate programs, particularly in the post-observation feedback meeting" (Ibid: 21). They also argue that trainers need to play a role in developing these skills in the trainees (cf. Russell, 2005), and that certificate providers must acknowledge and support these changes; these positions are also strongly supported by this study, which investigates these processes in a certificate course that places RP at the centre of its approach to developing its trainees.

In a recent monograph, which applied corpus linguistics to the investigation of teaching practice feedback, Farr points out that although the tutors and the student teachers recognise a need for collaborative effort in generating feedback talk and the benefits of "student teacher critical self reflection, it seems that this is not happening in any real way" (2011: 145). Though this claim may be in part related to the methodology of corpus linguistics employed in this study, which, with its focus on the frequency of lexical items, may not be adequately equipped to effectively engage with the complex and subtle interactional processes of reflection. Farr does, however, identify lexical items that "suggest reflective discourse" (Ibid: 78) and notes that they occur twice as regularly in her corpus of spoken interaction than in the written corpus. She furthers suggests that spoken modes of feedback are "more conducive

to explicit elicitation and reflection" (Ibid: 78) and that they have a "stronger role to play in this respect" (Ibid: 78). Overall then, the limited number of studies that have empirically investigated processes of RP in teacher education contexts have found scant evidence of reflection occurring within these contexts. However, the general consensus within the literature is that the notion of carrying out RP through talk is strongly supported and that there is a need for further empirical investigations into this area. This study sets out to contribute to, and expand this body of knowledge, by investigating an interactional context within a TESOL certificate course. The following section will discuss these teacher training courses, outlining their intentions, scope and impact, and will focus on their explicit orientations to reflective practice, through the literature they produce to describe themselves to prospective candidates.

## 2.4 TESOL Certificate Courses

The discussion of previous work into language teacher education, and the notion of reflective practice as an educational model within these contexts, has so far focussed on the models and approaches taken to RP within these areas of professional practice, and the associated body of research literature. The discussion will now turn to the specifics of language teacher education as it is implemented within a particular educational context: TESOL certificate courses, specifically, the intensive preparation courses that can lead participants to a certificate in teaching TESOL, such as the CELTA, Trinity house, and School for International Training (SIT) courses. It is an instantiation of an SIT course that is the focus of this study and a description of these types of courses and their orientations to RP will now follow. As such this section will focus on the literature that describes these courses for prospective participants, rather than on research that has investigated them.

For many aspiring teachers, TESOL certificate courses provide them with their first experiences of teaching a foreign language. For other teachers who already have classroom experience, TESOL certificate courses can provide a recognised qualification, as well as a formative 'next step' in their careers. The successful completion of an initial certificate course is a minimum qualification and basic requirement for those who wish to work in many institutions and countries across the world; for example in Thailand, a TESOL teacher officially requires a bachelor's degree and recognised TESOL certificate, to qualify for a

work permit. It has been estimated that the CELTA and Trinity certificate courses alone are attended by approximately 11,000 participants a year (Brandt, 2008). Though, this figure must be seen as extremely conservative when viewed in the light of the many other course providers, and their participants, who are not affiliated to either the Trinity or CELTA programs. So what are these courses and what do they do?

TESOL certificate programs are usually delivered in a short intensive format, often covering 120-130 hours of participant attendance, as well as 'homework' assignments, over a month long period; though certain course providers offer programs that are spread out over longer periods of time. The syllabus of certificate courses tends to be objectives-driven and includes teaching abilities and practices, as well as language awareness development (Brandt, 2006). The courses are usually divided into various components, which include a diverse range of activities, such as workshop sessions, practice teaching, post-teaching feedback, and guided lesson planning (Brandt, 2008). The courses also expect participants to carry out written assignments and lesson planning outside of the delivered course content. Assessment on certificate courses is usually continuous and does not include formal examinations (Brandt, 2006). This description encapsulates the core aspects of TESOL certificate courses; let us now turn to the specifics of the courses and their positioning on RP.

### 2.4.1 TESOL certificate courses and reflective practice

The SIT course that is the subject of this study fulfils all of the criteria described above; it is an intensive, one month long 130 hour course, which includes a range of activities from workshops, practical classroom teaching and feedback meetings to writing reflective essays. However, in terms of the goals and theoretical position of the SIT course, compared with those of CELTA and Trinity House courses, there are significant and surprising differences. The most striking of these differences, and the most significant to the present study, is in the way the organisations position the notion of RP. This difference in positioning of RP can be seen clearly in the published course information that is available for prospective participants.

The publications available for prospective participants on a CELTA course include a leaflet (*CELTA Booklet*, 2012) that provides a brief overview of the course. There is no mention in this publication of reflection or reflective practice playing in role in the conceptualisation or

expectations of the course. A considerably more detailed syllabus is also available for candidates (*CELTA Syllabus*, 2012). It is surprising, given the dominant position of RP in TESOL teacher education (see section 2.2), that this document makes scant reference to the notion of reflection. According to the syllabus there are two areas where 'reflection' is expected from the candidates. The first of these is mentioned in a table that outlines the "topic of planning and resources for different teaching contexts" (Ibid: 10). It states that "successful candidates are able to: evaluate their own lesson preparation before and after teaching through reflection and by taking note of comments from tutors, colleagues and learners" (Ibid). It is interesting that the wording of this description expects candidates to evaluate their lesson preparation 'through reflection' but that this is separated from 'taking note of comments' from peers which does not sound like the active, involved process of reflection on practice which underpins the theoretical positions of RP outlined above (see section 2.3). The second is in a description of a written assignment, which "requires reflection on classroom teaching and the identification of action points." This written assignment of course potentially offers the candidates opportunities to reflect on their practices, but given the very limited focus on reflection throughout the rest of their materials, it is hard to imagine that the candidates will have been provided with opportunities to learn and practice the processes required for 'effective reflective practice' (Loughran, 2002).

A very similar picture emerges from the materials available for candidates on the Trinity College, London, 'Certificate in Teaching English to Speakers of Other Languages' (CertTesol). In the summary of course content (*CertTESOL*, 2012), there is only one mention of reflection within the whole document. In a small section on 'professional awareness', which follows a description of the course, information on course content, and learning objectives (none of which mention reflection or reflective practice), candidates are informed they "must demonstrate a commitment to further professional development through a combination of reflective practice, and informal and formal discussions and training" (Ibid: 7). Like the CELTA course described above, it is surprising that RP is only mentioned in relation to one aspect of the course, and again it seems likely that without a focus on RP as an integral part of the course's approach and philosophy, or as an expected learning outcome, the candidates will not be grounded in the skills and abilities that are required to effectively engage in reflective practice (Walsh, 2011).

The situation is radically different however, in the materials available for prospective candidates on the SIT course, the subject of this study. The opening line of the course description (*SIT TESOL*, 2008)[3] states that the course "provides participants with professional knowledge and skills in Teaching English to Speakers of Other Languages (TESOL) as well as tools for their own reflection and growth as teachers." The page of the website which outlines the 'guiding principles' of the course briefly describes the processes of "experiential learning" (Kolb, 1974) and "reflective teaching". Other programmatic statements with regard to the notion of RP and its role in this particular course can be found throughout out the website. With regards to the process of practice teaching and feedback the following statement is made:

> Participants put their new knowledge and skills into practice through daily teaching sessions. Trainers observe and facilitate feedback sessions after these lessons. Participants learn to reflect on and assess their own teaching as well as to examine the teaching of their peers. (*SIT TESOL*, 2008)

Reflective practice is described as a process through which trainees:

> inspect their own motivations, beliefs and assumptions, and how these inform the decisions they make when teaching. This prepares participants to pose and solve problems related to their teaching, empowering them to constantly improve upon and renew their practices. (*SIT/AUA Guiding Principles*, 2008)

The notions of reflective practice and experiential learning are intertwined throughout the design and delivery of the SIT course and are fundamental to its underlying philosophy of learning and teaching. As well as the explicit and programmatic statements regarding the importance of these notions in the documentation of the course, they are explicitly presented to the trainees in workshop sessions, which introduce the theory and processes of RP and experiential learning. The first workshop on the first morning of the SIT course is an "introduction to reflective practice" (see Appendix B). The workshop occurs directly after the trainees have taken part in "getting to know you activities", and begins with an activity that clearly outlines the position the SIT course takes on RP. The explicit aim of this workshop is stated on the trainers' lesson plan: by the end of the workshop trainees (participants) will be able to "develop an understanding of what reflective practice is and the personal challenges they may face with regard to reflective practice; begin the process of

---

[3] This website has now been changed and the text has been rewritten. The page now includes a quote from Diane Larsen-Freeman which states "SIT's comprehensive approach gets participants thinking reflectively, planning and teaching learner-centered classes" (*SIT TESOL*, 2008)

reflection" (see Appendix B). And the lesson plan clearly demonstrates the model of RP as it is conceptualised on the course, the opening of which is reproduced below.

> Begin by reflecting on the previous session: theatre games / getting to know you activities. Write three Qs on the board:
> - How do you feel?
> - What did you like about the activities? What worked? Why?
> - What would you like to change? Why?
> Put Ps in small groups and have them discuss. Elicit a few responses afterwards.
>
> Point out that this process is an example of REFLECTIVE PRACTICE, and is the core of the SIT program.

This first workshop activity of the course vividly demonstrates the model of RP adopted on this course and its positioning as the first activity establishes the importance of this model for the SIT course and the trainees who participate. This activity requires the trainees to discuss in small groups, in order, several questions about the previous activity: how do you feel? What did you like? What worked? Why? And then, what would you like to change? And why? The trainees are then told that the activity has been an example of RP, which is "the core of the SIT program". The model of RP adopted on this course requires the trainees to discuss, in small groups, a number of areas relating to an activity. These are to discuss their 'feelings' about the activity, to talk about the positive aspects of the activity, what was successful in the activity, and to draw theories from this. They are then expected to discuss the activity critically, in terms of what they might change, and again to consider theories of why they would make those changes. So the model of RP adopted on the SIT course can be simplified to a particular process by which the trainees reflect on their experiences of previous activities. The first step is to say how they feel about the activity. The second is to discuss positive aspects of the activity, including the reasons why "things went well". The third is to discuss critical aspects of the activity and to generate reasons for their critiques. So within the SIT course, the process of reflective practice requires these three aspects to occur. However, this is only one part of the two-part model of RP presented to trainees on the course.

The second workshop of the course, which is scheduled after the introduction to RP, following a break and a session on logistics, introduces the trainees to the notion of experiential learning. The notion of experiential learning is described on the SIT/AUA website:

The SIT TESOL Certificate is based on learning directly from experience. In experiential learning, learning is seen as a rich "process whereby knowledge is created through the transformation of experience." (Kolb: 1974:38). In this model, the role of the learners is central to making learning happen. The trainers' role is to structure activities to follow the cycle of experiential learning and to guide participants in optimizing their learning at each stage. (*SIT/AUA Guiding Principles*, 2008)

This workshop outlines the second model at the heart of the SIT course, the experiential learning cycle (ELC). This model consists of a series of reflective stages and is based on Kolb's (1974) work on experiential learning and subsequent simplifications of his model, in particular Rolfe's (2001). Rolfe's model simplifies the ELC to four stages and three questions. The initial stage in the cycle is concrete experience, the actual doing of the activity. This stage can be labelled stage zero, as it does not occur during the reflective process, but rather is the activity upon which reflection is focussed. The next, and first stage of post-hoc reflection, is to describe the activity, or answer the question, 'what happened?'. The following stage, stage two, is for the participants to interpret and theorise about why those things happened and why they are important, or to answer the question 'so what?'. The final stage, before the cycle returns to stage zero with a new experience, is stage three. At this stage participants are to generate plans for future actions, based on their reflections in the previous stages, answering the question 'now what?'.

Having gone through the stages of the post-hoc reflective cycle, the participants then return to stage zero, in their next experience of practice, to implement their plans for future actions and the cycle continues.  The ELC is employed within this course as a model to structure the trainees' reflections on their actions, to provide them with a systematic way of engaging in a process of reflective practice. It provides a series of stages through which they can generate a description, interpretations, and plans for future actions, based on a particular classroom experience, before their next practice teaching class, where they can implement their plans for future actions; thus returning to the initial stage of this reflective cycle. This model is explicitly described in the documentation for prospective participants on the course, and is reproduced below:



Development of action plans

Concrete experiences

Description

Interpretations and theories
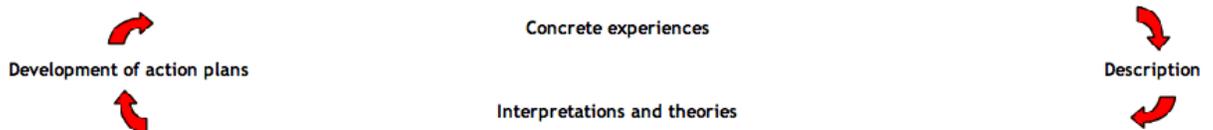
(*SIT/AUA Guiding Principles*, 2008)

These two theoretical models of reflective practice and the experiential learning cycle are, in the actual practices of the course, combined and enacted through collaboration between the participants. Together they constitute the "three pillars" of the course, reflective practice, experiential learning, and collaborative work, and are presented as such to the trainees (see Appendix B). The combination of these "three pillars" requires the participants to collaboratively reflect on both the positive and critical aspects of their experiences (the model of RP) and for each of their specific experiences, they are expected to 'work through' the stages of the ELC, as described above.

Reflective practice, and the models the course draws upon to enact this process, are fundamental principles within the design, implementation, and philosophy of the SIT course. If we are to attempt to gain a deeper understanding of the process of reflective practice, as it is implemented within a TESOL certificate course, then empirically investigating a course that claims to rely on this notion as its guiding principle may prove a fruitful point of departure for this investigation. However, as discussed above (2.3), RP is a process that can happen through a number of modes, such as reflective journal writing (Richards and Farrell, 2005), or through a mentoring process in discussion with a trainer or supervisor. Although the trainees engage in processes of RP through writing on the SIT course, the interest of this study lies in uncovering the processes of reflective practice and experiential learning as they are carried out through talk-in-interaction.

There are many contexts within the SIT course where the process of reflective practice may be taking place through talk; these include 'input' workshops, where trainees discuss aspects of teaching theory and practice with the trainers and their peers; lesson planning events, where trainees plan the lessons they will teach in collaboration with their peers and trainers; and feedback contexts that include oral feedback for demonstration lessons and trainee's practice teaching. One of the daily practices (starting on day four) on the SIT course is that the trainees teach a lesson to a class of language students drawn from the student body of the host institution. These practice teaching events are then followed by a post-observation feedback event, which the participants refer to as 'feedback meetings'. These feedback meetings involve a small group of trainees and a trainer, who have either taught, or observed,

the practice teaching lesson. After the completion of the practice teaching and a short break, the teaching group meet in a separate room to discuss the practice teaching lessons they have observed, to give feedback to each other, with the intention that this feedback will improve the teaching practices of the trainee teachers.

Feedback meetings are envisaged by the trainers, and the designers of the course, as a prime site for trainees to engage in collaborative reflective practice, through the medium of multi-participant talk. Furthermore, they are viewed as providing significant opportunities for the trainees to learn and develop their skills in carrying out reflective practice through talk. These feedback events then, provide a well-defined interactional context within the SIT course, where the participants are expected to take part in talk that is directed towards reflecting on their teaching practices and the teaching practices of their peers within the group. As such, they offer a rich opportunity to investigate an interactional context where the institutional goal (and pedagogical goal) is for the trainees to be 'doing reflective practice as an interactional activity', in order to improve their abilities as 'reflective practitioners' (Zeichner and Liston, 1996) and to improve their teaching practices. It is for these reasons that the focus of this study will be on the post-teaching feedback events or post-observation meetings that occur on an SIT course. The following section will discuss the previous research literature that has investigated post-observation meetings and supervisory conferences in a range of educational contexts.

**2.5 Feedback Meetings and Supervisory Conferences**

It is common on many teacher education programs, including TESOL certificate courses, to find as a regular component of these programs, feedback meetings. Within the research literature these meetings have been labelled in a number of different ways, supervisory conferences (e.g. Waite, 1992, 1993), post-observation meetings (e.g. Vasquez and Reppen, 2007), post-teaching feedback (Copland, 2008), teaching practice feedback (Farr, 2011). Feedback meetings focus on the mentoring of less experienced practitioners, by their more experienced peers, dedicated teacher-trainers, or supervisors. The meetings usually occur after the teacher or trainee teacher has had their teaching practice observed by a more experienced teacher trainer or supervisor, who often takes observation notes during this process. In many educational contexts, the meeting takes the form of a one-on-one

supervision or mentoring event (e.g. Waite, 1995). However, in other teacher training contexts, such as initial TESOL teacher training courses, and including the context of this study, these post-observation meetings can be multi-participant events, where a group of trainees and a trainer observe each other's teaching practice, and then all contribute to the post-observation meetings (e.g. Copland, 2008).

In the broadest, most general sense the interactional encounters that constitute the post-observation feedback sessions are institutional meetings. The interactional literature on this general type of institutional encounter conceptualises and analyses "meetings as complex social events [that] can be understood as an interactional joint achievement of all involved participants" (AsmuB and Svennevig, 2009). However, the overwhelming majority of the large body of literature that has studied feedback meetings has not taken this type of approach and as such, "little is known about the dynamics of the teacher-supervisor relationship that serves as a foundation for effective professional development" (Chamberlain, 2000: 653). This point is also argued in a recent paper, which discusses the reliance on coding schemes (e.g. Weller, 1971; Zeichner and Liston, 1985) in the majority of previous research into feedback meetings.

> Educational researchers have continued to be acutely aware that not enough research has been dedicated to this important aspect of teacher education (e.g. Holland, 1989; Perlberg & Theodor, 1975; Zeichner & Liston, 1985). Indeed, as Zeichner and Liston (1985: 171) have observed, 'Given the ascribed importance of supervisory conferences to the processes of formal teacher education, one finds it ironic that so little attention has been given to understanding the quality of what transpires during these encounters'. In a review of 20 years of research (both theoretical and empirical) on post-observation conferences, Holland found an 'imbalance of theory versus solid research on the conference' (1989: 378). She called for more research to be done in this area, and concluded by saying that 'the use of qualitative methods such as discourse analysis' offered great promise for future research on the subject.
> (Valasquez and Reppen, 2007)

Despite the awareness of this gap in our understanding of what happens during these interactional encounters, only a small number of studies have focussed empirical, discourse analytic type attention to these events. The following section reviews the findings and claims made about these contexts by studies that have employed empirical qualitative methods, such as discourse analysis.

*2.5.1 Research into feedback meetings*

Since the 1990s a number of researchers have employed empirical qualitative methodologies to the study of feedback meetings, which include conversation analysis (e.g. Waite, 1993; Arcario, 1994,), linguistic ethnography (e.g. Copland, 2008), and discourse analysis (e.g. Urzua and Vasquez, 2008). The findings of these studies will be outlined as they form a small body of research that this study aligns itself with. This will allow for a discussion of these studies in light of the current study's findings. A number of aspects of feedback meetings have already been identified as important, they include the division of the meeting into stages or phases (see section 2.5.2), the employment of questions (see section 2.5.3), and the phenomena of topic selection and management in feedback meetings (see section 2.5.4).

*2.5.2 Phases in feedback meetings*

The earliest qualitative discourse analytic investigations into feedback meetings and supervisory conferences, which employed CA as part of a micro-ethnographic approach, uncovered a range of interactional features within these contexts of direct consequence for the present study. Waite (1992, 1993, 1995) and Arcario's (1994) studies focussed on the one-on-one supervisory conferences between supervisors and novice teachers within mainstream education. One of the key findings of these investigations was that the supervisory conferences were interactionally organised into an "order of phases" (Drew and Heritage, 1992) (for extended discussion see section 3.4). In their seminal work on interaction in institutional settings, Drew and Heritage discuss the notion that institutional interactions often display an "overall structural organisation" within which the interaction is "characteristically organised into a standard 'shape' or order of phases" (Ibid: 43), this is presented in contrast to 'ordinary conversation', which generally does not display this kind of organisation.

However, Schegloff suggests that even within ordinary conversation, overall structural organisation may play a role in shaping the interaction, in that "some types of actions/utterances are positioned early in a conversation (e.g., greetings) and others late in conversations (e.g., arrangement-making, farewells)." (Schegloff, 2007: 3). Within institutional interaction, however, activities are "often implemented through a task-related

standard shape" (Drew and Heritage, 1992: 43). In certain cases this 'standard shape' can by pre-determined by a formal agenda (Frankel, 1989) and in others it is the product of locally managed routines (Zimmerman, 1992). In their work on 9-1-1 emergency calls (Whalen, Zimmerman and Whalen, 1988; Zimmerman, 1992), they argue that although there are orientations by the call-takers to a set of pre-determined protocols, the 'actual accomplished shape of a call' (Zimmerman, 1992), including its overall structural organisation, is not the reproduction of an idealised script or protocol, but rather "locally managed, interactionally achieved occasions of telephone talk." (Ibid: 461).

Research into other institutional contexts has also demonstrated that they are "characterized by functionally oriented phases" (Drew and Heritage, 1992: 43). These contexts include, *inter alia*, student-counsellor interviews (Erickson and Schultz, 1982), doctor-patient consultations (Byrne and Long, 1976; Davis, 1988), classroom lessons (Mehan, 1979,) and courtroom plea-bargaining (Maynard, 1984). As well as the occurrence of a standard pattern of organisation in these and other institutional contexts, it is argued that it is the institutional professional, who takes part in such encounters on a highly regular basis, who primarily directs and initiates the organisation of these encounters into predictable patterns of overall structural organisation (Drew and Heritage, 1992).

The overall structural organisation of post-observation meetings and supervisory conferences has been described by a number of researchers. Waite (1992, 1993, 1995) describes the division of supervisory conferences into three phases: 1) the supervisor's reporting phase, 2) the teacher's response phase, and 3) a programmatic phase. In the first phase the supervisor has the floor for most of the phase, and initiates most of the topics with the teacher's role consisting mainly of acknowledgment tokens; in this corpus the supervisors also employ strategies for retaining the floor, such as overlapping, repetition, elongation, as well as increased volume and speed, and the use of floor holders, such as "um" (Waite, 1992). In the second phase, the teacher's response, their turns tend to be lengthy, with the supervisors role being restricted, in the most part, to employing acknowledgment tokens. Though the teachers have the rights to the floor within this phase, their choice of topics tended to be restricted to responding to topics previously introduced by the supervisor, rather than introducing their 'own' new topics. The final phase reported in this study, the programmatic phase, consisted of a discussion between the supervisor and teacher related to issues outside of the

observation, such as class assignments and upcoming career opportunities; Waite suggests that this phase may be particular to this program, though other programs may exhibit similar "rapport building" activities.

Similarly, Arcario (1994) also employed a modified conversation analytic approach, in this case to a group of graduate students on an MA TESL program, and describes an alternative phase based overall structural organisation. The phases outlined in his analysis of post-observation meetings are threefold: 1) opening evaluative move, 2) evaluation sequence, and 3) closing. In his conclusions, Arcario (1994) repeatedly stresses the uniformity of the overall structural organisation of the meetings analysed, regardless of the supervisor's 'style'. In more recent work into the post-observation meetings on a TESOL initial training course, a similar context to that of the present study, Copland (2008, 2010), employed the approach of "linguistic ethnography" (Rampton, 2007), which draws in part on aspects of conversation analysis, describes the overall structural organisation as consisting of five phases: 1) self-evaluation, 2) questioning from the trainer, 3) trainer feedback (positive and negative), 4) peer feedback, and 5) the summary phase.

Unlike the previous work which investigated dyadic interactions (Waite, 1992, 1993; Arcario, 1994), Copland's context mirrors that of the present study, in that the post-observation meetings are multi-participant, with phases that allow for the teacher's peers to provide feedback to the teacher-who-taught, as well as phases where the trainer provides feedback. Copland (2008) also supports Waite's (1993) arguments about the organisation of phases, that the phases are treated as 'unproblematic' (Ibid, p.691) by trainers, when the trainees understand the phases and "work through them in a collaborative way with the trainers, accepting each others roles" (Copland, 2008: 15). However, if the trainees do not orient to the unfolding of phases, as expected by the trainers, this can lead to significant consequences for the trainees, as they can be regarded as "uncooperative and resistant" (Ibid), which can lead to negative evaluations by the trainers. The approach of analysing the order of phases in post-observation meetings has also been questioned in research that takes a different methodological approach (Vasquez and Reppen, 2007). They claim that not enough methodological attention has been applied to the identification and delineation of phases. Within the present study, as well as the analysis of the overall structural organisation of the interaction into phases, the analysis will consider the ways in which phases are delineated

and managed by the trainers and trainees. Furthermore, this study will directly connect the overall structural organisation of the post-observation meetings in this context, to the institutional goals within the TESOL training course investigated.

### 2.5.3 Questions in feedback meetings

Another interactional feature of post-observation meetings that has garnered attention in the research literature is the use of questions within feedback events. Questions can perform a number of social actions, though usually the utterance of a question projects the expectation of a response; certain types of questions, such as 'rhetorical' questions may not project this expectation. Usually though, questions form the first part of a two part adjacency pair (Schegloff and Sacks, 1973), where the production of a "first-pair part" makes relevant the production, from another interlocutor, of a particular "second-pair part". Furthermore, if an expected second-pair part is not produced, this lack of response can be made accountable and even sanctioned by the producer of the first-pair part. A number of researchers have argued that questions form a central part of the process of feedback in post-observation meetings (*inter alia*, Waite, 1995; Arcario, 1994; Valasquez and Reppen, 2007; Copland, 2008). The present study will also have the use of questions as one of its analytic foci, the use of questions in this context, and in particular, sequences of questions that are employed for the implementation of particular institutional and pedagogical goals.

The relationship between the use of questions by supervisors and the amount of talk generated by the teachers was an analytic focus in Valasquez and Reppen's (2007) study of post-observation meetings. Their study took a longitudinal approach to analysing supervisory conferences, initially measuring the amount of talk (number of words), across several meetings in semester one of the course. They found that "supervisors produced far more talk than teachers" (Ibid: 159). In this first semester, the supervisors did not follow a specific protocol or have a set of topics to cover. As the researchers in this study were also supervisors in this context, they acted upon the findings from the first semester's analysis before carrying out their analysis in the second semester. They agreed that the primary goal of the post-observation meetings was to "provide teachers with discursive spaces in which they could reflect upon their own teaching practices" (Ibid) and that one way to provide opportunities for teachers to produce more talk would be to develop a series of questions that

supervisors could ask teachers; in doing so shifting the focus of the meetings from 'supervisor-centred' to 'teacher-centred'. They further report that this intervention by the researcher/supervisors is one of the factors that "generated a major increase in teacher involvement" (Ibid: 160). As part of the conclusion to this study they argue, in line with classic works on teacher supervision (e.g. Acheson and Gall, 1997; Sergiovanni and Starratt, 2002), that "posing questions may be a key ingredient in helping teachers to develop a reflective practice" (Vasquez and Reppen, 2007: 169) and that positioning teachers as active contributors in post-observation meetings, and raising supervisors' awareness of their mentoring practices will be beneficial for all parties involved (see also, Waite, 1995; Copland, 2008).

As well as the role of questions in generating active participation in post-observation meetings, and their role in helping to develop teachers' reflective practices, other researchers have also investigated the types of questions used in these contexts. Waite reports on supervisors' use of "complex questions" (1992: 361), such as 'how do you feel about…?' that project an account in response, being employed to initiate the supervision process. Copland (2008), describes other kinds of trainer initiated questions as "elicitation", arguing that the roles of these types of questions are to "organise the feedback", ensure trainee involvement, and have the trainees, rather than the trainer, identify problems in their practice (Ibid: 19). Her examples of "elicitation" questions also include questions like "'any thoughts?' and 'have you got any comments?'" (Ibid: 20).

Orland-Barak and Klein (2005) describe a shift in question types within the mentoring conversations they analysed, where mentor's questions "gradually develop from informative to interpretive" (Ibid: 389). They also identify mentor questions that "could have developed into reflective questions" (Ibid: 397) if the mentor had allowed the trainee to answer the question, though in this case the mentor answered these questions. A similar point is also raised by Copland *et al.* who argue, "promising beginnings rarely lead to reflective talk" (2009: 18). However, despite the acknowledged importance of the use of questions in post-observation meetings, in positioning trainees as active participants in the supervision process, as well as their role in generating interactional spaces in which novices can "reflect upon their own teaching practices" (Vasquez and Reppen, 2007: 159), scant analytic focus has been applied to describing the questions employed in post-observation meetings and their

relationship to the process of "reflection-on-action" (Schön, 1983). The present study will seek to expand our understanding of the ways in which particular question types, and sequences of questions, play their roles in generating a process of RP as an interactional activity.

### 2.5.4 Topic selection and management in feedback meetings

A further area of intersection between previous research into post-observation meetings and the present study is that of topic selection. It is widely acknowledged that the identification of topics is difficult, and may best be achieved by analysing the use of topic boundary markers (Brown and Yule, 1983). Of particular interest in this area is the question of who initiates the topics, around which the feedback meeting is built, and what the balance is between trainer/supervisor initiated topics and trainee/teacher initiated topics. In early micro-analytic research into one-on-one supervisory conferences, Waite (1992) reports that the supervisors in his corpus initiated the vast majority of topics and that these topics were introduced chronologically, in relation to the lesson previously taught. This led to a situation where "teachers seldom have the opportunity to introduce topics of their concern." (Ibid: 369). Though teachers in this context were likely to introduce topics in the "programmatic phase" (Ibid: 360), these topics tended to be related to areas of discussion outside of the observation itself. Furthermore, he argues that the chronological discussion of the previous lesson and the supervisors' "control" of the topics for feedback may "severely limit teacher reflection" (Ibid: 369). In a later paper, (Waite, 1993) he argues that a more collaborative approach to supervisory conferences, where teachers are allowed to draw upon their own resources, including introducing their own topics, will prove more beneficial to the teachers involved.

A study of a pre-service TESOL course in a UK university (Watson and Williams, 2004) quantitatively analysed the amount of topics initiated by student teachers in post-observation meetings. They report that student teachers initiated approximately 30% of the topics in these meetings, and that 40-50% of these topics were prompted by the use of tutor elicitation. If we are to acknowledge then that the handing over of control to trainees, including the allowance to introduce topics of their own choosing in post-observation meetings, has the potential to lead to a more 'trainee centred' experience and potentially increase the possibility of "reflective supervision" (Chamberlain, 2000), then understanding the process by which

trainees can be given these opportunities to introduce topics may provide a useful resource for trainers and trainees alike. The present study will analyse ways in which topics are elicited and introduced by the participants in post-observation meetings in this context, and suggest implications for possible changes in practice with regard to the ways in which topics are managed in this context.

This chapter will move toward closing with a quote from Caroline Brandt, whose early research into TESOL certificate courses was instrumental in inspiring the current study and its focus on the practices of feedback in these courses.

> It is suggested that the practice of giving feedback on the type of course discussed above is a matter for urgent consideration, as the approach to feedback appears to be at variance with reflective components of the course. Current practice broadly reflects a technical rational worldview with a focus on the technical means of achieving predetermined objectives defined, demonstrated and evaluated by experts. Traditional approaches to feedback fit comfortably with this model. However, the syllabus requirement for reflective practice encourages greater self-reliance through questioning and reflection, and is suggestive of a socially-constructed view of learning that recognizes teaching as an essentially complex, interactive, and contingent activity. (Brandt, 2008: 45)

## *2.6 Summary*

This chapter has introduced and provided an outline of the existent literature pertinent to this study. It has demonstrated that RP is the dominant model in TESOL teacher education and outlined its historical development towards this point; in doing so it has positioned this study's focus on RP in teacher education within the broad ranging literature. It has also discussed the 'classical' theoretical positions on RP and in doing so has generated a 'working definition' of RP, a way of describing the core theoretical requirements for participants in this process.  The chapter has also discussed the small body of research that has empirically investigated RP within teacher education contexts, and demonstrated that to date, there has been scant empirical evidence of reflective practice taking place. As well as providing an impetus for the current study, a need to further investigate these contexts from a qualitative empirical perspective, the findings of the current study contrast significantly with those of previous research.

The chapter then discussed the broad context of this study: TESOL certificate courses, outlining their nature, structure, and impacts, and highlighting the need for further research

into this important area. The positioning, with regards to RP, of several different courses was then discussed and it was shown that, of the three major TSEOL training courses, the SIT certificate course, the subject of this study, makes much stronger claims towards employing RP than either the CELTA or Trinity courses. This suggests that the SIT course, investigated in this study, may provide an opportune context in which to investigate RP as an interactional activity. The final section of the chapter then turned towards the specific interactional context, within TESOL certificate courses, which this study investigates: (post-observation) feedback meetings. It highlighted the arguments within existent literature that call for a move away from methodologies which rely on coding schemes, towards qualitative empirical approaches, such as conversation analysis, which is the chosen methodology of the current study. The small number of studies that have taken such approaches were then discussed, with a focus on some of the main threads of their findings, specifically the division of feedback meetings into a series of phases, the use of questions within them, as well as the selection and management of topic. In doing so, these studies offer a number of avenues for investigation that will be attended to in the following analytic chapters of this study. The next chapter, however, will outline the methodology employed within this study.

# Chapter 3. Methodology

## 3.1 Introduction

This chapter will outline the micro-analytic methodological position taken by this study, that of conversation analysis (CA). Fundamentally, CA is the study of talk (Hutchby and Woofit, 1988), the investigation of what Goffman has described as 'the interaction order' (1983). The aim of CA then is 'to reveal the tacit, organised reasoning procedures which inform the production of naturally occurring talk" (Hutchby and Wooffitt, 1988: 1) or more accurately "*talk-in-interaction*" (Schegloff, 1987: 207), which conversation analysts regard as the 'primordial site of human sociality' (Schegloff, 1992). Thus the program of CA is not only concerned with what is described as ordinary or mundane conversation but rather with any instances of naturally occurring talk-in-interaction (Psathas, 1990), including those which occur in institutional settings.

The choice of CA as the methodology for this study was driven by its research focus. The focus of this study is on the actual lived experiences of the participants on this course and the attempt to uncover what these people actually do, in the moment-by-moment unfolding of the talk-in-interaction that occurs within this particular institutional context. This research focus strongly limits the methodologies that are available to carry out the investigation. Those that treat participants as informants on their own behaviour, such as interviews or questionnaires, are highly problematic when the research focus is on the micro-moments of behaviour engendered through talk, as participant recall of this minutiae is at best extremely limited. There are also other significant issues intrinsic to these approaches and their reliance on eliciting "the categories members use" (Sacks, 1992: 27) rather than "investigating their categories in the activities in which they're employed" (Ibid). For these reasons, amongst others, this study does not elicit post-hoc accounts from its participants.

Another possible methodology for this study would be a type of discourse analysis. However, discourse analytic approaches tend to rely on the coding of data with pre-determined analysts' categories. Taking this type of coding approach has the strong potential to impose pre-conceived ideas and categories onto the data, rather than analysing the data from the participants' perspective, for example, in order to uncover the participants' employment of

categories. A second consequence of coding approaches is that because they have already determined what is relevant within the data, by the analyst's choice of categories, they are more likely to miss or ignore participant relevant aspects of talk that are not already included in their coding schemes. Furthermore, most coding schemes only allow one utterance in talk to be coded with one category, whereas many years of CA research have demonstrated that utterances in talk can and do perform multiple social actions (see Wooffitt, 2005 for an extended discussion of these issues). For these reasons, as well as others, the methodology of CA, or more specifically CA as it is 'applied' to the investigation of institutional talk, was chosen for this study.

This chapter has opened by introducing the methodology of this study and offering a brief rationale for this choice. It will continue in section 3.2 by describing the methodology of CA and its practices and principles. The following section, 3.2.1, will outline the CA approach to data collection, transcription and analysis. The intellectual foundations of CA, within ethnomethodology, will be introduced in section 3.2.2. This is then followed, in 3.3 with a brief outline of some of the key interactional organisations that form the core of CA findings and analysis: sequence organisation (3.3.1), turn-taking (3.3.2), repair (3.3.3), and topic (3.3.4). The next section, 3.4, will discuss the application of CA within institutional settings. It will outline how institutional or applied CA builds upon the findings from CA studies of ordinary conversation, and allows for the detailed analysis of particular interactional practices, specific to individual institutional contexts, by examining the reflexivity between talk-in-interaction and institutional goals. This is followed by a consideration of the implications of investigating institutional talk, in section 3.4.1.

The following section sketches the study's research design (3.5). It will describe the research setting (3.5.1), participants (3.5.2) and ethical considerations (3.5.3); as well as the approach to data collection (3.5.4) and transcription and analysis (3.5.5) that form the core of this study. Section 3.6 is concerned with the positioning of CA alongside other methodological approaches. It will discuss critiques and responses to CA as a methodology (3.6.1), consider researcher reflexivity within this study (3.6.2), and finally summarise the CA position on the research constructs of reliability, validity, and generalisability. The chapter will close with a summary (3.7). The methodology of CA will be described in the following section.

## 3.2 Introduction to Conversation Analysis

The methodology employed within this study is conversation analysis (e.g. Hutchby and Wooffit, 1998; ten Have, 2007; Liddicoat, 2007; Schegloff, 2007; Sidnell, 2010), more specifically, conversation analysis as it is 'applied' (Richards and Seedhouse, 2005; ten Have, 2007) to the investigation of institutional interaction (e.g. Boden and Zimmerman, 1991; Drew and Heritage, 1992). The aim of conversation analysis is to "describe, analyse, and understand talk as a basic and constitutive feature of human social life" (Sidnell, 2010: 1). The underlying intentions behind this aim were formulated in an early programmatic statement from Harvey Sacks, the founder of CA.

> It is possible that detailed study of small phenomena may give an enormous understanding of the way humans do things and the kinds of objects they use to construct and order their affairs. It may well be that things are very finely ordered; that there are collections of social objects […] that persons assemble to do their activities; that the way they assemble them is describable with respect to any one of the activities they happen to do, and has to be seen by attempting to analyse particular objects (Sacks 1984: 24)

Central to the CA understanding of talk as an object of study are several core assumptions; assumptions that were inspired by the work of Goffman (1967, 1983) and Garfinkel (1967), proposed initially by Sacks (1992) and developed through the early work of Sacks, Schegloff and Jefferson (e.g. Sacks et al., 1974). Assumptions that have been confirmed, ratified, and developed upon by the subsequent years of analysis in the field. These assumptions are first that "talk amounts to action" (Schegloff, 1991a: 46); second, that there is order at all points in interaction (Sacks, 1984: 22); and thirdly, that the participants work together to achieve mutual understanding or 'intersubjectivity' (e.g. Heritage, 1984a).

The first of these assumptions, and one that sets CA apart from most other fields of inquiry into language and communication, is that CA views talk as an achievement: constituted by a series of social actions performed by the interactants through their utterances[4]. As Schegloff

---

[4] CA is by no means the first to take this type of stance on language and social action, consider, for example Volosinov. "The actual reality of language-speech is not the abstract system of linguistic forms, not the isolated morphological utterance, and not the psychophysiological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances." (Volosinov, 1929/1973). It is highly unlikely, however, that Sacks was aware of this philosophical position until after the delivery of his seminal lectures from 1969-1972 (Sacks, 1992). This is due to the fact that Volosinov and his work were "virtually unknown" (Volosinov, 1929/1973: vii) until its publication in English, in 1973. I would speculate, however, that if he had had access to this work, Sacks might have considered it to be a significant contribution to the philosophy of language.

has pointed out, the target of CA inquiries "stands where talk amounts to action, where action projects consequences in a structure and texture of interaction which the talk itself is progressively embodied and realizing, and where the particulars of the talk inform what actions are being done and what sort of social scene is being constituted." (1991: 46) This understanding within CA that talk amounts to action is central to the way in which CA approaches the analysis of talk. Unlike linguistic approaches to talk, where analysis is carried out in relation to linguistic rules, CA's view of talk as action sees utterances (or parts of utterances) as constituting social actions that are oriented to by the participants in normative ways. Norms in CA are understood as providing a point of reference for an interpretation by a participant, rather than as an immutable 'rule' (Seedhouse, 2004). For example, the asking of a question normatively projects the production of an answer from the interlocuter. However, this does not mean that a answer 'must' be provided (as one would expect with a 'rule') but rather that the lack of an answer, as a social action in and of itself, is "noticeable and accountable *by reference to the norms*" (Seedhouse, 2004: 10, italics in original).

The second of these assumptions is that there is "order at all points" (Sacks 1984: 22) in interaction, and that this order is "produced orderliness" (Psathas 1995: 2), which is "produced by the parties *in situ*; that is it is situated and occasioned" (Ibid). This notion of order within talk stands in direct opposition to Chomsky's claims that talk is too 'messy' to analyse, that it is a degenerate form of language (1957, 1965). The ways in which participants mutually co-construct this order on a moment-to-moment basis through the unfolding of talk-in-interaction, and their displayed orientations to the norms, allow the analyst, as well as the participants, to describe and analyse these norms and the social actions displayed by the participants to each other.

The third of the assumptions posited by Sacks is that interactants, through their talk-in-interaction, work towards the creation and maintenance of mutual understanding or 'intersubjectivity' (e.g. Heritage, 1984a). The interactional work that goes into the achievement of intersubjectivity demonstrates two important aspects of talk-in-interaction. Firstly, that the participants display to each other their understanding of the previous turn-at-talk in the production of their next turn; these constantly ongoing displays of understanding demonstrate the interactional nature of talk: that it is a mutual achievement between more than one party at talk, literally *inter*action. Secondly, that participants can orient to

breakdowns in intersubjectivity, by displaying their lack of understanding (for whatever reason) and implementing procedures to re-establish intersubjectivity, such as repair (see section 3.3.3). The assumptions described above position CA as a methodology that investigates the members' practices and procedures of particular participants in a particular interactional situation. In turn, these assumptions impact on the way in which CA proceeds in its approach to data collection, transcription and analysis.

### 3.2.1 Data collection, transcription, and analysis

It is widely accepted that CA is the study of recordings of naturally occurring interactions. The notion of naturally occurring interaction might be best explained as events that would have taken place without the request of the researcher or the presence of recording equipment. This stance precludes the possibility of using CA analysis for researcher scripted, invented, or experimentally derived data. The recordings that are collected for analysis consist of audio data and commonly, nowadays, video data that is subsequently subjected to fine grained transcription and detailed micro-analysis.

Transcripts produced for conversation analysis should be as detailed as possible. This maxim relates to Sacks' assumption that there is order at all points: if everything in interaction is potentially meaningful to the interactants then no detail should be missed out or deemed irrelevant *a priori* by the analyst (cf. DA approaches to coding, Wooffitt, 2005). As Jefferson points out in answering her own rhetorical question: "[w]hy put all that stuff in? Well, as they say, because it's there." (Jefferson, 2004: 15). Thus CA transcripts attempt to capture the richly detailed, multi-faceted aspects of talk that the interactants may be attending to in interaction; they include a rigorous attention to the way words are uttered, their intonation and stress, volume, speed etc.; they attend to accurately measured pauses that occur within and between speakers' turns; as well as the multimodal resources of embodied actions that interactants employ such as gaze, body position and gesture. This approach to capturing the fine-grained detail of interaction led to the development, by Gail Jefferson, of a set of transcription conventions (Jefferson, 2004), which have become synonymous with CA research. This study uses an adapted version of these conventions (Appendix A), in order to represent a broad range of interactional features.

This rigorous attention to detail in the process of transcription does not, however, imply that transcripts themselves are treated as anything more than *representations* of the actual events themselves, which the researcher generates and employs as a tool in the process of analysis. Doing transcription is therefore, "*a selective process reflecting theoretical goals and definitions*" (Ochs, 1979: 167, italics in original). A CA transcript is a valuable tool for the analyst as it allows the 'slowing down' or 'freezing' (ten Have, 2007) of the interactional detail and thus offers the possibility of insights that otherwise might be missed in the real-time unfolding of talk-in-interaction. However, the analysts' focus is always upon the original data itself, the video and audio recordings. They are the subject of conversation analysis. A further benefit of the type of transcription employed within CA is that it allows other researchers access to a detailed representation of the original data; this aspect of transcription is discussed below (in section 3.6.3).

Analysis within CA is a complex and multifaceted process that begins with the analyst making observations during the transcription stage of the process, and continues through the process that will be described below (see 3.5.5). Though the process of analysis is complex and multifaceted there are two key aspects of the analytic mindset within that will be explicated here. The first of these is the central question that underpins much of CA analysis; the second is the procedure by which this question is answered. The central question that conversation analysts must ask is "why that now?" (Schegloff and Sacks 1973: 299) or alternatively "why that, in that way, right now?" (Seedhouse 2004: 16). The first part of the question encapsulates the CA understanding of talk as action, so "why that action?" (as opposed to any other action). The second part of the question asks, "why in that way?" and considers the way an action is formulated, through linguistic forms and other interactional resources such as embodiment and intonation. The final part of the question relates to the notion that talk proceeds in a sequential manner, so how does that action and its formulation relate to the unfolding sequence of talk-in-interaction.

The way in which CA analysts answer the question of "why that now?" (Schegloff and Sacks 1973: 299) is through the "next-turn proof procedure" (Sacks *et al*., 1974: 729). This is the basic way in which analysts adopt an 'emic' perspective (see section 3.2.2). The interactants' next turn not only documents their own analysis of the previous turn, but also displays this analysis to the other interactants. This display allows the analyst, as well as the interactants,

access to the interactants' displayed 'understanding' of the previous turn. For example, an utterance that appears to be formulated as a question (through the various aspects of its formulation: linguistic form, intonation etc.) may or may not be oriented to as such, by the next speaker, in the next turn (an answer may or may not be provided in next turn position). This allows the analyst to see how the participants orient to each other's social actions, in the unfolding sequence of talk, rather than assuming that an action is performed merely through the formulation of a single turn-at-talk. The ways in which CA proceeds in its approach to the investigation of talk-in-interaction were inspired by its roots in sociology and it is to these roots that the following section turns.

### 3.2.2 Ethnomethodology and the intellectual roots of CA

Conversation analysis, as a field of study, began with the work of Sacks, Schegloff and Jefferson in the late 1960s (e.g. Sacks, 1992; Schegloff, 1968, Schegloff & Sacks, 1973; Sacks *et al*., 1974). The intellectual roots of CA lie within the wider branches of sociology, anthropology, linguistics, and philosophy[5], and draw particularly on the sociological tradition of ethnomethodology developed by Harold Garfinkel (1967), which was in turn influenced by the work of Erving Goffman (1963, 1967). Goffman had set out to investigate 'the interaction order' (1983) by observing face-to-face encounters between social members. Though Goffman's interest ultimately lay in "the construction of a system of conceptual distinctions" (ten Have 2007), his focus on everyday activities, and the way that members oriented to them, influenced the development of ethnomethodology and in turn, that of CA.

---

[5] Sacks acknowledges the impact of both Whorf (see opening quote of this study, 1941/1956) and Wittgenstein's later philosophy (Sacks, 1992: 26). Although he does not explicate this impact, it is easy to see how Wittgenstein's latter work resonated with his stance and understandings. Take for example the "Philosophical Investigations" (1953). Here Wittgenstein opens his argument with a description of a hypothetical primitive language, whose users are "brought up to perform *these* actions, to use *these* words as they do so, and to react in *this* way to the words of others." (Ibid: 3). This argument and its development, which is commonly described as a picture of 'language as action' or 'language as use', leads to the introduction of the term "language-game", which he states "is meant to bring into prominence the fact that the *speaking* of language is part of an activity, or of a life-form" (Wittgenstein, 1953:10e, italics in original). Although there is a clear relationship here between the subsequent work of Sacks, and aspects of Wittgenstein's position on language, we must remain wary of simplifying and characterising the elegant and complex argumentation presented in "Philosophical Investigations" (Ibid). Readers interested in the shift within the philosophy of language, from a focus on semantics to a focus on pragmatics and beyond, in which Wittgenstein's work plays a pivotal role, might consult Medina's effective introduction to the field (2005).

Ethnomethodology takes as its object of study the common sense practices, procedures and resources that members of society draw upon in order to conduct their everyday lives (Heritage, 1984b). It was developed by Garfinkel as a radical departure from the dominant Parsonian paradigm within sociology, which focussed on 'macro' social structures such as power, class, and gender (Ibid). Rather than assuming, as Parsons (e.g. 1937) had, that the influence of macro social structures was omnirelevant and deterministic, Garfinkel rejected this stance, arguing that it treated members of society as 'cultural dopes' whose own understanding of society was inferior to that of social scientists (Seedhouse, 2004). Instead Garfinkel's ethnomethodology set out to investigate and understand "how the structures of everyday activities are ordinarily and routinely produced and maintained" (Garfinkel, 1967: 35-36). In doing do so he gave primacy to social actors and their actions, arguing that social order does not exist as a pre-determined framework, rather it is constructed through the interaction between social actors as they engage in sociality (Heritage, 1984b).

The investigation of the ways in which members' social practices routinely produce and maintain the structures of everyday activities (Garfinkel, 1967) requires the analyst to develop a way in which the members' *own* practices, rather than an analysts' assumptions or pre-determined beliefs about those practices, become the object of the investigation. This position is referred to as the 'emic' perspective. This term is derived from the classical distinction made by Pike, where an 'emic' perspective "results from studying behaviours as from inside the system" and its opposite, an 'etic' perspective, "studies behaviour from outside of a particular system" (Pike, 1967: 37). Developing an emic perspective on analysis therefore requires the analyst to investigate the ways in which members orient to each other's practices and methods, as they display to each other (and subsequently to the analyst) their own orientations to these practices and methods through their talk-in-interaction (Schegloff, 1992). The commitment to the development of an emic perspective is central to the 'CA mindset' and underpins many of practices and procedures of CA analysis described within this chapter.

Following the ethnomethodological insistence on developing an 'emic' position toward analysis, CA studies, such as this one, draw upon the endogenous positions of the contexts they investigate, rather than importing exogenous stances. There are a number of impacts that this stance has on the current study. The first of these is that as much as possible within this

study the participants' own terminology and ways of describing things have been employed by the author, as opposed to the use of exogenous terms. For example, the terms employed in this study to describe the various 'stages' of reflective practice in the feedback meetings: description, interpretation and theorising, and plans for future, are the same terms used within the literature of the course, and by the participants themselves. However, on a number of occasions this has been problematic[6] and required consultation with the trainers to agree upon appropriate terminology.

The ethnomethodological stance of this study also impacts upon the relationship it has analytically with exogenous theory. The interactional encounters investigated within this study could be conceptualised and subsequently analysed with a range of exogenous theories. The most pertinent theories to the context of this study are those that fall under the umbrella of sociocultural theory. Sociocultural theory, inspired by the work of Vytgotsky (1986, 1978) focuses attention on shared psychological experiences and the role they play in development, as such its potential relevance to this study is clear. These theories also tend to draw upon Bakhtin's (1981, 1986) notion of dialogism and have been applied to educational practice (e.g. Wells, 1999). Sociocultural theories are primarily concerned with psychological constructs and focus on notions of cognition 'shared between interlocutors'.

Within the conversation analytic literature, researchers have also considered and investigated notions of cognition, as they are displayed through talk-in-interaction (e.g. te Molder and Potter, 2005), as well as notions of socially distributed cognition (Schegloff, 1991b; Markee, 2000). Also of note are Coulter's ethnomethodological position (1979) and the program of

---

[6] For instance, in describing the 'types' of feedback the terms 'positive' and 'critical' feedback have been employed. However, the vast majority of the time these are not the terms employed by the participants within the course. For example, during the feedback meetings the trainers tend to refer to 'positive' feedback in formulations such as "things that went well" or "things that you want to continue doing". The problem here then lies in the writing process, in that it is problematic for the reader to repeatedly encounter formulations like "feedback about things that went well". In this case the author consulted the trainers to discuss which term they felt would be most appropriate to employ, in order to describe 'X feedback'. They felt that the term 'positive' was unproblematic and suggested that the term 'critical' would be more appropriate than, for example, 'negative' feedback. Another similar example is the term employed within this study 'trainee'. Again, this is not commonly used by the trainers themselves, they tend to use the term 'participants'. However, this is another potential area of confusion for the reader, as this term is commonly employed in CA studies to indicate the interlocutors in interaction. In order to avoid confusion, in this study the term 'trainee' is employed, to distinguish between trainers and trainees, rather than the more endogenous term 'participants', which is used to refer to all interlocuters.

discursive psychology (e.g. Edwards and Potter, 1992). All of these positions have the potential to be applied to the context of the current study: multi-participant interactional encounters with an institutional goal of development. And although the application of exogenous theories to interactional encounters may offer fruitful avenues for future researchers, this study takes a strong ethnomethodological stance on exogenous theory. In that, rather than attempting to import external theories onto the actions of the participants, the study attempts to understand the participants' own, emic orientations to theoretical notions, such as the theoretical constructs of reflective practice and the ELC, made explicit to the participants within the course (see section 2.4.1).

The clearest example of this stance is evidenced in the analytic approach taken to the notion of reflective practice. As discussed above (in section 2.3) there are a range of differing theoretical stances on what constitutes reflective practice in the literature. But rather than draw upon these positions within the analysis, it relates the participants' demonstrable orientations to the explicit models of reflective practice, experiential learning, and collaborative work that occur in the interaction, and that the trainees have been introduced to as the "three pillars" of the course. These models are 'taught' to the trainees in workshop sessions and their use throughout the course is discussed explicitly by the participants. For example, the trainees are socialised into a process of feedback that is shaped by the theoretical models of RP and the ELC. In terms of the analysis then, this study takes the position that there is no need to draw on exogenous theories, for example the various existent theoretical stances on RP, as the participants have an explicit set of endogenous theories that they orient to in various ways. Having outlined the procedures and intellectual roots of CA, the following section will turn to discussing some of the methodology's key findings.

## 3.3 Interactional Organisations

This section will briefly outline some of the key findings that were uncovered during the early work in CA and have subsequently become central areas for analysis in the ongoing CA program. The interactional organisations of turn taking, sequence, and repair, are interlocking and yet analytically distinguishable. Together they constitute a core set of foci for analysis, though they should not be seen as restrictive, as illustrated by the inclusion of topic. CA studies also regularly extend beyond a focus on these areas of analytic enquiry. These

organisations are briefly described below, in order to further explicate the findings and methodological practices of CA, and because they will be drawn upon within the subsequent analytic chapters that follow.

### 3.3.1 Sequence organisation

At the core of initial CA findings, and central to the subsequent development of the methodology lie the notions of action and sequence. The CA position that "talk amounts to action" (Schegloff, 1991a: 46) was discussed above (in section 3.2), and leads directly to the idea of sequences of actions.  The notion of sequence in CA is underpinned by the common sense understanding that "one thing can lead to another" (ten Have, 2007: 130). At its most simple, this idea is illustrated by actions in talk that are typically paired, such as question-answer or greeting-greeting. In CA, these paired actions are called adjacency pairs (Schegloff and Sacks, 1973) and they have been described as the "basic building blocks of intersubjectivity" (Heritage 1984b: 256). In simple terms, adjacency pairs can be described by a number of core features: 1) They consist of two turns at talk, 2) which are produced by different speakers, 3) in their simplest form they occur next to each other, 4) they are ordered, one occurs before the other, 5) they are delineated into paired types, such as question/answer.

The organisation of adjacency pairs in talk, then, means that the production by one speaker of a first pair part (e.g. a question) makes relevant and projects the production of a second pair part (e.g. an answer) from another speaker. This does not mean that the second part will always be produced but the non-production or delayed production will itself be a socially relevant action. The fact that the production of one or more social actions by a speaker normatively makes relevant and expected certain other social actions from another speaker is central to the CA understanding of sequence. Of course like individual utterances, sequences do not occur in isolation, but rather one action sequence can, and usually does lead to another. As such talk-in-interaction can proceed as a series of sequences, for example, a number of question/answer sequences. Much of the talk in the feedback meetings of this study, and those previously researched (see section 2.5), consists of question/answer, or more specifically requests for account/account sequences. The nature of these sequences and their

organisation is central to the process of RP in this context and will be analysed in the subsequent chapters.

### 3.3.2 Turn-taking

One of the most evident features of talk-in-interaction is that, overwhelmingly, one person speaks at any given time (Sacks *et al.*, 1974). Turn-taking is the interactional system by which participants manage this coordination of their turns-at-talk. It is another of the core findings of CA (Ibid) and has subsequently become a key focus of analysis. The organisation of turn-taking is seen as a continuous achievement by the parties at talk and as such it is locally managed by the participants[7]. A turn at talk can be constructed with a number of 'turn constructional units' (TCUs). The first possible completion of a TCU potentially presents an opportunity for a change of speakership; these points are called 'transition relevance places' (TRPs). At a TRP there are a number of possible options for the participants to negotiate through their turns at talk; the current speaker may select another speaker, another speaker may self-select, or the present speaker may continue to speak (Ibid). It is important to note that TCUs and TRPs are not marked by any one particular feature of talk, such as lexis or grammar, but rather can be generated by a range of interactional features such as embodied actions and intonation.

Furthermore, the way a TCU is designed and formulated is a concern for the participants to determine, it is the action that it carries out and the other interactants' subsequent orientations to this action, which determines for those participants *what happens next*. In addition, while the norm is for one speaker to talk at any given time, overlap is common in talk and may act as a socially affiliative or disaffiliative action. A speaker may, for instance, utter overlapping talk and interrupt the current speaker (disaffiliative). The action of nominating another speaker to take the next turn is very common in the feedback meetings in the corpus and, amongst other actions and consequences, allows the trainer to ensure that all trainees contribute to the group-feedback phases. The following section will outline what can happen in interaction when things 'go wrong' and there are threats to intersubjectivity.

---

[7] Though in certain institutional contexts the turn-taking system may be pre-determined or restricted, see section 3.4.1.

### 3.3.3 Repair

Repair is the conversational mechanism by which trouble in talk is dealt with by the participants. Trouble in interaction can occur because of problems with hearing, speaking, or understanding (Schegloff *et al.*, 1977). The employment of repair to deal with trouble in talk is one of the key mechanisms by which intersubjectivity is restored after trouble. Early studies in CA uncovered a basic sequence by which repair operates within talk-in-interaction (Schegloff *et al* 1977; Sacks and Schegloff, 1979). This sequence in its most basic form begins with a repair initiation, in response to a source of trouble, anything in talk can be a source of trouble and therefore repairable. The initiative to carry out repair on this can be taken by the speaker of the repairable, in which case it is called 'self-initiated'; when the initiative to repair is taken by another speaker this is called 'other-initiated' repair. The final stage in this simplest sequence of repair is that repair is carried out by either the speaker who uttered the repairable, this is called 'self-repair', or another interactant, 'other-repair'.

These two aspects of repair lead to four possible trajectories which repair takes in interaction: 'self-initiated self-repair', 'self-initiated other-repair', 'other-initiated self-repair', and 'other-initiated other-repair'. An order of preference within ordinary talk has been identified for the trajectories of repair with 'self-initiated self-repair' being most preferred and 'other-initiated other-repair' being least preferred (Schegloff *et al.*, 1977); this preference is not simply a matter of frequency of these types of repair but a consequence of the fact that the system of repair is designed to achieve self-repair. The body of research into the practices of repair in talk has also indicated that repair can be employed to carry out actions beyond the maintaining of intersubjectivity (e.g. Wu, 2009) and that these phenomena occur in educational settings, in various ways (McHoul, 1990; Seedhouse, 2004). Repair is a common feature in particular sequences within the feedback meetings of this study, and is arguably being employed for 'pedagogical reasons', carrying out actions beyond that of maintaining intersubjectivity.

### *3.3.4 Topic*

Investigating topic as part of the organisation of talk in CA began with the work of Sacks (1992) and continued with that of Jefferson (1984) and Button and Casey (1984). Like all work in CA, the analysis of topic focussed on participant orientations to this phenomena, rather than on analysts' attempts to categorise topic from an etic (analyst's) position, which are "likely to lead to a potentially infinite set of categories" (Seedhouse and Harris, 2011: 75), and which may not relate to participants' notions of topic; as Sacks points out "the way in which it's a topic for them is different than the way it's a topic for anybody else" (1992: 75). As such the early work on topic in CA focussed primarily on ways in which topics are managed by the participants. Sacks identified two ways by which topics can 'shift', one is through an unmarked "stepwise move" (Ibid: 75), where the topic flows from on to the other; the other type are "marked" (Ibid: 352) or 'disjunctive' (Jefferson, 1984) shifts, which are explicitly marked as being a topic shift.

Since this early work on topic in CA research there has been a noticeable absence in analytic attention to topic (Seedhouse and Harris, 2011). It is particularly noteworthy within the programmatic statements - that, in part, set out the institutional CA program (Drew and Heritage, 1992) (see 3.4) - that an analytic attention to topic is noticeable by its absence. This may be due, in part, to the stance taken towards this area, exemplified in a classic CA collected volume, which states that "topic may well prove to be among the most complex conversational phenomena to be investigated and, correspondingly, the most recalcitrant to systematic analysis" (Atkinson and Heritage, 1984: 165). Whilst this may well be true, like any other area of micro-analytic interest, it is ultimately the close attention to empirical data that will, in time, yield findings that can aid in our understanding of this complex phenomena in interaction, or decide it is indeed 'too difficult to analyse'. The participants in the feedback meetings of this study orient to topic as a way of organising their talk-in-interaction in various ways. The introduction of a (feedback) topic plays a key role in the opening of a cycle of reflective talk, performing multiple social actions, and the analysis of topic is therefore necessary and relevant for this study.

The fundamental organisations within talk, described above, have been uncovered and described in multitudinous studies and (with the exception of topic) form the core elements

of CA analysis. However, CA analysts have by no means limited themselves to the investigation of these aspects of the 'machinery' of talk. CA studies have also investigated a broad and growing range of interactional practices and phenomena within talk-in-interaction. These include studies of particular lexical items (e.g. Heritage, 1984a) and their employment within interaction, the ways in which identities are oriented to and generated through talk (e.g. Antaki and Widdicombe, 1998), how epistemics are oriented to in talk (e.g. Heritage, 2012), and the way particular types of activities are organised through talk (e.g. Schegloff, 1968; Schegloff and Sacks, 1973), to name but a few. One particularly fruitful area for CA studies has been the investigation of talk in institutional contexts, and the following section will discuss this area of "applied CA" (ten Have, 2007).

## 3.4 Institutional Conversation Analysis

Conversation analysis has investigated institutional contexts since its inception, with Sack's research into telephone calls to suicide help lines and group therapy sessions (Sacks, 1992) and Schegloff's work on calls to a disaster centre (Schegloff, 1968). However, following the investigation of these institutional data sets, much of the subsequent work of conversation analysts focussed on mundane or ordinary conversation, primarily that which takes place outside of institutional contexts. The early nineteen nineties, however, saw a resurgence in interest in the investigation of institutional contexts within CA (e.g. Boden and Zimmerman, 1991), in particular Drew and Heritage's (1992) seminal collection, which presents a systematic approach to the analysis of talk that occurs within various institutions.

A number of key issues underpin this application of conversation analysis to institutional contexts and relate to the 'institutionality' of talk-in-interaction in institutional contexts or their "interactional fingerprint" (Heritage, 2004: 125). These are, 1) that institutions are "talked into being" (Heritage 1984b: 290), 2) that institutional talk is analytically comparable to ordinary conversation that occurs outside of institutions, and 3) that particular types of activities within institutions 'shape' the organisation of institutional talk.

Institutions are "talked into being" (Heritage, 1984b: 290) – this notion is central to the CA approach to institutional talk. Institutions can be conceptualised in many ways; one might reasonably argue that an institutional context such as teacher training course consists of many

facets, including the building, the administration, the curriculum and syllabus, the trainers and trainees etc. However, within CA, it is the moment-to-moment talk within this context that actualises and makes manifest the institutionality of the context. While a teacher training course can be described by its various facets, and seen in general terms as an amalgamation of these; it is the individual instances of each course with a particular set of participants, and the way those participants interact, which generates their primary experience of that course through talk. It is in this way that a training course becomes a 'lived reality' for those participants.

Research within CA has in part been inspired by the stance that ordinary conversation is the principal medium of interaction through which the social world is enacted (Drew and Heritage, 1992a). Therefore ordinary conversation can act as a benchmark against which forms of institutional talk can be compared. When compared to ordinary conversation, institutional interaction often shows systematic differences in the way that activities are designed and enacted, and the allowances and interactional rights participants have within these activities (Drew and Heritage, 1992a). For example, in a news interview (e.g. Clayman and Heritage, 2002) the interviewer has the primary rights to asking questions. Within the current study, one area where this is clearly demonstrated is in the organisation of phases, where participants' rights to carry out certain social actions, such as the introduction of topics, is limited by the phase that they are currently in.

Furthermore, the notion of an institution being talked into being is underpinned by the understanding that interaction proceeds through the process by which each interactional action is context (re)newing. And therefore the context of the interaction is achieved through the participants' talk as it sequentially unfolds. This process of the 'building' of context through incremental steps, with each speaker's action projecting the expectation of a subsequent action from another speaker, occurs in institutional contexts as it does in ordinary conversation. However, a number of features have been identified which delineate interactional 'activity types' with regard to the participants' orientations to institutional contexts (Levinson, 1992). These features are described below:

1      Institutional interaction involves an orientation by at least one of the participants to some core goal, task or identity (or set of them) conventionally associated with the institution in question. In short,

institutional talk is normally informed by goal orientations of a relatively restricted conventional form.

2     Institutional interaction may often involve special and particular constraints on what one or both of the participants will treat as allowable contributions to the business at hand.

3     Institutional talk may be associated with inferential frameworks and procedures that are particular to specific institutional contexts.

(Drew and Heritage, 1992: 22)

The goal-oriented nature of institutional talk is of central importance to the current study. As stated previously, the main thesis of the study is that the institutional goal of these feedback meetings is to operationalise a model of collaborative reflective practice and the analysis shows how this is achieved through interaction over one complete course. The main argument therefore relies on uncovering the reflexivity between the talk-in-interaction and the institutional goal. The analysis will also attend to the constraints on allowable contributions and their reflexive relationship with the goal. For example, it will illustrate interactional consequences of a trainee offering critical feedback during a positive feedback phase (in section 4.3).

### 3.4.1 Analytic foci in institutional conversation analysis

Building on the features of institutional interaction outlined above, Heritage (2004) offers a number of places that might be relevant for investigating the 'institutionality' of interaction (ten Have, 2007), these are:

1 - Turn-taking organization

2 - Overall structural organization of the interaction

3 - Sequence organization

4 - Turn design

5 - Lexical choice

6 - Epistemological and other forms of asymmetry

(Heritage, 2004: 225)

A brief sketch of a number of these areas follows, as they are drawn upon in the within the following analytic chapters. It is worth noting that the area of topic is not included in the list above, however, topic has been a subject of recent interest in institutional CA research (e.g. Seedhouse and Harris, 2011) and will be analysed within this study. The area of overall

structural organisation will be further expanded upon below, as it is a primary focus of the first analytic chapter of this study.

The investigation of turn-taking organisation builds on the ideas presented in the classic turn-taking paper (Sacks *et al*., 1974). Subsequent research has demonstrated that various institutional interactions (e.g. Atkinson and Drew, 1979; Clayman and Heritage, 2002) can display differing turn-taking organisations from that of ordinary conversation and that this is as a consequence of the institutional goal. For example, within the feedback meetings on this course the trainer has differing rights and normative expectations to the trainee, with regards to turn-taking. The trainer has the rights to, for example, decide when and what question is asked, nominate which trainee is expected to answer the question, and to nominate another trainee to ask a question. Thus the turn-taking system within this interactional context has significantly different participants' rights and expectations than ordinary conversation. This difference in interactional rights also relates to a form of asymmetry between the trainer and the trainees.

As discussed in section 3.3.1, sequence organisation is central to the CA enterprise and its concern with the ways in which participants arrange to talk in specific ways about specific issues. This study will analyse and explicate some of the sequences that occur within this context. Of particular interest in this study are sequences of questions and answers, which "are often a dominant form within which interaction proceeds" (Drew and Heritage, 1992: 22) in institutional contexts. This study will explicate a particular sequence (or series of sequences) that form a key activity type within this context and relate directly to its institutional goals. As Levinson has noted, "elements of the structure of an activity include its subdivision into a number of subparts… and within each any prestructured sequences that may be required by convention, the norms governing the allocation of turns at speaking, and so on." (1992: 70-71) and further, that we should "view these structural elements as rationally and functionally adapted to the point or *goal* of the activity in question" (Ibid: 71, italics in original).

The areas of lexical choice and turn design relate to the options taken by the interactants in their formulation of their turns-at-talk. The analysis of lexical choice within this study includes a focus on the participants' orientations to the use of particular specialised

vocabulary. For example, the choice within this context to employ 'elicit' as a synonym for 'asking questions' can be related to the notion of developing the trainees 'professional lexicon'. This area also relates to the choice of pronoun usage, such as the use of 'we' to describe the group of trainees and the trainer. A number of other aspects of turn design are also analysed within this study, such as the way in which trainees have turns-at-talk nominated to them by the trainers.

The final area for discussion in this section is the notion of overall structural organisation (OSO), the investigation of the gross 'shape' of interaction and its ordering into particular stages or phases, such as greetings and farewells. This is a focus of analysis that is not entirely particular to institutional encounters, however, it is a common feature of such encounters. As Drew and Heritage have observed: "many kinds of institutional encounters are characteristically organized into a standard 'shape' or order of phases. Conversations by contrast, are not." (Drew and Heritage, 1992: 43) However, certain sequences within conversations will tend to occur in normatively positioned places. Schegloff points out with regards to OSO in ordinary talk, it is "a type of sequential organization; by reference to its shape, some types of actions/utterances are positioned early in a conversation (e.g., greetings) and others late in conversations (e.g., arrangement-making, farewells)" (2007: 2). Within institutional interactions the OSO can be tightly and precisely managed, with the overall 'shape' of the interaction and the activities occurring within each phase orienting to the completion of the task at hand. This has been demonstrated in a number of contexts including, emergency calls and medical encounters, as Zimmerman has shown in his research on the OSO of emergency calls.

> The production of such overall organisations, the relevance of a given phase, and the move from one phase to a next are locally managed by the participants in a given interaction. Nevertheless, the recurrence of such organisations across ranges of instances, persons, etc. indicates the extent to which participants may be jointly oriented towards an overall structural organisation in their encounters.
> (Drew and Heritage, 1992: 44)

They further state that the existence of these structures "is likely to owe much to the direction and initiative of the institutional professional… [who] tend to develop, for better or worse, standard practices for managing the tasks of their routine encounters" (Ibid). Thus the investigation of the OSO of an institutional context is one way in which CA analysis can consider the practices of professionals within that context. The OSO within the feedback

meetings has a strong reflexive relationship with the institutional goal, and in the case of the current study the theoretical models that underpin this goal. The next section will outline the potential implications of investigating institutional talk-in-interaction within a particular context.

### 3.4.2 Implications of investigating institutional talk

As a consequence of the ability to describe the talk-in-interaction of an institutional context, and relate the organisation to the goals and aims of said context, institutional CA studies have the potential to inform the future practice of professional practitioners (Richards, 2005). The application of CA, as a methodology that is able to inform professional practice, is not, however, a simple step. Recent discussions of this area (Richards, 2005; ten Have 2007) have highlighted the need to, firstly, retain the analytic rigour and practices of any CA enterprise. Beyond this primary need, caution is urged in avoiding the potential pitfalls of prescriptivism. In part this can be achieved by retaining an 'unmotivated' (Psathas, 1995) approach to the data at hand and thus allowing the possibility that any action, within interaction, can be relevant to the participants, and therefore crucial to the analysts understanding (Atkinson and Heritage, 1984).

Furthermore there is the potential risk in the application of CA studies of a tendency towards formulating the findings of a study as a simple set of 'rules' or a prescribed 'model for interaction'. In order to avoid this potential pitfall, the position adopted within this study is that of "description leading to informed action" (Richards, 2005: 5). Richards also suggests that a fruitful avenue of research in applying CA may be those studies that analyse the training and development of professional practitioners. This study employs the model of "description leading to informed action" (Ibid) to an interactional context in which trainee teachers are engaging in the process of professional development, through interactional RP. A goal of this study is to inform teacher- training practitioners: by describing in micro-analytic detail the practices and procedures that constitute the interactional organisation of this context, and uncovering the reflexivity these practices to its institutional goals, this study has the potential to inform practitioners in this and other interactional professional development contexts.

## 3.5 Research Design

This section will outline aspects of the research design of the current study. It will describe the research setting: the SIT TESOL certificate course, hosted by the AUA Language Center in Bangkok, Thailand (3.5.1). It will provide a brief sketch of the participants (3.5.2) and discuss the processes by which ethical permissions were requested and granted for this study (3.5.3). It will also offer a summary the processes of data collection (3.5.4), and transcribing and analysing data (3.5.5), as they were carried out during this project and which form the core of this study.

### 3.5.1 Research setting

The setting for this study is the School for International Training (SIT) TESOL Certificate course, Vermont, USA, which is hosted and delivered by The American University Alumni Language Centre in Bangkok, Thailand (AUA). TESOL certificate courses such as SIT, CELTA, CertTESOL, and their many less well recognised derivatives, are offered at centres throughout the world and often constitute the first formal qualification undertaken by an aspiring TEFL/TESOL language teacher. Like many of these courses, the SIT course at AUA is based on materials, training and underlying theories provided by the host organisation, in this case the SIT Graduate Institute. Over the years that the course has been delivered at AUA, the trainers have developed, adjusted, and honed aspects of the curriculum, whilst maintaining the inherent structure, philosophy, and approach of the original course. Though the core structure, goals, and materials of the course remains relatively static, every instantiation of the course is a unique series of interactional events, involving a new cohort of trainees, variations in the group of trainers, different groups of language students etc.

For a majority of aspiring teachers, these courses provide the necessary first qualification for a career in the field, as well as a crucial stage in their professional development. Indeed for many TESOL teachers, this is the only formal teacher education in which they will participate. These certificate courses are therefore high stake investments for potential teachers, in terms of time, finances, and aspirations for a future career. However, it is the impact of these courses on the global practice of language teaching - as so many of the world's English language teachers receive their initial training through these courses – that

fundamentally increases their significance within the field of TESOL teaching and learning. The impact being that participants' experiences of a course will likely play a fundamental role in their ongoing classroom praxis, beliefs, and understandings, and in turn, shape language classrooms and the student experiences of language learners across the world. The training envisaged by these courses includes, but is not limited to, learning the professional discourse of teaching and reflective practice, as well as the theoretical, practical, and interactional resources necessary for effective classroom teaching, and the initial development of professional identity as English language teachers (Richards and Farrell, 2005). It is therefore vital that a greater understanding of these courses and their impacts is developed through research.

The SIT certificate course at AUA runs for 130 hours, over a month long period, on a full time basis, approximately three times per year. It is organised, managed, and delivered by three or four - depending on trainee numbers - SIT qualified teacher-trainers from AUA. On each course there are approximately 15 trainee teachers, who are divided into three smaller teaching groups, with two or more of four trainers working with each group. Over the course of the month, the trainers rotate between teaching groups, to provide the participants with maximum exposure to different training 'styles' and personalities. These teaching groups work in isolation during the first half of each day's training: doing practice teaching or observing practice teaching, engaging in post-teaching feedback sessions, and then group lesson planning. The small teaching groups then combine to form a single, large group in the afternoon, for a series of workshop sessions, demonstration lessons, and other activities. These large group sessions are closed in the evening, and the trainees who are practice teaching the next day then have the opportunity to plan their upcoming lessons, with individual support from the trainers.

Within the context of one instantiation of this course, this study focuses on one particular interactional event, which occurs on most days of the course: the post-teaching feedback session. On a typical day, two trainees from each group will teach a class of language learners for approximately 45 minutes each. During the lessons, the group's trainer and other trainees sit at the back of the classroom to observe and take notes. These practice teaching lessons are then followed, after a short refreshment break, by the post-teaching feedback sessions. These sessions are organised as a 'group discussion', where each of the day's

teachers has an opportunity to 'self-reflect' on their lesson and to receive feedback from the trainer and other members of the group.

### 3.5.2 Participants

The participants in this study can be divided into two main groups: trainers and trainees. The four trainers on the course are all experienced TESOL/TEFAL teachers from AUA with Master's degrees in TESOL, applied linguistics, or a closely related discipline, and are competent in at least two languages. Their ages range from thirty to fourty five, two are male, two female, and they originate from four different continents. They have all completed the rigorous training program necessary to qualify as a certified SIT trainer[8]. The trainees on this course came from a wide range of backgrounds, ages, and experiences. They represent a diverse range of national backgrounds, including American, British, Nepali, and Thai; their ages range from early twenties through to late fourties. The trainees all hold Bachelor's degrees, as a requirement of entry to the course, and the majority speak an additional language, which for some of the participants is English. Some of the trainees have classroom teaching experience but the vast majority do not. The trainees are required to demonstrate an appropriate level of oral and written English before they can be selected as participants for the course. This assessment includes an application form, which requires them to produce a short essay about their ideas about teaching, and a short oral discussion with a trainer, which is carried out via telephone or *in situ* at AUA, depending on the circumstances of the applicant.

The process of selecting the participants, who would become the focus of this study, was carried out by the trainers, as part of the logistics that happen during every SIT course. Two days into the course, prior to the beginning of practice teaching, the trainers meet and discuss the division of the participants into a number of small teaching groups, approximately 5 trainees. The trainer's stated aim of this process is to produce groups that are balanced in terms of variables such as previous experience, age, gender, and perceived aptitudes for the course. The researcher requested that one group was formed that only included trainees who

---

[8] One of the trainers was in the final stage of this process and was being mentored by the head trainer during this course (in his role as 'trainer-of-trainers'). The decision was taken by the trainer and head trainer not to include his teaching group in the data collection for this study

had given consent to be participants in the research. This selection was carried out by the trainers; the trainees who would constitute the focus teaching group for this study were therefore chosen by them and not the researcher. It is standard practice on this course that trainers rotate to different groups at given points within the course, and on occasions, trainees from other teaching groups would join the focus teaching group. In one feedback session a participant, who had not given consent to take part in the research, joined the focus group. This issue was discussed with the participant and his contributions in this session have been removed from the corpus. The data collection process (see section 3.5.4) therefore followed one focus teaching group for the duration of the course. During this process the focus teaching group also included three trainers, and a number of trainees from other teaching groups, who visited on a scheduled basis.

### 3.5.3 Ethical considerations and Permissions

This study required a number of ethical permissions to be sought and granted, these included the host organisations, AUA and SIT, Newcastle University, and the participants themselves. The initial stage in acquiring consent involved contacting the two host organisations, AUA and SIT. The advice from previous researchers is to gain permissions early, and in doing so, indicate the potential benefits of the research to the participants (Bell, 1991: 37) This was carried out via email and consent was granted by official correspondence from both organisations, several months before the data collection began. Project approval was gained internally from Newcastle University through the usual channels, prior to the data collection. The final set of permissions required for this study was from the participants on the course. The lead trainer on the course was contacted on a number of occasions, in order to outline the proposed research and the process of consent. These discussions led to an informal preparatory consent being agreed upon. Separate consent letters, for the trainers and trainees, were drafted and approved by the University ethical committee, prior to travelling to Thailand for the data collection.

The process of acquiring permissions from the participants on the course continued *in situ* at AUA in Bangkok. The researcher and trainers met as a group before the course began to discuss the research and implications of consent. During the discussion they were introduced to the consent letters and asked to return them before the course began. All of the trainers

gave their consent to be research participants within this study. However, one of the trainers, who was still in the process of becoming fully qualified, asked not to be directly involved in the teaching group that was to become the focus of this study. Data collection and research participation was subsequently organised in line with his request.

Acquiring permissions from the trainees on the course required a similar process. A time slot was organised by the trainers, at the end of the first day of the course, to allow discussion between the researcher and trainees. During this discussion the researcher outlined the research and the implications of consent, and the trainees were able to ask questions regarding any aspect of the process. After this meeting, consent forms were given to the trainees, who were asked to return them the following day. Two of the trainees declined to give consent and the teaching groups were then organised, by the trainers (see section 3.5.2), to ensure one group only contained trainees who had given consent to take part in the research. The focus teaching group then met again with the researcher in order to discuss any concerns and issues. During this discussion the trainees in this group were offered a copy of the recordings of their practice teaching lessons. This was intended to provide an incentive for the trainees and was well received by the group.

The final area where ethical considerations were required in this study was in the storage of data, access to the stored data, and the anonymity of the participants in the dissemination of the research. In order to guarantee the security of the raw data, the mass storage devices containing the data are kept in separate, locked safes and the drives themselves are password protected, with the researcher having the only access. In order to protect the anonymity of participants, in the dissemination of this study (such as at conferences, in data sessions, and within this thesis[9]), their real names have been removed from the recordings' audio track, and replaced by pseudonyms in transcripts.

---

[9] It is for this reason that screenshots of the participants are not included in this study. A number of the participants were uncomfortable at the idea of their image being disseminated in publicly available documents.

### 3.5.4 Data collection

The data for this study was collected between the 11th of March and the 8th of April 2010, at AUA Language Centre, Bangkok, Thailand. The data consists of approximately 15 hours of video and audio recordings. Two digital video cameras, mounted on tripods, were used to record the primary video/audio data. The decision to use two cameras was taken in order to capture as much of the participants' embodied actions, such as gesture, body positioning, and facial expressions, as possible. The other benefit is that it provides a back up, should a problem arise with one of the cameras.

A secondary source of audio data was recorded on three digital audio recorders, which were placed on the desk-chairs used by the participants. This secondary audio data was recorded for several reasons; 1) to capture the fine detail of the audio, such as in-breaths, that are too quiet to be picked up on the video cameras used; 2) to capture individual voices that may be inaudible during overlapping talk; and 3) to provide a back-up, should something fail in the video recording set-up. The recording equipment was set-up prior to the opening of the feedback meetings and the researcher was not present during the meetings, in order to limit the impact on the naturally occurring interaction. Though the introduction of recording equipment into this context, and the potential impact on participants, cannot be avoided, (observer's paradox) all attempts were made to limit this potential effect.

As well as the primary recording equipment there were a number of sundry devices and accessories needed for successful data recording and storage. The most important of these are the mass storage devices used for storing and backing-up the data. In this study, two large hard drives were used, the first of these was used to store the primary data, the second as a back up of the first drive. Other equipment required included accessories such as tripods and power adaptors, and sundries such as batteries and flash memory cards.

The certificate course utilises a number of physical spaces within AUA's building: language classrooms, a training room, and an office. The feedback meetings for the focus practice teaching group were held in the large training room, with other groups based in separate rooms. The feedback meetings are described by the trainers as "highly sensitive" events (see Cohen *et al*., 1997), and as such the privacy of the group is paramount. This was one of the

reasons the researcher was not present during the sessions themselves. The trainers usually organise the physical setting for the feedback sessions by arranging the chairs in a circle. The researcher needed to set up the recording equipment before the feedback session began in order to avoid the potential impact of 'trespassing' in this 'highly sensitive' event. This meant arranging the chairs, cameras, and audio recorders to optimise the quality of the recordings. However, the participants often moved the chairs when they joined the feedback session, which meant that some of the participants' faces are not viewable in some of the recordings. This was an unavoidable limitation of the data recording process in this study. However, the quality of the data recordings - produced by using multiple sources, carefully positioned for the group, in a private room with little noise interference - were more than satisfactory for conducting a detailed analysis of the talk-in-interaction of the feedback meetings. This process of analysis, as well as the process of transcription will be discussed in the following section.

### 3.5.5 Data transcription and analysis

The initial months of transcription and analysis in this study involved watching and listening to the corpus of approximately15 hours of video/audio recordings, whilst making extensive notes. During this observation period, several feedback meetings were transcribed by the researcher, leading to a process of 'unmotivated looking' (Psathas, 1995) and further note-taking. Additional funding then became available for this study, which was used to fund the transcription of the entire corpus by a specialist service. The benefit of this process was that it allowed the researcher access to the whole transcribed corpus, rather than having to transcribe individual sections of meetings. Transcribing the whole corpus would probably not have been possible for the researcher to carry out during the allotted timeframe for this study. However, this is problematic for a key aspect of CA transcription theory: that the researcher should carry out their own transcriptions. The process of listening multiple times to the recordings, and 'immersing' oneself in the data is an important aspect of noticing and often leads to the formation of initial analytic ideas. The researcher therefore spent the following months poring over the transcripts and the recordings, adding detail to the transcripts, and formulating analyses.

This process of analysis led to the building of collections of extracts, for example, a collection of all of the transitions between the various phases of the OSO. During the period of analysis, which lasted for over a year, many pages of observations were recorded, numerous collections of extracts were made and re-analysed, but only a small number of these analytic findings have been included within this study, due to its limitations of time and space (see section 7.1). The chapter will now turn from the process of research design taken in this study, to discussions that continue to position CA as a research methodology, within the broad spectrum of epistemological options.

## 3.6 CA as a Research Methodology

This section will continue to position CA on the broad cline of methodological positions in applied linguistics research. It will open by acknowledging a number of published critiques of CA, and their refutations (3.6.1). The notion of researcher reflexivity, or the relationship between the researcher and their produced research, will then be briefly discussed (3.6.2). This section will close by considering the stance taken by CA on the research constructs of validity, reliability, and generalisability (3.6.3).

### *3.6.1 Critiques and responses*

Conversation analysis, like any other methodology, has been subject to critiques both from researchers operating in different paradigms (Kuhn, 1962), as well as 'internal' debates amongst its practitioners. These debates have in turn generated fascinating and valuable publications, and produced responses to these critiques. It will hardly be surprising for the reader to find that this study is more closely aligned to the position of the responses, rather than the critiques. To do justice to the depth of argumentation in these debates is not possible within the limitations of this study. However, a brief, cursory summary of two of the most regularly cited critiques, and their responses, is offered below.

The first debate was initiated by Billig (1999a, 1999b) and responded to by Schegloff (1999a, 1999b). Billig's "rhetorical psychological critique" (Wooffitt, 2005: 167) consisted of two strands of argumentation: the first, that CA was unable to address notions of power, especially when "brutally exercised" (Billig, 1991a: 554). Billig's first argument relied on the

premise that discourse is intrinsically argumentative, and was refuted by a series of arguments that culminated in Schegloff's telling response: CA "does not *presume* an equalitarian society, [but] it *allows* for one" (1999: 564). Billig's second critique is aimed towards CA's perceived implicit "naïve and overly optimistic social theory" (Wooffitt, 2005: 167). Schegloff's response demonstrated that Billig's argument was a consequence of a "misreading of CA's ethnomethodological practices and empirical orientations" (Ibid: 167), a situation not uncommon for its practitioners.

The second debate, instigated by Wetherall (1998) also related to notions of power, specifically a Foucauldian stance on 'power and discourses'. It can be classed as more of an internal critique, as Wetherall is an advocate of CA and was instrumental in the development of discursive psychology (e.g. Potter and Wetherell, 1987). The debate revolved around the critique that CA was unable or reluctant to engage with the wider socio-historical and political contexts in which talk occurs (Wetherell, 1998). The response demonstrated that other methodologies, which focussed on these notions, offer little evidence that they are "coherent or methodologically sound" (Wooffitt, 2005: 183) in comparison with CA. And although the Foucauldian argument, that power is always relevant, has weight in a general sense, practitioners of CA would tend take the stance that understanding and uncovering whether this assumption stands, within a particular interaction, is an empirical question. Furthermore, it is an intrinsic position of the ethnomethodological stance taken in CA that we do not rush to describe the presence of one possible factor, at the expense of more systematic analysis of the complexities of talk-in-interaction.

Though not intended as an attempted refutation of the above arguments, the current study illustrates, to some extent, ways in which notions of 'power' in interaction can be uncovered by CA. Though this has not been a focus of the analysis, what is describable as 'power' or an aspect of institutional 'power' is clearly demonstrated in the asymetrical rights that participants have to perform particular social actions within the feedback meetings. For example, the trainer is the only participant in the corpus who has the 'interactional right' to offer summaries of the trainees' performances during their feedback cycles (see section 5.7). There are no examples of any of the trainees succeeding, or even attempting, to carry out this particular set of social actions. On the other hand there are also examples within the corpus where a trainee 'exerts power' on the trainer (and arguably on the pre-meditated 'structure'

of the feedback meetings), by negotiating a change, in the otherwise consistent order of phases within a feedback cycle (see section 4.2). These examples are only two of many, uncovered by the analysis of this institutional CA study, which can be describable as instances of 'power' being made manifest through talk-in-interaction.

### 3.6.2 Researcher reflexivity

The reflexive relationship between the researcher and their research output will be briefly discussed, in this section, in order to highlight the impact of this relationship on the current study. Researcher reflexivity acknowledges that the researcher is a part of the social world they are investigating (Cohen *et al.*, 2007), and that this relationship impacts upon any given research study. As indicated at the opening of this thesis, I worked as a teacher-trainer on previous incarnations of this SIT course and these experiences provided the impetus for the current study and its attempts to 'unpack' the professional practices within it. The experiences provided 'membership knowledge' of this institutional course, including awareness of its models, documentation, processes etc. The role of this type of ethnographical knowledge and its impact on conversation analysis has been discussed and debated for many years (e.g. Moerman, 1988; Wilson, 1991; Schegloff, 1991a; Duranti and Goodwin, 1992).

Though there is not a full consensus amongst conversation analysts as to how much, if any, 'ethnographic knowledge' should impact on analysis, it is widely accepted that institutional CA studies draw on *some* amount of ethnographic knowledge in *some* way. In terms of this study, its very aim relies on ethnographic knowledge of the institutional goal and the models that underpin it. However, the analysis in this study relies on knowledge that any participant, or even someone simply perusing the course materials presented on the website has access to. To my knowledge, the analysis does not rely on my previous experiences as a teacher-trainer. In other words, another researcher could make the same analytic findings were they to have full access to the data, without having previous experience as a trainer. However, in the discussion chapter, implications for teacher-trainers and other professionals will be considered. This will draw upon broader 'membership knowledge' of the course and of the field in general. Furthermore, the thorny issue of gaining access to this course and being

allowed to attend and collect data was undoubtedly helped by knowing some of the gatekeepers in this process and the trainers on the course.

### 3.6.3 Reliability, validity and generalisability

The research constructs of reliability, validity, and generalisability are rarely explicitly discussed within CA studies. This may be due, in part, to CA's radically diverging position from much research work in the social sciences, and its adherents' sense of internal cohesion for CA as an enterprise, with the perceived 'quality' of research within this approach relying on its 'comparison' with other research, which takes the same methodological stance. However, there is a need within studies, such as this one, to discuss CA as a research methodology and place it within the broad spectrum of other research methodologies and approaches. Much of this section, which attempts to outline these aspects of the methodology, will draw upon Seedhouse's (2005b) work, one of only a few papers that directly address these aspects of CA as a research methodology in these terms.

Seedhouse (2005b) suggests that the central issues for CA with regards to reliability lie with regards to the choice of what is recorded, the technical quality of the recordings, and the development of sufficiently detailed transcripts. Another area of importance in considering the reliability of research is whether studies are repeatable or replicable. In CA, unlike most other methodologies, it is standard practice to provide extracts of transcripts of the raw data as part of the analysis. This allows the reader to analyse the data themselves and thus the reliability of CA research is strengthened. Furthermore, it is standard practice within CA to share data with other researchers in private, as well as in public data sessions, such as the 'Micro-Analytic Research Group' (MARG) data sessions at Newcastle University, where groups of researchers have, on many occasions throughout the course of this project, discussed extracts of data, offered critiques on analytic claims and debated several aspects of the analysis within this study.

Seedhouse (2005b) discusses four aspects of validity - internal, external, ecological and construct - in relation to CA research. Internal validity attempts to demonstrate that the explanation or analysis of data "can actually be sustained by the data" (Cohen *et al.*, 2007: 135); it is therefore concerned with the "soundness, integrity and credibility of findings"

69

(Seedhouse 2005b: 255). There are several aspects of CA analysis that contribute to the internal validity of its research studies, often relating to CA's insistence on developing an emic perspective (see section 3.3.2). The first of these is CA's adherence to the fine-grained micro-detail of analysis, demonstrated in the detail of CA transcripts. It is therefore beholden of the analyst to demonstrate that any analytic claims are based on the social actions of the participants and the ways in which they emically orient to these actions. The second aspect is that CA tends to avoid the use of existing theories, from say psychology or linguistics, as these would replace the emic perspective with an analysts' etic one (see section 3.2.2). Thirdly, CA does not assume that aspects of context that may seem omnirelevant from an etic perspective, such as gender or power, are relevant to the analysis, unless the participants demonstrate an orientation to these factors in their talk-in-interaction (see section 3.6.1). It is by a keen adherence to these factors that CA work maintains its strong internal validity.

It is also CA's insistence on the development of an emic analytic position that strengthens its ecological validity in comparison with other research methodologies. Ecological validity is the extent to which the practices of the methodology relate to the reality of people's everyday lives. This is often weak in social science research, particularly where it treats its participants as experimental subjects. However, the CA practices of recording naturally occurring data and taking a 'holistic' participant perspective on the analysis mean that its analyses are firmly grounded in the ecological system being analysed (Seedhouse, 2005b).

Of the other three aspects of validity, external validity is concerned with the extent to which analytic findings can be generalised outside of the specific research context of a particular study. The generalisability of a CA study is dependant on the type of CA research. Seedhouse (2005b) reminds us that although CA studies analyse data at a micro-level, they are also able to offer certain aspects of more generalisable descriptions of the interactional organisation of a particular setting. This is because the social goals of a particular interactional context shape the way in which interaction in that context is organised (Levinson, 1992); the ways in which the context-free 'machinery' of interaction is oriented to within a particular context may therefore be generalisable. For example, the close description of the interactional organisation of the feedback meetings in this study, and the explication of their reflexive relationship with the institutional goals of this setting, may potentially be

drawn upon in order to inform practitioners in other contexts where similar feedback meetings occur.

The final aspect of validity, construct validity, is the consideration of whether a research construct is, in actuality, as the researcher claims it is. When applied to CA research, this leads to the question: "who's construct is it?" (Seedhouse 2005: 257). The nature of CA research with its focus on uncovering the constructs that the participants orient to within interaction, allows it to analyse the social phenomena drawn upon by the interactants and therefore the constructs are 'real' and relevant for those interactants, at that given moment in the interaction.

## 3.7 Summary

This chapter has introduced and outlined the chosen methodology of this study, conversation analysis, as well as providing a brief rationale for this choice. It has described the approach that CA takes to data: its collection, transcription and analysis, and offered a synopsis of the methodology's roots within ethnomethodology. The impact of ethnomethodological considerations on this specific study have also been discussed. This led to the description of key interactional organisations within CA and their relevance to the current study. The chapter then moved to introduce the branch of CA which investigates institutional talk-in-interaction.  It highlighted the underlying stances of 'applied' CA, including its attention to the reflexivity between talk-in-interaction and institutional goals. In doing so, particular aspects of interaction were highlighted as appropriate areas for analytic attention. These areas were related to aspects of the data investigated in this study. This section was closed with a discussion of the implications of applying CA to institutional talk and the ways in which this type of research project can inform practitioners and their practices.

The chapter then turned to aspects of the research design of this particular study. It considered how the methodology of CA is employed in the current study, describing specifics of the research setting, participants, and ethical considerations; as well as a description of the processes of data collection, transcription, and analysis.  The final section of this chapter positioned CA within the broader spectrum of research methodologies. It acknowledged critiques of CA existent in previous literature, considered the issue of

researcher reflexivity and how this relates to the current study, and closed by discussing the areas of reliability, validity, and generalisability. The following analytic chapters are the heart and soul of this study. They will focus on two broad areas of analysis, the overall structural organisation of the feedback meetings and the 'doing' of reflective practice as an interactional activity, which in turn relate to the models of reflective practice and the experiential learning cycle, as it is employed to structure the process of RP within this context.

# Chapter 4. The Overall Structural Organisation of Feedback Meetings

## 4.1 Introduction

The primary goal of the following analytic chapters is to uncover and explicate the organisations, practices and procedures of the feedback meetings on this TESOL certificate course, and relate them to the institutional goals and pedagogical aims of these interactional encounters; in other words, to investigate the reflexivity between the talk-in-interaction of these feedback meetings and their institutional goals. The analysis seeks to understand, in detail, what the participants are doing in these encounters and why they are doing these things in those particular ways. While there are a whole host of analytic observations and findings that have been made during the process of this investigation, the limitations of this study only allow for a small number of these areas to be investigated in detail. As such, each of the analytic chapters will focus on a specific aspect of these interactional encounters.

One striking aspect of these encounters is the extent to which the participants orient to the overall 'shape' or 'structure' of feedback meetings and the regularity with which they do so. These consistent orientations demonstrate one aspect of the reflexive relationship between the 'shape' of the talk and the institutional goals of these encounters. This chapter will primarily focus on reflexivity between the model of collaborative RP adopted on this course, which requires the participants to carry out feedback in terms of their feelings, 'what went well', and 'what they would like to change'. It will illustrate orientations to this model that shape the overall structural organisation of the feedback meetings.

The first aspect of this 'shape' is that each trainee-who-taught (Tw) in the previously observed lesson is the focus of what will be called a 'feedback cycle', this focuses on the practices of that particular Tw, in the preceding lesson that all of the participants in the meeting have observed. There are usually two Tw in each lesson and therefore two feedback cycles in each meeting. The other trainees in the group (who did not teach in the previously observed lesson) will be referred to as Tes, and the Trainer as Tr. Within each feedback cycle the participants undertake a series of activities through talk; each which engenders a particular 'type' of feedback: positive, critical, self and group, focussing on the practices of one Tw. This chapter will primarily focus on the ways these types of feedback are

instantiated in talk through orientations to the overall structural organisation of the feedback meetings.

As discussed previously (section 3.4), institutional interactional contexts often display an overall structural organisation (Drew and Heritage, 1992b; Schegloff 2007), in that the interactional encounters are organised into a standard "shape or 'order of phases'" (Drew and Heritage, 1992b: 43). For example, telephone calls to emergency services usually open with a self-identification by the call taker, before a request for an account of the emergency from the call taker to the caller (Ibid). The order of phases therefore describes a series of interactional activity types (Levinson, 1992) that occur in a particular order, within a given institutional context. The participants' orientations to the overall structural organisation of the post-observation meetings on this course 'shape' the talk into a discrete series of stages or phases; within each of these phases specific aspects of the process of feedback are oriented to. Each of the phases or stages therefore has differing normative expectations, in terms of who can talk, to whom, and what they can talk about.

A feedback cycle consists of the following stages in all but one deviant example (see section 4.2) within the feedback meetings on this course. The stages occur in the following order:

- ('How do you feel' sequence)
- Positive self-feedback phase
- Positive group-feedback phase
- Trainer summary
- Critical self-feedback phase
- Critical group-feedback phase
- Trainer summary
- Group Applause

However, the 'how do you feel sequence' is marked in parenthesise as it does not occur in every feedback cycle. It appears in approximately half of the openings of feedback cycles (section 4.4). In the absence of that sequence, cycles are opened directly into the positive self-feedback phase. Of the above stages, the feedback phases are long stretches of talk, each focusing upon a particular type of feedback for one Tw. Within the phases the talk is further organised into a series of feedback topics (FBTs), each FBT is opened with a FBT initiating

74

account (FBTI), and each feedback topic focuses on one aspect of the Tw's practice, from the previously taught lesson that all of the participants have observed (see section 5.3). 'How do you feel' sequences and trainer summaries are much shorter activities, which will be described and discussed below (see sections 4.4 and 5.7).

The stages described above, constitute a central feature of the organisation of talk in these feedback meetings. Their organisation mirrors the model of RP that recurs throughout the literature of the course (see 2.4.1). This model is described explicitly in the 'introduction to reflective practice' workshop (see Appendix B) that occurs during the opening of the course. The first activity in this workshop provides an explicit model of RP for the trainees. In this activity they reflect on a previous activity and collaboratively discuss several questions:

- How do you feel?
- What did you like about the activities? What worked? Why?
- What would you like to change? Why?

In this model, and often in the feedback meetings, they begin by discussing how they feel about the activity. During the second stage of the model they discuss what they liked about the activity, what went well, and why; this stage is mirrored by the positive self and group feedback phases in the feedback meetings. In the third stage of this model they discuss what they would like to change about the activity and why; this stage is represented in feedback meetings by the critical self and group feedback phases. The mirroring of the model of RP employed in the course, in the structuring of the talk of feedback meetings clearly demonstrates the strong reflexivity between institutional goals and the shaping of talk-in-interaction. The analysis will open with an extract that vividly demonstrates the participants' explicit orientations to the OSO of the feedback meetings on this course. The Tw in the following extract negotiates, with the Tr, a change in the otherwise consistent order of phases.

## 4.2 A Deviant Case in the Order of Phases

The order of phases within a feedback cycle remains unchanging throughout the corpus, apart from in a single case, where there is a deviation from this norm. This change in the order of phases moves the critical feedback phases before the positive feedback phases. It is explicitly requested by the Tw and carried out through negotiation with the Tr. The following extract

therefore exemplifies a deviant case within the corpus and demonstrates the participants' awareness of, and explicit orientations to, the overall structural organisation of these interactional encounters. It also provides evidence for the locally managed, participant negotiated structure of this interactional event. This extract is taken from day 9 of the course, Liz is the Tr and Cathy is the Tw.

Extract 1 – "Can you go with improvements first?"
D9FB 710 32.29

```
1      L:    now we can do it agai:n cathy:,
2      All:  ((applause))
3      L:    okay [s-]
4      C:         [CA]N you ↑GO:: with the improvement fi:rst?
5            (0.4)
6      L:    sa-, (.) say wha::t?=
7      C:    =can you sta:rt with the improvements fi::[rst?]
8      A:                                              [no. ]
9            (0.6)
10     L:    a:::::[::h.] ((falling intonation – 'sympathy'))
11     C:          [be↑c]au:se then I can go out the room smiling, (.)
12           °rather than like oh go::d° °°you know?°°
13           (0.7)
14     L:    oka::y
15           (0.3)
16     C:    °yeah?°
17           (0.5)
18     L:    cathy I mean, (.) we, (0.8) we don't usually do thi:s but
19           it's a special request and we ↑ca::::n.=
20     D:    =ha huh [huh huh huh huh huh]=
21     A:            [huh huh huh         ]=
22     L:    =I mean I kno::w sometimes I just wanna get these things out
23           of the [wa::::y] and [then finish on] a high note
24     C:           [yea:::h]
25     D:                         [((inaudible)) ]
26           (0.4)
27     C:    I made my list you kno:w
28           (0.8)
29     L:    ↑so::, (.) do you have something in mi:nd (0.8) [cos we]
30     C:                                                    [ti:me ]
```

76

The extract opens with the closing of the previous Tw's (Annie's) feedback cycle. This is marked by the projected shift to the next feedback cycle from the Tr in line 1 and the group applause that follow. Group applause occurs at the end of every feedback cycle and marks the end of that cycle. In the earliest days of the course this group applause is initiated by the Tr, but as the Te/Tws become socialized into the normative expectations of feedback meetings, they also on occasion, initiate group applause. After the applause has finished, the Tr self-nominates to begin the new feedback cycle opening her turn with "okay", and marking the beginning of a new activity. However, in line 4, the next Tw, Cathy, interrupts this attempt, overlapping a request to change the order of phases for her feedback cycle ("[CA]N you ↑GO:: with the improvement fi:rst?"): a request to do critical feedback before positive feedback. She delivers the opening of her turn loudly, in overlap with the Tr, who does not continue her turn, allowing the Tw to have the floor. After a short pause the Tr asks for clarification ("say wha::t?"), and the Tw reformulates her initial request ("can you sta:rt with the improvements fi::[rst?]", line 7). Before she has completed this second request, the previous Tw (Annie) overlaps with the end of Cathy's turn with an emphatic "no.", line 8. However, the following turns demonstrate that Annie does not have the interactional rights to determine whether the requested change in the order of phases is allowable.

In line 10, the Tr utters a long 'ah' with falling intonation, marking her 'sympathy' with Cathy's request. Cathy then provides a reason for the request ("[be↑]cau:se then I can go out the room smiling, (.)°rather than like oh go::d° °°you know?°°"), her turn is completed with a quietly uttered tag question. After a pause, the Tr provides an acceptance token ("oka::y"), line 14. The delivery of this token, with flat intonation and sound stretching indicates a hesitancy to accept the request; it is not formulated as an unequivocal acceptance. The Tw responds with a clarification request ("°yeah?°"), delivered quietly and with rising intonation, marking delicacy in her attempt to confirm the request to change the order of phases. The Tr's following turn explains that it is possible to carry out the Tw's request, lines 18-19. It is opened with the Tw's name in turn-initial position; this formulation marks the Trs' assyemtrical rights to determine the course of actions taken in feedback meetings (see section 6.2.1).

This acceptance of the request by the Tr initiates laughter from two of the other Tes, including Annie, who had previously attempted to deny Cathy's request. The Tr then aligns and agrees with the Tw's reasons for wanting to change the order of phases, in lines 22-23, suggesting that she sometimes wants to change the order of phases for the same reason. This leads to the Tr re-initiating the activity, with a request for an account from the Tw, which is supplied, initially in overlap, in line 30-31 in the form of a FBT initiator: "time management". This then becomes the first FBT of the Tw's critical self-assessment phase. This phase then leads to a critical group phase and subsequently the positive feedback phases.

The previous extract is the only example in the corpus in which there is a change to the order of phases[10]. In order to initiate this change the Tw had to make an explicit request and negotiate this change with the Tr. This extract provides strong evidence that there is a regular overall structural organisation in the feedback meetings, and that participants are aware of this organisation and demonstrably orient to it as 'the norm'. Additionally, it serves as evidence that the feedback events themselves are locally managed – even though they are shaped by an underlying model of 'what should happen' – in that a fundamental change to the structure of the interactional events is potentially negotiable by the participants. They decide how things get done on a moment-by-moment basis as the interaction unfolds.

The following section continues to focus on the ways in which the participants orient to the overall structural organisation of post-feedback meetings. Specifically, the following two sections analyse ways in which the Trs manage the overall structural organisation, with relation to its phases. Section 4.3, demonstrates the Tr explicitly sanctioning a contribution from the Tw. The Tw offers a critical FBT during a positive feedback phase, the Tr then questions the appropriateness of this FBT, provides a reason why the Tw's action is not appropriate for this phase, and then transitions to the next phase. The following subsection, 4.3.1, introduces a device that is regularly used by Trs to carry out a sanction of a Tw's contribution. This device allows the Tr to postpone discussion of a particular FBT to a later point in the feedback meeting.

---

[10] In Cathy's other feedback cycles the order of phases follows the normal pattern, not the deviant one (e.g. section 4.5.3).

**4.3 Management of the Overall Structural Organisation**

This section will investigate some of the ways in which the participants, principally the trainers, manage the 'allowable' content of the various phases of the overall structural organisation. As described previously, in the above section on the order of phases, each of the phases within a Tw's feedback cycle has expectations and norms regarding the types of contributions that are 'allowable' within that phase. The primary factor within this organisation is that the trainees' contributions align with the expected 'valence' of the phase. For example, during positive feedback phases, they are expected, and 'allowed' by the trainer, to contribute positive feedback topics. The following extract illustrates what can happen when a participant's contribution, in the form of an FBTI, does not align with the norms and expectations of that phase. The extract is taken from day 4 of the course, from the positive group-feedback phase of Cathy as Tw's feedback cycle, the trainer is Liz.

Extract 2 – "Was that a good thing?"
D4FB 126 C1 5.47

```
1     L:    we haven't heard anything from dave:
2           (1)
3     D:    ↑yea::h. it's pretty much ((nodding)) (0.8) um (.) yeah they
4           involved and they enjoy, (0.4) while you are do:ing the:
5           game (0.8) u:m (0.4) I felt >a little bit like< when the
6           you wa:nt them to say faster right. (.) faster and faster
7           and then the:y (0.4) they actually stop (0.3) faster through
8           and the:n (0.6) it takes ti:me to: think (0.4) colour
9           whatever and one is (.) already (.) here .hh so they had to
10          turn that (.) >a little bit< the::y=
11    L:    =was that a good thing,
12          (0.3)
13    D:    they (confused) >a little bit< but we[:nt ]
14    L:                                        [DAVE] (.) huh huh huh
15          .hh we're going to s:ta:rt with the good things
16          (0.7)
17    D:    yeah
18          (0.3)
19    L:    then there's a rea:son we take we look at things that went
20          well first (.) that way we do::n't miss them, and they don't
21          get lost
```

79

```
22              (0.4)
23      D:      hmm (they don't get but)=
24      L:      =we're gonna [we're] gonna mo:ve onto (.) things that we=
25      D:                   [yeah ]
26      L:      =might change=
27      D:      =yeah=
28      L:      =in future
29              (1.6)
```

The trainer opens this extract by nominating Dave to provide feedback to the Tw, Cathy.
This is marked as 'having not heard from him yet', which marks and highlights the
expectation from the trainer that each Te will contribute feedback to the Tw during each
group-feedback phase. In the vast majority of group-feedback phases within the corpus, each
of the other Tes in the group is expected to provide at least one FBT for the Tw. However, at
times the trainer allows them to 'pass their turn', this is usually based on a claim from the Te
that the points they were going to make have already been said by another Te. In the above
extract Dave responds to the trainer's request for an account by providing an account that
acts as a positive feedback topic initiator, ('the students were involved and enjoyed the
game') in lines 3 to 5. However, with the continuation of his turn, the valence of his feedback
shifts from positive feedback to critical feedback. Dave's account marks this shift in
assessment in several ways. The account is opened with an epistemic claim, predicated on an
emotional state, "I felt", followed by mitigation ">a little bit like<" and as the
account continues, includes various orientations toward a critical stance; such as "you wa:nt
them to say faster [...] and then the:y (0.4) they actually stop", "and the:n
(0.6) it takes ti:me [for the students] to: think" 'when the Tw is trying to make them
go faster'. This shift in the valence of Dave's assessment within his account is subtle, but
marked, and most importantly, oriented to by the trainer in next turn position. She
demonstrates her orientation in line 11 with a question, latched part way through Dave's
account: "was that a good thing,". By asking for clarification of the 'valence' of Dave's
account, she tacitly marks that 'good things' are allowable within this phase and also
questions the valence of his assessment.

Dave, however, does not respond to her interjection but carries on with his turn, continuing to
explicate the problem as he sees it: 'that the students were confused'. Once again the Tr

interjects in line 14, though this time through interruption, overlapping with the Te's name uttered loudly, during his TCU. Like the previous extract, the Tr opens her turn with the Tw's name in turn-initial position, marking her assymetrical rights to determine actions with the feedback meetings (see section x). This utterance stops the Te from continuing his turn and the Tr then laughs softly; it may well be that this laugh is designed to mitigate the potential threat to intersubjectivity of the dissafliative action inherent in interrupting a person in this way. The trainer, in line15, provides an instruction related to the order of phases: `.hh we're going to s:ta:rt with the good things`". The Tr's use of 'we', in turn-initial position, also marks that she has the assymetrical interactional rights to direct the group's actions (also see section 6.2.1). With this utterance, she performs several social actions: she provides an instruction about the order of phases: positive feedback comes before critical feedback; she also marks that her understanding of Dave's claim is that it is a critical assessment, and in doing so marks his contribution as 'not allowable' for this phase or 'out of phase'.

Dave then acknowledges this in next turn position and the Tr continues by explicitly providing a reason for the order of phases: 'so the good things don't get missed or lost' (lines 20-21). However, Dave seems to want to continue his critical assessment with his next partial TCU. Once again the Tr interrupts, this time initiating the transition to the next phase, critical self-feedback, here this is formulated by the trainer as moving on to the "`things that we might change in future`". During the utterance of the Tr's transition, Dave interjects with several agreement tokens (lines 25 and 27). This extract demonstrates one of the ways in which trainers sanction or 'police' the trainees' contributions in relation to allowable contributions within particular phases of the interaction. In this case, through a series of interruptions, an explicit instruction about the order of phases, and an explanation for why the order of phases are oriented to and used to structure the interaction within the feedback meetings.

There are quite a number of times within the corpus that the trainer sanctions or 'polices' a Te's contribution, with regard to the appropriateness of their assessment to the phase it occurs within. These sanctions occur more frequently in the earlier days of the course, though they continue on an occasional basis throughout the corpus. The change in the frequency of sanctions across the corpus may well indicate that the trainees are becoming more 'in tune'

with the expectations and norms of what are deemed allowable contributions as they continue, longitudinally through the course. However, turning this observation into a systematic analysis is beyond the scope of this study (see section 7.1) .The following subsection will analyse an interactional device that is regularly employed throughout the corpus as a way of managing the 'allowability' of Tes' contributions throughout the corpus.

### 4.3.1 "We'll come back to that later " – an interactional device

In this section the analysis will focus on a particular interactional device that occurs repeatedly throughout the corpus; this device is often formulated as, "we'll come back to that later" (WCBL). The employment of this device by participants within the post-teaching feedback events came to light during the unmotivated looking stages of the analysis. A subsequent literature search uncovered a dearth of previous research into this device. However, there is a brief mention of a similar device in one study (Hellermann, 2007). Here it is argued that the use in this context postpones discussion of a comment produced in the previous turn. As the following analysis will demonstrate, this postponing is one aspect of the use of this device within this interactional context; however, the employment of WCBL in post-teaching feedback enacts a number of additional social actions, which will be illustrated in the following extract.

This extract is the first instance in the corpus of the use of WCBL. It occurs during the first feedback meeting, in the positive self-feedback phase of the second Tw's (Dave's) feedback cycle. Previous to this extract Dave has been providing positive assessments of aspects of his lesson, and the Tr (Liz) has been agreeing with his assessments.

Extract 3 – "That's something we'll come back to later"
D4FB 425

```
1     D:    yea:h I wait because I (.)I know (0.5) those thing happen so
2           I I don't want them to (loss) take ti:me (.) no need >go go
3           go go< no need (0.3) you make clear actually what you like
4           to be. WAnt to be an make clear somehow like thinking (1.0)
5           e:r wha- I say I wanna be docto:r and now changed to::
6           enginee:r, (0.2) and maybe change to other they are thinking
7           not decided (0.5) so I sell well think about it (0.4) then
```

```
8          it's (.) (ex) ou:r >process will go< (.) >no problem< but at
9          the time the (.) othe::r, (0.3) have attention (.) others
10         not ta:lk or (.) not do anything because they have attention
11         to that person
12         (0.8)
13   L:    we will (.) we will ↑definitely look at that point (.) the
14         same when you're talking to one person a (.) what happens to
15         the >rest of the class< that'll (.) that's something that
16   →     we'll come back to la:ter (.) but right now I'm going to
17         give you you:r (.) team mates a chance to tell you what they
18         liked about your lesson
19         (3.0)
20   L:    voluntee:rs?
21   A:    I thought he did a good jo::b (.) u:m I think that I I (.)
22         you definitely had control of it and you did a (.) >good
23         job< of
```

In Dave's extended turn (lines 1-11) the assessment in his account shifts from a positive
assessment, to a critical assessment. In line 8, we see this shift marked with "but at the
time", followed by a critical assessment of the students' actions: the "others not ta:lk
or (.) not do anything because they have attention to that person". The
trainer's response begins with an SISR, through repetition (line 13), she upgrades from "we
will" to "we will ↑definitely look at that point". With this TCU the Tr accepts
D's previous utterance as valid and 'discussable', by the group ("we"). This is followed with
a synopsis of D's point through reformulation (lines 13-15); this reformulation is then
followed by "that's something that we'll come back to la:ter" (WCBL).
Following the employment of the WCBL device, there is an explicit shift of activity, from
the positive self-feedback phase, to the positive group-feedback phase, as described by the Tr
in lines (16-18). The three second silence that follows suggests the Tes have not oriented to
the shift in activity, to the group-feedback phase, and the incumbent expectation within this
phase, that they will provide feedback. This may be due to the Tr's formulation of this shift,
as a statement, rather than a more explicit turn allocation device. The trainer then self selects
and makes her second attempt to perform the action of allocating the turn to another Te, other
that the Tw, with "voluntee:rs?", delivered with questioning intonation. Annie orients to
this attempt and opens the positive group-feedback phase with an account.

The trainer in the above extract has therefore, in a sequence of social actions, acknowledged, validated, and summarised the Te's contribution. She has then employed the WCBL device to perform a number of social actions, in response to the Te's critical assessment in the previous turn. WCBL in this extract, and in the majority of other instances within the corpus, carries out several social actions simultaneously: it closes down the current feedback topic, assesses the Te's previous TCU(s) as 'not-appropriate-now' or 'out-of-phase', and forward projects discussion of this point to a future position in the unfolding sequence of the feedback cycle. The Te also orients to the device by 'not attempting' to continue his topic.

The formulation of WCBL allows for the performance of these social actions and indicates several other factors that go beyond the social actions it performs in this extract. The use of 'we' as chosen pronoun, as opposed to 'I', suggests an orientation by the Tr to group actions and group affiliations, as opposed to individual ones. However, the use of 'we' also demonstrates an asymmetry in interactional rights between the Tr and Tes, as the trainer is the only one who can determine an action for the group with the use of this pronoun. The choice of 'will', rather than another modal such as 'may', demonstrates certainty: it is not just a possibility that 'we' discuss this later, it 'will' happen. Therefore, this formulation demonstrates the Tr enacting a plan or agenda, which only Trs have the interactional rights to do, and do so 'on behalf' of the group (see section 6.2.1). Furthermore, the use of 'that's something', in this, clearly marks 'what it is' they will come back to from the previous TCU: 'what happens when you're (Te) talking to one person'. In the previous example the 'object' of the WCBL formulation is made explicit by the participants; in other instances of WCBL's use within the corpus, this specification is less exact. Finally, the 'later' in this formulation indicates but does not specify 'when' the point will be returned to, only that it will be 'later'. Due to the limitations of space within this study, the extended analysis of WCBL that was carried out for this study, will now be written up as a forthcoming paper, rather than included here (see section 7.1).

The preceding sections of this chapter have analysed some of the ways in which the participants explicitly orient to OSO of the feedback meetings on this training course. They have highlighted the participants' demonstrable awareness of, and orientations to the phases of the OSO, by illustrating what can happen when the participants deviate from the normative expectations of the phases. Having described a number of deviations from the

norm, the analysis will now turn to an explication of each phase of the feedback meetings, starting with a common opening sequence.

**4.4 "How Do You Feel?" Sequences**

The feedback cycle of each trainee-who-taught is often opened with a short sequence initiated by the question, 'how do you feel…?' (HDYF). This sequence is not omnipresent, rather it occurs at the opening of approximately half of the feedback cycles. This suggests that this action, and the sequence it generates, is less 'fixed' and 'fundamental' than other organisations described below. Following the opening of the session, or the transition from one Tw's cycle to the next, it is common for the Tr to open the current Tw's feedback cycle with this question. It is worth noting that the Tr is the only participant who has the interactional 'right' to ask this question in this sequential position; there are no instances in the corpus of Tes carrying out this social action and initiating this type of sequence. The institutional goal for this sequence of actions is to generate an interactional space for the Tw to publicly display a brief 'overall' or 'general' reaction to the lesson they have taught. The following analysis will draw upon two extracts of 'prototypical' HDYF sequences, explicating the two main trajectories these sequences take in the corpus, and considering the kind of interactional 'work' they achieve.

*4.4.1 Positive HDYF sequences*

This extract is a typical example of a HDYF sequence when the trajectory of the Tw's response is positive, in response to the question, "how do you feel…?". This extract is the opening of day eight's feedback session. Liz is the Tr and Dave is the Tw.

Extract 4 – "I'm okay today"
D8FB 1
```
1    L:    ↑okey ↓dokey (.) ahhh. ((sigh)) (2.4) e::r (0.4) dave first
2          (0.6) how do you ↑feel dave.
3          (1.0)
4    D:    I'm o↑kay today.
5          (0.4)
6    L:    mm ↑hmm,
```

```
7              (0.6)
8     D:       everything I think is (0.4) went well
9              (1.0)
10    L:       anything in particular?
11             (0.9)
12    D:       a::h (1.8) my my (0.8) my boardwo::rk, (.) I like that, (.)
13             I had a lot of pictures a::nd (0.8) I have a space, (0.6)
14             also spacious board it's a big one so I can (0.4) er
15             se:parate what I want (.) the (.) especially the ↑grou:p
16             things, (.) group activities
17             (0.7)
18    L:       hmm:
```

The extract begins with the Tr opening the feedback meeting. She signals this shift in activity, from the 'coffee break' that occurs before the meeting to the opening of the feedback meeting, initially with the utterance "↑okey ↓dokey", which is followed by a sigh, this marks a shift in 'activity type' (Levinson, 1992). The trainer then nominates Dave as the first Tw to receive feedback, and initiates his feedback cycle with the question, "how do you ↑feel dave.", in line 2. After a pause Dave responds with "I'm o↑kay today.", a positive overall assessment of his practice teaching. The Tr acknowledges his assessment with "mm ↑hmm,", the higher pitch on the "↑hmm," indicating agreement, as well as acceptance. The Tw then reformulates a second positive assessment, "everything I think is (0.4) went well" in line 8. The trainer follows up her second assessment with the question, "anything in particular?". This question instigates the shift from the HDYF sequence into the self-positive feedback phase of this Tw's feedback cycle. It does so by shifting the requested account from an overall, general response in the HDYF sequence, to a focus on the specifics of Dave's positively self-assessed practice. The Tw orients to this shift in activity, from HDYF to the specifics of the positive self-assessment phase by providing a positive self-assessment of one aspect of his practice, namely "boardwo::rk," in line 12. In doing so the Tw provides the first FBTI of this phase of his cycle; he then goes on to provide evidence to justify his claim of positive assessment, by providing a description of a specific aspect of his teaching practice.

Taking the above extract as a 'typical' example of a HDYF sequence, with a positive trajectory, it is possible to illustrate some of the features of these sequences that are usually

present. HDYF sequences are typically short, limited to less than a minute of interaction and usually limited to just a few turns-at-talk; critical trajectory sequences tend to be slightly longer, as we will see in extract 5 below. The brevity of these sequences stands in stark contrast to the tendency within the feedback phases that follow, where the participants discuss and negotiate at length aspects of the Tw's practices, as will be demonstrated in the analysis which follows.

The HDYF sequence is initiated with a request for an account typically formulated as "`how do you feel`". This question generates the expectation that the Tw will provide an overall, general assessment of their lesson, these assessments are then usually accepted and acknowledged by the Tr, before a transition is made to the positive self-feedback phase. Following the Tr's HDYF request, the Tw then provides an assessment, which is acknowledged by the trainer. It is preferred, in the corpus, for the Tr to show alignment with the Tw's self-assessment at this point and also to give praise. The participants then shift into the positive self-feedback phase of that Tw's cycle. In the above extract, it is the Tr who initiates this shift into this phase, though there are occasional instances in the corpus where the Tw carries out the transition from the HDYF sequence to the positive feedback phase, by a 'stepwise' move (Sacks, 1992). Stepwise topic transitions "occur when there is a 'flow' from one topic to another" (Seedhouse and Harris, 2011: 7) they are not "marked" (Sacks, 1992: 566) by an explicit marker of topic movement that closes one topic then opens another.

### 4.4.2 Negative HDYF sequences

Extract 5 is a 'prototypical' example of a HDYF sequence where the Tw provides a negative response to the question from the Tr. It comes from the opening of the feedback session, from day 10. Liz is the trainer and Bob is the Tw.

Extract 5 – "I don't feel good"
D10FB 8

```
1    L:    okay that's better (0.4) ↑u:::m (0.8) >how do you< feel.
2          (0.7)
3    B:    e:::r I don't feel goo::d
4          (0.4)
5    L:    no:::. ((frowns and moves head away from B))
```

```
6            (0.3)
7    B:    but I (.) I don't know why (0.8) [really]
8    L:                                      [okay  ]
9            (0.6)
10   B:    it's probably an irrational feeling  (0.6) we should
11          disrega::rd it
12          (0.9)
13   L:    well they're your feelings (0.6) but e:::r there were
14          definitely some really >good things< toda::y so: (0.4) I
15          hope you're a[ware ] of them
16   B:                 [right]
17          (0.4)
18   L:    if you're not aware of them we'll help you:.=
19   C:    =hmm mm.=
20   L:    =become aware of them
21          (.)
22   L:    can you think of any↑thi:ng that you:: you liked today
23          (0.3)
24   B:    oh yeah ↓yeah yeah.
25          (0.4)
26   L:    sti:ll lots of good things
27          (0.4)
28   B:    yeah well I met the (swabo::t) I think
```

Like the previous extract, the trainer, Liz, uses "okay" to mark the shift in activity from a discussion about the organisation of teaching groups (not in the extract) in the 'coffee break', to the business of 'doing feedback'. She follows this utterance with "that's better", which marks the point at which the final trainee of the group, who had previously been in a different part of the room during the break, joins the group and forms a quorum, which is the requirement that allows the feedback session to begin. None of the post-teaching feedback events in the corpus are opened until all members of the teaching group are present.

In line 1, following a hesitation marker, the Tr gazes at Bob and asks the question, ">how do you< feel,", thus accomplishing the action of speaker nomination, through a combination of utterance and embodied action, i.e. gaze. The Tw answers this in line 3 with a negative response "e:::r I don't feel good". The Tr responds to his negative assessment with a "no::::." that is elongated, with falling intonation, and mirrored with a frown and a slow

head movement away from Bob. The embodied formulation of this utterance suggests a combination of 'surprise' and 'sympathy'. The Tr's response here does not indicate agreement with the Tw's assessment but is formulated as an acceptance of a 'trouble telling' (Jefferson, 1984). Bob then responds, in line 7, by mitigating the 'strength' of his previous account, in a series of downgrading actions, stating initially "`but I (.) I don't know why (0.8) [really]`", the Tr accepts this utterance with "`[okay  ]`" in overlap. Bob then continues to downgrade his initial assessment, claiming it is 'probably irrational' and should be 'disregarded' (lines 10-11). The Tr then orients to this negative assessment and its downgrading with "`well they're your feelings`". This utterance, again, does not agree with the negative assessment but rather validates the Tw's assessment as allowable, thus supporting the Tw's rights to make this kind of negative claim at this point in the unfolding interaction.

Following a short pause, the trainer shifts the trajectory of the discussion, marked with "`but`" to a positive assessment of the Tw's practice (line 13). This positive assessment is marked as 'definite' and related to the "`really >good things<`" in his practice. With this sequence of TCUs the trainer has accomplished a number of social actions: she has acknowledged the Tw's rights to make a negative self-assessment in this HDYF sequence, then re-oriented her assessment of his claim into a positive assessment trajectory, and in doing so provided 'support' for the Tw. She continues her turn with "`I hope you're a[ware ] of them`", this demonstrates to Bob, the expectation that, as well as a general assessment of his lesson, the institutional expectation is that a Tw will be 'aware' of positive and negative aspects of their practice, and able to demonstrate through talk-in-interaction, displays of both of these aspects in their feedback cycle. Bob accepts this claim in overlap (line 16), "`[right]`", and the Tr then offers further 'support'. This 'offer of support' is formulated as an offer from the whole group "`if you're not aware of them we'll help you:, become aware of them`", marked with the use of 'we' as pronoun (line 18). In providing this 'offer of support from the group' the trainer orients to the group, as a resource who can 'help' the trainer-who-taught to identify positive aspects of their practice, even if the Tw presents a negative overall assessment of their teaching practice from the previously taught lesson.

In line 22 the trainer closes the HDYF sequence, and opens the positive self-feedback phase of this Tw's cycle, with the question "`can you think of any↑thi:ng that you:: you`

<u>liked</u> `today`". This question, a request for an account, projects the expected 'valence' of the Tw's response (positive) and also projects the expectation that the response will be about a specific aspect of practice. Bob accepts this request in next turn position with "`oh yeah` `↓yeah yeah.`" (line 24), his repetition of the acceptance token may indicate an attempt to strengthen his claim to have 'things he liked' to offer as positive feedback topics for discussion. The Tr reformulates her positive assessment of aspects of the Tw's practice "`sti:ll` <u>`lots`</u> `of good things`"; the Tw then fulfils the request (in line 28) by providing a first positive FBTI: "`yeah well I` <u>`met`</u> `the (swabo::t) I` <u>`think`</u>".[11]

This extract illustrates a number of features of HDYF sequences, where the initial request for an account from the trainer generates a negatively oriented second pair part from the Tw. In the vast majority of the instances of this trajectory within this sequence, the Tr responds to the negative assessment by a) supporting the Tw's 'rights' to make this negative claim, b) by shifting the trajectory from negative to positive, c) using this shift in assessment to initiate the first FBT of the Tw's cycle. The initiation of the first FBT opens the positive self-feedback phase of that Tw's cycle, which will be the focus of analysis in the following section.

The frequency of HDYF sequences suggests that they are treated by the trainers, who are the only participants who demonstrate the interactional rights to initiate these sequences, as a regular, but an 'optional' way of opening feedback cycles. In order to further discuss the institutional goal of these particular sequences, the analysis will draw upon ethnographic evidence from discussions between the trainers and the researcher. The main reason given by the Trs for the employment of HDYF sequences as opening moves for feedback cycles is that the question, and subsequent 'overall' account from the Tw, allows the trainee an opportunity to "get it off their chest". An opportunity to express their overall feeling about the lesson, as a kind of catharsis, before they move onto the primary business of the feedback cycle, discussing particular areas of practice for reflection. This in turn allows the trainer to follow up the trainees' assessment with either agreement, in the case of a positive response, or to provide support in the case of a negative response. As we have seen in extract 2, this support

---

[11] SWABOT is an acronym for the teacher's pedagogical goals for that particular lesson, 'by the end of the lesson Students Will Be Able To…'.

can, and usually does take the form of an acknowledgment of the trainees' rights to their 'feelings' about the lesson. Followed by an evaluation of the negative assessment, and attempts to highlight or forefront the positive aspects of the previously taught lesson. In both of these trajectories for HDYF sequences, the trainee is offered support and positive reinforcement for their 'overall performance' in the previously taught lesson, from the trainer. HDYF sequences therefore allow the trainers the opportunity to open feedback cycles on a positive footing, regardless of the trainee's overall self-assessment of the lesson they taught.

It is interesting then that HDYF sequences are not present in the openings of all feedback cycles and their distribution throughout the corpus is not even. They tend to occur more commonly in the feedback events that happen early in the course, rather than those from later in the corpus. It may be that trainers employ HDYF sequences less frequently as the course continues, as a way of avoiding the 'fatigue' that may occur for trainees at having to provide an overall assessment of their taught lesson. In the cases where HDYF sequences do not open a feedback cycle, the trainer usually opens the cycle with a request for an account that generates a first FBT initiator, and in doing so, begins the first phase of the feedback cycle, the positive self-feedback phase, which is analysed below.

### 4.5 Feedback phases

As discussed in the opening of this chapter, the overall sequential organisation of this interaction divides each trainer-who-taught's feedback cycle into a series of discrete stages or an 'order of phases' (Drew and Heritage, 1992b). Previous research into feedback meetings has also found that those interactional events organised into a series of phases (Waite, 1992, 1993, 1995; Arcario, 1994; Copland, 2008); though these phases, and their interactional organisations, differ between the contexts investigated (see section 2.5). The phases identified in this study are most similar to those found in another multi-participant TESOL training course context (Copland, 2008). In order to illustrate the main features interactional features of each of the phases, a 'prototypical' extract has been chosen from each phase, each of which will be analysed in the order they appear within feedback cycles.

### 4.5.1 Positive self-feedback phases

The following extract constitutes part of a positive self-feedback phase from day five of the course. The extract will not be subject to a full analysis, rather, it will be drawn upon to illustrate the salient interactional features of this phase; Liz is the Tr and Annie is the Tw.

Extract 6 – "What do you feel good about?"
D5FB 39-65

```
1    L:    ↑so (1.0) lets start with you=what do you feel good about
2          (0.6)
3    A:    u::m I feel like I did a better job at setting up my lesson
4          pla::n, like I showed you:: this [morning] (.) u:m it so=
5    L:                                      [ah ha  ]
6    A:    =really <its getting to::> (0.6) understand the structure
7          (.)
8    L:    yep
9          (0.3)
10   A:    you kno:w (.) u::m so I think that that (.) helped  (.) um
11         'tch a:nd I think I I tried to: (.) not use over
12         complicated language, >you know< I think I probably still
13         did a bi:t, (.) and it's going to be something that I (.)
14         >you know< struggle with a bit a:t the beginning but I
15         think that I will (.) get (.) the:re (.) I think I'll get
16         better with i:t,
17         (0.2)
18   L:    .hhh (.) definitely some improveme:nt (0.6) >I mean it's<
19         not something that is (.) just going to: (.) radically
20         change overni:ght=
21   A:    =right
22         (.)
23   L:    but you've made improvement you've wo:rked on it
24         (0.4)
25   A:    I was mind, (.) I was very mi::ndful of it today (.) you
26         kno:w just to be carefu:l of the language that I u::sed so:
27         (.) I think that eve:n (.) just doing that (.) is  (.)for
28         me: you know °an improvement° a:h
29         (0.3)
30   L:    w- (.) would ↑any of you like to comme:nt (.) on (.) what
```

```
31          annie has said or what did you notice
32          (0.9)
33   S:     I (.) I did noti:ce (.) u:m that she was making an effo:rt
34          (.) to really speak clea:rly and slo:wly and choosing her
35          wo:rds um
```

The extract opens with the Tr instigating the transition from the 'how do you feel' sequence, which proceeded this extract, to the positive self-feedback phase of this Tw's cycle. This action is carried out by the Tr, as is almost always the case[12], through an FBT initiating question, in this extract formulated as "what do you feel good about?": a request for an account. This question projects several expectations: that it will generate a second pair part from the Tw, that this second pair part will orient to a positive assessment, and that the second pair part will be about a specific aspect of the Tw's practice from the lesson they have just taught. The Tw provides two positive feedback topics, in response to the Tr's request; first, setting up her lesson plan (lines 3-6), and second, trying not to use over-complicated language (lines 10-16). The trainer orients to her first FBTI with the use of acknowledgment and continuer tokens (lines 5 and 8), giving her the interactional space to reflect on these aspects of her lesson. Liz then provides an assessment, to the second FBT, in line 18, in the form of praise: "definitely some improveme:nt". This is expanded, with further 'support' from the Tr, who suggests that she should not expect a quick solution to the issue she brought up, and gives her praise for the improvements she has already made (lines 18-20 and 23). The Tw further expands on her positive assessment in the next turn (lines 25-28), making an epistemic claim that being "mi::ndful" of the issue, has improved her practice. In this turn she is therefore making a claim that by 'being mindful' or reflecting on her practice, she has improved her pedagogical practice. In next turn position (line 30-31), the Tr explicitly opens the floor to contributions from the Tes in the group, nominating any of the Te's (other than the Tw) to make positive assessments/claims about 'A's practice. The trainer's action performs the transition from the positive self-feedback phase to the positive group feedback phase, which will be analysed in the following section.

---

[12] There are occasional instances in the corpus where the Tw carries out this transition through stepwise moves from the HDYF sequence and initiates a first FBT without a request from the trainer.

The above extract illustrates a number of features that are common to the positive self-feedback phases within this corpus. The first of these is that the Tr initiates this phase, which is the case in almost every instance in the corpus[13]. This action is usually performed through a question, formulated to project the expectation of an account from the Tw, which is positive, and specific about an area of their practice. The second of these features is that within this phase, the Tw is the participant who has the interactional rights to determine and initiate the FBTs. Though there are rare occasions in the corpus where the Tr initiates FBTs in this phase, there are no instances in which the other Tes carry out this action in this phase. The extract also illustrates the clear and explicit transitions that delineate between the phases of the OSO in these feedback meetings (cf. Vasquez and Reppen, 2007)

Another feature of this phase is that the participation framework, at least in terms of verbal utterances, is almost exclusively between the Tr and Tw. There are instances in the corpus where the other Tes join the (verbal) participation framework of this phase, but they are almost always limited to short tokens, such as agreement. The other Tes within the group also carry out embodied aspects of participation within these phases, through gaze, body positioning, and gestures such as nodding. The final feature of this phase, which is demonstrated in the previous extract, is the 'valence' of the Tw's assessments/claims that are 'allowable'. Within this positive self-feedback phase only assessments with a positive valence will be 'allowed' by the Tr, as illustrated in section 4.3.

To summarise, the opening phase of a feedback cycle is the positive self-feedback phase. Within this phase the Tw is expected to introduce and discuss feedback topics that are positively evaluated by the Tw. The Tw, and very occasionally the Tr, are the only participants who have the interactional 'rights' to introduce feedback topics within this phase. The participation framework within positive-feedback phases is therefore between the Tw and the Tr, though other trainees in the group occasionally join the participation framework with minimal utterances, such as acknowledgement, agreement or laughter tokens. The institutional (sub) goal for this phase is to provide a space for the Tw to give positive self-feedback on particular aspects of their teaching practice within the lesson they

---

[13] There are occasional exceptions in this corpus where the Tw performs a stepwise move out of a HDYF sequence by introducing the first FBT, and thus initiating the transition to this phase.

previously taught. The reflexive relationship between interaction in the phases and the institutional goals within those phases will be expanded upon within the discussion chapter (section 6.3). Following the closing of the positive self-feedback phase, the interactants in this corpus invariably transition to the positive group-feedback phase, which is the subject of the next section of this chapter.

### 4.5.2 Positive group-feedback phases

The next phase in the unfolding order of phases, which constitutes each Tw's feedback cycle, is the positive group-feedback phase. The institutional (sub) goal for this phase is to provide an interactional space where the other trainees can proffer positive feedback to the Tw. This phase therefore opens up the Tw's reflective practice to a broad range of positive feedback from other members of the group, extending the possibilities of reflection beyond those the Tw could possibly generate on their own. The positive group-feedback phase is invariably significantly longer than the preceding self-feedback phase, as there are FBTs generated by all of the Tes in the group, as opposed to just the Tw. There is therefore always 'more to say' in these phases than in self-feedback ones. The following short extract will be analysed in order to explicate the salient features of this phase, as well as consider some of the processes of reflective practice commonly found within this phase. The extract is taken from day 7 of the course, the trainer is Liz and the Tw is Annie.

Extract 7 – "What did you guys notice?"
D7FB 69
```
1    L:    but no:w (1.6) the:::re we::re (.) things that contributed
2          to that (.) not just your fantastic rappo:rt (.) there were
3          (0.4) lots of other things she did (0.4) that ma:de it (.)
4          possible for them (.) to (.) to ↑actually show us what they
5          can really do right? (0.8) >↑what did< you guys notice
6          (0.6) ((L seeks gaze from Tes, B reciprocates with mutual
7          gaze))
8    B:    well (.) the big one that I noted twice was er (0.3) °well
9          once°  (.) er monitoring during warm ↑up,
```

In the trainer's extended initial turn, Liz performs the transition from the positive self-feedback phase to the positive group-feedback phase. The initial TCU of this extended turn (line 1), "`but no:w`", marks a shift in activity, which is followed by a lengthy pause. During this pause the Tes orient to the trainer as the one with the interactional rights to the floor. They do so by not treating this pause as a TRP and attempting to take the floor, but rather they allow the Tr to continue to hold the floor. Liz then continues her turn, "`the:::re we::re (.) things that contributed to that (.) not just your fantastic rappo:rt`". Here the Tr initially formulates her turn with a passive construction, then switches to a confirmation of the positively assessed 'outcome' ("`fantastic rappo:rt`"). The construction of this turn allows the Tr to make a distinction between the positively assessed outcome and the actions of the trainer that may have contributed to this ascribed state. The trainer's formulation and delivery of this turn emphasise her positive assessment of the Tw's role ("`fantastic rappo:rt`") and project an expectation that the other trainees will comment on the "`other things she did`". And that they will comment on how these 'things' allowed the students to "`↑actually show us what they can really do`", in lines 4-5. The strong intonational emphasis on "`↑actually show`" emphasises the Tr's expectation that the Te's positive feedback topics are grounded in observations of the noticeable and accountable actions of the students in the observed lesson. In other words, it is not just enough for the trainees to claim that something was successful or otherwise. They are also expected to describe what the Tw and the students 'actually did' in the lesson, in order to support their claim. In doing so, she 'guides' the trainees toward the kinds of contributions that are allowable within the upcoming phase of the feedback cycle, positive FBTs; and the kind of evidence the trainees are expected to provide for their 'reflective' observations: evidence that is 'grounded' in the observable actions of the Tw and students. The trainer then completes the instigation of the transition from the positive self-feedback phase to the positive group-feedback phase with her next TCU: "`>↑what did< you guys notice`", a request for a FBTI from one of the Tes in the group.

In the above example the transition between phases is initiated and managed, via negotiated embodied speaker nomination by the trainer. However, within the corpus this transition from self-feedback to group-feedback phases is regularly carried out by the other trainees in the group. In approximately half of the transitions between these two phases, it is one of the Tes who initiates and carries out this action. This is in sharp contrast to the transition from HDYF

to positive self-feedback phases, which is (almost) always carried out by the trainer in this corpus. This allowance within the overall structural organisation demonstrates one of the ways in which these interactional events are locally managed. Although the OSO demonstrates the participants' orientation to particular aspects of the institutional goal, such as the order of phases, the interaction itself is locally managed by the participants. The fact that the Tes are often 'allowed' the interactional rights to carry out a transition between phases illustrates that the management of this interaction is local and that these rights are potentially negotiable on a moment-by-moment basis.

Previous to the above extract, during the self-feedback phase, the participation framework had been predominantly between the trainee and trainer, as is typical of self-feedback phases (see section 4.5.1 and 4.5.2), however this open-group nomination instigates a shift in the participation framework; opening it, not only to include and expect vocal participation from all of the other trainees in the group, but also projecting the expectation that they will initiate feedback topics. This is in counterpoint to the previous self-feedback phase, where this action was not allowable for the other trainees in the group, with only the Tw and occasionally the Tr, having the interactional rights to perform this action. Within group-feedback phases the other trainees in the group are expected to initiate FBTs, and the Tr also has the interactional 'rights' to initiate feedback topics (see section 5.3).

Returning now to extract 7, during the pause in line 6, that follows the open group nomination, the trainer looks around the group seeking to obtain mutual gaze with a trainee, in order to 'find a candidate' to contribute the second-pair part account requested by her in the open-group nomination. Mutual gaze is established with Bob, and he takes the floor, with "`well`" marking his claim to the floor, and initiating his turn. He then initiates a FBT namely 'monitoring' during the 'warm up' stage of the Tw's lesson. The packaging of this turn reveals a number of aspects about his account and ways in which assessments can be marked within FBT initiating accounts. The formulation of his utterance, "`er monitoring during warm ↑up,`", does not, in itself, indicate whether the assessment is positive or critical. Rather, it is the mutually understood sequential position within the order of phases that indicates the type of feedback. If the same formulation had been uttered within a critical feedback phase, it could equally be treated as a initiator of a critical FBT by the participants. This in turn further supports the notion that there is mutual understanding between the participants as regarding

the normative expectations of this phase of a feedback cycle. One of those norms being that the participants will contribute appropriate assessments which match the positive or critical phase in which they are uttered, that they will not be, as one might say, 'out of phase', i.e. a positive FBT in a critical feedback phase. In this way the Trs are able to manage the Tw/Tes contributions so that the correct type of feedback is carried out in the correct sequential position, with regards to the order of phases.

Furthermore in line 8, previous to providing the 'object' of the assessment: 'monitoring', Bob states that this 'point of feedback' is the most important of several observations ("`the big one`") and that he "`noted`" twice. As he says he has "`noted it`", he is physically orienting to the observation notes he made during the lesson, which are now in his hands. He then self-repairs to "`°well once°`" effectively downgrading the evidence for his claim (it is interesting that he would see the need to be accurate in providing the evidence for his claim). With this turn he therefore aligns himself with the trainer's projected expectations of multiple "`things she did`" and 'grounds' his assessment in the evidence of having made a physical note of this action during his observation of the lesson. In completing his utterance with the object "`moni`t`o`r`ing during warm ↑up,`", he initiates the first FBT of this phase.

To summarise, the positive group-feedback phase of the post-observation meetings in this context provides the other Tes in the group, and occasionally the Tr, with opportunities to provide positive feedback to the Tw. In this phase, it is the Tes who have the right to introduce feedback topics relating to the practices of the Tw in the previously taught lesson. The participation framework in this phase is between all members of the group, it is common in this phase to find all members of the group initiating FBTs, which can then be discussed and developed by the participants. Furthermore, it is an expectation of this phase that all of the members of the group will initiate FBTs, if FBTs are not proffered by the Tes, the Tr will usually prompt them to contribute, with a request for an account. The institutional (sub) goal of this phase is for the rest of the group to provide positive feedback to the Tw. The multi-participant nature of this phase allows for a wider range of reflective feedback to be generated for the Tw than would be possible in other reflective practice activities such as journal writing. The group oriented feedback activities in this phase also allow the trainees who have not taught opportunities to develop their abilities in reflective practice by focussing

on another teachers' practices. The positive group-feedback phase is followed by the critical self-feedback phase, which is the subject of the next section.

### 4.5.3 Critical self-feedback phases

Following the positive group-feedback phase, as described above, the next phase in the order of phases is the critical self-feedback phase. The participants, within the feedback sessions, employ a range of formulations to describe critical feedback, such as "things you might do differently" or "things you weren't so happy about". For the sake of brevity, and in discussion with the trainers on the course the term 'critical' has been chosen to represent these phases. The institutional (sub) goal for this phase is to generate an interactional space in which the Tw can reflect upon areas of their lesson that they felt did not work so well, or areas they would change if they were to teach that lesson again, and as such it mirrors the model of RP employed within the course, which requires reflection on both positive and critical aspects of practice.

The following extract is taken from the critical self-feedback phase of day 11, and will be drawn upon to explicate the recurring interactional features of this phase, as well as explicate aspects of the process of 'doing reflective practice as an interactional activity'. The Tr in this extract is Liz the Tw is Cathy.

Extract 8 – "Things that you change next time"
D11FB 435 15.23
```
1    All:  ((group appl[ause                           ] ))
2    L:              [(the last time)  (?) (the cathy way)]
3    C:    huh huh huh huh=
4    L:    =no:w <thi:ngs tha:t you:::::.> (1.0) cha:nge next time
5          (0.6)
6    C:    kay I ↑think (0.4) I think the ma- (0.2) fi:rst (.) >the
7          first< time they ↑listened, (0.4) I didn't (2.0) e:::r  h-
8          how would I say it  (0.8) I ↑didn't make a point (0.4) o:f
9          (0.6) <making su:re> that they understand what I'm looking
10         fo:r=
11   L:    =°yeah°=
12   C:    =and tha:t, (0.4) from that they just wrote down (0.4)
```

```
13            everything=
14    L:      =exactly=
15    C:      =and tha::t's, (.) like wha- (.) that's how time ran ↑ou:t
16            because I was like you know (0.4) and I ↑thi:nk (0.4) £I'm
17            going to write my >lesson plans< ↑bigger so I d- do
18            remember li(h)ke£
19            (0.3)
20    D:      huh huh huh
21            (.)
21    C:      £you kno:w£ (0.4) highlight what I was looking fo:r and
22            stuff, (.) [u::m,]
23    L:                 [but  ] it's, (0.4) just before you move on to
24            anything e::lse because ↑that's kind of (.)  that's crucial
25            (0.8) what was nee:ded there for that first lesson…
```

The extract opens with the closing of the positive group-feedback phase, which is marked by group applause. Group applause always marks the transition from one Tw's cycle to the next and is also present in a number of transitions from the positive to critical feedback phases. The teaching group explicitly negotiate when they should applaud at various times within the corpus; unfortunately due to the brevity of this study a thorough investigation of this interesting phenomenon is beyond its scope. Following the applause, in Line 4, the Tr marks the opening of the next phase: critical self-feedback. She formulates the focus of the next phase as "no:w <thi:ngs tha:t you::::.> (1.0) cha:nge next time", a request for an account, directed to the Tw through gaze, who is the expected initiator of FBTs within this self-feedback phase. This is preceded by "no:w", which marks this change in activity, and the rest of the turn is delivered in a slow deliberate manner, in a soft voice. The delivery of this utterance may indicate the Tr's attempt to mitigate the potentially 'face' (Goffman, 1957) threatening notion of providing critical self-feedback. Within the corpus the vast majority of these transitions, from the positive group-feedback to the critical self-feedback phase, are initiated by the Tr, though there are a small number of instances where the Tw initiates this transition.

In terms of the participation framework the above extract displays characteristics typical of this phase within the corpus. The Tr initiates the shift in participation framework, from group-feedback to self-feedback, through her request for an account (line 4), which is directed, through gaze, at the Tw. In doing so she nominates the Tw as the next speaker, with

the interactional rights to initiate feedback topics. As the extract unfolds it is the Tw and Tr who share the floor. Though in line 20, there is an example of another Te joining the verbal participation framework with laughter tokens. As noted earlier (section 4.5.1) other Tes do on occasion join the verbal participation framework in self-feedback phases but their contributions are almost always limited to minimal reinforcements tokens such as laughter or agreement tokens. Thus the participation framework in the critical self-feedback phase mirrors that of the positive self-feedback phase.

The trainer's initiation of this transition to the critical self-feedback phase is followed by a short pause in line 5. At the beginning of this pause the Tr and Tw are holding mutual gaze, then during the pause the Tw looks away from the Tr, and other Tes, up towards the ceiling of the room, in a classic 'thinking' embodied movement (Goodwin and Goodwin, 1986). She begins her first critical self-assessment, still looking at the ceiling, in response to the implicit request for a critical self-assessment from the trainer. She opens her turn with an acceptance or acknowledgement token "[o]kay", then initiates the first feedback topic of this phase with an account. This account is delivered with a number of hesitations and re-starts: "I ↑think (0.4) I think the ma- (0.2) fi:rst (.) >the first< " (line 6). Then the Tw regains mutual gaze with the Tr and sets out the context of her first critical self-assessment ">the first< time they ↑listened,". Once again her gaze returns to the ceiling and she resumes her 'thinking face' continuing her utterance with further perturbations and hesitations: "I didn't (2.0) e:::r  h- how would I say it  (0.8)" (lines 7-8).

Her second TCU here, grammatically formulated as a potential 'word search' (Brouwer, 2003), "h- how would I say it", does not call upon other participants through gaze; she does not embody the expectation of a response from the other participants by meeting their gaze and therefore, does not initiate a 'word search' as an interactional activity (Brouwer, 2003). Rather, she makes mutual gaze with the Tr, at the same moment as she continues her turn with the expected and requested 'critical assessment': "I ↑didn't make a point (0.4) o:f (0.6) <making su:re> that they understand what I'm looking fo:r". In the delivery of this critical self-assessment, we see the Tw aligning with her expected role within this phase, by providing critical self-assessments that can initiate critical FBTs; in the way she formulates and delivers this assessment, she also enacts 'doing thinking' through her various embodied and vocal actions. Furthermore, these 'thinking actions' are oriented away

from the group, rather than done in collaboration with the other members, she seems to enact the process of 'doing self-reflection'. While the question of her internal processes remains moot within this analysis, she is demonstrably enacting the 'doing of thinking', which may provide additional 'evidence' to her co-participants that she is displaying aspects of her role as someone doing self-reflection.

As the Tw's account continues, she constructs her assessment through a series of TCUs (lines 6-18), providing a context for the assessment ('the first listening') a description and critical assessment of her (lack of) actions ('I didn't make sure they understood'), a consequence of these (lack of) actions ('they just wrote down everything'), and a plan for future action ('write my lesson plan bigger'). In doing so she makes manifest in her assessment through her FBT initiating account, the stages of the ELC (description, interpretation and plan for future action). The trainer, in turn, contributes an agreement token (line 11) and a strong positive agreement "exactly" (line 14) with the Tw's assessment. Liz's positive responses to Cathy's critical self-assessment demonstrate that within critical phases the identification of aspects of her lesson that she "would change next time" are treated as preferred actions by the participants.

However, this finding stands in strong opposition to the previous research into 'trouble tellings' in ordinary conversation (e.g. Jefferson, 1984). This work has illustrated that 'trouble tellings' in ordinary conversation can lead to topic closing actions from the participants. Therefore, given the content of the expected critical assessments of the Tw's practice, within the self and group assessment phases, it is telling that these assessments are often treated with agreement, positive assessments, and positive reinforcement. In the critical feedback phases, 'trouble tellings' are responded to as preferred actions. In fact they are praised and encouraged by both the Tr and the other Tes. In turn this generates an interactional space, within which the norms and expectations positively encourage the trainees to enact this aspect of their role as 'reflective practitioners', the need to reflect on critical aspects of their practice.

If we return to the above extract however, we see that the trainer does not simply continue to praise and support the Tw's assessment. The final part of her assessment (lines 16-18), the plan for future action ('£I'm going to write my >lesson plans< ↑bigger so I d- do

remember `li(h)ke£`) is delivered with a smile and oriented to with laughter from one of the other Tes. She then continues with her 'smile voice' "`£you kno:w£` `highlight what I was looking fo:r and stuff, (.) [u::m,]`". The trainer responds to this TCU by overlapping her next contribution, "`but`", with the Tw's "`[u::m,]`", thus changing her stance from affiliation and agreement to that of questioner. And does so at the point that the Tw may be preparing to move onto a new FBT. She explicitly marks this notion of holding the FBT ("`just before you move on to anything e::lse`"), and marks the Tw's contribution as "`crucial`" before directing the reflective feedback with a further question (line 23-24). Thus the trainer continues to generate the space for further 'reflection' by the Tw and the other Tes.

In summary, the critical self-feedback phase of this interactional context provides an interactional space within which the trainer-who-taught can reflect on the areas of their previously taught lesson, which they felt were not so successful, or they would change if they were to teach the lesson again. The participation framework in this phase mirrors that of the positive self-feedback phase, in that it is primarily between the Tw and the Tr, with occasional minimal interjections from the other members of the group. It is the expectation in this phase that the Tw will initiate the feedback topics, and the other trainees in the group do not have the interactional 'rights' to carry out this social action. The institutional (sub) goal within this phase is for the Tw to critically self-assess areas of their practice that they felt were not completely successful. This phase is then followed, in feedback cycles within this context, by the critical group-feedback phase, as described in the following section.

### 4.5.4 Critical group-feedback phases

The final phase that occurs within each Tw's feedback cycle, and in turn closes the cycle, is critical group-feedback. The institutional (sub) goal for this phase is to provide an interactional space where the Tes in the group, and the Tr, can contribute critical feedback to the Tw: feedback that focuses on areas of the Tws practice that they might need to change, improve, or work on. As such it shares a number of the interactional features and norms with the previously described critical and group feedback phases. The following extract will be employed to outline the expectations, norms, and practices of the critical group-feedback

phase. This extract is taken from day 15 of the course, and Ingrid is the Tr. The extract begins in the critical self-feedback phase of Annie's (Tw) feedback cycle.

Extract 9 – "Can I er"

D15 463 24.55

```
1     I:     =everyone, ↑let me repea:t tha::t (.) if this is an (0.4)
2            imaginary situation (.) help me make a sentence so (0.4)
3            ↑come from a different angle
4     A:     yep,
5            (0.8)
6     I:     e:rm (.) ca:::ll on someone (.) you know just, [try a]=
7     S:                                                    [yea:h]
8     I:     =different [approach]
9     A:                [yeah    ]
10           (0.3)
11    S:     can I er::.
12           (0.2)
13    I:     yeah
14           (0.3)
15    S:     I think, (.) >I don't know< (.) >you're gonna< (.) tell me
16           if this is wro::ng or no:t bu:t (0.4) I THI:nk u::m (0.4)
17           during tha::t (0.4) pra:ctice sta::ge that. (0.8) pa::rt of
18           the proble::m. (0.6) was the ↑grou::ping.
19           (0.3)
20    I:     hm: m:.
21           (0.4)
```

Previous to the above extract, the Tr (Ingrid) and Tw (Annie) have been discussing aspects of grammar teaching in the second FBT of her critical self-feedback phase, within the participant framework of Tr and Tw. The extract opens with the end of the Tr's summary about the previous FBT. In line 4 the Tw indicates agreement with the Tr's advice and after a short pause the Tr restarts her advice. During this turn, the Tr's utterance is overlapped by Sean with an agreement token (yeah), in a non-TRP position (line 7). The Tr completes her turn and the Tw overlaps her final word with an agreement token (yeah). Sean then joins the participation framework again, self-nominating with an incomplete question "can I er::.". His interjection in line 8 may be an initial attempt to fully join the participation framework, which he successfully negotiates here, receiving an acknowledgment from the trainer

("yeah"). He then opens his turn with "I think,". In carrying out this negotiated action, the Te is able to shift the participation framework to Tr, Tw, and Te as full participants with interactional rights to initiate FBTs; and through this action, initiates his own feedback topic: 'a problem with grouping the students', which is related to the part of the lesson already under discussion, but addresses an entirely different aspect of that activity. In doing so, he negotiates the shift from the critical self-feedback phase to the critical group-feedback phase. As this phase continues to unfold the FBTs are introduced by the other Tes. This shift is not contested or sanctioned by the Tr which demonstrates her mutual understanding that at this point in the OSO, it is appropriate to allow the Te to carry out this action and initiate the transition to the next phase of the feedback cycle.

This extract provides a further example of the locally negotiated nature of the overall structural organisation. As mentioned earlier, this transition point between self and group phases is regularly initiated by the Tes, rather than the Trs. In the above extract this is carried out by a question. Though in other instances within the corpus Tes self-nominate, during a pause that usually follows the closing of one FBT, and introduce their FBT. When this action is carried out during the self-feedback phases, this can lead to a transition to the group feedback phase, as in the above example. Although the order of phases is reflexively related to the institutional goal, the trainers, and at certain transition points the trainees, determine *when* these transitions from one phase to the next occur, which further illustrates the locally managed nature of interaction in this context.

The above extract also illustrates the type of the feedback contributions that are allowable from the Tes and Tr within this phase: the norms are that they will provide a 'critical reflection' on some aspect of the Tw's lesson. Thus the assessments and claims made by the participants in relation to the Tw's practice are expected to have a critical aspect. Though there are instances in the corpus where the Tr sanctions a Te's contribution for having being an 'inappropriate' type of feedback, these sanctions are much less common actions in the critical phases, than they are in the positive phases. This seems to indicate that the type of allowable contributions within the critical feedback phases is less strictly adhered to than in the positive feedback phases. In other words, the Trs are more 'tolerant' to positive feedback occurring in the critical phases, which are intended to generate constructive criticism, and as such can include positive feedback. However, in the positive feedback phase, critical

feedback is not usually 'allowed' by the Trs who sanction these actions (see section 4.3 for an example of this phenomena).

Returning to the extract at lines 15-18, Sean, having negotiated the right to introduce a FBT, opens his FBT, formulated as a account with the stance marker, "I think.". However, he then shifts stance through a SISR, to hedge the 'sureness' of his claim: ">I don't know< (.) >you're gonna< (.) tell me if this is wro::ng or no:t bu:t (0.4)". In doing so, he indicates his deference to the trainer's assymetrical rights to knowledge, in her role as 'expert'. He then restarts his account, which is delivered in a soft slow voice, potentially to mitigate the possibility of threat to 'face' (Goffman, 1967) in providing critical feedback to a peer. He continues his turn with "I THI:nk", the emphasis on 'think' is another mark of mitigation, then continues by outlining the critical feedback topic with the claim, "during tha::t (0.4) pra:ctice sta::ge that. (0.8) pa::rt of the proble::m. (0.6) was the ↑grou::ping.". The trainer acknowledges his FBT initiator with "hmm mm," and Sean then continues to develop and expand on his FBT (not included in the extract). As well as demonstrating the expectations and norms of this phase, the above extract also illustrates that even though they are expected to provide critical feedback, the trainees in the group often put significant interactional work into mitigating the potentially 'face' threatening (Goffman, 1967) nature of providing critical feedback to their peers. This potentially shows an awareness of the delicacy, in terms of potential threats to 'face', that they perceive as inherent in the critical feedback phases.

To summarise this section, the final phase, in the unfolding order of phases that constitute each Tw's feedback cycle, is the critical group-feedback phase. Within this phase the trainees in the group who did not teach in the previous lesson are expected to initiate feedback topics that focus on the 'problematic' aspects of the Tw's practices. However, there is also a 'higher tolerance' for the introduction of positive feedback within critical phases than for the contrary. The upshot of this 'greater flexibility' is that the trainees' contributions are less likely to be subject to sanctions from the trainer. Another common feature of the interaction in the critical group-feedback phase is the amount of interactional 'work' carried out by the trainees in mitigating and hedging their critical feedback, which may be being employed to lessen the potential threat to 'face' (Goffman, 1967) during this phase. Moreover, the transitions from the critical self-feedback phase to the critical group phase are also

commonly instantiated by the trainees in this phase, as opposed to the shift from positive phases to critical phases, which is almost exclusively carried out by the trainer. This provides further evidence for the locally managed nature of the interaction in this context.

## 4.6 Summary

This chapter has investigated the feedback meetings of this TESOL certificate course, from the perspective of its overall structural organisation, and in doing so has highlighted aspects of the reflexive relationship between this organisation and the institutional goal of this context. More specifically the model of RP adopted on this course, which requires the participants to collaborate in talk about a) how they feel, b) what went well, c) what they would change. It has shown that the 'how do you feel' question, from the model of RP which underpins the institutional goal, is mirrored in many feedback cycles. It has demonstrated that the phases of the OSO are reflexively related to the model of RP, which requires the trainees to carry out positive and critical reflections on their actions. It has also shown that these interactional encounters are locally managed. Although the participants' orientations within the interaction demonstrate a strong reflexivity between the OSO, the institutional goal, and the models that underpin this goal, the participants do not slavishly adhere to these models in every case. This aspect of the local management of these encounters has been demonstrated in a number of ways, for example, the fact that through negotiation a trainee can change the order of phases. The multiple layers of reflexivity within the feedback meetings will be explored in further detail in the following analysis and discussion chapter of this study.

The analysis in this chapter has uncovered that the overall structural organisation of the feedback meetings divides each event into a number of feedback cycles, where one Tw is the subject and focus of feedback for that cycle. The second aspect of overall structural organisation it has demonstrated is that each feedback cycle is further divided into an 'order of phases', and that each of these phases has differing participation frameworks and allowable contributions, where each phases generates an interactional space in which the participants focus on one aspect of reflective practice for that Tw, such as positive self-feedback. Thirdly, that the phases of the feedback meetings are then further divided into a number of feedback topics that are introduced by the participants and form the topical focus

of the talk-in-interaction at any given point within the phase. These feedback topics are introduced and initiated through accounts made by the participants and specify an aspect of the Tw's practice, as well as an assessment. Feedback topics will be further discussed in the following chapter.

This chapter has focussed on analysing the reflexivity between the model of reflective practice adopted on this course, and the overall structural organisation of the talk-in-interaction, in the feedback meetings on this course. However, this is only one aspect of the institutional goal, and one of the models that underpins it. The other model is the experiential learning cycle. The reflexive relationship between this model and the participants' talk-interaction is the focus of the following chapter. This will investigate in further detail the 'shape' of the talk-in-interaction that occurs within feedback topics and how orientations to the ELC act as the engine that drives the participants to 'do reflective practice' as an interactional activity.

# Chapter 5. 'Doing Reflective Practice' as an Interactional Activity

## 5.1 Introduction

This chapter will further analyse the reflexive relationship between the talk-in-interaction of feedback meetings on this TESOL certificate course and their institutional goal: to do reflective practice as an interactional activity. It will focus on the participants' orientations to the model of the experiential learning cycle (ELC) (see section 2.4.1) in the talk-in-interaction of the feedback meetings. The ELC is one of the "three pillars" of the course that underpin the institutional goal; it requires the participants to 'talk through' a series of reflective stages, in a particular order. And in combination with the model of RP (see Ch. 4), carried out through collaborative work, the participants 'do RP' as an interactional activity. The stages of the ELC are described on the course's website as follows:

> Concrete experiences: The cycle begins with a concrete experience that all participants take part in together…
>
> Description: Participants are asked to look back at the experience and describe what happened. They work towards an understanding of what helps and hinders language learning. Trainers guide participants in developing their skills at recalling key details.
>
> Interpretations and theories: Next, participants are asked to use their descriptions to make generalizations about the teaching/learning process. Again, the trainers' role is to guide them in analyzing and synthesizing their experiences in order to develop progressively deeper understandings.
>
> Development of action plans: Finally, participants are asked to look forward to future teaching situations. They are asked to generate ways that they can apply their experience and knowledge, and test their ideas in future actions.
>
> One simplification of this model is built around three questions.
> What? So What? Now What?
> What is it that I am learning?
> Why is this relevant to me? How does it relate to my previous experience?
> Now that I have learned this, how can I apply it to my future experiences?
> (*SIT/AUA Guiding Principles*, 2008)

One of the early findings in the analysis of this corpus was the regularity with which the participants orient to this model of the ELC, within feedback topics. These orientations can be seen throughout the corpus: in the introduction of feedback topic initiators (FBTIs), the types of questions the trainers ask and the accounts they generate from trainees, and the ways they collaboratively negotiate their unfolding feedback topics, moving through the stages of

the ELC. These orientations demonstrate a successful translation of theory to practice: the participants (in the most part) do what the model suggests they do.

The following sections of the chapter will begin by analysing an instantiation of one cycle of the ELC (5.2). The next section focuses on the opening of feedback topics (5.3), this will include analysis of self, other, and 'passively' formulated FBTIs (5.3.1), student-oriented and trainer FBTIs (5.3.2), and the closing of FBTIs (5.3.3). Then the analysis will describe and explicate orientations to the three stages of the ELC: developing a description (5.4), interpreting and theorising (5.5), plans for future action (5.6). The final section will consider trainer summaries (5.7) and will close with a chapter summary (5.8).

## 5.2 The Stages of the Experiential Learning Cycle in Interaction

In order to outline the stages of the experiential learning cycle, as they are oriented to by the participants in this corpus, an extract that illustrates these stages will be analysed. However, it must be stated that the following extract is atypical of the way in which the stages of the ELC are usually instantiated within the corpus. This extract is a brief episode in which the trainer, through a series of direct questions and trainee responses, 'talks the participants through' an instantiation of the experiential learning cycle within one FBT. Within this extract, although it follows the stages of the ELC, there is arguably little genuine opportunity for trainee reflection. This example stands in stark contrast to the vast majority of FBTs in the corpus, which are developed and negotiated over an extended period of time (often covering several pages of transcript and several minutes of talk), and are therefore too large to practically analyse in detail within the limitations of this study. Therefore this short example, which concisely encapsulates the stages of the ELC, will be used to introduce these stages and their instantiation in talk.

The following extract is taken from day six of the course during Dave's (Tw) negative self-feedback phase; the trainer is Liz. The FBT under discussion, previous to the opening of the extract, has focussed on Dave's vocal delivery within class. The extract opens at an extended pause, which marks the end of the previous FBT.

Extract 10 - "When you think about this lesson…"

D6FB 243 C1 10.00

```
1            (2.2)
2     L:    .hhhh (0.8) now (0.4) e:r e- ↑anything e:lse that you
3            (0.2)
4     D:    e::r
5            (0.3)
6     L:    °can think o:f?°
7            (0.6)
8     D:    mm
9            (2.8)
10    L:    .hh let me ask you a question (0.4) when you think about
11           this (.) this lesson today (0.8) who: was doing all the
12           work
13           (0.5)
14    D:    ((clears throat))
15           (0.4)
16    L:    you: (.) or the students
17           (4.8)
18    D:    it more my: m:: mi:ne (.) my part is more like (1.0) give
19           them information.
20           (0.8)
21    L:    ha, ↓mmm=
22    D:    =right
23           (0.5)
24    L:    what do you guys think who- (0.2) who had the bigger ro:le
25           the teacher or the students.
26           (0.3)
27    A:    °he did°
28           (0.4)
29    L:    definitely right (.) sh:ould it be like tha:t, or should
30           the roles be reversed=
31    A:    =°reversed°
32           (0.3)
33    L:    definitely (0.8) so: (.) I think that is something >we have
34           to focus on< (.) ho:w can we (.) minimise your role (.) and
35           maximise the student's role (2.0) yup…
```

Following the extended pause in line 1, which marks the end of the previous FBT, the trainer Liz self-selects; she initiates her 'bid for the floor' with an in-breath. The trainer requests an account from the Tw in lines 2-6, "↑anything e:lse that you °can think o:f?°". However, the requested account is not provided by the Tw in next turn-position and the Tr again self-selects, marking her intention to take the floor with an in-breath. Liz continues her turn with a TCU that explicitly frames her intended action in this unfolding turn, "let me ask you a question", making mutual gaze with Dave she enacts her intention to nominate Dave as the recipient of the projected question. She follows this marker with her projected question, "when you think about this (.) this lesson today (0.8) who: was doing all the work" (line 12), the final TCU in the question is the FBT initiator, in that it locates a practice from the previously taught lesson, in this case, the amount of 'work' carried out by the students and by the Tw in the lesson. The Tw does not however, provide an answer in the pause that follows the question, but only clears his throat. The Tr orients to this lack of uptake by further specifying her question, reformulating it from a 'broader' 'Wh' question, to a choice of two options: "you: (.) or the students" (line 16). Another extended pause follows, during which the Tw breaks mutual gaze with the Tr, looks up to the ceiling, then gazes back at the Tr again, before providing the second pair part of the question/answer adjacency pair. This embodied action can be seen as the participant 'doing thinking' (see section 5.3), through non-verbal actions. Dave then provides the expected second-pair part answer: "it more my: m:: mi:ne" and extends this description further: "(.) my part is more like (1.0) give them information." (lines 18-19). The trainer acknowledges uptake of his answer and the Tw confirms this action (line 22).

The trainer then self-selects again and reformulates the same question to the other trainees in the group, "what do you guys think who- (0.2) who had the bigger ro:le the teacher or the students." (lines 24-25). As previously stated, this is a very 'directed' instantiation of the ELC, however, the trainer still collaborates with the other trainees in the group; with this question she explicitly projects the expectation of a second pair part answer from another Te in the group, not the Tw. Following the trainer's question, she receives confirmation from Annie ("°he did°") , and the trainer accepts her answer with a stong confirmation, "definitely right" (line29). During this initial section of the extract then, we see the first stage of the ELC made manifest through talk-in-interaction: the description of the participants' experience (What?). The FBT is introduced, through a question from the

trainer ("`who: was doing all the work`"), which develops into a negotiated description of the overall practice in question ("`my part is more like (1.0) give them information.`") (lines 18-19), albeit a very brief description. As stated at the opening of this analysis, however, this is a very brief and highly directed instantiation of orientations towards the ELC, which is atypical of much of the corpus, and in which it can be reasonably argued that there is little 'genuine space for reflection'.

Following the limited negotiation of the descriptive stage, the trainer orients the participants to the next stage of the cycle: interpreting and theorising (So what?). Again this is carried out with a simple and direct question: "`sh:ould it be like tha:t, or should the roles be reversed`" (lines 29-30). Thus the trainer projects the expectation to the participants, that they will interpret this aspect of practice, as either 'appropriate' or not. Again, Annie swiftly provides a response latched to the Tr's question, which assesses the Tw's previous practice as 'inappropriate', ("`=°reversed°`"). With these interactional moves the Tr and trainee negotiate the beginning of an interpretation of the practice: by assessing its efficacy. This interpretation is then further developed by the Tr in her next turn, as she provides a reason why the balance of this practice should be reversed: in order to "`minimise your role (.) and maximise the students role`". Following the description of an aspect of the Tw's practice in lines 10-29, this practice is collaboratively interpreted as problematic (lines 29-33). The unfolding of this sequence therefore mirrors the stages of the ELC: first description, followed by interpretation.

The final stage of the reflective practice cycle is also made manifest in the trainer's last turn in the extract. At this stage in the cycle, the participant is expected to draw upon their experience, and the description and interpretation of this experience to generate plans for future action: to indicate how they will apply the 'outcome' of their reflections to the next relevant incident of professional practice. In line 33, following the negotiation of the interpetation stage, the Tr marks a shift in activity with "`so:`", then her following TCU explicitly states a plan for future action: "`I think that is something >we have to focus on< (.) ho:w can we(.) minimise your role (.) and maximise the student's role`". She therefore presents the interpretation as 'something that has to be focussed on', marking its importance as an area that requires changes in the Tw's practice, and packaging this as a concern for future practice ("`ho:w can we`"). Interestingly in this

example, the 'projected outcomes' of this ELC, the 'plans for future action', are formulated as a concern for the group ("we") rather than just for the Tw. This formulation may relate to the "third pillar" of the SIT course: collaborative work. She may be projecting the notion that 'doing of reflective practice' is a collaborative activity. The participants then go on to discuss ways in which the Tw can adjust the balance between the Tw and students' roles (not included in the extract).

Extract 10 has illustrated the stages of the ELC as they are made manifest through talk-in-interaction within this context, albeit in a very 'limited' way. The vast majority of the expanded and developed FBTs within the corpus involve extensive interactional work on the part of the participants, with considerable negotiation and discussion as they go about doing the institutional business of this interactional context: 'doing reflective practice' as an interactional activity. These orientations to the institutional goal are complex and multifaceted, including a wide variety of interactional actions. It is the analysis of these salient features of the interaction that will form the core of this chapter. It is not suggested that these features fully represent the complexity and subtlety by which the institutional business of this context is conducted, but only that they are the most regularly occurring and 'patterned' features of the interaction in this corpus. This analytic chapter therefore attempts to provide an initial sketch of what may be termed the institutional 'fingerprint' of this interactional context, as it is instantiated by these participants on this particular training course.

In summary, this section has introduced the model of the ELC as it is oriented to in interaction. The ELC is one of the "three pillars" of the course, which underpin the institutional goal of the feedback meetings. Within the feedback topics that constitute the vast majority of talk in this context, the reflexivity between the model of the ELC and the participants talk-in-interaction, engenders a structured approach to doing "reflection-on-action" (Schön, 83). And therefore, in combination with the model of RP and collaborative work, the ELC plays an important role in the process of 'doing reflective practice as an interactional activity' as it is instantiated in the feedback meetings of this course. The following section will focus on the analysis of the openings of feedback topics.

## 5.3 Opening Feedback Topics

This section of the analysis focuses on the openings of FBTs. It opens by analysing a prototypical sequence of actions by which FBTs are initiated. This sequence of actions also concurrently initiates the first stage of the ELC for that particular FBT: 'description'. In its prototypical form this sequence begins with the initiation of a FBT, in the form of an account; a trainer initiated repair sequence often follows this account; the FBT is then extended/expanded by the Tw/Te through negotiation with their interlocutor (a Tr/Te); the Tr requests further development/specification/detail of the Tw/Te's account. The last two steps in this sequence are often repeated several times, with the repeated requests for extension/expansion of the account from the Tr/Te generate further detail in the Tw/Te's description of the event specified in the FBT initiator. This sequence of actions allows the initial (post-'experience') stage of the ELC, describing the experience, to be enacted though talk-in-interaction.

The following extract illustrates the interactional moves that typically constitute the initiation of FBTs. It is taken from the first feedback meeting, on day four of the course, and is the opening of the first self-feedback phase. Liz is the Tr and Cathy is the Tw. This extract begins at the transition from the 'how do you feel' sequence that preceded it (see section 4.4).

Extract 11 – "Let's start with the first question…"
D4FB 39 C1 1.58

```
1           (1.2)
2     L:    okay (1.2) .hh  so: (0.3) let's sta::rt (0.4) with the
3           fi:rst question >↑what do you think< went we:ll today. (0.4)
4           what do you feel particularly good abou:t.
5           (0.6)
6     C:    the:y (1.2) I was expecting them not to be: (.) I (.).hh >I
7           thought they would be more ne:rvou:s< but they're actua:lly
8           not that °nervous°
9           (0.3)
10    L:    the stu:dents weren't nerv[ous?]
11    C:                              [yeah] (0.3) I thought they would
12          be a bit mo:re (.) I didn't fee:l that they were (0.4)
13          <tha:t (0.7) like afrai:d>
```

```
14              (0.4)
15      L:      °°okay°° d'you think that that mi:ght ha:ve (.) had something
16              to do wi:th something you ↑did
17              (1.0) ((C looks up to the ceiling – 'thinking'))
18      C:      yea:h maybe they can te:ll that- (0.8) um (0.6) I feel (0.4)
```

In line 2, the trainer self-nominates after a lengthy pause that follows the final utterance in the preceding HDYF sequence (not included in the extract). She opens her turn with a number of utterances that indicate a change in activity "okay (1.2) .hh so:", and then initiates the next activity - the positive self-feedback phase - with an explicit question, formulated as the "first question" in the new activity ("let's sta::rt (0.4) with the fi:rst question"). She nominates Cathy as the recipient of "the first question" through mutual gaze, asking first, ">↑what do you think< went we:ll today." then reformulating this request for an account as "what do you feel particularly good abou:t." (lines 3-4). This initial question/request for an account and its reformulation project the expectation of a positive account from the Tw (Cathy). In doing so they also project the expectation of a feedback topic initiator (in the form of an account) from the Tw, which will generate the focus of the feedback sequence that follows. This request for an account, which initiates the first feedback topic from the Tr, is an (almost) omnipresent action among transitions from the HDYF sequence to positive self-feedback phases within the corpus.

There are also many instances throughout all of the phases of feedback sequences where a trainer will nominate one of the group to produce the next FBT (through a request for an account). This occurs at many sequential positions, but most commonly in transitions from one phase to another, or after the current FBT has closed. However, there are also many instances in the corpus where this initial request is not made by the Tr, but rather the Tw or Te initiates a FBT after the closing of the previous one, without a request from the Tr. So in terms of the sequential organisation of feedback topics, and the way they engender the process of reflective practice in this context, a request is a common opening move, but not an omnipresent one.

The next action within the above sequence is, however, omnipresent among the FBTs in the corpus; that is the account that initiates the FBT and generates the focus for the talk related to the unfolding stages of the ELC that it potentially engenders. In the above extract, this action

116

is carried out by the Tw (as is the norm in a self-feedback phase), and begins at line 6, in response to the Tr's request for an account. The Tw opens her turn with "`the:y`", a pronoun reference to the students in her lesson, then after a pause, re-starts her turn on a different footing "`I was expecting them not to be:`". In doing so she shifts the framing of her account from something about the students, to her expectations of the students. This opening however is left without an object, and again she restarts her account; this time reformulating the claim made within the account to "`(.) I (.).hh >I thought they would be more ne:rvou:s< but they're actua:lly not that °nervous°`" (lines 6-8). Her reformulated claim is therefore predicated upon her expectations of the students' 'mental state' (nervousness) and therefore her ability to identify that they were 'less nervous than expected'. The formulation of her account can be broken down into several aspects: 1) her claim is based on an thought/expectation she had previous to her experience of teaching the class; 2) her claim is focussed on the students in class, rather than her actions as a teacher; 3) her claim is predicated on her having epistemic access to assess the 'mental state' of the students in class, in order to compare this to her 'expectation'. The accounts that initiate FBTs are formulated in a multitude of ways by the participants in the corpus, drawing on different types of evidence, epistemic knowledge and access to this knowledge; their formulation can profoundly impact the actions that follow them.

The following action in the above extract, though not omnipresent, occurs very frequently in the corpus, in next turn position following a Tw or Te's opening account. At line 10, after a short pause the Tr seeks clarification from the Tw, formulated as "`the stu:dents weren't nerv[ous? ]`". This utterance specifically requests clarification that the subjects of the Tw's claim are the students, as opposed to employing an open class repair initiator, such as 'what?', which would not explicitly mark the source of trouble. Cathy overlaps her confirmation of this clarification, "`[yeah]`", with the end of the Tr's turn, and continues with her account (lines 11-13). It is interesting to consider that the Tr chooses to initiate repair of this particular item in the sequence; while it is true that the Tw did not explicitly specify the subjects of her claim (the students), choosing rather to use pronoun references ('them' and 'they'), it seems unlikely that the subjects of her claim could be anything other than the students in the class.

The fact that repair is initiated at this sequential position in the above extract is not in itself, as a single case, necessarily telling. However, when this example is viewed as part of the collection of these sequences from the corpus, it is notable that this action occurs so frequently, in next turn position following a trainee's claim. This fact may well suggest that the mechanisms of repair are being employed to carry out more than just the action of achieving intersubjectivity. Within the large body of previous studies that have investigated repair phenomena within social interaction, a number have identified ways in which repair is employed to carry out more than just its 'fundamental' action. Extract 11 illustrates this point. The employment of repair at this juncture in the sequence, further pinpoints the potential issue raised in the feedback topic. It offers an opportunity for the Tw to expand on her account (though this opportunity is only minimally taken up in this case). And in other cases in the corpus repair sequences in this position allow for other Tes to expand on the point. It also offers a clarification of the specifics of the FBT for the other participants in the group. The employment of this device in this sequential position is useful as it can encourage collaborative reflection.

Returning to extract 11, we will consider the next action in the unfolding sequence. Following the repair sequence in lines 10-11, the Tw reformulates her account again in lines 11-13. She does not, however, expand her account by offering additional information or detail here. In next turn position the Tr then carries out an action that occurs very frequently with FBTs in this sequential position. The Tr opens her turn with an acknowledgement of the Tw's claim, "°°okay°°", which indicates a shift in activity, as her next TCU engenders a new request for an account from the Tw. The Tr asks "d'you think that that mi:ght ha:ve (.) had something to do wi:th something you ↑did" (lines 15-16). As discussed earlier, the Tw's FBTI was formulated as her expectation prior to her teaching experience of the students 'level of nervousness'; as compared to her assessment of this aspect of the students' ascribed 'mental state', during the lesson she taught.

However the Tr's question, in next turn position, shifts the frame of the expected next account from 'what you thought about the students' (they were less nervous…) to 'how did your actions impact on the students' (in terms of their ascribed nervousness). Thus the Tr shifts the focus of the expected next account, from 'unsubstantiated' claims about the students and their 'mental state' to the observable and accountable actions of the Tw, and

their potential impact on the students. This request illustrates a particular aspect of the Trs'
expectations for trainee descriptions in the first stage of the ELC: that descriptions should be
'grounded' in observable evidence, in the behaviours of the Tw and/or the students. Here we
see an example of participant orientations to the model of the ELC: collaboratively
developing descriptions, and in doing so, reflecting on their practice. Part of this process is
that Trs are not willing to simply accept any description. Instead they work with the Te/Tw to
develop a description that is based on observable evidence from the classroom. In a sense
then the stages of the ELC offer 'starting points' for aspects of reflection, which the
participants can develop and expand.

Returning to extract 11, the Tr's question (in line 15-16) is followed by a one second pause.
During this pause the Tw looks to the sky in a 'thinking pose' (Goodwin and Goodwin,
1986), the Tw responds with her next account. Her turn opens with "yea:h", signalling her
willingness to profer the expected second-pair part of the request for an account. She then,
through a series of hesitations and false starts, begins further expansion of her description.

The previous section has focussed on the analysis of an extract that illustrates the way in
which FBTs typically develop in their initial stages. It has uncovered a series of actions that
may be described as a prototypical sequence that constitutes the openings of FBTs within the
corpus. These actions, occurring as a series of adjacency pairs, and their sequence can be
summarised as: 1) the 'optional' (in that it does not occur in every sequence, see the
discussion earlier in this section) Tr's request for an account; 2) the omnipresent FBTI, in the
form of an account from a Tw/Te[14]; 3) a Tr initiated repair sequence, usually a clarification
request and subsequent actions (this sequence is common but not omnipresent); 4) a Tr
initiated request for an extended/expanded account from the Tw/Te; 5) a next account from
the Tw/Te. This sequence is the prototypical way in which the beginning of the first stage of
the ELC, description of the experience, is initiated through interaction in this context. And
therefore the beginning of a cycle of reflective practice. It is very common for these
sequences to continue with a series of requests and clarifications from the Tr, until the Tw/Te
has 'satisfactorily' carried out this first stage of the ELC: the description of the experience.

---

[14] The participants who have the rights to initiate FBTs, at a given point within the feedback
cycle, are dependant on the phase in which the FBT is initiated. For example, Tes do not
have the interactional rights to initiate FBTs in self-feedback phases, but are expected to
initiate FBTs in group-feedback phases (see section 4.5.2 and 4.5.4).

This development of this first stage of the ELC will be investigated further in the following sections of the chapter. The next section focuses on the initial interactional move that opens feedback topics, the formulation of FBTIs.

### 5.3.1 Self, other, and 'passive' feedback topic initiators

As discussed in the previous section, feedback topics within the corpus are always opened with an account from one of the participants. This section will investigate a number of examples of these FBT initiating accounts (FBTIs), in order to explicate the ways in which this action is performed by these participants. There are five types of FBTIs that occur recurrently throughout the data. The first three of these are FBTIs which are initiated by the Tw/Tes and direct the focus of the feedback topic toward the Tw. They are formulated as either: 1) self-oriented FBTIs, which usually occur in self feedback phases, where the focus of the FBT is on the Tw and delivered by the Tw; 2) other-oriented FBTIs, delivered by a Te/Tw and focussing on the actions of the Tw; and 3) passively-oriented FBTIs, where the focus is on an action or activity but not on the actor who carried out the activity. Together this group of FBTIs constitute the vast majority of the FBTIs in the data and will be discussed below (sections 5.3.1.1-5.3.1.3). Section 5.3.2 will discuss the other two types of FBTIs, which occur less commonly. They are, 3) student-oriented FBTIs, which focus on the actions of the students rather than the Tw, and 4) trainer initiated FBTIs, where the Tr opens a FBT with an account. The final aspect of FBTIs will follow (section 5.3.3), this will consider FBTIs that are not expanded or developed but closed.

### 5.3.1.1 Self-oriented feedback topic initiators

The section analyses a self-oriented FBTI. The analysis will outline the actions that FBTI accounts instantiate. FBTIs can carry out several social actions: (1) they initiate talk focussed on a particular topic, (2) they identify the area of practice, event, or aspect of an event, from the participants' previously shared experience of observing the Tw's lesson, which forms the topical focus, (3) they generate an assessment of the event or practice, (4) they regularly indicate an epistemological stance on the behalf of the initiator, and (5) they can offer evidence upon which the epistemic stance is based. The following extract is taken from the

positive self-feedback phase of Annie's feedback cycle, on day five of the course; the Tr is Liz.

Extract 12 – "I feel like I did a better job…"
D5FB 39

```
1    L:    ↑so (1.0) lets start with you what do you feel good about
2          (0.8)
3    A:    u::m I feel like I did a better job at setting up my lesson
4          pla::n, like I showed you:: this [morning] (.) u:m it so=
5    L:                                      [ah ha ]
6    A:    =really <its getting to::> (0.6) understand the structure
7          (.)
8    L:    yep
```

The Tr transitions from the preceding HDYF sequence in line one, marking this transition with "↑so" followed by a one second pause, during which she holds the floor. Her next TCU further marks the shift to a new activity, "lets start with you" and continues with a request for an account, "what do you feel good about". Her request projects a second pair part account from the Tw, with a positive valence, which follows in line 2. After an initial position hesitation marker, the Tw provides her account in several TCUS. The first of these carries out several of the aforementioned actions, it initiates talk on the topic of her lesson plan, "at setting up my lesson pla::n" (lines 3-4). In doing so, it accomplishes the actions of nominating a topic (1) and identifying the area of practice (2) for feedback to be focussed upon. She precedes this with "I feel like I did a better job" marking the positive valence of the account (3) and the epistemological grounds upon which the account is claimed (4): her 'feeling'. Her next TCU, "like I showed you:: this [morning]", adds further evidence to her account (5) by extending the epistemic aspect of her claim from that of her 'feeling' about how her lesson plan was set-up, to the fact that she showed it to the trainer "this [morning]". Given that the practice teaching and feedback sessions of the course occur one after the other during the course of a morning, it is likely that her reference here is to her having shown her lesson plan to the trainer, before the practice lesson began. Thus she may be drawing upon a perceived collusion between herself and the trainer, which the other participants may not have had access to, in order to add evidence to her claim of doing a "better job at setting up my lesson pla::n".

The Tw then extends the scope of her account, going beyond just the lesson plan itself, and suggesting that her ability to understand the structure (of lesson plans, and therefore lessons) is part of her developing understanding of 'being a teacher'. The way this TCU is formulated "`so really <its getting to::> (0.6) understand the structure`" suggests her awareness of this as an area to learn, and that she has made developments in this area, by its sequential position as following her previous positive claim about this area of practice However, it does not indicate she sees this as complete, but rather as a work in progress. She does not claim to have 'understood' the structure, but rather she has claimed awareness of the need to understand the structure. The trainer marks her acceptance of the account in next turn position, "`yep`". The trainee then goes on to expand her description of her 'experience' in the next turn (not included in the extract). The example above then demonstrates a prototypical formulation of a self-oriented FBTI account and the various actions FBTIs can perform.

### 5.3.1.2 Other-oriented feedback topic initiators

Another commonly occurring type of FBTI offers an account of the Tw's practice, by another Te in the group. Once again this type of FBT initiator focuses on the actions of the Tw; this type of FBTI usually occurs in group-feedback phases and it is the other Tes who initiate the FBT: thus it is 'other', rather than 'self' focussed. The following extracts illustrate the ways in which other-oriented FBTs are initiated and formulated; there are three main ways: 1) using 'you' as a pronoun; 2) using 'he' or 'she' as the pronoun; 3) using some type of 'passive' construction, which focuses on the action and not the actor, or on a hypothetical situation. Each of these formulations of other-oriented FBTIs will be analysed in turn. Extract 13 illustrates the use of 'you' as a pronoun in other oriented FBT initiators.

Extract 13 – "You did a good job…"
D14 390

```
1    S:    one main thing that I, (.) e:r noticed is tha:t, (.) you
2          did a really good jo:b of ↑using the boa::rd, (.) putting
3          up those tables (.) but you didn't use 'e:m
```

The above extract from a negative group-feedback phase illustrates the Te's use of 'you' as a pronoun, when referring to the Tw, in their FBT initiating accounts ("`you did a really good jo:b`"). This formulation would tend to indicate that they are speaking directly to the Tw; that their accounts, assessments, and claims are recipient designed for the Tw, who is the subject of the feedback topic. By designing their accounts in such a way this engenders a participation framework between the Tw and the trainee who is initiating the FBT.

As well as this pronoun use, which the analysis will return to, this FBTI also demonstrates the features previously discussed: it assesses the actions of the Tw, ("`did a really good jo:b`"), and 'grounds' this assessment with an epistemic claim of 'noticing' ("`thing that I, (.) e:r noticed is tha:t`"). This epistemic claim of 'noticing' grounds the Te's claim in the 'observable actions of the participants'. Furthermore, this noticing is formulated as "`one main thing that I, (.) e:r noticed`", this formulation presents this information to the Tw, and the other participants as a) one 'noticing' of 'several', b) the main one (of 'several'). In doing so, it also generates a further epistemic claim on the part of the trainee: that he is engaging in the practice of observation, and presumably note-taking (as he claims several items of 'noticings'), during the observation of the previous lesson.

As well as the orientation described above, the use of 'you' to direct feedback toward the Tw, another very common orientation within the initiation of 'other' directed feedback topics, is the use of the pronoun 'he/she' to refer to the Tw. Both of these pronoun usages are found commonly within the corpus, predominantly in group-feedback phases. If we consider this kind of participation framework within ordinary conversation, we might expect the possibility of this formulation being problematised by the participants. It has the potential to make relevant the notion of 'talking about' someone, who is present in the talk, rather than 'talking to' the co-participant. The participant who is the subject of the talk, but not the interlocuter to whom the talk is directed - through pronoun usage, bodily orientation, and gaze – may react to this participation framework unfavourably and may even sanction those actions: 'can you talk to me, rather than about me'. However, within the corpus of this interactional context there are no instances where this, potentially problematic participation framework, is made relevant. There are no orientations to its relevance, and no sanctions, thus the participants treat this phenomena as unproblematic. This provides another example

of how the norms and expectations of ordinary conversation can be altered and adjusted to fit the interactional expectations and norms of a particular institutional context.

The following extract provides an example of the use of he/she as a pronoun in other-oriented FBTIs. It is taken from day seven of the course; the Te is Cathy, the Tr, Annie.

Extract 14 – "She asked them…"
D7FB 220

```
1    L:    cathy (0.4) any othe:r (1.0) thi:::ngs she did ↑well::=
2    C:    =she e::r (.) she a:sked them straight awa:y (.) to get
2          star- getting them involved she didn't go into explai:ning
3          too mu:ch >she was like< (0.8) what do you do to get h-
4          healthy (.) mm yeah mm an=
5    L:    =yeah you=
6    C:    =it's ↑REALLY hard to remember every£th(h)i(h)ng£
7          (0.4)
8    A:    I know
```

The extract above also demonstrates the actions of FBTIs previously discussed, for example, it introduces the aspect of practice, that becomes the focus of the FBT ("she a:sked them straight awa:y… she didn't go into explai:ning too mu:ch"). It also assesses the actions that are the topical focus; this is in part displayed through the sequential positioning of this claim within a positive feedback phase. This assessment is also explicated through a differentiation between the Tw's actual actions ("she a:sked them straight awa:y (.) to get star- getting them involved") and a negatively framed hypothetical version of the event ("she didn't go into explai:ning too mu:ch").

This FBTI, like the ones previously considered, also focuses on the behaviour of the Tw, and in this case refer to the Tw with the third person pronoun, 'he/she'. This pronoun usage, as discussed above, has the potential to be threatening to intersubjectivity, through the position of being 'talked about' rather than 'talked to'. However, this potential threat is never made relevant by the participants in the corpus. A closer investigation of this phenomena reveals that the use of he/she as a pronoun, employed as reference to the Tw, is often related to the way group feedback requests are formulated by the trainer. As we see in the above, the

request for a FBT initiator from the trainer, ("`any othe:r (1.0) thi:::ngs she did ↑well`") (line 1) formulates the Tw as 'third person', and thus the trainee orients to this framing of the Tw in her response. In the majority of cases in the corpus, where the trainees refer to the Tw in the third person, this follows the initiation of 'group talk' from the Tr, which is used to change the participation framework, to include another trainee. In line 1, we see the trainer shift the participation framework to include Cathy, "`cathy (0.4) any othe:r (1.0) thi:::ngs she did ↑well::`". Though in other cases, such as self-selection by a trainee, which leads to the introduction of a FBT, the trainees choose between formulating the Tw with a second person or third person pronoun reference. Thus it seems that both of these formulations are available to the participants as a resource, and that both of these formulations are unproblematic for the participants.

Extract 14 also illustrates an interactional phenomenon that occurs infrequently within the corpus, when the talk within FBTs is oriented to something other than the FBT in question. Or in other words, there is a shift in topic to something outside of the feedback process itself. The Te formulates her FBT initiator in lines 1-4, which receives a confirming response form the Tr, "`yeah`", this is followed by what is presumably the beginning of a second TCU, "`yeah you`", however, this second TCU is interrupted, before it has properly been began, by the Te. The Te's following TCU does not orient to the development of the FBT in question but rather explicates an awareness of her perceived difficulty in carrying out the process of reflective practice itself, "`it's ↑REALLY hard to remember every£th(h)i(h)ng£`". Thus the Te's utterance here may be best described as meta-talk about 'doing RP' as an activity, rather than doing the activity itself. Across the corpus there are a limited number of instances where the participants are demonstrably not doing the development of FBTs and reflective practice, as illustrated in this example.

### 5.3.1.3 'Passive' feedback topic initiators

The feedback topic initiators discussed so far in this chapter have all oriented directly to the practices of the Tw, either through self-reference ("I"), or other-reference ("you", "he/she"). The third type of other-oriented FBTI employs a kind of passive construction, where the activity or event is presented as the FBT, but without explicit reference to the actions of the Tw. The extract below is from day seven; the Tr is Liz, the Tw is Cathy.

Extract 15 – "The big one that I noted…"

D7FB 100

```
1    L:    do right, (0.8) >what did< you guys notice
2          (0.6)
3    B:    well: (.) the big one that I noted twice was erm (0.5) well
4          once (.) er monitoring during warm up,
5    L:    hmm ↑mm
6          (0.4)
7    B:    °yeah°
8          (1.2)
9    L:    <throughout the lesson>
10   B:    °yeah°
11   L:    I think
```

The FBTI in line 3-4 is focussed on an activity from the previously taught lesson but without explicit reference to the Tw. In these types of formulations then, the agent (the Tw) is in some sense removed from the implied cause of the actions, in a similar fashion to 'passive' grammatical constructions. In line 1, the initiation of a FBT is requested by the Tr, ">what did< you guys notice", and the trainer's request itself is very 'general', in that it does not request any particular focus on the Tw, 'what did you guys notice that [name of Tw] did?'. In this extract the trainee formulation does not contain any pronoun reference to the Tw, but rather focuses on an event or practice as the topic of feedback. In line 3, after marking his, to follow, FBT as "the big one that I noted twice", then self-repairing this claim to 'once', his FBT is formulated as, "monitoring during warm up". He thus indicates the area of practice ("monitoring") and the stage of the lesson at which he claims this practice is noteworthy. This formulation therefore 'removes' the actors (the Tw and students) from the focus of the FBT. Of course, the lack of explicit reference to the Tw or students does not necessarily obfuscate the identity of the actor in question, as their actions and practices are clearly implied in the activities described. Furthermore, there is no attempt on the part of the other participants to orient to this 'lack' of clear person reference. This is common throughout the instances of these 'passive' formulations of FBTs within the corpus, and the 'lack' of person reference is therefore not problematised by the participants following these types of FBT initiators.

However, as we see in extract 15, repair is initiated by the Tr. This repair occurs after an agreement token ("ʜᴍᴍ ↑ᴍᴍ,") (line 5), which is then acknowledged by the Te ("°yeah°") (line 7), and a long pause. The Tr's other-initiated other-repair of the FBT, "<throughout the lesson>" (line 9) is oriented toward the claimed regularity with which this positively assessed practice by the Te ("during warm up"). The trainer therefore upgrades the Te's claim from 'good monitoring' in the 'warm up' to 'good monitoring' throughout the lesson. The Tr's upgraded claim is then accepted by the Te ("°yeah°"), but then mitigated by the Tr, "I think"; this mitigation marks her upgraded claim as 'her opinion', rather than as an 'absolute' position of knowing. This extract therefore provides further evidence for the prevalence of instances of repair, instigated by the trainer, following the initiation of feedback topics. Analysis will now return to the second type of 'passive' formulation of feedback topics, found in the corpus.

As well as the passive formulations of FBT initiators described above, where person reference, to the Tw or students, are not included, there is also another way in which feedback topics are initiated, which do not directly reference the Tw as the focus of the FBT. These are feedback topic initiators that focus on the practices of the FBT initiating trainee, and indirectly reference the Tw's practices through comparison. They are relatively infrequent in the corpus and tend to be formulated as 'I would have…'. The following extract will be used to explicate this type of FBT initiator formulation; it is taken from day seventeen of the course, from the negative group feedback phase of Sean's (as Tw) feedback cycle.

Extract 16 – "The only other thing I would have done…"
D17FB 467
```
1     A:    okay, (0.4) and then the only other thing I would have done
2           with tha:t is instead of guess about the::m, (.) I would
3           have sta:rted e::r with the language right the::re  (.)
4           a:nd (0.4) ↑how lo:ng do you think they've been doing this
5           fo::r
6           (1.0)
```

The FBT under discussion and negotiation, previous to the above extract, focuses on the Tw's use of pictures to introduce vocabulary items to the class. Following a brief trainer summary of the previous FBT (see section 5.7), Annie self-selects and introduces a new

feedback topic: "`instead of`" having the students "`guess about the::m`", start "`with the language right the::re`". This feedback topic is formulated by 'A' as "`then the only other thing I would have done with tha:t is`" and thus she focuses on a new aspect of the previously discussed topic, generating a new FBT, and presents it via a hypothetical construction, as 'what she would have done in that situation'. In doing so, she formulates her FBT in relation to her own, hypothetical, practice. This type of feedback topic initiator does not focus directly on the practice of the Tw, at a given point in the previously taught lesson, but presents the practices of the initiator of the FBT as comparison for the focus of the FBT.

### 5.3.2 Student-oriented and trainer feedback topic initiators

This section will analyse examples of two further types of FBTIs that occur less commonly than those described in the previous section. The first of these types are those that are employed by the Tes and are oriented towards the behaviours and actions of the students, rather then the TW. The second type are FBTIs that are employed by trainers. FBTIs that focus on aspects of the students' behaviour occur in all phases of feedback. The following extract is from day 14, from the positive self-feedback phase, Dave is the Tw and Ingrid is the Tr.

Extract 17 – "The students performance like they are…"
D14FB 29
```
1     D:    yea:h stude:nts er (were/they're) good,
2           (0.3)
3     I:    sorry,
4           (0.4)
5     D:    the students performance (0.4) like they are invo:lved
6           what I wa:nt they did it (.) a:::nd yeah that i::s, (0.4)
7           yeah that's made me happy (0.4) ↑if I can't control the
8           student then this (0.4) not good
9           (0.4)
10    I:    ↑any wa:ys in which you (.) involved with the
11          students (0.4) conc[retely]
```

Unlike the previous examples of FBTIs considered so far in this chapter, the extract above illustrates those FBTIs that do not focus on the actions and practices of the Tw, but rather

focus on the actions of the students in the class. In the extract above the reference to the students is explicit: "`yea:h stude:nts er (were/they're) good`", and their actions are topicalised and assessed. This is also an epistemic claim of evidence for their positively assessed performance ( "`like they are invo:lved (.) what I wa:nt they did it`"), which is based on the claimed epistemic evidence of direct observations of the students' actions.

The Tr's actions orient towards the development of a description of the event specified in the FBT initiator. The first of these actions is an open class repair initiator ("`sorry,`" (line 3), in response to the FBT initiator ("`stude:nts er (were/they're) good`"). As discussed above, these trainer-initiated repair sequences are common next actions following a FBT initiator. In this case, the repair initiator is treat by the Tw as a request for an extension/expansion of descriptive aspect of the FBT. Thus this extract illustrates one way in which repair can be employed, by trainers, in the service of pedagogical goals - to further develop the description of (the trainees') experiences - that are specified in FBT. The Tw's extension/expansion of his FBT initiator initially continues to focus on the behaviour of the students, "`the students (performance) (0.4) like they are invo:lved`" (line 5), but the Tw's next TCU shifts the focus to claim that, "`(.) what I wa:nt they did it (.) a:::nd yeah that i::s, (0.4) yeah that's made me happy`" (lines 6-7). In doing so, claiming that the students 'performed' as he 'directed them' and positively assesses this claim. He then reformulates his claim in his next TCU, "`↑if I can't control the student then this (0.4) not good`" (lines 7-8), presenting a hypothetical situation, the opposite outcome of the one he has previously claimed, and negatively assesses this hypothetical situation. The Tw in this turn has begun to shift the focus of the feedback topic, from the actions of the students, to include aspects of the Tw's 'relationship' to the students: "`what I wa:nt they did it`" which claims his actions impacted on the students behaviour, though in a very general sense, and "`yeah that's made me happy`" (line 7), his 'emotional response' to the students behaviour.

Following a short pause, the trainer responds to this extended/expanded description of the event, specified in the FBT, by formulating a request for further description of this event (the Tw's experience of this event), "`↑any wa:ys in which you (.) involved with the students (0.4) conc[retely]`" (lines 10-11). This request projects the expectation that

129

the Tw will expand/extend their description of the event, as a second pair part, and that this descriptive account will explicate ways in which he "`involved with the students`", that are grounded in directly observable actions ("`conc[retely]`"). The trainer therefore 'directs' the description of the event in question, away from the actions of the students, in order to focus upon 'concrete' observable actions carried out by the Tw. The subsequent turns, beyond the extract included, see the negotiation of this description being developed between the Tr and Tw. This interactional move on the part of the trainer, shifting the focus from the students' actions to the actions of the Tw, follows student focussed FBT initiators in many of their instances in the corpus. This indicates an institutional expectation, related to a pedagogical aim of reflective practice, that the trainees will be able describe and interpret the Tw's actions in the way that they impact on the actions and behaviour of the students, and not just describe and interpret the students actions per se.

The final 'type' of FBTI, which will be briefly considered within this section, are those FBTs that are initiated by the Tr. In the corpus there are instances where Trs initiate FBTs within all of the phases of a feedback cycle, thus it is arguable that the Tr always has the rights to initiate a FBT, unlike the other participants, whose rights to initiate FBTs are 'phase dependant'. However, in comparison with trainee initiated FBTs, Tr initiated FBTs are much less common, though the Trs put considerable interactional work into requesting FBTs from the Tes. The most common site for the occurrence of Tr initiated FBTs are within Tr summaries, these summaries will be discussed in the final section of this chapter. The following extract is a Tr initiated FBT from outside of a Tr summary. It occurs during Bob's positive group-feedback phase on day ten of the course, Liz is the Tr.

Extract 18 – "Has anybody mentioned…"
D10FB 266

```
1          (2.8)
2    L:    d- has anybody mentioned  (.) clear instructions, (.) I
3          think that's sort of been implied,  (0.8) definitely you:r
4          your teacher talk's really good (.) >you've become< very
5          very (0.6) concise (.) which is so easy for the students to
6          follow. (.) and of course you back that up with (0.4) £tha-
7          £ hhh  (0.4) ↑whiteboard how organised are you (.)  wow
8          (1.2) I mean it helps the students a lot when you are
```

```
9          organised (.) it he:lps them to focus
10         (2.8)
11    L:   mm .tch
12         (1.4)
13    L:   last ↑cha:nce,
14         (0.5)
15    S:   I just have (0.4) one last thi:ng he just (.) he did a real
16         good job of setting up the: (.) the audio:. and…
```

The extract opens with an extended pause that has followed the closing of the previous FBT.
The Tr self-selects during this pause, and opens her turn with a type of 'rhetorical question',
a question that is formulated and delivered in such a way that it does not project the
expectation of a second pair part answer. Initially this utterance appears to be formulated as a
question to the group, "has anybody mentioned (.) clear instructions", however,
the Tr does not provide the 'interactional space' for an answer from the group, for example a
pause which indicates a potential transition relevance place. Rather, after a micro-pause, she
answers her own 'rhetorical question'. If she had intended this question to have been
answered by one of the participants in the group, the question would have been followed by a
pause and the seeking of mutual gaze with a participant, which is characteristic of projecting
an expected response. Her use of an unmitigated (cf. Te mitigation, e.g. section 5.3.3)
'rhetorical question' provides further evidence of the assymetrical rights of the Trs and Tes
(see section 6.2.1). The trainer then provides her own second pair part, "I think that's
sort of been implied," (line 3), in doing so she positively assesses the 'clarity' of the
Tw's instructions and claims agreement from the group, 'by implication'. She then shifts to a
more general, and upgraded, assessment of the Tw's vocal delivery within class,
"definitely you:r your teacher talk's really good" then specifies this further and
provides a reason for her assessment, ">you've become< very very (0.6) concise (.)
which is so easy for the students to follow." (lines 4-6).

In carrying out these social actions, she 'talks through' the stages of the ELC, by providing a
description of the aspect of practice in question, then interpreting the implications of this
action for the students, which in turn, implicitly generates a plan for future action, 'to
continue' with those aspects of vocal delivery that have been assessed, by the trainer, as
improved. The trainer then continues her turn with the initiation of another FBT, which is

connected to the previous one, via an affiliative conjunction, and by her explicit claim that the two aspects of practice are connected, "`and of course you back that up with`" (line 6). This introduces the second FBT, the Tw's 'organisation of the whiteboard' which is then subject to the trainer 'talking through' the steps of the ELC, as in the previous FBT.

It is common within examples of trainer initiated FBTs that the trainer uses them as a vehicle to 'talk through' or 'model' the stages of the ELC. In doing so, the trainer's FBT initiators may act as a model for the participants, demonstrating interactionally how to 'do reflective practice' by instantiating the stages of the ELC. They also provide a concise and 'efficient' way for the trainer to introduce topics that the participants have not themselves initiated. Trainer initiated FBTs then, though less common than FBTs introduced by the trainees, play an important role in this interactional context, allowing the trainers to introduce FBTs for reflective feedback, and by providing a 'model' or demonstration of the process of 'talking oneself' through the stages of the ELC. The role of trainer FBTIs will also be discussed in relation to their employment within trainer summaries in the final section of this chapter. The analysis will now turn to one of the ways in which feedback topic initiators can be closed, at their inception.

### 5.3.3 Closing feedback topic initiators

Feedback topics can be closed, almost immediately, following their initiation. There are a number of ways within the corpus that these closures, or possibly more accurately, a lack of expansion/extension, can be instantiated. One of the commonly occurring types of closures is that the trainee who initiates the FBT, rather than initiating one FBT, initiates several possible topics in succession, within a given turn. This type of multiple FBT initiation often leads to the trainer, or trainee (who initiates the multiple topics), selecting one of these for 'development through negotiation' (see section 5.3.1.2). Another common way by which FBT's are closed following their initiation is through simple agreement from the Tr: a FBT is initiated, the trainer responds with an agreement token, and the participants move to a new FBT, without any attempts being made by either interlocuter to develop the FBT (see also section 5.3.1.1). The following extract illustrates this type of closing of a FBT, it is taken from close to the end of the positive group-feedback phase of Annie's feedback cycle on day sixteen of the course, the trainer is Ingrid.

Extract 19 – "Anything else you recommend…"

D16FB 370 C1 14.08
```
1            (0.6)
2    I:     ↑anything else that you: recomme:nd for annie
3            (0.3) ((Tr looks around the group))
4    C:     I just wrote °don't forget° to monito:r (.) because of °that
5            one°
6            (0.3)
7    I:     do:n't forget to monitor.= ((nodding head))
8    C:     =°yeah°
9            (1.0)
10   D:     yea:h a:nd then yeah I have a just a little thing, just to
11           er (.) beforeha::nd er pre (0.4) pre-stage (say) befo:::re,
12           (0.4) hand out
```

Following the closure of the previous feedback topic, the trainer self-selects and formulates a request for an account, which will initiate the next FBT, "↑anything else that you: recomme:nd for Annie". During this turn and continuing in to the pause that follows her turn, the Tr looks around the group seeking mutual gaze with the participants in the group. Cathy makes mutual gaze with the trainer as she utters her turn: "I just wrote °don't forget° to monito:r" (line 4). The formulation of this account from Cathy may be described as designedly, and explicitly, minimal, in several ways. The opening of the turn, "I just wrote" presents her FBT as a 'note', something that she wrote down. The use of 'just' might well be a way of mitigating or downplaying the 'significance' of this as a FBT and a potential orientation to the assymetry's between the Trs' interactional rights and the Tes' (see section 6.2.1). Following this initial contextualization of her turn, the trainee presents her FBT as an imperative, "°don't forget° to monito:r": an explicit plan for future action.

As has been described previously in this chapter, FBTIs usually present a number of aspects of their topical focus, such as a description of the event or practice, an assessment, and often an epistemic claim of evidence, upon which the claim is based. The trainee's FBTI in this example does indicate an area of practice (monitoring) and an implied assessment ('don't forget to' indicates that this is a positive practice, which should be continued) and also an orientation to 'plans for future action' in its grammatical formulation. However, this is a very minimal and limited account, there are many instances in the corpus where this kind of

minimal FBTI would be responded to with request for expansion or extension from the trainer. But this is not the following action from the trainer in this example. After the opening TCU of her FBTI the Te continues with "`because of °that one°`" (lines 4-5), which seems to present a reason or evidence, though the vagueness of 'that one' as referent makes it difficult for the analyst to identify, furthermore the trainer does not orient to this in her next turn. The trainer begins to nod her head strongly as she utter her next turn, a repetition of the Te's FBT, "`do:n't forget to monitor.`" (line 7). She continues her head nodding throughout this repetition, thus indicating her strong agreement with the Te's FBT, but not requesting any type of follow up expansion/extension. Her agreement, through repetition of the imperative, also suggests that she is confirming the presentation of this imperative to the group, or 'providing support for this advice'. Cathy then responds with an agreement token, after which a pause occurs. Dave then self-selects and begins to introduce the next FBT, he also employs a similar construction to Cathy's FBTI, 'just a little thing', which may also be orienting towards the assyemtrical rights between participants by downplaying the strength of his claim (see section 6.2.1).

Thus we see in the above extract that a feedback topic can be closed at its very inception by the trainer, through simple agreement, and that this closure opens up the floor to the expectation of a next FBT. Though not intended as analytic claims, a number of possible reasons why a trainer would close a FBT directly after its initiation might include: it's a topic that has been covered already, it's something the Tr does not assess as important (enough to develop) at this juncture in the feedback session or in the trainee's individual development, it may simply be that they are running out of time for that phase or cycle. However, we do not have empirical access to these 'possible intentions' and therefore they remain just that, possibilities. What is clear, however, is that the trainers and trainees jointly negotiate the treatment of FBTs at their point of initiation. Feedback topics initiators are always subject to the possibilities of being closed, or undeveloped. From the analysis of this corpus, it seems most likely that FBTs will be closed if they are presented as a group of multiple FBTs. There are no instances in the corpus where several FBTs are presented at once and then all subsequently developed. At the same time as the possibility of closure, there is always the possibility that the FBT initiator will perform the first of a series of interactional moves in a negotiation that takes place between the participants, to develop a FBT through the various stages of the ELC.

To summarise, this section has investigated the ways in which feedback topics are initiated, through accounts, within the various phases of the feedback meetings in this context. The vast majority of talk-in-interaction within the phases of the post-observation meetings, is oriented toward the discussion of a series of specific feedback topics, which are introduced by the various participants, dependant on which phase of the feedback cycle they are in. For example, the Tw has the interactional rights to introduce feedback topics in self-feedback phases. This section has outlined the ways in which FBT initiating accounts open a FBT. It has investigated a range of 'foci' that are found within the corpus. The 'foci' of FBTIs include; (1) self-oriented accounts, which focus on the actions of the Tw who formulates the account, they are typically found within self-feedback phases; (2) other trainee-oriented accounts, which typically occur within group-feedback phases, and are formulated by the Tes as either first person referents (you) or third person referents (s/he) to the actions of the Tw; (3) 'passively' formulated accounts, where the action or event is the focus, rather than the actors within that event; (4) student-oriented accounts, which focus on the actions of the students, rather than the Tw, they occur in all phases; and finally, (5) Tr initiated accounts, which occur infrequently within FBTs, but the Tr has the rights to introduce them in any phase within a feedback cycle. The section closed with an analysis of one of the ways in which FBTs can be closed, immediately following their introduction, by simple agreement from the Tr. The following section of this chapter investigates the ways in which FBTs can be developed via negotiation between the participants, after their initiation.

## 5.4 Developing a Description

Once a feedback topic has been initiated, there are several actions that typically follow. The first of these possibilities, as discussed above, is that the FBT can be closed; this is often carried out through simple agreement. There are two other interactional moves that occur commonly at this juncture in the sequence, these are 1) a Tr initiated (other-initiated) repair, often formulated as a clarification request; 2) a request for an expansion/extension of the trainee's account, that initiates the FBT. These interactional moves carry out the opposite action to the closing of a FBT, their employment by the trainer in post-FBTI next-turn position, allows for the FBT to be developed and extended/expanded, through a series of interactional moves between the interlocuters. These two interactional moves from the

trainer, initiation of a repair sequence and a request for an expanded/extended account, where they occur in sequence: the request for an account follows the repair sequence. In the absence of a repair sequence the usual next move is for the Tr to request expansion/extension of the account.

The repairs that typically occur in the post-FBT initiation position are usually clarification requests that are initiated by the Tr and most commonly confirmed or completed by the participant who initiated the FBT; thus they can be classified as other-initiated self-repairs. These clarification requests, at least on the face of it, appear to be typical of the type found in many conversational contexts, where they are employed to achieve intersubjectivity between the interlocuters, when this is threatened by a particular trouble source. However, it has been argued that these clarification requests that are found in post-FBTI position may also be being employed to carry out social actions related to the institutional goal: to 'do RP' as an interactional activity. Namely, that they are being used to make public – to the rest of the Tes in the group - the institutional expectation that the Te who initiates the FBT will provide an 'adequate' description of the event, which the subject of their FBT. As such they are one way of encouraging collaborative reflective practice through interaction.

The second type of interactional move that occurs, either in post-FBTI position or following the aforementioned clarification request sequence, are requests for an account. They are moves that seek the extension/expansion of the FBT initiating account, more specifically they request the expansion/extension of the description of the event in question. The aim of these interactional moves relates to the first, post-experience, stage of the ELC: to develop a description. The institutional expectation within the context of the SIT course is that a reflective practitioner is expected to be able to describe a particular event or practice from their experience of teaching, or observing the teaching, of a lesson. This description then provides the foundation for the subsequent stages of reflection and thus, the description must be adequately detailed in order to allow for effective interpretation and theorising before deciding on plans for future actions. The ways in which this aim is instantiated through interactional practices will be introduced in the following extract then discussed throughout the rest of this section.

## 5.4.1 Expanding a description through specifics

The following extract will be used to exemplify the two interactional moves that most
commonly follow a FBTI, a FBT that is not closed upon its initiation, but rather is negotiated
and developed by the participants. The extract contains both of the previously described
actions, a repair sequence and a request for expansion/extension of the account. It is a typical
example of the opening moves by which a FBT can be developed, in its initial stages. The
development of the FBT in this extract also typifies how the participants initially negotiate
the development of the description stage of the ELC, through the moment-by-moment
unfolding of the talk oriented to the FBT. The extract is from the opening of a positive self-
feedback phase on day nine of the course, where Annie is the Tw and Liz is the Tr.

Extract 20 – "Let's look at the specifics…"
D9FB 27

```
1    A:    I ↑fe:lt that wa:y (.) and I really felt like I go::t (.)
2          is and ha::s with them,
3          (0.6)
4    L:    ri:ght so let's look at the specifics, (.) o::f (.) the
5          things that went we:ll, (.) ↑anything in particula:r, (.)
6          if (.) well you raised the issue of is and ha::s::=
7    A:    =↑yea:h I just really felt that I kept on dri::ving it
8          ho::me in every exerci::se (0.4) you kno:w? (.) I felt li:ke
9          it wa::s (0.6) jus- I felt like I did a good jo:b drilling
10         i::t
11         (2.2)
12   L:    °you mean° drilli::ng, you mean u::m=
13   A:    =the proper use of is and ha:s
14         (0.4)
15   L:    okay, (0.4) you mean clarifying
16         (0.3)
17   A:    yeah
18         (0.2)
19   L:    °okay.° ↑how did you go abou::t it (1.8) [(clarifying) ]
20   A:                                             [well         ]
21         right awa::y (.) I put (.) is and ha:s on the board
22   L:    absolutely
```

The Tw opens her turn in line 1 with a TCU, "I ↑fe:lt that wa:y", which confirms her acceptance of the Tr's assessment in the preceding HDYF sequence. She then connects the initiation of a feedback topic, using a co-ordinating conjunction, to complete her turn: "and I really felt like I go::t (.) is and ha::s with them,". In doing so she carries out the interactional move of introducing a FBT, which transitions to, and initiates, the self-feedback phase of her feedback cycle. However, as discussed earlier (see section 5.4), the action of moving from HDYF sequences to self-feedback phases is a move that is almost always carried out by the trainer. And after a short pause we see the Tr explicitly enact this transition between HDFY and the self-feedback phase. She formulates the opening of this transition in typical fashion, marking its shift in activity with the markers "ri:ght so"; then formulates her request for an account from the Tw: "let's look at the specifics, (.) o::f (.) the things that went we:ll, (.) ↑anything in particula:r," (lines 4-5), which projects the expectation of a positive account which 'specifies a particular area of practice'. However, she then shifts her footing, acknowledging the Tw's previously introduced FBT and offering it as the opening FBT of this cycle. That the Tr sees the need to explicitly carry out this transition, even though the Tw had already performed this action, may be testament to the importance of managing the overall structural organisation of this interactional context, as one of the trainer's professional roles.

In line 7 the Tw 'accepts' the FBT of 'is and has', "↑yea:h", and goes on to expand her account. She frames her claim as her 'feeling', then makes a epistemic claim relating to 'many instances' of her practice from the previous lesson, "that I kept on dri::ving it ho::me in every exerci::se". Annie then further specifies this claim, again framed in terms of her 'feeling', that she had done "a good jo:b drilling i::t" (line 9). With these actions, by extending her description, the Tw is orienting to the norm at this stage within the ELC, to provide an 'adequate' description of her 'experience'. She has offered an account which specifies the practice which her FBT relates to, provided 'evidence' in the form of an epistemic claim, and then further specified the practice in question as "drilling" (a classroom practice in which the teacher has the students repeat, en masse, the teacher's utterance). The Tr's next move is to initiate repair, through a clarification request, specifying the trouble source as 'drilling', "°you mean° drilli::ng, you mean u::m" (line 12). In next turn position the Tw offers a candidate completion of the repair, which orients to the object of the drilling practice, "the proper use of is and ha:s". However, the Tr's next

action demonstrates that her clarification request was questioning the accuracy, in the Tw's use of the term 'drilling', rather than questioning 'what it was that had been drilled'. She does this by initially accepting the candidate completion "`okay,`" (line 19) then continuing her turn with a further clarification request: "`you mean clarifying`". This is accepted by the Tw in next turn position and acknowledged by the Tr at the opening of her next turn.

This instance of other-initiated other-repair is an example of the trainer clarifying the Tw's use of 'professional lexis', repairing the Tw's use of the lexical item 'drilling' and replacing it with the lexical item 'clarifying'. However, as discussed earlier, this regularly occurring phenomenon of repair sequences following FBTIs, may indicate that repair is being employed by the trainers to do more than 'simply' achieve intersubjectivity. The trainer may well be employing the mechanisms of repair in the service of pedagogical goals. One of the expectations within professional development contexts is often the participants' development of a specialised professional lexis. In the extract above, the repair sequence, as well as achieving intersubjectivity, may be intended to clarify the use of these lexical items for the whole group, as well as the trainee who is the current interlocutor. This may well be the trainer orienting to a potential 'teaching/learning opportunity' with this particular lexical item. The repair sequence may also be an attempt on the part of the trainer to demonstrate the expectation that the trainees will provide 'appropriately detailed' and accurate accounts of their practice, during the description stage of the ELC.

The second interactional move of particular interest in this extract falls into the second category described above, a request for an expansion/extension of the description of the event specified in the FBTI. In that, it is an attempt by the trainer to instigate the development of the FBT from the Tw, from the account that has been given. Following the completion of the repair sequence at line 19, the trainer self-selects and opens her turn with the generic marker, "`°okay.°`", this is delivered quietly and with falling intonation and marks the shift from the repair sequence, to the next 'activity'. In this case the trainer formulates this interactional move as a direct question, "`↑How did you go abou::t (1.8) [(clarifying) ]`". In this turn the trainer recycles the 'professional lexis' (clarifying) from the preceding repair sequence, rather than a deictic such as 'that', a possible orientation to 'recycling' the vocabulary item for teaching/learning purposes. Her request also shifts the frame of reference from the positively assessed aspect of the Tw's claim ("`I did a good jo:b drilling`

139

i::t"), to the actions of the Tw, during this event ("↑H̲o̲w̲ did you go abou::t (1.8) [(clarifying) ]".) (line 19).

The trainer's request for an expansion/extension of the FBTI at line 19, projects the expectation that the Tw's following account will focus on her observable and accountable actions at that point in the lesson. This is one of a number of ways in which trainers formulate requests for expansions/extensions of accounts, by having the Tw develop their description (of their experience) from a general description and assessment, so that it specifically describes their own actions at that juncture in the lesson. In lines 20-22, the Tw responds to the trainer's request for further description of the FBT by providing an extension/expansion of her account which focuses on her observable actions, in relation to the FBT, "[well] right awa::y (.) I put (.) is and ha:s on the board". Thus the trainers' request has generated a development of the Tw's account that aligns with the expectation of a focus on the Tw's actions within class. The rest of this section will focus on some of the other ways in which Trs, in negotiation with the Tes/Tws, develop the descriptive aspect of feedback topics; and in doing so instantiate the description (What?) stage of the ELC; in order to fulfil the pedagogical goal of having the trainees 'do reflective practice' via orientations to the ELC.

### 5.4.2 Extending and expanding a description

As described above, a FBT that is introduced can be closed upon its initiation or it can be developed through negotiation between the participants. FBTIs propose an event and/or aspect of practice from within the Tw's lesson as the topical focus. The interactional moves in question are requests from the trainer for an expansion/extension of the descriptive aspect of the FBT initiator. These requests can take a number of forms and these forms are directly related to the claims made in the FBT initiator they seek to expand/extend. The following extracts will illustrate the key interactional features of these moves and their relationship to the sub goal derived from this stage of the ELC, 'developing the description'. The first extract is taken from the first feedback meeting, day four of the course. It occurred during the positive group-feedback phase of Cathy's feedback cycle; the trainer is Liz.

Extract 21 – "Can I just ask you a little more about that…"

D4FB 77

```
1     S:    yeah I I thought she wa:s extre:mely calm especially for (.)
2           the one who's going fi:rst, (.) e:r and um she had really
3           good control of what was going o:n and was able to:: (.)
4           ada:pt a little bit u:m
5           (0.4)
6     L:    tha- that's great can I just ask you a little bit more about
7           that (.) when you say she had contro::l over things and she
8           was able to adapt >can you< ↑think of anything i:n
9           particular?
10          (0.7)
11    S:    well the one e::r  (.) pa:rt (.) that sticks out to me is
12          when they were in a circle a:::nd (.) they were tossing the
13          ba:ll around and I believe they were (0.4) they were (.)
14          a:sking what
```

In line 1 of the extract, Sean initiates his feedback topic, "she wa:s extre:mely calm", this claim is framed in terms of his opinion, "I thought". He then upgrades the assessment aspect of his FBT, from the already 'strong' "extre:mely calm" by adding the caveat, "calm especially for (.) the one who's going fi:rst"; therefore implying that 'going first' is more 'stressful' than 'going second'. He then introduces a second FBT, via the co-ordinating affiliative conjunction 'and', "she had really good control of what was going o:n", and then a third, "and was able to:: (.) ada:pt a little bit". There are many instances within the corpus where a number of discrete feedback topics are introduced in a single turn, as in the above example.

The introduction of multiple FBTs in a turn usually leads to the kind of next action we see in extract 21. The Tr's next interactional move is to 'accept' one or more of the proposed FBTs, and thus, through omission, one or more of the proposed FBTs are closed. In the above extract, the Tr 'accepts' two of the three proposed FBTs as 'expandable/extendable' by her request for an extension/expansion of the FBT account: "when you say she had contro::l over things and she was able to adapt >can you< ↑think of anything i:n particular" (line 7-8). The projected expectation of this request is formulated as 'anything in particular', which is oriented to by the Te, explicitly in the

opening of his next turn: "`well the one e::r (.) pa:rt (.) that sticks out to me`" (line 11). Thus the Te treats the request as expecting a specific example from his observation of the previously taught lesson and provides one, "`when they were in a circle a:::nd (.) they were tossing the ba:ll around`" (lines 12-13). The Te's turn continues to provide a description of this event (not shown in extract).

So the above extract illustrates one way in which the Tr can 'move' the trainee through the first stage of the process of reflective practice as modelled in the ELC. The trainer can request a development of the description of the event/practice described in the FBT initiator. In the case of multiple FBTs, trainers have the interactional rights to choose from the number of initiated, or proposed, feedback topics; they can then request an expansion/extension of this description. This extension or expansion, if oriented to by the recipient, can then develop the description from the FBT initiator to focus it on a particular event or aspect of practice. In the extract above the aspect of practice was made explicit in the FBT initiators ("`she had really good control`" and "`was able to:: (.) ada:pt a little bit`") (lines 2-4) but the Te did not specify at which point in the observed lesson he was referring to. The trainer's request therefore, called for the specification of an event, during the lesson, where this positively assessed practice occurred. The opposite case is also found commonly in the corpus, where the trainee provides a description of an event, such as 'the warmer was good' and the trainer, in next turn position, requests specification of the practice involved, 'what did you do to make the warmer good'.

### 5.4.3 Multiple requests – 'probing' a description

The interactional moves on the part of the trainer that request a development, through expansion/extension of the trainee's description, regularly occur in multiple subsequent turns, following a FBTI. The trainers often instigate multiple requests for expansions/extensions of the descriptive aspect of FBTI; these actions could be glossed as the Tr 'probing' the trainee's description of the event in question. The following extract illustrates this phenomenon; it is taken from a much longer sequence of negotiation and probing between the trainer and the Tw. This longer sequence includes numerous requests for accounts from the Tr, as they negotiate and develop the description of the event and practices specified in

the FBT initiator. Extract 22, selected from this longer sequence, is taken from the Tw's
feedback cycle on day eight of the course. The Tw is Dave and Liz is the trainer.


Extract 22 – "What did you want them to practice…"
D8FB 220

```
1      D:     I think it's mo::re like practising [(.) ne:w voCA:B]
2      L:                                         [practising what] dave
3             (1.0) what did you want them to practice there (0.8) and
4             were they practising it
5             (0.4)
6      D:     when when they e:r  (.) (tried)/(write) the activities
7             (0.6) then they need to: (.) find the (.) voca::bs there
8             (0.3)
9      L:     ↑what vocab
10     D:     it's more like destination more like activities um::
11            (0.2)
12     L:     can you be specific=
13     D:     =ah: (1.0) li:ke (.) if we talk about the (.) of CITIES
14            (0.4)
15     L:     a↑ha::.
```


After an extended series of interactional moves (not included in the extract), oriented towards
the development of the Tw's description of an aspect of his experience from the previously
taught lesson, the Tw claims that the main aim of this part of his lesson was "practising
[(.) ne:w voCA:B]" (line 1). The Tr does not, however, wait for the Tw to complete his
turn but requests an extension/expansion of his account in overlap, "[practising what]".
This overlapping talk from the Tr may be related to the amount of interactional work that has
already been put into the development of this description in previous turns (not included in
the extract), indicating perhaps an attempt to 'move things along'. After a pause, she
reformulates her initial question, "what did you want them to practice there" and
adds an additional request for a development of the description "were they practising
it" (line 4).


Thus, as in the previous extract, the first request projects the expectation of further specificity
in the account of the Tw's behaviour. The second request asks for a different kind of

description, a description of the behaviour and practices of the students in the class, as they relate to a claim that is being made by the trainee. So the expectation is projected to the trainee that they will include in their description of their experience, observed evidence as to whether or not the thing they are claiming was reflected in the behaviour of the students. This kind of request then focuses the description from the participants on grounding their claims in the practices of the students in their class. It is not necessarily enough to claim that a practice was, for example successful, but that the reflective process also entails providing evidence for this claim, grounded in the observed behaviour of the students in class, and described by the trainees in feedback.

The Tw orients to the first of the trainer's requests in his response, by providing a description of his expectation from the students "`when when they e:r  (.) (tried)/(write) the activities (0.6) then they need to: (.) find the (.) voca::bs there`" (line 6). The trainer does not simply accept this claim from the Tw, rather in next turn position she reformulates her initial request, "`↑what vocab`". Again, this request is attempting to develop a particular aspect of the Tw's description, specifying the exact expectations the Tw has for the students. The Tw then provides two candidate answers to the question: "`more like destination more like activities`" (line 10). Once again though, the Tr does not accept the Tw's candidate answers and explicitly requests further specificity in his description: "`can you be specific`". The Tw acknowledges uptake of the request with a floor holding device, "`ah:`", latched to the Tr's request. Following a pause, he provides another candidate answer, "`li:ke (.) if we talk about the (.) of CITIES`" (line 13). Following a short pause, the trainer acknowledges her acceptance of the description, of 'vocabulary related to cities', with a change of state token: "`a↑ha::.`" (Heritage, 1984a) .This token serves to mark the 'newsworthiness' of the Tw's claim and acts as acknowledgment and acceptance of this claim.

We see then in the above extract, the kind of interactional 'work' that can be employed in the negotiation of developing the description of the trainee's experience. The description stage of the ELC is oriented to by the participants - in the ways the trainer requests further descriptions, and the ways in which the trainees orient to these requests by continuing to offer candidate accounts. As stated earlier, the previous extract comes form a much longer sequence, and the negotiation of the description continues after the above extract, towards the

Tr's second request, 'were the students practising vocabulary for cities?'. This extract also provides further evidence for the notion that the mechanisms of ordinary conversation, in this case repair, are being employed for pedagogical purposes, within this interactional context. Repair is not simply being used to achieve intersubjectivity but is also being employed as a device to expand/extend the trainees' descriptions of the events and practices specified in the FBTI. And in doing so encourages reflective practice.

### 5.4.4 Open requests for the expansion/extension of a description

The kind of interactional moves investigated so far in this section have focussed on the development of trainee's descriptive accounts, by requests for specificity in the trainee's descriptions and examples of practice from the lesson previously taught, as well as more focussed requests for clarification on particular points. Trainers also employ more 'open' requests, in order to have the trainee develop the description of their experience from the previously taught lesson, requests that do not expect a focus on specificity or the expectation of an example of practice, but rather, request a more 'open' expansion or extension from the trainee. The following extract will illustrate this type of request. It comes from the penultimate  feedback meeting of the course (day nineteen), from Sean's negative self-feedback phase; the trainer is Tony.

Extract 23 – "Why do you say that…"
D19 302

```
1    T:    ↑>is there anything< else you wanted to bring up=
2    S:    =oh yea:h,=
3    T:    =huh huh=
4    A:    =ha ha [ha ha:]
5    S:          [u::m  ] a::lso u:::m (6.2) in du:ring sta:::ge
6          (1.0) I know I di::d, (1.2) f:o:rget to:: e:r (.) have them
7          correct the fa:lse stateme::nts,
8          (0.6)
9    T:    ah ↑ha=
10   S:    =after the:y were on the board, (1.2) and tha:t I ju:st (.)
11         you know I just totally, (.) slipped my mi:nd (.) on that
12         one um:: (1.6) and I think, (.) I fe::lt I should have been
13         more clea::r (0.6) on the: instructio::ns fo::r the:: (.)
```

```
14              second u::m (0.4) ↑reading, ta::sk,
15              (0.4)
16     T:       the true and false one,
17              (0.3)
18     S:       yea:::h (2.2) I (.) yeah I don't know if (.) if I was clear
19              enough on tha:t or no::t
20              (0.6)
21     T:       why do you say that?
22              (0.4)
23     S:       ↑u:::m (3.0) well it seemed like when I was monitoring it
24              seemed like they were having a hard ti::me, (1.0) u::m (.)
25              doing tha::t in  in (.) it seemed like they were actually
26              (0.4) reading the whole entire arti:cle,
```

In response to the Tr's request for an account in line 1, the Tw initiates a FBT in line 5, "in du:ring sta:::ge (1.0) I know I di::d, (1.2) f:o:rget to:: e:r (.) have them correct the fa:lse stateme::nts,", in which he specifies an event in his lesson ("in du:ring sta:::ge"), and his own practice within that event, the omission of an activity ("have them correct the fa:lse stateme::nts" in line 7). He also assesses his omission as problematic, in part through implication (that he has forgotten something) and in part through the positioning of this feedback topic within a negative feedback phase. This second aspect is ratified by the Tr's acceptance of the FBT initiator in line 9. This acceptance is formulated as a change of state token (Heritage, 1984a), "ah ↑ha". The Tw then goes on to provide a reason for his omission, it "just totally, (.) slipped my mi:nd". He then uses "um::" as a floor holding device, before introducing a second FBT, and in doing so, closes the negotiation of the first FBT. His second feedback topic initiator also indicates the activity ("the:: (.) second u::m (0.4) ↑reading, ta::sk,") and practice ("I should have been more clea::r (0.6) on the: instructio::ns") proposed for reflection within this FBT (line 19).

The Tr, in next turn position, initiates repair via a clarification request, asking for confirmation of the reading task in question "the true and false one,", which the Tw confirms in his next turn. The Tw continues from the closing of this FBT initiator repair sequence, questioning whether his practice was effective at that point in time ("I don't know if (.) if I was clear") (lines 18-19). This utterance could be an attempt by the

Tw to request an account from the Tr, 'I don't know, can you tell me?'. However, the trainer does not orient to the turn in this manner, rather he formulates a request for expansion/extension of the Tw's account, "why do you say that?" (line 21). This formulation of a request for further description does not rely on the notion of specificity or the provision of an exemplar from the Tw, rather it projects the expectation of further description of the Tw's claim. It is therefore a more 'general' or non-specific interactional move than those previously described in this section. The Tw responds to this 'general' request by formulating a more detailed description of the event in question, which is framed in a mitigated formulation, "well it seemed like", as a candidate response. Thus in this case the 'general' request for expansion/extension of the descriptive aspect of the FBT initiator generates a more detailed description of the event specified in the FBT from the Tw. This extract illustrates another way in which the trainers can request the development of a description and encourage reflective practice.

### 5.4.5 Trainer as 'co-informant' in developing a description

The final extract in this section looks at different way in which the trainer can perform a request in order to generate development of a trainee's description. In the following case, the trainer initiates the development of the description, as in the previous extracts, but then her role in the process shifts; moving from that of questioner, she takes on the role of co-informant in the development of the description. The following extract is taken from day fifteen of the course, the trainer is Ingrid and the Tw is Annie. This instance occurred during the positive group-feedback phase of Annie's feedback cycle.

Extract 24 – "What did she do first…"
D15FB 254

```
1    I:    ↑how did she start the modelling in the u::se (0.4) when
2          they had the strips (0.4) what did she:: do first do you
3          reme:mber?
4          (1.0) ((Tr seeks mutual gaze from Tes))
5    A:    I gave it (.) to (nao)=
6    I:    =a:nd (nao) was a:sking::=
7    A:    =me=
8    I:    =you:::=
```

```
9     S:    =right
10          (0.5)
11    I:    and the::n (.) you asked (nao) (0.6) back
12          (0.2)
13    A:    °yep°
14          (0.8)
15    I:    ↑why is it, (0.6) s- w- (.) now cathy:: knowing the example
16          wha- why was it so good
17          (0.6)
18    C:    because they could see it (0.6) ho::w it (0.4) h-
19          like (could see it) clearly like ho:w to do i:t
```

The extract above opens part way through the extended negotiations between the trainer and
trainees, over the description of an event from the Tw's previously taught lesson. In line 1 the
trainer formulates a request for an extension of Sean's description of the event (not included
in the extract), "↑how did she start the modelling in the u::se (0.4) when they
had the strips (0.4) what did she:: do first do you reme:mber?". The use of
'she' as pronoun in this formulation indicates that the request is being projected to the other
trainees in the group, rather than directed toward the Tw herself. More specifically, the
request would appear to be directed at Sean who has been providing a description, previous
to the opening of the extract. The trainer's opening TCU, formulated as a direct question to
the trainees, requests the expansion/extension of the description of the Tw's practice ("↑how
did she start the modelling") in relation to a particular stage of the lesson ("in the
u::se"). A pause follows this initial request, but the trainees do not orient to it as an
opportunity to speak. The Tr then provides a further description of the event in question,
"when they had the strips".

The formulation of this question indicates that it is a "display question" (Seedhouse, 2004:
73), display questions are a common device employed by teachers in classrooms, where the
teacher already knows the answer to the question, and in answering it, the interlocutor
'displays' that they also 'share the same knowledge'. Following this display question, the Tr
pauses but there is no uptake from the Tes. The Tr then reformulates the original request,
"what did she:: do first do you reme:mber?" (lines 2-3). A second long pause then
occurs, during which the trainer seeks to establish mutual gaze with several of the trainees
unsuccessfully. The Tw then self-selects and formulates a description of her practice "I

`gave` `it` `to` `(nao)`". This self-selection by the Tw seems at odds with the formulation of the Tr request, which specified the other trainees in the group as recipients, but not the Tw, through the pronoun 'she' employed as referential device. Thus the Tw orients to her interactional rights as Tw within the group, by displaying that she has the right to provide reflective feedback, in the absence of the 'preferred' (requested) participants, by providing the second pair part of the Tr's request.

The trainer's next move is oriented toward developing the Tw's description, but not in the ways previously discussed in this chapter. The trainer does not make a request for an extended/expanded description from the Tw , rather she takes the role of 'co-informant' and offers her own further description of the event, "`a:nd` `(nao)` `was` `a:sking::`" (line 6). The delivery of this description, however, performs an additional social action. In that the intonation and sound stretching presents this as a question. In next turn position, Annie completes the turn with "`me`". Here Sean re-enters the participation framework with an agreement token, "`right`". After a short pause the trainer continues in her role as 'co-informant' by continuing with the description of the event, "`and` `the::n` `(.)` `you` `asked` `(Nao)` `(0.6)` `back`" (line 11), and the Tw responds with an agreement token, "`°yep°`". Thus we see in this extract that the trainer is able to play another role in the development of a Te's description, that of 'co-informant'; and that by providing her own descriptions, and in places formulating these descriptions as 'questions', the participants in the group can jointly construct the description of the event in question. So another way the trainer can 'support' the development of a description, and more generally 'support' the process of doing reflective practice as an interactional activity, is to shift from the role of 'questioner' or 'requester' of descriptions, to becoming a 'co-informant' or 'co-describer'.

Returning to extract 24, after a pause at line 14, the Tr's next interactional move makes the transition from the description stage of the ELC to the interpretation and theorising stage. She formulates this transition initially as a direct question, "`↑why` `is` `it,`", but then hesitates, attempts two restarts, both of which are cut off, then reformulates the question, "`why` `was` `it` `so` `good`". However, this time the question is directed at another trainee within the group, who has not been a direct member of the participation framework for a number of turns. As well as directing her 'why' question towards Cathy, she presents this question as predicated upon the description of the "`example`" the trainer and Tw have just

negotiated and co-developed, even though Cathy was a peripheral participant within this negotiation. Her formulation of this request therefore carries out several social actions, she shifts the focus from a descriptive request ("`what did she:: do first`") to a request for an interpretation ("`why was it so good`"), thus moving the focus of the FBT from the descriptive to the interpretive stage of the ELC. She also changes the participation framework, by selecting the trainee that the request is directed towards ("`now cathy::`"), and thus projects the expectation of 'active' participation in the development of this FBT from Cathy, involving her directly in this stage of the FBT. This turn also projects the expectation that the requested interpretation be based on the description the participants have just negotiated ("`knowing the example wha- why was it so good`"), in doing so she explicitly, though subtly, orients the participants to the ELC as tool for encouraging reflective practice. Cathy responds to this request by providing a reason why the event had happened the way it did.

To summarise, this section has investigated a number of interactional moves that orient to the first (post-experience) stage of the ELC, developing a description. It has illustrated a number of different ways the participants go about the negotiation and development of a FBT, in this stage. It has shown that the talk-in-interaction of the feedback meetings has a strong reflexive relationship with the model of the ELC and that the participants' orientations to the ELC encourage reflective practice. The following section will turn to the analysis of orientations to the second stage of the ELC: interpreting and theorising.

## 5.5 Interpreting and Theorising

As described in the previous sections of this chapter, the initial stages of developing a feedback topic usually consist of an interactional negotiation, between the Te or Tw who initiated the FBT and the Tr, which generates a description of the experience from an aspect or event of the lesson that was previously taught. This negotiated description constitutes the first stage in the experiential learning cycle, the description or "what?" stage of the cycle. This section will analyse instances of the next stage in the ELC: interpreting and theorising, or "so what?". In the model of the ELC employed in this context, this stage is characterised by theorising and drawing interpretations from the experience, and the description that has

been developed in the initial stage. The pedagogical aims for this stage of the reflective process are outlined in the SIT course materials as:

> Interpretations and theories: Next, participants are asked to use their descriptions to make generalizations about the teaching/learning process. Again, the trainers' role is to guide them in analyzing and synthesizing their experiences in order to develop progressively deeper understandings. (*SIT/AUA Guiding Principles*, 2008)

Within the corpus there are multiple ways in which this stage of the ELC is instantiated. Though in simplistic terms, the interactional features of this stage of the ELC are characterised by the Trs' use of questions, which are various formulations of 'why?'. These questions project the expectation of responses from the trainees that require them to generate theories and interpretations based on their experience – which is the focus of that FBT – and the subsequent, post-hoc description of this experience in the previous stage of the ELC. The analysis of this stage of the reflective process will open with a long extract, which contains a number of instantiations of this phenomena; this analysis will focus on the instances of the interactional moves that engender theorising and interpreting, within this stage of the ELC. The extract is from the negative self-feedback phase of Dave's feedback cycle, from day five of the course, the trainer is Liz.

Extract 25 – "Look at maybe reasons for why…"
D6FB 178 C1 7.28

```
1     L:    .hhhh okay, (.) so lets (0.3) le::ts then move onto the
2           things that you::::: (0.4) you are not so happy about (0.8)
3   →       <a:nd loo:k (.) at maybe:> (.) rea↑so:ns for why: [things=
4     D:                                                      [(reason=
5     L:    =didn't go the way] you planned
6     D:    =s is that)        ]
7           (0.3)
8     D:    students is ma:ybe (0.4) students is difficult to:: (.) let
9           them understand (.) there are many::=
10  → L:    =but why: [that's what we need to find out]
11    D:              [there are many more who can't  ] don't
12          understand me, (.) they don't understand so:me >many
13          vocabs< (.) here, (0.4) li:ke (0.5) selection (0.3)
14          suggestion is that I have to (.) get them more (0.4) I did
15          it (0.4) they understand better a:nd some (.) there are
16          many (0.3) problems of (.) understanding °for instance°
```

```
17            (0.3)
18    L:      okay=
19    D:      =particularly now
20            (3.2)
21    L:      students have difficulty understanding (0.6) any
22            suggestions (0.8) [any]
23    C:                        [sug]gestions is a big word (.) so maybe
24            what can you (.) tell
25            (0.4)
26  → L:      ↑okay lets start with it can you think of >any reasons< why
27            the stude:nts (0.4) had diff↑iculty understanding what was
28            going on
29            (0.8) ((Tr looking around the group for mutual gaze))
30    A:      you ↑don't speak [loudly ]
31    S:                       [They b-]=
32    B:      =can't hear=
33    S:      =yeah
34            (0.3)
35    L:      and they were telling you that [a student] actually said=
36    D:                                     [uh huh    ]
37    L:      =to [you:] that we can't hear you
38    D:          [yeah]
39            (0.6)
40    D:      °oh°
41            (0.6)
42    S:      ((clears throat))
43            (0.8)
44    D:      °yeah°
45            (0.5)
46    L:      so fi:rst of a:ll yeah (0.8) louder (.) project your
47            voice better
```

The extract opens with the trainer-instigated transition from the positive group-feedback phase to the negative self-feedback phase of Dave's feedback cycle. As well as marking this shift (".hhhh okay, (.) so") and outlining the expectation for the valence of this phase ("you are not so happy about"), the trainer's request for an account ("le::ts then move onto the things that you::::: (0.4) you are not so happy about") is followed by the explicit, though hedged ("maybe:"), and a projection of the expectation that

they will discuss "`rea↑so:ns for why: things didn't go the way you planned`".
Here the trainer is explicitly requesting that the following FBT includes discussion of the
interpretation stage of the ELC (So what?).

The Tw's account, in next turn position, begins to initiate the FBT, "`students is`
`difficult to:: (.) let them understand`" (line 8) though this initiation is halted by
the trainer latching her next turn to a sound stretch in the Tw's utterance. Given that the Tw's
utterance is not a complete TCU ("`there are many::=`"), the Tr is interrupting the Tw and
taking the floor. The Tr's latched turn "`=but why: [that's what we need to find`
`out]`" (line 10) is the first instance of a move to the next stage of the ELC: interpretations. At
first glance it seems that the Tr has moved to this stage very hastily, given that the Tw has
not completed his account, which provides the description of his 'experience'. However, this
FBT was raised previously by the Tw, at the beginning of his positive self-feedback phase.
During this short discussion he claimed that the students were responsible for aspects of his
self-assessed poor performance in the lesson, and the Tr responded by strongly suggesting
that he should consider his own practice before "`thinking that students ↑are to`
`blame (.) I think (.) we really really have to start an- (0.4) start with`
`the teacher`". This 'out-of-phase' sequence was brought to a close at that juncture and it
seems likely that the Tr is re-orienting to this previous event when she interrupts the Tw.

The next turn in the sequence demonstrates that the Tw does not orient to the Tr's request for
an 'interpretative account' as, in overlap, he continues with his FBT initiating account.
Making claims that the students "`don't understand me`" and "`don't understand so:me`
`>many vocabs<`", and that there are "`many (0.3) problems of (.) understanding`"
(lines 11-16). The Tr acknowledges the Tw's claim, though the Tw continues and the end of
his utterance becomes quieter . Following the completion of the Tw's account, which
constitutes the description stage of the ELC, there is a lengthy pause, after which the Tr self-
selects. She very concisely reformulates the Tw's account, "`students have difficulty`
`understanding`" (line 21). In doing so, her reformulation focuses upon the students as
subjects, rather than the Tw, leaving the question of who is responsible for the students'
'difficulty with understanding' open for debate.

She then offers this 'neutral' situation to the rest of the trainees in the group, in the form of a request for an account: "`any suggestions`" (lines 21-22). However, rather than fulfil the expected second pair part with an account, Cathy, in next turn position, seems to request that the Tr 'tells' the group ("`[sug]gestions is a big word (.) so maybe what can you (.) tell`"). The Tr, however, does not orient to this apparent request, rather she reformulates her request for an account, "`can you think of >any reasons< why the stude:nts (0.4) had diff↑iculty understanding what was going on`" (lines 26-27). Once again the trainer specifies the expectations of this stage of the ELC as the need to seek and provide reasons for the problem. Here the trainer is demonstrating the expectation that the trainees will be responsible for providing reflective feedback, and that at this point in the feedback process (this stage of the ELC), they are expected to provide an interpretive account of the problems the students are having with understanding Dave.

One of the trainees, Annie, then responds to the Tr's request for an interpretive account, providing a reason for the problem identified in the FBT, with the utterance, "`you ↑don't speak [loudly ]`" (line 30). Her reason, in the form of a declarative statement, is reformulated and acknowledged/reinforced by several of the other Tes in the next turns. Annie's formulation of this statement suggests it is directed toward the Tw ("`you`"), as opposed to the possible choice of a third person pronoun, and does not contain any type of hedging or mitigating linguistic or intonational markers. The trainer's next turn demonstrates her, initially implicit, agreement with the Tes accounts, she opens with the conjunction "`and`". Then goes on to provide supporting evidence for the 'multi-participant claim', citing an observed incident from the previously taught class: "`they were telling you that [a student] actually said to =[you:] that we can't hear you`" (lines 35-37).

 During the Trs turn, the Tw overlaps with what initially appear to be agreement tokens (lines 36 and 38), though once the Tr's turn is complete the Tw responds to the Tr's claim with a quiet "`°oh°`". One of the functions that 'oh' can perform within interaction is that of a change of state token (Heritage, 1984); Dave's utterance here may well be performing this function, indicating his 'uptake' or 'realisation' of the issue at hand. If this is the case, then his overlapping tokens in the Tr's previous turn may well be acting as receipt or listenership tokens rather than agreement tokens. Another pause follows, broken by Sean clearing his throat, after which Dave utters "`°yeah°`" (line 44), again quietly. This may be further

demonstrating his agreement with, or acceptance of, the interpretation that the group have 'jointly agreed upon'. The Tr then formulates the next stage of the ELC, "`so fi:rst of a:ll yeah (0.8) louder (.) project your voice better`", her opening token in this turn "`so`" may be a marker that she is shifting to the next stage of the ELC, plans for future action or 'now what?', which is formulated as a 'the first of several' points. Here the 'now what?' stage of the ELC is presented to the Tw as advice or instruction, this stage will be analysed in the following section of this chapter.

Extract 25 illustrates some of the ways in which the interpretation or 'so what?' stage of the ELC can be made manifest through talk-in-interaction. The trainers engender this stage of the ELC in a number of ways but a regular practice is to explicitly formulate questions that request an 'interpretative' account from the trainee. These questions are often formulated lexically, as well as conceptually, around the notion of 'why?'. The rest of this section will investigate further examples of this phenomena. It is usual for these questions to be directed towards the participant who initiated the current FBT. Though as we saw in the previous extract, if the FBT initiator does not provide an account or does not provide an account that the Tr is 'satisfied' with, then the next move is usually to redirect the request for an 'interpretive' account to the other trainees in the group.

The previous extract (25) also illustrated another regular feature in the corpus: if this move - asking the other trainees for an 'interpretive' account - also fails, then the trainer will either try again, as in the above example, usually through a reformulation; and if this also fails the trainer often gives their own interpretation of the experience to the group. It is therefore possible that there is a type of preference structure operating within this context, with regards to who carries out the interactional 'reflections', which are necessary to move the participants through the stages of the ELC. A tenuous sketch of this might be as follows: (1) the participant who initiates the FBT is the preferred participant to provide the next stage of the ELC, (2) if the FBT initiator does not provide the response, the trainer will then seek a response from the other trainees, (3) if this is not forthcoming, then the Tr will provide a formulation of the next stage of the ELC for the trainees. However, a thorough investigation of this observation, which would be required to develop this point from an observation into an analytic claim, is beyond the scope of this study.

### 5.5.1 Supporting claims of interpretation

Another approach to initiating the interpretation stage of the ELC, that the trainers regularly employ, is to request interpretations that project the expectation of an account from the trainee that rests on their epistemic access to an event, during the previously taught lesson. More specifically, trainers request accounts of 'how they (the trainee providing feedback) know' about an aspect of an event. This is often related to their awareness of the behaviour of the students in the class that was taught. The following extract illustrates one instantiation of this approach to engendering the interpretation stage of the ELC in developing FBTs. It is taken from the negative group-feedback phase of Cathy's feedback cycle on day five of the course; the trainer is Liz.

Extract 26 – "How did you know that they knew…"
D5FB 374

```
1    L:    but no you ga:ve an example and then you told them to ta:lk
2          (.) to their partners (.) how did you kno:w that they knew
3          (.) what to do and how to do it
4          (0.4)
5    C:    I didn't
6          (0.3)
7    L:    ah ↑ha ((Tr begins to nod head strongly))
8          (0.3)
9    A:    yeah
10         (2.8) ((Tr's head nodding continues))
11   L:    that's a big difference between the fi:rst one and the
12         second one in the second one you saw them do it (.) asked
13         the questions (0.4)
```

Previous to the extract above, the group have been negotiating the development of a description of an event from Cathy's lesson; Cathy and Annie have been disagreeing about a particular point for a number of turns. At the opening of the extract (line 1) the Tr self-selects, marking her disagreement with the previous turn, "but no", then producing her description of the event in question, "you ga:ve an example and then you told them to ta:lk (.) to their partners". She then makes a request for an interpretive account from the Tw, "how did you kno:w that they knew (.) what to do and how to do

it". This request projects the expectation, to the trainee, of the production of an account that requires several layers of epistemic access. As well as the ever-present necessity to reflect, post-hoc, on a recent teaching experience, the trainee is being asked to interpret her understanding of the account, in terms of 'what she knew' at that point in time, and 'how she knew it' ("how did you kno:w"). But this account in itself is predicated on her understanding of the students behaviour at that point in time, "that they knew (.) what to do and how to do it". Thus the trainer is requesting the trainee to interpret her understanding - at that point in the previously taught lesson - of the students' understanding of the expectations of the task she had set.

This kind of request requires the trainee to give an interpretive account of their 'knowing' and relates to a particular focus of reflective practice. Trainees can claim, in reflecting on an event or practice, knowledge of the student's understanding of this event or practice. So in the above extract the trainee is claiming that she had set a task, but that the students' engagement in the task was problematic. This shift in frame by the Tr requires the trainee to reformulate her account in terms of 'how she knew' that the instructions had been understood by the students, as opposed to assuming that they had been understood. Thus this kind of interactional move from the Tr, requires the trainee to provide evidence of how they came to their understanding of the success, or failure, of an event based on observable evidence from the behaviour of the students. A preferred response in this above example might be for the trainee to claim evidence of a particular behaviour; for example, 'I asked the students questions which confirmed their understanding of the task'.

However, following the request from the trainer in the above extract, at line 5, the trainee responds to the request with a 'claim insufficient knowledge' (e.g. Sert, 2011). Her claim of insufficient knowledge, "I didn't" (line 5), does not display a lack of ability or willingness to provide the requested account, but rather displays her lack of 'knowing' about whether, in this case, her instructions were 'understood by the students'. This claim of no knowledge is oriented to by the trainer with a change of state token in line 7, "ah ↑ha" (Heritage, 1984a), displaying her acceptance of the claim of no knowledge, but also treating it as something newsworthy. This verbal display occurs concurrently with strong head nodding from the trainer, and this embodied action continues through the silence that follows. These verbal and embodied actions mark this interpretive claim as 'an important point'. The Tr then self-

selects and provides a reason for the events in question, "`you saw them do it`" (line 12), which is grounded in the observable behaviour of the students within the previously taught class. This evidence is formulated as distinguishing between the two instances in question, "`that's a big difference between the fi:rst one and the second one in the second one you saw them do it`". Thus the trainer shifts her stance from requesting an interpretive account, in the absence of evidence from the trainee, to providing an interpretive account. In this sense then, the trainer is shifting to the role of co-informant in providing an interpretation of the event in question (see section 5.4.5).

### *5.5.2 A hypothetical situation as interpretation*

Another regularly occurring approach to the development of the interpretation stage is for the trainer to request an account that presents the events that have been described in the previous stage of the ELC as hypothetical examples. The following extract provides an example of this phenomenon. It is taken from the first day of practice teaching, and post-teaching feedback; Liz is the trainer and Cathy is the Tw. Previous to the extract below, the participants have been developing a description of an event, during which the some of the students in class were using Thai, rather than the target language, English.

Extract 27 – "So how would we prevent that…"
D4FB 192

```
1    C:    I didn't think they they were definitely not explaining the
2          ga:me huh co(h)z it's pretty simple but they were ↑just just
3          talking (.) li:ke y'know some kids in class (say hey this
4          person that person giggling) maybe you know (0.4) you you
5          know what I mean right?
6    L:    right,=
7    C:    =yeah
8          (0.6)
9    L:    so (.) how would we (.) prevent that from happening, (0.4)
10         how could we stop students fro::m (.) resorting to thai or
11         (.) starting to jabber amongst each other in thai
12         (1.8) ((Tr attempts to engage in mutual gaze with Tes))
13   L:    any suggesti[ons]
14   A:               [wou]ld you like to share the rest of that with-
```

158

```
15              would you £li(h)ke to sha(h)re that with the rest of the
16              group in english?£ °°I'm just kidding°° that would be really
17              £p(h)utting [them on the spo(h)t£]
18    L:                   [ha ha ha ha          ]
19    D:    maybe it's switch them
20          (0.8)
21    L:    better cla:ssroom manageme:nt
```

The extract opens with Cathy describing her understanding of what the students were doing when they were using Thai. Her descriptive account opens with a mitigated stance, "I didn't think they", then shifts into a stance of certainty, "they were definitely not", before producing a description of the event, "explaining the ga:me huh co(h)z it's pretty simple but they were ↑just just talking (.) li:ke y'know some kids in class". Her turn is closed with a tag question requesting confirmation from the trainer, "you know what I mean right?", which she receives in next turn position, and then confirms acceptance of in the following turn. The trainer then marks a shift in the activity, "so", before requesting a interpretive account from the trainees, "how would we (.) prevent that from happening" (line 9). This request therefore shifts the expectations of this feedback topic from accounts that describe the event in question, to one which re-frames the shared experience in hypothetical terms: 'if this happened again in another class, what would we do'. During the short pause following the trainer's request, there is no uptake from the trainees; the trainer then reformulates the request in more specific terms ("how could we stop students fro::m (.) resorting to thai or (.) starting to jabber amongst each other in thai"). This provides the trainer with another resource to instigate interpretive accounts from the trainees, by reconceptualising the events from the previous lesson as hypothetical examples, the trainer is able to use these hypothetical examples as springboards for the interpretation and theorising that characterise the talk-in-interaction of this stage of the ELC.

In this extract, following her request for an interpretive account, the trainer does not receive an interpretation from the trainees in the group, rather a lengthy silence follows (line 12), during which she attempts to engage in mutual gaze with the members of the group, unsuccessfully. The Tr then self selects and formulates a prompt, which can perform the action of a reformulated question, "any suggesti[ons]". Annie, beginning in overlap,

offers a candidate account to the Tr's request, "`[wou]ld you like to share the rest of that with- would you li(h)ke to sha(h)re that with the rest of the group in  English? °°Im just kidding°° that would be re``ally` p(h)utting [them on the `spo``(h)t]`" (lines 14-17). The Te's delivery of this account is marked with 'smile voice' and embedded laughter, and explicitly though very quietly, marked as "`°°just kidding°°`", with a 'retraction' that follows. The trainer orients to the 'humour' in the Te's account with laughter. A second candidate account is then offered by Dave, "`maybe it's switch them`", however, the trainer does not respond to this candidate account in  next turn position with a confirmation or agreement token. Rather she produces a third account, "`better cla:ssroom manageme:nt`" (line 21); this is formulated as a directive, in the sense that it formulates her idea about how to solve this problem. Its formulation also implies that "`better cla:ssroom manageme:nt`" is something that the Tw should be aware of, and implement in their subsequent lessons, in that it relates to actions in a possible future. This account and plan for further action is further developed and specified in the following turns (not included in the extract).

The above extract illustrates one of the multiple ways in which trainers can request 'interpretive' accounts or developments of accounts from the trainees, in order to instantiate the interpretation stage of the ELC. The final trainer move in the extract, providing a plan for future action ("better classroom management") is an example of the interactional moves that can engender the final stage in the ELC, plans for future action ("Now what?). The following section will analyse this stage of the ELC.

## 5.6 Plans for Future Actions

The next, and final stage of the experiential learning cycle, as implemented within this interactional context, is the stage which closes an instantiation of the cycle and prepares for instances in the trainees' future practice, where the 'outcomes' of their reflective practice, from this particular cycle, can be implemented. This stage in Rolfe's model (2001) is formulated as the question, "Now what?". It is described by the AUA/SIT website as the stage at which "participants are asked to look forward to future teaching situations. They are asked to generate ways that they can apply their experience and knowledge, and test their ideas in future actions" (*SIT/AUA Guiding Principles*, 2008). The goal of this stage of the

ELC, therefore, is for the participants to formulate specific plans for future actions, based on their experience and the reflections that followed this experience, during their current feedback topic.

This stage of the ELC, unlike the previous stages described so far in this chapter, differs in its prototypical interactional implementation, in that it is not carried out through requests for accounts and subsequent accounts. These requests, like the other requests that perform this interactional action play a fundamental role in the organisation of talk in this context and could be formulated in numerous ways. For example, a trainer might ask "how will you apply 'that' to your next lesson?". Although these types of requests do not occur, there are a number of other ways in which this stage of the ELC is oriented to by the participants. The most common of these occurs as a consequence of the interpretation and theorising stage. During the negotiation of the participants' interpretation of the FBT in question, the participants generally move towards an agreement regarding the issue under discussion and this agreed stance itself generates a plan for future action. If the practice under discussion is assessed positively, then this generates a tacit understanding that the participant(s) should continue with this practice and the opposite is true in negatively assessed practices. The following extract will be briefly analysed, to illustrate how a plan for future action can be tacitly generated, even in a very short FBT. This particular FBT is not developed through extended negotiation of all the stages of the ELC, but nonetheless it generates a tacit 'plan for future action'. It comes from day thirteen of the course, during Annie's (Tw) positive group-feedback phase; Ingrid is the trainer.

Extract 28 – "It's a good thing…"
D13 224

```
1    I:    ↑any othe::r (.) good ↑things, (.) bob
2          (0.3)
3    B:    I think the (.) the the  (.) e::r planning really
4          stood ou::t (0.4) keeping them focused you know? (.) and
5          on targe:t
6          (0.8)
7    I:    yeah
8          (0.3)
9    B:    °it's a good thing°=
10   I:    =yeah
```

```
11          (0.2)
12    S:    another wa:y she kept them on their toes is you know (.)
13          using the see see ke:ws ((CCQs))
```

The trainer requests a positive FBTI, from Bob in line one. Bob's FBTI positively assesses
the Tw's lesson "planning" and provides a theorisation upon which to base his claim,
keeping the students "focused you know (.) and on targe:t". After a short pause the
trainer accepts and confirms the FBT initiating account. There is no attempt to expand or
extend this topic by the Tr or other Tes. The Te then reformulates the assessment aspect of
his FBT, "°it's a good thing°=", and the trainer latches an agreement token to his turn
and accepts his assessment. The next turn sees another Te introducing a new FBT. So the
participants in the above case came to a negotiated mutual agreement on the assessment of an
aspect of the Tw's practice (lesson planning). And although there was no explicit orientation
by the participants, this sequence generates a strong implication that the Tw should continue
with her current practice of 'effective' lesson planning. The above tacit plan for future action
therefore, relies on the participants' mutual understanding that positively assessed practices
should be continued. Though this kind of tacit understanding of a plan for future action is
generated commonly in feedback topics, there are also many instances in the corpus where
plans for future actions are explicitly stated.

*5.6.1 Trainers' explicit plans for future action*

Plans for future actions are explicitly stated by trainees and trainers in various sequential
positions within FBTs, not always at the end of a FBT, as might be expected given their final
position within the ELC. A common site of trainer-initiated plans for future actions is during
the trainer's summaries, which often close feedback topics and feedback cycles. An analysis
of these summaries, and the plans for future action they can generate, will constitute the
focus of the final section of this chapter. Trainers also, at times, explicitly formulate plans for
future actions during an ongoing feedback topic. Although feedback topics focus on an event,
and the practices of the participants within that event, there may be a number of aspects
relating to those practices, and these aspects of practice can lead to a number of plans for
future actions within one FBT. The following extract will illustrate this phenomena; the FBT
under discussion is the Tw's (Dave's) introduction of vocabulary items, in the 'during' stage

of his lesson. It is taken from the negative group-feedback phase of day fourteen of the course.

Extract 29 – "You need to start employing them…"
D14FB578

```
1     S:    we::ll maybe like, (0.6) tolera::te (.) er I'm not so sure
2           if they've (.)  really really °understood tha:t°
3           (0.4)
4     I:    I'm not either (1.0) how can we find ou::t?
5           (1.0)
6     S:    °see see kew° ((CCQ))
7           (0.3)
8     I:    you can say that again sean (0.4) <see see [ke::]ws>=
9     D:                                               [kews]
10    I:    =you ↑need to start emplo::ying them (.) [da:ve]
11    D:                                             [okay ]
12          (2.8)
13    I:    so (.) you are explaining tolera::te o:r, (0.4) ↑giving the
14          sentence…
```

The extract opens with Sean claiming that the students may not have understood a vocabulary item ('tolerate'). The formulation of his claim is mitigated in a number of ways, initially with his epistemic stance, "I'm not so sure" and his use of "really really °understood tha:t°"; a common feature in critical feedback-phases. In next turn position the trainer agrees with the Tw's claim ("I'm not either") then requests an interpretive account ("how can we find ou::t?") (line 4). Sean provides an interpretation of the problem, by suggesting a teaching practice as a solution (CCQs or concept checking questions). The trainer strongly aligns with Sean's suggestion, "You can say that again Sean", then reformulates his suggestion as a plan for future action for the Tw: "<see see [ke::]ws> (.) you ↑need to start emplo::ying them (.) [da:ve]". The teaching practice of asking CCQs is formulated as an imperative, "you ↑need to", which projects the expectation  that he will implement this resource in his future practice. She continues, "start emplo::ying them", and in doing so, the Tw is presented with a explicit plan for future actions, formulated as an imperative. The Tw accepts this in overlap with the trainer's formulation of it, "[okay]". Following a lengthy pause, the trainer self selects and returns to

the FBT at hand and in the turns following the extract they negotiate further aspects of the Tw's practice, in regards to the FBT, and further plans for action are formulated. This extract demonstrates one of the ways in which trainers can explicitly orient to plans for future actions, by formulating them as directives for the trainee. It also illustrates that a single FBT may generate a number of aspects of practice, which may lead to plans for future action, either explicitly or tacitly.

### 5.6.2 Trainees' explicit plans for future action

There are also many instances in the corpus where the trainees explicitly formulate plans for future action, though there are no requests for these plans from the trainer, as discussed earlier. The following extract illustrates a Tw explicitly formulating a plan for future action. The Tw (Cathy) and trainer (Liz) have been negotiating the development of a feedback topic relating to a listening activity, they have generated a description of the event and the problem (time running out for the activity). This extract is from the negative self-feedback phase of Cathy's feedback cycle on day eleven of the course.

Extract 30 – "I think I'm going to…"
D11FB448

```
1    C:    say (it) (0.8) I ↑didn't make a point (0.4) o:f (0.6)
2          <making su:re> that they understand what I'm looking fo:r=
3    L:    =°yeah°=
4    C:    =and tha:t, (0.4) from that they just wrote down (0.4)
5          everything=
6    L:    =exactly=
7    C:    =and tha::t's, (.) like wha- (.) that's how time ran ↑ou:t
8          because I was like you know (0.4) and I ↑thi:nk (0.4) I'm
9          going to write my >lesson plans< ↑bigger so I d- £do
10         remember li(h)ke£=
11   B:    =£huh huh huh£
12         (0.4)
13   C:    £you kno:w£ (0.4) highlight what I was looking fo:r and
14         stuff,(.) [u::m,]
15   L:              [but  ] it's, (0.4) just before you move on to
16         anything e::lse because ↑that's kind of (.)  that's crucial
17         (0.8) what was nee:ded there for that first lesson be↑cause
```

```
18          (.) you're
```

At the opening of the extract the Tw presents an interpretation of the FBT they have been negotiating, "I ↑didn't make a po<u>int</u> (0.4) o:f (0.6) <making <u>su:re</u>> that they understand what I'm looking fo:r". She therefore formulates a reason for the problematic aspect of the event, rooted in her own practices: a failure to check students understanding at this point in the activity. The Tr accepts her interpretation in the next turn, and the Tw then provides further description of the event, presenting the observable consequence of her (lack of) actions: the students "just wrote down (0.4) <u>every</u>thing". Again the trainer agrees with her description, and the Tw formulates the opening of another reason, "(.) that's how time <u>ran</u> ↑ou:t because I was like you know". However, she does not actually continue the turn by giving a reason; after a short pause, she formulates a plan for future action, "I ↑thi:nk (0.4) I'm going to write my >lesson plans< ↑<u>bigger</u> so I d- £<u>do</u> remember li(h)ke£". The end of this turn is delivered with a 'smile voice' and generates a chuckle from another Te in next turn position. The Te then self-selects and gives further reasons for her plan for future actions, "£you kno:w£ (0.4) <u>high</u>light what I was looking fo:<u>r</u> and stuff,". This extract also illustrates how the Tw can negotiate the stages of the ELC, moving from an interpretation of the 'experience' to an explicit plan for future action.

However, in this case the trainer does not simply accept the Tw's plan for future action, rather, she explicitly marks an aspect of this FBT as "<u>crucial</u>" and explicitly directs the talk to stay on this aspect of this FBT, "just before you move on to anything e::lse". This extract illustrates that a single FBT can generate multiple plans for future actions, which relate to various aspects of practice that have been made relevant during the development of that FBT. And that the trainees can generate their own plans for future actions as the final stage of the ELC. It also demonstrates that plans for future actions are also negotiable, even though the trainee has reached the 'end' of this ELC, their plans are subject to assessment by the trainer and potentially further negotiation.

To summarise this section, the final (post-experience) stage in the ELC, generating plans for future actions, has a different interactional implementation than the previous stages. The first two stages of the ELC, description and interpretation, are primarily instantiated through a

series of requests for accounts, and accounts. However, the final stage is not implemented through requests for accounts. There are several other ways in which plans for future actions are generated through talk in this context. These include tacit plans and explicitly stated plans, from trainers and trainees. This section has also shown that plans for future actions are negotiable, and that a single feedback topic can generate multiple plans.

## 5.7 Closing Feedback: Trainer Summaries

The final aspect of the interactional implementation of reflective feedback that will be considered is one of the ways in which trainers close feedback topics and feedback cycles. The action of closing these organisations is often pre-empted by the employment of summaries, in which the trainer provides a synopsis of the feedback topic, or cycle. These summaries are usually designed in such a way that they reformulate the stages of the ELC. In doing so they not only provide a summary of the practice(s) under discussion, but also offer the Tw an outline of the experiential learning cycle for that incident 'in a nutshell'. As well as reformulating the 'main reflective points' of that section of feedback, they provide an opportunity for trainers to briefly add any other outstanding business, with regards to the topic or cycle. This addition of new feedback topics is most commonly found in the closing summaries of feedback phases and cycles. Feedback summaries play two main roles within the organisation of post-teaching feedback in this context. In purely interactional terms they mark the pre-closing of a segment of feedback and form part of the transition to the next feedback topic or cycle. Simultaneously, their pedagogical aim is to summarise the key aspects of the experiential learning cycle that has preceded their employment, and thus encapsulate the key learning points, from that section of feedback, for the 'easy digestion' of the Tw and Tes.

Throughout the corpus, trainer summaries always close a feedback cycle, and are regularly employed at the end of phases but they are a far less common device in closing feedback topics. Feedback topics are closed in a number of ways throughout the corpus, one of which was discussed previously, they can be closed after their initiation by simple acknowledgment and agreement. Summaries are a resource that the trainers draw upon frequently as a FBT closing device, but it is one of many devices employed by the participants to close feedback topics. Due to their role in the organisation of reflective practice within this context, and the

affordances they make for 'doing reflective practice', summaries will be considered analytically in this section. This section will analyse an example of feedback topic closing and feedback cycle closing summaries, though, for the sake of brevity, and with the caveat that they perform the same interactional and pedagogical functions, phase closing summaries will not be analysed within this section.

### 5.7.1 Trainer summaries close feedback topics

The following extract is an example of a trainer summary that closes a feedback topic. It occurred on the penultimate day of the course (day nineteen), during Sean's feedback cycle; the trainer is Tony. The feedback topic that the participants have been discussing at length is the Tw's omission of a step in the 'during' activity of his previously taught reading lesson, 'pair checking' (where students compare their answers from an activity). This extract is taken from the end of that lengthy feedback topic.

Extract 31 – "I think the real lesson there…"
D19FB 369

```
1     T:     °yeah° but I mean there was no pai:r che:cking because they
2            weren't ↑ready for i:t
3            (0.3)
4     A:     right
5            (0.3)
6     S:     [yeah]
7     T:     [they] just we::ren't (.) so I ↑think the the (.) the real,
8            (.) the rea::l (.)  lesson the::re (0.4) is simply to
9            tu::ne in and read the signals (0.4) you know really be
10           ale:rt to what's going o:n and be willing to respo:nd to
11           what (.) what you see
12           (2.8)
13    B:     a:h I think there's a point (.) and (.) you'll tell me if
```

The extract opens with the Tr summarising his assessment of the negative FBT, which has been under discussion for several minutes. This is formulated as a statement of the problem, "there was no pai:r che:cking" and a reason for this problem "because they weren't ↑ready for i:t". In doing so the Tr, very concisely, provides a formulation of

the first two stages of the ELC, description and interpretation. This opening of the trainer's summary is then agreed with by one of the Tes, and then the Tw (lines 4 and 6). The trainer then continues his summary, starting in overlap, and formulates the final stage of the ELC for this FBT, plans for future actions. This is explicitly formulated as a 'lesson', "`the rea::l (.) lesson the::re`" (lines 7-8) for the Tw (and potentially for the other trainees). The plan for future action, which the Tr grammatically marks as such ("`be willing to respo:nd to what (.) what you see`"), provides advice which, though related to the previous FBT, could also be interpreted as a more 'general' pedagogical point: "`to tu::ne in and read the signals (0.4) you know really be ale:rt to what's going o:n and be willing to respo:nd to what (.) what you see`" (lines 9-11). The trainer's plan for future action is then followed by an extended pause, after which another Te self-selects, and initiates the next FBT.

In this case, as in many in the corpus, the Tr's summary, which closes a FBT, performs a number of interactional actions, as well as orienting to the 'doing of reflective practice' by offering the Tr's reflections of the FBT. In purely interactional terms, trainer summaries close the current FBT and project the expectation of a transition to a new FBT. They also provide an opportunity to offer the Tr's reflection on the topic; in the above extract this takes the form of a plan for future action. The plan for future action illustrated in the previous extract is presented as 'general advice' and could equally apply to many aspects of teaching practice. By presenting this to the Tw through talk, in this multi-participant setting, the advice is also made public: for all of the trainees in the group to reflect on. The previous analysis has outlined some of the key features of trainer summaries that close feedback topics, the analysis will now move to consider trainer summaries which close entire feedback cycles.

### 5.7.2 Trainer summaries close feedback cycles

The following extract is taken from the closing of a feedback cycle. One of the features of trainer summaries that close a feedback cycle, is that they almost always contain explicit praise from the trainer. They also frequently contain new feedback topics that the trainer introduces as part of the summary. However, these FBTs, embedded within summaries, are not generally negotiable for the other participants. They are the Tr's reflections on the

168

feedback cycle and offered to the group for their own reflection. This extract will illustrate these interactional features, as well as explicating other aspects of this interactional phenomenon. This extract is taken from the end of Annie's feedback cycle on day thirteen of the course; the trainer is Ingrid.

Extract 32 – "One thing that was not mentioned…"
D13FB 791

```
1     I:     just (.) <b:ring everyone there>
2     A:     yes
3            (7.8)
4     I:     ↑alright we:ll (.) w- one thing that was no:t mentioned,
5            was your use of visuals today (.) that I thought were
6            impeccable, (0.4) .hh they a::lways have an impact on
7            stude:nts (0.4)the organi:sed students are thinking (.) the
8            teacher put i:n (.) effort for me (.) to do this (.)
9            a:lways always has a good a- (.) impact on students (.) .hh
10           and I fe:lt tha::t you:: were awa:re of maintai:ning and
11           mixing (0.6) student student interaction (.) which I saw
12           very well in the post, (.) by changing the ↑groups (.)
13           always pair checking after listening so always (.) ma:king
14           i:t (0.8) maximising their ↑time together (0.3) good lesson
15           annie=
16    A:     good=
17    I:     =[good £↑>ha ha<£]
18    A:      [£thank you::£  ] (.) £it was fun:£=
19    I:     =ye:[s (.) (good)]
20    All:       [((clapping))]
```

This extract opens with the closing of the final negotiated FBT in Annie's feedback cycle, with the Tr providing a plan for future action and an acceptance from the Tw in next turn position (lines 1 and 2). An extended pause then follows these actions, which in itself suggests the potential closing of the previous feedback topic. As we have seen in many of the previous extracts, the Tr marks the shift to a new activity at the opening of her turn: "↑alright we:ll". This signals to the other participants that they are shifting to a new activity, in this case the closing of the feedback cycle via a trainer summary. The Tr's summary opens with the introduction of a new FBT, explicitly marked by the Tr as "one

169

thing that was no:t mentioned" (line 4). The new feedback topic is then introduced, "your use of visuals today" which is followed by explicit, strong praise of this area of the Tw's practice, describing it as "impeccable". The trainer then goes on to the next stage of the ELC (interpretation) and provides reasons for why the practice is beneficial for the students: "the organi:sed students are thinking (.) the teacher put i:n (.) effort for me (.) to do this (.) a:lways always has a good a- (.) impact on students" (lines 7-9). Though the trainer does not explicitly formulate the final stage of the ELC for this FBT, plans for future actions, this can be seen as implicit within the formulation, in the sense that if the Tw is being praised for certain aspects of the practice, the participants can assume that these practices should be incorporated into their plans for future actions.

The Tr then continues her summary by providing another positive FBTI, "and I fe:lt tha::t you:: were awa:re of maintai:ning and mixing (0.6) student student interaction" (line 10-11), in this case, part of the Tr's praise lies in the ascribed 'awareness' on the part of the Tw. The Tw here is being praised, not only for their actions but also for their ascribed 'awareness' of an aspect of professional practice. The Tr then goes on to extend the description in the FBTI by specifying which part of the Tw's lesson was particularly worthy of praise "which I saw very well in the post"[15] (lines 11-12). She then briefly describes two aspects of practice that led to this assessment, "by changing the ↑groups (.) always pair checking after listening" (lines 12-13); in doing so she expands her description. The trainer implies that the Tw's implementation of these aspects of practice, demonstrates an awareness of the pedagogical expectation to 'maintain and mix student to student interaction' within the taught practice lessons.

The trainer concludes this feedback topic by moving to the interpretation stage of the ELC, giving a reason why these practices are beneficial for the students, "maximising their ↑time together" (line 14). Her interpretation also implies that this aspect of practice should be encouraged in the trainees and as such presents a tacit plan for future action, the final stage in the ELC. The Tr then closes her summary with a brief positive overall assessment of

---

[15] The "post" in the Tr's utterance here, refers to the final stage of a reading or listening lesson, which in the model used on this course, follows the stages 'pre', 'during', and 'post' listening or reading activities.

the Tw's lesson: "`good lesson annie`" (lines 14-15). This final turn construction unit in the trainer's summary marks the pre-closing of this feedback cycle; it is a very common of the summaries that close feedback cycles that they are completed with a brief overall assessment, which often uses the Tw's name. However, the feedback cycle is not quite closed at this point, rather this marks a pre-closing of the activity. Following the Tr's brief overall assessment the Tw acknowledges and accepts the summary in next turn position, "`good`" (line 16), which the Tr mirrors in her next turn, followed by laughter tokens. In overlap, the Tw thanks the Tr and adds her final assessment "`it was fun`", which is acknowledged by the Tw with further praise, during the Tr's turn, the trainees begin clapping. This group applause marks the closing of the feedback cycle.

In summary, the final section of this chapter has investigated the interactional phenomenon of trainer summaries, which are commonly employed as part of the closing of feedback topics, phases, and feedback cycles. Trainer summaries carry out several actions within this interactional context. They; (1) act as a pre-closing to a FBT, phase or cycle; (2) generate opportunities for the Tr to add additional FBTs to the ones already initiated by the Tes and Tw; (3) allow the Tr opportunities to praise the Tw for their performance; (4) create a space where the Tr can summarise the key reflective points and offer their own reflections, as well as demonstrate the process of 'talking through' the experiential learning cycle, as a model for the trainees.

## 5.8 Summary

This chapter has investigated the reflexivity between talk-in-interaction and the institutional goal of this context: to 'do reflective practice' as an interactional activity. It has focussed on the participants' orientations to the model of the experiential learning cycle within feedback topics. The experiential learning cycle model employed within this course consists of three post-experience stages: description, interpretation, and plans for future actions. These stages of the ELC are oriented to by the participants in a series of interactional moves that allow the trainees to undertake a systematic process of reflection-on-action (Schön, 1983) and in doing so, instantiate a process of 'doing reflective practice as an interactional activity'.

The analysis in section 5.3 has demonstrated that FBTs are opened with FBTIs, which carry out a number of actions: (1) they initiate talk focussed on a particular topic; (2) they identify the area of practice, event, or aspect of an event, which forms the topical focus; (3) they generate an assessment of the event or practice; (4) they regularly indicate an epistemological stance on the behalf of the initiator; and (5) they often explicate evidence upon which the epistemic stance is based. FBT initiating accounts in this corpus demonstrate a number of foci. They can be formulated as: (1) self-oriented accounts, (2) other trainee-oriented accounts, (3) 'passively' formulated accounts, (4) student-oriented accounts, (5) trainer initiated accounts.

The analysis in section 5.4 has shown that FBTIs perform the first step in a sequence of actions that open a FBT and relate to the first stage of the ELC, description. This sequence of actions can be prompted with a request for an account from the trainer, though in many cases a request is not present and trainees initiate FBTs with accounts, after the closing of the previous FBT. A FBT initiating account is often followed by a repair sequence, initiated by the Tr. The next actions that usually occur are requests for expansion or extension of the FBT, though a FBT can also be closed immediately after its initiation. FBTs are usually developed through a series of further requests for accounts and descriptive accounts. This collaborative development of the description is negotiated between the participants, until they transition to the next stage of the ELC: interpretation.

The next stage in the development of a FBT involves the participants orienting to questions that attempt to interpret and theorise about the experience and subsequent description, the second stage of the ELC: interpretation. The interpretation stage, like the description stage, is instantiated through a series of interactional moves, predominantly requests for 'interpretative accounts'. The interactional actions analysed have included the Trs: (1) directly requesting an account'; (2) requesting accounts which explain how the Te is aware of the 'success' of a particular event or practice, based on the actions of the students within the class; and (3) requesting an 'interpretive account', where the event or practice specified in the FBT is presented as a hypothetical situation. It has also demonstrated that 'interpretative accounts', like 'descriptive accounts' in the previous stage of the ELC, are subject to negotiation and may not be accepted in their initial formulation but may require significant interactional work till they are accepted.

The third stage of the ELC, plans for future actions, is interactionally instantiated in a rather different way than the first two stages. This stage does not take the form of a negotiation between the participants, through a series of requests and accounts. There are several other ways in which plans for future actions are generated through talk in this context. These include: (1) the negotiation of the interpretation stage of the FBT can lead to a tacit agreement that a positively assessed practice should be continued, as a plan for future actions, the opposite is true in critically assessed practices, plans for future actions can therefore be generated without being explicitly stated; (2) plans for future actions can be explicitly stated by Trs and Tes; (3) plans for future action are negotiable; and (4) a single feedback topic can generate multiple plans for future actions.

The final section of the chapter investigated an interactional device employed to close feedback topics, phases and feedback cycles: trainer summaries. The analysis has demonstrated that trainer summaries carry out several actions within this interactional context: they (1) act as a pre-closing to a FBT, phase, or cycle; (2) generate opportunities for the Tr to add additional FBTs; (3) allow the Tr opportunities to praise the Tw for their performance; (4) create a space where the Tr can summarise the key points of reflective feedback, and demonstrate 'talking through' the experiential learning cycle, as a model for the trainees. The following chapter will expand on these analytic findings and discuss their relationship with previous research. It will also continue to describe the process of 'doing reflective practice' as an interactional activity and offer suggestions for teacher training professionals based on this description.

# Chapter 6. Discussion

## 6.1 Introduction

This study has applied the micro-analytic methodology of conversation analysis to the investigation of post-observation feedback meetings on an SIT TESOL certificate course. Its aim has been to investigate the reflexivity between the institutional goal, to 'do reflective practice' as an interactional activity, the theoretical models that underpin this goal, and the talk-in-interaction of feedback meetings. This aim was formulated during the extensive period of 'living with the data': watching the recordings, transcribing and improving transcripts, making observations, building collections, and analysing the data (see section 3.5.5). The aim of the study can also be formulated as two interconnected but distinct research questions:

1) How is the talk-in-interaction of the feedback meetings organised?

2) How do these organisations relate to the institutional goal of this interactional context?

The preceding analysis chapters have analysed each of the above research questions. This chapter will discuss the ways in which these questions have been answered. The following section will focus on the findings of the first research question (6.2). It will discuss the contributions this study makes to the talk at work (Drew and Heritage, 1992) research program, as well as the broader body of research that has investigated supervisory and feedback meetings. This section will focus on the overall structural organisation of the meetings (6.2.1), the employment of questions in the trainers' management of them (6.2.2), and the selection and management of topic (6.2.3). The following section will discuss the findings of the second research question (6.3). It will open by considering the multiple layers of reflexivity uncovered in the feedback meetings (6.3.1) and then discuss ways in which the participants 'maximise the theoretical models' through interaction (6.3.2). This will include ways in which the process investigated is 'trainee centred' (6.3.2.1) and the collaborative, negotiated, and supported nature of its enactment (6.3.2.2). The penultimate section of this chapter will outline the implications of this study for professional practitioners (6.4). It will discuss the impact of course design on 'doing RP' in this context (6.4.1) and offer a synopsis of key interactional actions that the trainers emply to engender this process (6.4.2). It will then suggest further implications for professionals (6.4.3) and discuss the potential that

studies such as this one offer for building bridges between research and practice (6.4.4). The chapter will close by acknowledging a number of the limitations of this study (6.5).

**6.2 The Institutional Talk of Feedback Meetings**

This study has employed the methodology of conversation analysis to the study of the institutional talk of feedback meetings on a TESOL certificate course. In doing so, it has demonstrated the efficacy of this methodological approach to investigating talk at work (Drew and Heritage, 1992) and the presentation of its findings makes contributions to this growing body of research literature. This section will discuss the findings of this study as they relate to the research program that investigates institutional talk. It will also discuss the findings in relation to studies that have considered similar interactional contexts such as supervisory or mentoring meetings and post-observation feedback meetings.

*6.2.1 Overall structural organisation and the order of phases*

One aspect of the program of institutional conversation analysis investigates the overall structural organisation (OSO) of particular interactional contexts (see sections, 2.5.2 and 3.4.1). One of the most striking features of the organisation of talk in the post-observation meetings on this course is the delineation of each meeting into a series of discrete stages or an "order of phases" (Drew and Heritage, 1992b: 43). The analysis of the OSO of an interactional context offers useful analytic insights into the ways in which participants go about 'conducting the business' of said encounter.

Analysing the OSO of an institutional context allows us to see the activities that occur within an institutional context. This study has demonstrated that the feedback meetings are organised into a series of phases, in which different 'types' of feedback are oriented to by the participants: positive self-feedback, positive group-feedback, critical self-feedback, and critical group-feedback. And that each of these phases has differing participation frameworks, allowable contributions, and participant roles. A number of previous research projects have described the organisation of talk in feedback meetings into phases (Arcario, 1994; Waite, 1992, 1993; Copland 2008) (see section 2.5.2). However, there are significant

175

differences between the phases they have uncovered in their contexts and the ones displayed in the feedback meetings uncovered during this study.

One key difference is that unlike all of the research mentioned above there is not a phase in the feedback meetings in this study for trainer evaluation. In Arcario (1994) and Waite's (1993) studies they indicate that a significant proportion of talk is given over to the trainer evaluating the trainee, as demonstrated in the organisation of talk into phases that focus on trainer evaluation. Copland's (2008) work looks at multi-participant encounters in a TESOL certificate course and three of the phases in those meetings involve the trainer giving feedback, with one of these being a trainer summary phase. In the feedback meetings I have investigated there are also trainer summaries (see section 5.7) but these summaries are very short in comparison to the feedback phases. As a consequence, the majority of the feedback talk in these meetings is generated in the self and group feedback phases by the trainees. Of course, the trainers play a substantial role in 'guiding' the trainees through these phases, and offering assessments, suggestions and advice within them. However, the balance of 'who generates feedback' in the feedback meetings on this TESOL certificate course is strongly weighted toward the trainees. As a consequence of the organisation of phases, and the interaction that they engender, the process of feedback, and the process of RP that this enacts, might be described as considerably more 'trainee centred' than the findings of previous research into feedback meetings (also see section 6.3.2.1).

Analysing the OSO also allows us to see the regularity with which the participants orient to these organisations, and uncover the 'rigidity' or 'fluidity' of the enactment of these organisations. The analysis has shown that the order of phases in this context remains unchanged, except in one deviant case. This deviant case highlights that although there is a strong orientation to the order of phases, even this is negotiable and locally managed. This strong orientation to the phases and their order is similar to that reported by Arcario (1994), who found that the uniformity of OSO remained constant regardless of the supervisor's 'style'. However, Waite (1993) describes the OSO in that context as far more 'fluid', that "participants move in and out of phases with relative ease" (Ibid: 682). And although Copland (2008) describes the majority of feedback meetings in her context as being organised into phases - though in a less 'rigid' way than in Waite's (1993) findings - the trainers also employ different feedback techniques, including having the trainees writing

feedback on the whiteboard. Copland demonstrates that although the organisation is relatively 'fluid', trainees' 'inappropriate' contributions, in terms of the expectations of a given phase can lead to breakdowns in the flow of feedback and that because of these breakdowns, trainees can be viewed in a "negative light" (2008: 15) by the trainer. In Waite's (1993) study this consequence is highly significant, as one of the trainees is not offered a contract as a consequence of their 'lack of attention' to the phases, which the trainer assesses as a lack of cooperation.

The strong orientations to the phases and their order in the feedback meetings in this study have a number of consequences for the participants. The analysis has demonstrated that there are interactional consequences for trainees who offer contributions that are inappropriate to the phase they are in. For example, the trainer can employ the 'we'll come back to that later' device (see section 4.3.1) to postpone a critical feedback topic initiated in a positive phase, till one of the critical phases. There is nothing in the data to indicate other more serious consequences (cf. Waite, 1993) for the trainees who offer 'out of phase' contributions. The analysis has shown that there is a strong management of trainee contributions with relation to phase, especially in the positive-feedback phases, where critical-feedback is usually sanctioned. However, these strong orientations to the phases and their management also have an important consequence for the participants on this course. Copland argues that a source of stress and concern for the participants on TESOL certificate courses is generated by an "incompatibility between the participatory structures introduced in group feedback and trainees' understanding of what these participatory structures entail" (2010: 472) and that trainees must learn "very quickly how to negotiate the framework" (2008: 7) of feedback.

The ways in which the trainers in this context manage the order of phases is one clear demonstration of the assymetrical interactional rights between trainers and trainees in these feedback meetings. The trainers are the only participants who have the interactional rights to manage the meetings, employing actions actions that include: opening and closing the meetings and feedback cycles within them, transitioning between certain phases, requesting FBTIs from trainees, and summarising trainees' feedback topics and cycles; as well as by sanctioning trainees' contributions in the ways dicussed above. These are all demonstrations of the trainers' greater interactional rights to exert 'power' on the trainees in the group, by determining particular actions. Further examples of the asymmetries of 'power' in this

context include: the trainers uses of the pronoun 'we' to direct the actions of the group (see section 4.3 and 4.3.1); the trainers' employment of trainee names in turn-initial position, in turns where they direct and determine the trainees' actions and the actions of the group (see section 4.2 and 4.3); as well as the trainers noticeable lack of mitigation and hedging, unlike the trainees, when introducing FBTs (cf. sections 5.3.3 and 5.3.2). Although the feedback meetings on this course are collaborative and locally managed interactional events, the trainers have far greater rights to carry out particular social actions, and as such they hold greater interactional 'power' than the trainees.

One of the consequences of the adherence to the phases in the feedback meetings I have investigated is that they provide a clear framework for the participants. Because this organisation of talk, which mirrors the model of RP adopted in the course, occurs in every feedback event - whether it is in the feedback meetings or another context in the course - the participants know what to expect. They know what they will be expected to provide, in terms of the structure of feedback in every feedback event. They know, for example, that if they are the teacher in a practice teaching lesson, they will have to offer self-feedback, positive and critical, on a number of feedback topics, and offer group-feedback to the other trainee-who-taught. The ways in which the participants are 'socialised' into the expectations of this process, include the use of sanctions, the orientations to the various models employed by this course, and other layers of reflexivity uncovered in this context, which will be further discussed below (see section 6.3)

A further consequence of the clear and predictable organisation of these meetings is that the trainees also know that they will need to observe the practice teaching lesson carefully, and make effective notes, in order to fulfil the expectations of the feedback meetings. From the perspective of the trainers this organisation also has the benefit of providing an 'agenda' for the meetings, which in turn makes the process of time management considerably easier to accomplish. As a trainer, you know that you have a prescribed length of time to carry out all of the phases in two feedback cycles and can therefore manage this time effectively.

Although recent qualitative studies have focussed on the organisation of feedback into phases, others have questioned this approach and its lack of attention to the "identification and delineation of these phases" (Vasquez and Reppen, 2007). This study has, however,

demonstrated that the delineation and identification of phases is carried out through explicit participant actions in these meetings. For example, trainees contributions can be sanctioned if they are 'not appropriate' for the phase (see section 4.3). This occurs in a number of ways, in the feedback meetings investigated in this study, including the use of "we'll come back to that later" device (4.3.1) and the use of direct questions. The use of questions to delineate between phases will be discussed in the following section.

### 6.2.2 Questions and the organisation of talk in feedback meetings

Another striking aspect of the organisation of talk in these post-observation meetings is the predominance of question and answer sequences. Though this in itself may not be surprising as a great deal of institutional CA research has shown that question and answer sequences are "often a dominant form within which interaction proceeds" (Drew and Heritage, 1992b: 39). Question and answer sequences play a fundamental role in the way in which participants go about the business of 'doing RP as an interactional activity' in this context, the question sequences that orient to this aspect of feedback meetings will be discussed below (in section 6.3.2.2). Questions in feedback meetings are also used to carry out a wide range of institutional actions that go beyond their core interactional function of projecting the production of an answer from an interlocutor (see section, 3.3.1). By asking certain types of questions at certain points in the unfolding moment-by-moment talk-in-interaction, the participants are able to perform additional social actions. This section will consider the way in which certain questions are employed by the trainers to manage the organisation of talk in the feedback meetings.

One use of questions the trainers employ to manage the feedback meetings are the 'how do you feel' (HDYF) question sequences, which open many of the feedback cycles in the corpus (see section 4.4). Waite (1992) also reports the use of similar questions, which also generate a "global" (Ibid: 361) account from the trainees. The analysis of HDYF sequences in this study has shown that employing them is an interactional right of the trainers: there are no instances in the corpus where trainees ask these questions. It has also shown that these questions generate 'overall' or 'global' accounts from the trainees and that the sequences they initiate are usually short, consisting of only a few turns. These accounts fall into two categories in the data in this study, either positive or negative accounts. Positive accounts

tend to generate very short HDYF sequences, where the trainer provides acknowledgment and acceptance tokens in response to the account (see 4.4.1). Negative accounts on the other hand, tend to generate longer sequences, which involve more interactional 'work', particularly from the trainers. Negative accounts typically generate sequences that include the trainer acknowledging the trainees 'rights' to their negative 'feelings', and making a shift to a positive trajectory, which is then used to transition into the positive self-feedback phase that follows (see 4.4.2). HDYF sequences, regardless of the 'valence' of their initial accounts, typically result in a positive 'outcome' and in doing so lead into the positive self-feedback phase that follows them.

There are a number of aspects of HDYF sequences, as they occur in this institutional context, that are similar to "howareyou" (HAY) sequences (Sacks, 1975; Schegloff 1968, 1986), as described in the research literature on ordinary conversation, in particular that of the openings of telephone conversations. There are, however, also differences between these two interactional phenomena. A comparative perspective on similar phenomena and their employment within various contexts is an intrinsic part of the analysis of institutional talk (Drew and Heritage, 1992b) and can offer insights into the way interactional practices are adapted to institutional encounters. HAY sequences in ordinary conversation occur as a part of conversational openings (Schegloff, 1968, 1986) and may act as a 'greeting substitute' (Sacks, 1975: 68-69). They are part of a class of 'personal state questions' (Ibid: 69-72), which inquire about things like '*mood, appetite, sleep* etc.' (Ibid: 69). HDYF sequences in post-observation meetings are also sequentially positioned within the openings of feedback cycles, and as such occur in an equivalent sequential position to HAY sequences in ordinary conversation; one cannot however argue that they act as greeting substitutes in this context as there are no examples of greetings occurring at the openings of feedback cycles, for obvious reasons[16].

HDYF sequences are also part of the class of 'personal state questions' through they are considerably more specific in their projection of a response; unlike HAY questions, they

---

[16] Another significant difference between these two sequences is that in ordinary conversation HAY sequences are usually exchange sequences (Schegloff, 1986). After the first enquiry is carried out, a reciprocal enquiry by the recipient is made relevant (Sacks, 1975: 130). This however is not the case for HDYF sequences in feedback meetings. There are no examples of Twt's returning the enquiry to the Tr.

project the expectation of a response which relates to one particular 'personal state': the Twt's feelings about the lesson they are discussing in that particular feedback cycle. They are therefore more restricted in what they project, and allow for, than the more general HAY question, and this kind of restriction on 'allowable contributions' is typical of the adaptation of interactional phenomena to institutional talk (see section, 3.4).

HAY sequences in ordinary conversation "have an overt topic priority relevance: they provide a formal early opportunity for the other party to make some current state of being a matter of concern" (Schegloff, 1986: 118). HDYF sequences in this context also offer an initial opportunity to make relevant a current state as a matter of concern, though in their use within this corpus the current state, and therefore the initial topic that they expect, is always related to the Twt's overall self-assessment of their lesson. HDYF questions request an account which specifies the initial topic for the feedback cycle but this topic is restricted to one particular area: their "global" (Waite, 1992: 361) account of their 'feelings' about the lesson they have taught. In doing so, HDYF sequences generate first topic: provide an account that reflects on your practice. This first topic, generated by HDYF sequences, sets a restriction on 'allowable contributions' with regards to topic, in the rest of the feedback meetings.

Another important way in which questions are employed by trainers to manage the organisation of the feedback meetings is the role they play in managing participation frameworks. Copland (2008) discusses the use of "eliciting" questions in the TESOL course she investigated, describing their employment by the trainers as a way to "organise the feedback and to ensure that trainees stay involved" (Ibid: 19). There are also many examples in the data I have investigated where questions are used to bring trainees into the participation framework. For example, in extract 6 (section 4.5.1) the trainer asks, "would any of you like to comment on what Annie has said? Or what did you notice?". This question performs a number of social actions. The question is asked after Annie has carried out self-feedback. In asking this question, the trainer shifts the participation framework from trainer and trainee (as is typical in self-feedback phases) by opening up the participation framework to contributions from the other trainees. By explicitly asking for 'comments' or 'noticings' from the other trainees, the trainer shifts from positive self-feedback to the group-feedback

phase. This kind of explicit transition, performed by the trainer, marks the shift into a group-feedback phase and in doing so, marks, and delineates one phase from the other.

Vasquez and Reppen (2007) argue that the description of phases in feedback meetings is methodologically problematic, as previous work in this area has not paid enough attention to the delineation and identification of phases. However, this study has demonstrated that the phases are clearly and strongly delineated in theses feedback meetings, and that questions play a role in achieving this interactionally. For example, in extract 2, the trainer interrupts a trainee's critical contribution within a positive feedback stage by asking: "was that a good thing" (section 4.3). There are many other ways in which questions are employed by the trainers in these feedback meetings. The discussion of the roles questions play in the enactment of the model of the ELC, and the process of 'doing RP' as an interactional activity will be discussed below (see section 6.3.2.2).

### 6.2.3 Topic in feedback meetings

The investigation of topic in CA began in its early work by Sacks (1992), but little attention has been paid to the notion of topic in recent CA research (however, see Seedhouse and Harris, 2011) as discussed above (section 3.3.4). The analysis in this study has demonstrated ways in which topic initiation plays a role in the process of 'doing RP' as an interactional activity, by initiating the description stage of the ELC. In this section, I will discuss the phenomenon of topic, as it is oriented to by the participants in these feedback meetings and the restrictions placed on allowable topics within this institutional context.

As discussed in the previous section, HDYF sequences play a role in the initiation of 'first' topic. In feedback cycles that open with a HDYF sequence, first topic in that cycle is always a 'global' account, in which the trainee assesses their 'overall' performance in the previously taught lesson, as either positive or negative. In feedback cycles that do not open with a HDYF sequence, first topic is a positive self-feedback account, elicited by the trainer. Therefore in all feedback cycles in the corpus, first topic is generated, via a topic elicitor from the trainer, through a trainees' account, which reflects on and assesses their own performance in the lesson. As such first topic is always a reflection on their practice and sets the activity of 'feedback through reflection' in motion.

182

Furthermore, the fact that first topic is always restricted (to reflections on practice) also sets in motion the process by which (almost) all following topics in the feedback meetings are restricted. There are, however, occasions in the data where topics are initiated, or where a topic shift occurs, and the talk turns to a topic that is not describable as a feedback topic. For example extract 13 (see section 5.3.1.2), shows the trainee shifting the topic from the process of feedback to 'meta-talk' about 'doing feedback'[17]. These occasions are rare with in the corpus. The overwhelming majority of topics initiated by the participants in feedback meetings directly topicalise some aspect of practice in the previously taught lesson and I have therefore described them as feedback topics. The analysis has outlined how feedback topic initiating accounts are employed by the participants: what they usually consist of, and the social actions they perform (see section, 5.3).

The findings of this study, with regards to topic, also pose a proposition for the conversation analytic talk at work program. I previously pointed out that topic is not one of the areas listed in the proposed foci for investigating institutional talk (see section 3.4.1). Although these foci are not offered as a definitive or prescriptive list, rather they offer a number of areas that might be relevant for analysis. I would tentatively suggest that topic in the feedback meetings of this course are restricted by the participants' orientations to the institutional goal and the 'institutionality' of this interactional context. Moreover, that the range of possible topics (which in much of ordinary conversation is effectively unlimited) is constrained within these feedback meetings, to those that attend directly to the process of reflection-on-action (Schön, 1983) through feedback. As such these restrictions on possible topics within this context exhibit the hallmarks of other foci of CA that investigates institutional talk, such as the restrictions on turn-taking demonstrated in numerous studies of institutional talk (e.g. Clayman and Heritage, 2002).

Moreover, topic initiations in the feedback meetings I have investigated demonstrate a further restriction, in terms of what constitutes an 'allowable contribution'. The various phases in feedback meetings place a further restriction on allowable contributions, with

---

[17] There are other rare occasions in the corpus where the topic initiated is not directly related to feedback, for example, the participants occasionally shift topics from those which focus on reflection through feedback to discussing logistics or the discussion of a particular teaching technique (raised during the feedback process).

regards to topic. Participants who initiate critical feedback topics in positive feedback phases are usually sanctioned, either by a direct shift in topic (see section 4.3) or through the use of "we'll come back to that later". As such there is an overall restriction on allowable topics in these feedback meetings, as well as 'phase specific' constraints on the topics trainees are 'allowed' to contribute. In another recent study (Seedhouse and Harris, 2011), we discussed the constraints and restrictions on topic within the institutional context of language proficiency interviews. While the findings from this study show very different restrictions and constraints on topic to those in the interviews we investigated. I suggest that both of these studies offer insights into the benefits of applying conversation analysis to the study of topic in institutional contexts and potentially offer a renewed interest in the study of topic, as one fruitful avenue for researchers in the talk at work program to investigate.

## 6.3 'Doing Reflective Practice' as an Interactional Activity

This section will discuss the analytic findings of this study in relation to its second research question, the investigation of the multiple layers of reflexivity between the institutional goal, the models that underpin it, and the talk-in-interaction of the feedback meetings on this SIT TESOL course. It will open by briefly summarising the main findings of the study as they relate to the second research question, and in doing so present a systematic description of the fundamental processes of 'doing RP' as an interactional activity (6.3.1). The following section will consider ways in which the participants 'maximise' the models that underpin the institutional goal (6.3.2). The next section will discuss the 'trainee centred' enactment of RP (6.3.2.1) and then conclude by discussing the collaborative, supportive and negotiated nature of these interactional encounters (6.3.2.2).

### 6.3.1 Multiple layers of reflexivity

A central premise of the talk at work program, which investigates talk-in-interaction in institutional contexts, is that institutional talk is goal oriented (Drew and Heritage, 1992b) and that participants' orientations to the institutional goal 'shape' the talk-in-interaction within that institutional context. The second research question in this study has been answered by investigating this reflexive relationship between the talk-in-interaction and the institutional goal of the feedback meetings on this SIT TESOL course. This section will

discuss the multiple layers of reflexivity, uncovered by the analysis, between the goal, the models that underpin the goal, and the talk-in-interaction of these feedback meetings.

The institutional goal of the feedback meetings on this TESOL certificate course is to 'do RP' as an interactional activity. This goal is underpinned by the assumption that by engaging in processes of reflective practice the trainees will be able to improve their teaching practices, as well as developing their skills and abilities as 'reflective practitioners' (e.g. Schön, 1983). The institutional goal for the feedback meetings on this course is generated by the combination of three theoretical models adopted by the course. These models are described in the course documentation as the "three pillars" of the course. These are: 1) the model of reflective practice, which requires participants to reflect on their experiences and in doing so consider 'how they feel', 'things that went well' and 'things that they might change'; 2) the model of the experiential learning cycle, which requires that the trainees carry out these reflections in a structured way, by a) describing, b) interpreting, and c) making plans for future actions, based on their experiences; 3) that these models are combined through collaborative work.

The analysis has demonstrated that the participants' orientations to the institutional goal, and the models that underpin it, 'shape' the activities that occur in these meetings and the talk-in-interaction through which these activities are enacted. The analysis in chapter four, focussed on the reflexivity between the model of RP and the overall structural organisation of the feedback meetings. It showed that each trainee-who-taught's feedback cycle is divided into a series of stages or an order of phases, the first of these stages provides the trainees with the opportunity to discuss 'how they feel'. This is followed by four phases, each of which instantiates a different 'type' of feedback (self-positive, group-positive, self-critical, and group-critical feedback) through talk. The analysis has also shown that these phases are clearly delineated by the participants' interactional actions (see section 6.2.1) and that they are locally managed. It has also uncovered that the talk-in-interaction in each of these phases is organised into a series of discrete feedback topics, each of which focuses on an aspect of the trainee-who-taught's practice, and in doing so specifies and assesses this practice. It has demonstrated a number of ways in which these feedback topic initiating accounts are formulated and outlined the key role they play in initiating a cycle of reflective talk which focuses on a particular aspect of practice.

The analysis in chapter five focussed on the reflexivity between the model of the experiential learning cycle and the talk that occurs in the feedback topics within a phase. It has demonstrated that the participants regularly orient to the stages of the ELC through their talk-in-interaction. They do so by negotiating and developing a description of the trainee-who-taught's practice, specified in the feedback topic, this description then leads to a stage where they develop interpretations based on this description. This stage of interpretation or theorising is then followed by the generation of a plan for future action, based on the series of negotiations and the trainees' experience in the classroom, or their observations of this experience. These cycles of reflective talk, based on the model of the ELC, for both positive and critical aspects of the trainees' practices are the engine by which the process of reflective practice as an interactional activity is powered in the feedback meetings on this TESOL certificate course. The findings of the study therefore clearly demonstrate interactional organisations and processes that engender the enactment of theory through practice. In these ways the study has answered its main research questions.

In answering its research questions the study has empirically demonstrated that the trainees in these feedback meetings are 'doing reflective practice' as an interactional activity. These findings stand in stark contrast to those of the small body of previous research that has considered the enactment of reflective practice through talk. These studies have repeatedly found, in the contexts studied, that there were "limited opportunities for meaningful reflection" (Gray and Block, 2012: 134), that "many apparently reflective opportunities do not lead to genuine reflection" (Copland *et al.*, 2009: 18); and that critical self-reflection is "not happening in any real way" (Farr, 2011: 145).

There are a number of possible reasons why the findings of this study differ from those of previous research (Copland *et al.*, 2009; Farr, 2011; Gray and Block, 2012), for example, differing methodological approaches. However, I would suggest that of the possible reasons for the difference in findings, the most persuasive is that the TESOL certificate courses investigated in previous studies take a very different approach to reflective practice than the course I have researched. As discussed previously (section 2.4.1), the SIT course's documentation, design, and materials all indicate that reflective practice and experiential learning, as enacted through collaborative work are at the heart of the course and its approach to professional development.

The same however, is not true for the way that reflective practice is represented in the course materials of the CELTA and CertTESOL courses (*CELTA*, 2012; *CertTESOL*, 2012). In Brandt's (2008) early investigation into a CELTA course, she argued that the practices of feedback are "at variance with the reflective components of the course" and that those practices "reflect a technical rational worldview with a focus on the technical means of achieving pre-determined objectives" (Ibid: 45). In analysing and uncovering the processes by which trainees engage in reflective practice through the talk of feedback meetings this study has offered empirical evidence of reflective-on-action (Schön, 1983) and what might be termed "reflective supervision" (Chamberlain, 2000). The following section extends this discussion, considering how the participants 'maximise the models' through interaction. However, before turning to that discussion I will briefly outline further layers of reflexivity that may play roles in the 'doing of RP' through talk.

Although it has not been possible to analyse them within this study, I would suggest that several other important layers of reflexivity exist within these feedback meetings. And that the process of 'doing RP' through talk also involves these relationships. The first of these is the reflexivity between the trainers, as interactants, and what might be described as their 'trainer cognition'. By this I mean the previous experiences of the trainers and the impacts they have on their practices. Central to this notion are the trainers' experiences as TESOL teachers, their experiences as TESOL teacher trainers and all that these experiences entail: individuals beliefs about teaching, learning, training; what the trainers prioritise during feedback meetings, in relation to these beliefs and understandings; and the impact that their 'trainer cognition' has upon their own particular training 'style' (Waite, 93).

However, all three of the trainers observed in this study regularly employed the interactional practices described in the findings of this study, in relation to the core organisations of talk in the feedback meetings and their relationship to the institutional goals. The intention of this study has not been to investigate the differences between the 'styles' of the trainers, though this may be a potential direction for future research to take. A further reflexive relationship might be uncovered by investigating in fine detail the ways that the trainees' interactional practices, in relation to 'doing RP', change over the length of the study. Drawing on my previous experiences as a teacher trainer, and during the time spent developing this study, it is clear that trainees all have very different experiences of the course; that they are all

individuals who are as complex and multifaceted as every human being. Each individual therefore adopts the models and procedures of the course and adapts their reflective practices, as well as their teaching practices, in multitudinous 'fluid' and 'liminal' ways over the duration of the course. The potential for investigating these processes with the data set from this course will be outlined below (see section 7.1)

### 6.3.2 'Maximising the models'

The multiple layers of reflexivity investigated during the course of this study, and the interactional organisations, practices, and procedures they entail have demonstrated that the participants are enacting processes of 'reflection-on-action' (Schön, 1983, 1987) through talk. The analysis has shown that the models of RP and the ELC play a significant role in this process. However, when considering the relationship between a model, framework or plan and the interactional enactment of that particular theoretical or abstract construct, we must bear in mind an important distinction. This distinction is concisely contained within the famous dictum from Alfred Korzybski, "the map is not the territory" (1994: xvii). This dictum reminds us that a map or a model can only ever, at best, be an idealised and simplified representation of the territory it sets out to model.

The importance of this metaphor and its implications to this study is that we must remain cognisant that there is a vast difference, ontologically, between a model that is drawn upon to shape interaction, for example the models of RP and the ELC, and the actual interactions that they shape: each of these instantiations in itself being a unique event. The models that the course employs, and the participants orient to are in many ways extremely simple, though powerful in their impact on the organisation of talk in this context. Rolfe's (2001) version of the ELC reduces this reflective cycle to three simple questions: what? So what? And what now? But, the interactional enactment of this model is far more complex, subtle, and expansive than this version of the model implies.

If the model of the ELC was taken on 'face value' and applied 'as is' by the trainers, then each reflective cycle, within a FBT, would consist of 3 questions and subsequent answers. This however, is rarely the case in the interactional enactment of this model. It is far more common in this corpus to see multiple sequences of questions being employed and responded

to at each stage of the process: multiple requests for accounts that develop, through negotiation, clarification, specification, expansion and extension, the description or interpretation of the practice specified in the FBT (see sections 5.4 – 5.6). The following sections will discuss some of the ways in which the interactional enactment of RP in this context 'maximises the models'.

### 6.3.2.1 'Doing RP' is 'trainee centred'

In discussing the impact that the order of phases has on the 'types' of feedback that predominate in this context (in section 6.2.1), I introduced the idea that the feedback meetings in this TESOL certificate course are 'trainee centred'. In that, the phases investigated in this study, and the 'types' of feedback generated within them, all orient to the *trainees* 'doing RP' through talk. This is not to suggest that the trainers do not give feedback, but rather that their feedback is intertwined throughout the trainees' feedback phases. This means that the balance of 'who gives feedback' is strongly weighted towards the trainees, with the trainers often guiding, supporting, and 'organising' this process. There is another important aspect to this balance in the feedback meetings and is enacted through the introduction of feedback topics.

The balance of who introduces topics in feedback was investigated quantitatively in the feedback meetings of a TESOL course, based at a university in the UK (Watson and Williams, 2004) they report that the trainees only initiated approximately 30% of topics and 40-50% of these where as a result of direct elicitation by the trainers. In Waite's (1992) study, he reports that the vast majority of topics were introduced by the trainer (supervisor) and this meant that the trainees (student teachers) had few opportunities to introduce their own topics. He argued that the trainers' control of *what* was discussed in the supervisory meetings "severely limited teacher reflection" (Ibid: 369). He also asserted (1993) that allowing the trainees to introduce their *own* topics for feedback would prove beneficial. Although this study has not undertaken a quantitative analysis of topic initiation the vast majority of feedback topics in these meetings are introduced by the trainees.

The fact that the trainees are allowed, and encouraged, not just to engage in processes of RP through talk, but to determine, in the most part, what the feedback focuses on, plays a

significant role in making these feedback meetings, and the RP that goes on within them, firmly 'trainee centred'. The trainees introduce what they want to talk about, they take control of the initiation of topics and this puts them at the centre of the process and gives them freedom and autonomy to choose what they will reflect on, allows them space to develop their own ideas and reflections, through their practice and observations of practice. In doing so it provides them with the freedom to develop as professionals.

### 6.3.2.2 'Doing RP' is collaborative, guided, and supported

The analysis has shown that the process of RP in these feedback meetings relies on collaboration between the participants. One of the ways this collaboration is engendered is through the questions that are employed to 'move' through the stages of the ELC. These sequences of requests for accounts take many forms and predominate throughout the feedback meetings. Previous research into feedback meetings (Arcario, 1994; Waite, 1995; Vasquez and Reppen, 2007; Copland, 2008) have also found that questions form a central part of the feedback process.

Vasquez and Reppen (2007) found that through researcher/trainer intervention – by increasing the number of questions they asked – they generated involvement, increased the amount the talk generated by the trainees, and argued that trainer questions could be a "key ingredient in helping teachers to develop reflective practice" (Ibid: 169). The findings of this study strongly support this position on the importance of trainer questions in dialogic reflective practice (see also, Acheson and Gall, 1997; Sergiovanni and Starratt, 2002). And this study also offers another significant insight into the roles trainer questions can perform in the process of 'doing RP'. The enactment of this process relies not just on the quantity of questions asked, although this is doubtlessly important; it relies on the type of questions asked, the social actions they perform, and their positioning in the moment-by-moment unfolding talk-in-interaction. Not only do questions transition between the stages of the ELC, but through collaboration and negotiation they are involved in expanding, extending, probing, assessing, clarifying, describing, interpreting, projecting future actions and ultimately making manifest the stages of the reflective processes engendered through talk (see sections 5.4 – 5.6).

'Doing reflective practice' as an interactional activity, offers its participants opportunities to discuss and negotiate reflections from multiple perspectives on particular practices and events that they have experienced. In the feedback meetings of this study these initial experiences occur through teaching practice and its observation. The involvement of the whole teaching group in these processes, guided and supported by the trainer, means that each participant is directly engaged. They may be 'actively' listening, agreeing by nodding their heads, offering suggestions, opening a feedback topic, offering a suggestion, developing a description, challenging an interpretation, assessing a claim, bringing someone 'in', postponing a topic for 'later', generating a plan for future action or they may even be actively resisting and subverting the process. The combination of these factors offers an entirely different experience for its participants than, for example, writing a reflective journal. It offers them the freedom to reflect on their own ideas and their own beliefs about practice in collaboration with their peers and a trainer. It supports them in this process by making explicit the models and frameworks that it relies on, by socialising them into a 'culture of reflective practice', and through the actions of the trainers in their multiple roles, as trainer, guide, supporter, adversary, co-informant, counsellor, teacher, and mentor. The participants in return adopt, adapt, challenge, resist and develop. The enactment of these processes through talk-in-interaction generates multifaceted and complex ways for professionals to develop professionalism. The chapter will now turn from examining the examined life, to considering the implications that this study and its findings could have for professionals and their practices.

## 6.4 Implications for Professionals

In this penultimate section of the chapter, the discussion turns to the implications of this study for professionals, including: TESOL certificate course designers, teacher trainers, and trainers of trainers, as well as practitioners in other training contexts that employ reflective practice as a model for professional development. The section will discuss several ways in which the findings of this study might inform the practices and procedures of other teacher-training professionals. It will argue, following Richards' model of "description leading to informed action" (Richards, 2005: 5) that applied CA studies have the potential to transform practice by playing an enabling role in professional development, and in the training of trainers who implement professional development for others. I will discuss how this study

and its findings can potentially play several roles in this process of informing and enabling professional development in this field.

Arguably the most important implication of this study for the teacher-training profession is that it provides a systematic description of processes of reflective practice, as it is collaboratively enacted through the talk-in-interaction of feedback meetings. The description, explication, and presentation of these practices and procedures have the potential to inform, and impact upon the practices of other teacher-training professionals on other courses, by offering empirical evidence of practice. In my experience one of the problems for teacher-training professionals, particularly those who work on TESOL certificate courses, is that trainers' experiences of these courses tend to be very insular. Although a trainer will, in the course of their working life, collaborate with and experience the practices and procedures of their immediate colleagues, there are usually very limited, if any, opportunities for trainers to experience, observe, or reflect on the working practices of professionals from other institutions.

As a trainer on the SIT course in Bangkok, I was lucky enough to be mentored by, and then work with a number of other SIT trainers from other host institutions. And in the course of these processes, observe, experience, and reflect on their practices, with the goal of positively impacting on my own professional development. However, there were no opportunities to engage with trainers from other courses, such as CELTA and CertTESOL, and I suspect for many trainers, opportunities to experience the practices of others are very limited. Providing opportunities for trainers to experience and reflect, on a wider range of experience than their own, has a clear potential to positively impact on the continuing development of their practices; to see how trainers in other institutions, with differing approaches and practices carry out feedback; to see if, and how, they implement reflective practice in their contexts, and to be able draw upon and reflect on a broad range of approaches. The position taken by this study is that the description of professional practices generated through micro-analytic research can be used as a launch pad for practitioners to 'see' what their peers are doing in their actual daily practices in other contexts, and then discuss, consider, and reflect upon these practices with the intention of developing their own.

*6.4.1 Course design and reflective practice*

Let us first consider aspects of the course design and the way they position collaborative reflective practice and experiential learning for the trainees on the course. As discussed (in section 2.4.1) the material that is available to prospective participants on this course explicitly forefronts and describes the notion of reflective practice through experiential learning. In this sense then participants are introduced to these notions and 'told they are important' before they even apply for a place on the course. There may be some participants who do not attend to these materials before applying but the majority are likely to engage, to some extent, with the materials presented for a course, before applying.

The strong positioning of the models of reflective practice and experiential learning adopted by the SIT course is further illustrated by the scheduling of workshop sessions. Workshop sessions on the SIT course are similar to a classroom or seminar context. They consist of a combination of trainer talk, which some might describe as 'input', talk between the trainees in the form of dyads and small-groups, as well as whole-class interactions. They focus on a whole range of topics from teaching methodology, through language instruction, to group discussions about classrooms and culture. Below is the schedule of workshop sessions for the morning of the first day of the SIT course, reproduced from the trainers' schedule:

Thursday, March 11 (Day 1) 8:30 – 5:00                               7½  hrs
8:30 – 8:40     Welcome (10)
8:40 – 9:15     Introductions / Get to know you (35)
9:15 – 9:45     Intro to Reflective Practice (30)
9:45 – 10:00   Break (15)
10:00 – 10:35  Logistics (35) (Binder, Bioblurbs)
10:35 – 11:20  Experiential Learning Cycle (45)
11:20 – 12:00  Pre-Course Task Review

On the first morning of the first day of the course, immediately after introductions to the trainers and other trainees, is the first 'input' session of the course: an introduction to reflective practice. The stated aim of this session on the trainers lesson plan is that by the end of the session the trainees will be able to "develop an understanding of what reflective

practice is and the personal challenges they may face with regard to reflective practice; begin the process of reflection" (see Appendix B). To summarise the opening of the session, the trainees are asked to reflect on the 'getting to know you' activity in small groups. They are expected to discuss "how they feel" about the activity, "what they liked, what worked, and why", and "what they would change" about the activity and "why". After a short break and session on course logistics, the following session, the second 'input' session of the course introduces the experiential learning cycle. The stated aim for this session is that by the end of the session trainees will be able to "identify the 4 stages of the ELC and what they mean; relate the cycle to their own life experiences and experiences on the course so far."

It is absolutely clear from the positioning of these sessions and also from their stated learning outcomes, that their intention is to introduce the participants to the "three pillars" of the SIT course: reflective practice, the experiential learning cycle, and collaborative work. As well as begininning the trainees' experiences of orienting to these theoretical models through practice. By introduing the trainees to the core concepts that underpin the course on the first morning, this begins the process of socialising the trainees into a 'culture of reflective practice'. This is one of the ways in which the SIT courses design illustrates the stance it takes on reflective practive: that it "can and should be taught" (Russell, 2005: 204). It also demonstrates how this process begins on this course.

The positioning of these workshops and their stated learning outcomes are only part of the way in which the participants are 'taught' reflective practice. Throughout the workshops, and practically all of the other course contexts and activities, the participants are given regular opportunities to 'do' reflective practice in a whole range of ways: through a multitude of different 'modes', such as group discussion and journal writing, as well as activities, such as the feedback meetings. The models that constitute the "three pillars" of the SIT course are not only presented and 'taught' explicitly to the trainees, but the course is designed in such a way that they are required to engage in reflective activities in almost every aspect of their experiences on it. The emphasis throught the SIT course design is firmly placed on these models, not just as conceptual frameworks but as practical tools, ways of 'doing RP'; practical approaches that they implement on a hourly, if not considerably more frequent basis, on every day of the course: through talk, through writing, through thinking.

The aspects of course design described so far clearly highlight the emphasis that is placed on reflective practice within this training course. It is in part the intense and repeated attention that is paid to these notions, which plays a significant role into the socialisation of trainees into a 'culture of reflective practice'. The analytic findings, which demonstrate the process of RP in action, strongly suggest that the trainees are being effectively socialised into these processes. This study argues that the explicit positioning of RP, the teaching (and learning) of the models, the regularity that Tes engage in processes RP across the contexts of the course, and they way they are guided and supported in these processes by the actions of the trainer all play a role in their development as 'reflective practitioners'. I would therefore argue that trainers and course designers in other contexts, who aspire to have their participants partake in reflective practice, might benefit from considering the ways in which this course engages the trainees in processes of 'enculturation' into 'doing reflective practice' with the intention of generating a 'culture of reflective practice' within the course.

### 6.4.2 Trainer actions and the enactment of reflective practice

As well as the importance of having clear and explicit models of reflective practice entwined throughout the design of this course and the explicit attention paid to these models throughout the course design, the role of the trainers is paramount in implementing these models as interactional processes. The analysis has highlighted a whole range of different actions performed by the trainers and demonstrated the roles they play in enacting a process of 'doing RP'. This section will offer a non-exhaustive list of trainer actions and their 'functions'. The intention here is not to provide a prescriptive model of actions that 'should be followed', rather it is to offer, for consideration and reflection, some of the many interactional actions displayed by the trainers in this context, as they go about 'doing the business' of these feedback meetings: engaging the participants in RP as an interactional activity. These actions in interaction include:

- Gather the group – Ensure all Tes are present before opening the meeting.
- Open the meeting ("let's get down to business") – Mark the opening.
- Mark shifts in activity (from break to FB) – Ensure Tes know the activity is changing.
- Give explicit directions on how to do FB – Guide Tes through the process.
- Initiate HDYF sequences – Opens feedback, sets 'overall' topic.

- o Praise positive HDYF answers – Supports and encourages Te.

- o Shift negative to positive HDYF – Support and transition to +FB.

- Initiate (or allow Te to) transition between phases – Make explicit the current phase.

- Request the initiation of FBTIs – Allow Tes to select topics for FB.

  - o Sanction 'out-of-phase' contributions.

  - o Employ WCBL – To manage the phases.

- Initiate FBTs – Offer Tr reflections.

- Employ 'active listenership' (use continuers etc.) – Encourage Te to develop stages of ELC, to expand descriptions etc.

- Assess Te accounts and claims – Provide FB, encourage development of FBT.

- Ask questions to develop FBT through ELC – Encourage RP.

  - o Description – e.g. 'How did you?' 'What happened?' 'What did you see?' 'Give an example' 'Can you more specific?' Be a co-informant.

  - o Interpretation – e.g. 'Why do you think?' 'Why is that useful for the students?' 'How does that affect the students?'.

  - o Plans for future action – e.g. 'Keep doing that', 'Do it that way'.

- Allocate turns to trainees – Ensures all Tes participate in feedback.

- Offer advice and suggestions – Support the process of RP.

- Praise good practice – Support and encourage Tes.

- Summarise FBTs and FB cycles – Provide a review of the reflective cycle(s), 'model' the process for the Tes.

- Initiate applause – Close a feedback cycle.

### 6.4.3 Further implications for professionals

A further area in which this study has the potential to impact on professionals and their practice is in the design and proces of the study itself and the potential that this kind of investigation has for uncovering and reflecting upon professional practice. At the heart of this study is the attempt by a practitioner to research a context within which they practiced. The idea of practitioner research as one way to carry out processes of reflective practice is a well documented one (e.g. Richards and Farrell, 2005; Walsh, 2011).

Recording audio/video of practice provides an opportunity for trainers and other professionals to engage in processes of reflective practice. This could be carried out at an organisation, or host institute level, to produce materials for reflection and professional development. The technology to record interactions is now widely available, literally in people's pockets. These recordings can act as starting points for refletion and could take many forms: individual, collaborative, stimulated recall, etc. (e.g. Richards and Farrell, 2005; Walsh, 2011). This process could also involve transcription (e.g. Seedhouse, 2008). The quote from the head trainer included below (section 6.4.5) gives an insight into the potential for this type of reflective activity. Within all of those approaches professionals can engage in systematic processes of RP, employing models to guide the processes. There is a large body of research that also support this argument for the use of video in reflection and professional development (e.g. Chamberlain, 2000; Richards and Seedhouse, 2005; Seedhouse, 2008; Walsh, 2011).

### 6.4.4 Building bridges between research and practice

Much of this section of the discussion has been predicated on the idea that professionals can improve their practices by engaging in reflection on the practices of others, as well as, of course, on their own practices. One of the intentions of this study has been that by presenting the description of the feedback meetings and the way they engage trainees in processes of RP through talk, this has the potential to inform practice (Richards, 2005). However, I am fully aware that the lines of communication between professional practitioners and researchers are not always as effective as they could be; and in this final section I would like to consider some ways in which a study such as this one, may be used to build bridges between practitioner and researcher communities.

Traditionally academic research is disseminated through two primary routes, academic publications and conferences. Unfortunately however, professional practitioners rarely have effective access to these resources. The issue of actually accessing academic research is itself problematic. Unless a practitioner is working within a University environment they are less likely to have affordable access to research publications. This problem of access is further compounded by the style of academic publications, which is often specifically aimed at the research community, and as such relies on significant background knowledge on the part of

the reader, specifically in terms of terminology, methodology and research constructs. Although sections of this thesis are undoutably guilty by this charge, I have attempted to present the findings in an accessible way.

Furthermore, there is a generalised but well documented tension between the two communities of researchers and practitioners, where practitioners are often understandably wary of the *ex cathedra* stance taken by academic research into their area of expertise (Wallace, 1991). The problematic relationship between research into language 'acquisition' and the classroom practices of ELT practitioners is a point in case (see 2.2.1). As well as the issues raised above, it is not uncommon when talking to practising teachers to find that they readily dismiss, or do not engage with research findings, on the grounds that they are 'too detached from practice', that researchers don't know what is really going on in classrooms, that they 'are abstract and irrelevant to my working life', that the things researchers focus on are not what practitioners want or need, or that they are 'just telling us what to do and they keep changing their minds anyway'.

Though I have so far painted a less than optimistic picture of the current relationship between practitioners and researchers, I believe that studies like this one, which investigate in detail the actual everyday practices of real practitioners in their places of work, offer the possiblility of building bridges between researchers and practitioners. It strikes me that a different approach to the dissemination of research findings, than the traditional academic routes, may be able to encourage practitioners to engage with research, and *vice versa*. This approach starts by expanding the avenues for disseminating research from within the confines of the academy, out into the worlds of work that are the subject of a research study. This would require the researcher to re-engage with practitioners after a study's completion: to enter into a collaborative relationship that draws upon the data collected during the study and the findings.

One way to implement this process would be to take samples of video/audio-recordings to a workshop, held for example at a training institution (see also, Seedhouse, 2008) But rather than present the data or findings to the trainers, 'from the pulpit', have practitioners engage directly with the data. They could watch the recordings and discuss their own thoughts and opinions on what they have seen. They could engage in, possibly guided, processes of

198

reflection on the recordings. The idea being, that researcher and practitioner alike approach this as a process of collaborative discovery and exploration. I believe that this kind of data driven, practitioner oriented approach to collaborating on research data and findings has the potential to positively impact on researchers and practitioners alike. As a way of supporting the potential for building bridges like these I will offer an anecdote. The following is from an email response from the head trainer on the SIT course, after reading a transcript of one of the feedback meetings.

> It was so weird reading through it. I mean, I've done a thousand PT [practice teaching] feedback sessions since that one, but it took about two minutes for it all to come back. I began to anticipate the issues I would raise, noticing the openings or 'ins' that were presenting themselves, where I was trying to be inclusive, where and how I was trying to validate other Ps [participants/trainees], how I was limiting or restricting what I was saying - all those strategies and ongoing decisions came flooding back… just the sense I got of how things really are jointly constructed. It really made me think about the fact that talk is so, so much more than just the transmission of data back and forth. You can really see the intersubjectivity developing. Fascinating stuff!
> (Head Trainer of SIT course, personal correspondence)

## 6.5 Limitations

Any given empirical research study is only able to investigate a particular 'sample' of 'the real world' by employing a specific set of methodological tools, in order to accomplish a restricted set of goals. Therefore limitations are an intrinsic and unavoidable consequence of all empirical research. The following section will outline the primary limitations of the current study. It will highlight those imposed by the scope of the inquiry, by its exploratory nature, and by the methodology it employs. The intention of this section is not in any way to undermine this study and its findings but rather to acknowledge potential critiques and its limitations.

The 'sample' collected, in this case the recordings of the entire TESOL certificate course, demonstrate an intrinsic limitation imposed by the scope of the study. Although the whole course was audio/video-recorded, it was clear from a very early point that analysing the hundreds of hours of video and audio data micro-analytically, would be unfeasible in the given timeframe. The decision was taken early to limit the scope of the study to the feedback meetings, as they are a very interesting interactional context. They bear a 'family resemblance' to other professional development and educational contexts, such as classrooms

and seminars. However, they also, in some ways, resemble group therapy or counselling sessions. This point will be expanded upon in the discussion of directions for future research (see section 7.1).

The decision to limit the scope to this one interactional context has a number of consequences for the study. By focussing its analytic attentions primarily on the process of 'doing RP' in feedback meetings, this study has not engaged empirically with the other contiguous processes of RP that the trainees are involved in, such as written reflections. It is therefore only able to offer a snapshot of one site within this course where RP is being actively pursued and is unable to 'see' the bigger picture of the multiple approaches to RP that the participants are involved in (see section 7.1).

Furthermore, the study has not empirically engaged with the written artefacts that are an aspect of the feedback meetings, such as the trainees and trainers' written notes. The analysis has highlighted occasions where the participants demonstrably orient to their notes. But this avenue has not been explored due to the limits of time, space, and the extension of the methodological approach that this would necessarily entail.

A limitation generated by the methodology employed in this study and its finite space, has been the inability to analyse the entirety of a fully developed feedback topic. The negotiations that extensively develop many of the feedback topics in the corpus often last for several minutes and equate to pages of transcribed data. Another methodological limitation was imposed on this study with regards to the treatment of video data. The access to the embodied actions of the participants has been invaluable in the analysis of their interactions. However, the dissemination of these embodied actions has been limited within this study (see section 3.5.5).

The final methodological limitation to be sketched involves the position this study has taken on the analysis of 'psychological constructs'. Although there are occasions in the analysis of this study where possibilities have been raised with regards to notions of 'face' (Goffman, 1967), they are marked as possibilities rather than analytic claims. Besides these occasions the analysis has not attended to psychological constructs. Space precludes more than cursory remarks on the relationship with CA and such constructs. They can be displayed in

interaction, and these displays can be oriented to. However, we cannot 'know' through this interactional display what that person *is* thinking. This presents a limitation to the analysis of at least two potentially important layers of reflexivity in feedback meetings. The impact of what might be described as 'trainer cognition' and its impact on decisions made by the trainers: when to ask a question, what question to ask at that point, when to move to the next phase, when to praise etc. are not accessible through interaction. Furthermore, the reflexivity between the training of trainers and their interactional practices are not accessible with the chosen methodology of this study and therefore must remain moot.

The attempt to uncover the practices and procedures of feedback meetings on this course has in a more general sense been limited by the constraints of space and the limitations of time that all research must contend with. The consequence of these limitations is the exploratory picture I have sketched in broad brushstrokes within this study. In offering this sketch for consideration by researchers and practitioners many of the facets, subtleties and complexities of these interactional encounters have been left uncovered. And each line of inquiry taken could be pursued at considerable length. A number of these possibilities will be outlined below (see section 7.1).

At the end of this process of investigation, having spent years pouring over the audio/video-recordings from this course, I am left with an even deeper admiration of the participants on this, and other TESOL certificate courses. In spite of the intrinsic intensity and multitudinous stress involved in participating on these courses (e.g. Copland 2010), as both trainer and as trainee, the participants in this course conduct themselves elegantly. The subtle complexities of their actions as they go about maintaining intersubjectivity, softening the impacts of potentially threatening moves, and collaborating this challenging interactional context are a joy to observe. The spaces and norms they create and the speed with which they adapt to them, the opportunities generated for mutual collaboration in the pursuit of goals, and the 'culture of reflective practice' that this course engenders, allows the people I have observed to come "before the cosmic backdrop" (Whorf, 1941/1956: 249) and 'really do their stuff'.

# Chapter 7. Conclusion

The final chapter will outline the research outcomes of this study and look toward potential avenues for future research. It will begin by briefly describing the study, its intentions and approach. It will then consider the research outcomes of this study and their potential impacts of the research program that it has engaged with.

The intention of this study has been firstly, to achieve its research aims. The ways in which the research questions were answered has been discussed in the previous chapter. A second intention of this study has been to present the findings. The findings of this study have the potential to impact on both the research and practitioner communities and these research outcomes are discussed below. The approach this study has taken has consequences for its research outcomes. Rather than focussing on one interactional phenomenon or a specific aspect of an institutional context this study has applied its analytic attentions to a range of interactional features and their reflexive relationships with the institutional goal of these feedback meetings. In doing so, it has uncovered findings that have the potential to impact on several research programs, as well as on practitioners and their practices.

This study has made a number of findings that relate to the conversation analytic talk at work program (Drew and Heritage, 1992). The approach taken by this study has provided further evidence for the value of investigating institutional interaction with the micro-analytic methodology of conversation analysis. It has also provided further evidence in support of the argument that description can lead to informed action (Richards, 2005). The study has also unconvered multiple layers of reflexivity between the institutional goal, the models that underpin it, and the talk-in-interaction of the feedback meetings it has investigated. Furthermore, an argument has been presented for the reinvigoration of interest in the analysis of topic in institutional encounters.

This study has research outcomes for the body of research that has qualitatively, empirically analysed the talk within feedback meetings and supervisory conferences (e.g. Waite, 1992, 1993; Arcario, 1994; Copland, 2008; Copland *et al*., 2009). It has demonstrated that the post-observation feedback meetings on this course are organised into a number of phases that engender different 'types' of feedback and that these phases are clearly delineated by the

202

interactional actions of the participants (cf. Vasquez and Reppen, 2007). It has also investigated the role that these phases play in enacting reflective practice through talk and generating 'trainee centred' feedback meetings. It has also discussed the multiple roles that questions play in the management of these feedback meetings and in the process of 'doing RP' through talk.

The main finding of this study relates primarily to the small body of research that has investigated interactional contexts where reflective practice may be occurring. The findings of this study stand in stark constrast to those of the investigations that have taken place in other TESOL certificate courses and similair contexts (Waite, 1992; 1993; Arcario; 1994; Vasquez and Reppen, 2007; Copland *et al.*, 2009) but also support many of the arguments generated as a response to their findings. As well as describing the process of 'doing RP' as an interactional activity, the study has uncovered the multiple layers of reflexivity which, in part, make this possible. In doing so, it has demonstrated ways in which participants enact theory through practice. It has offered a systematic description of this process and presented it for discussion, reflection, and debate.

This study, its findings, and their presentation offer empirical, analytic insights into feedback meetings that enact a process of reflective practice through talk-in-interaction. In doing so, it adds to our knowledge of how idealized models of reflection can "operate in practice" (Calderhead, 1989: 46). It provides a systematic description of a "dialogic approach" (Copland, *et al.*, 2009: 18) to feedback, as enacted by these participants. Furthermore, the activity of 'doing RP' uncovered in these feedback meetings demonstrates one way in which practitioners may take a " more structured approach to the process of reflection on practice" (Walsh, 2011: 137).

And finally, the empirical findings of this study have been presented for the consideration and reflection of practitioners in TESOL certificate courses and other professional development contexts, with the intention that this description can lead to informed actions on the part of practitioners (Richards, 2005). It has discussed ways in which the practitioners in this course are 'socialised into a culture of reflective practice', such as the course design. It has also provided further description of the actions of teacher trainers in the interactional enactment of RP. It has offered suggestions as to how this study, and others like it, may be drawn upon by participants as a way of reflecting on their practices and those of other

trainers. It concluded by offering suggestions in which we might build better bridges between theory and practice, and between researchers and practitioners.

**7.1 Directions for Future Research**

The study will 'open up closing' by highlighting potential avenues and directions that future research might take as a consequence of its findings. In an important sense this study has been an exploratory investigation into the organisation of talk within the feedback meetings of this particular TESOL certificate course, and its reflexive relationship with the institutional goal: to 'do reflective practice' as an interactional activity. As the first study to apply the methodology of conversation analysis to the investigation of this activity a range of interesting analytic possibilities remain unexplored and a number of broader questions remain unanswered at its close.

One of the key findings of this study has been that the 'quality and quantity' of reflections on practice, within the feedback meetings it has investigated, differ radically from the findings of previous studies into similar contexts (e.g. Borg, 2002; Morton and Gray, 2008, 2010; Copland *et al.*, 2009) which have found little evidence of reflection occurring. On the evidence of this finding alone, this study strongly supports the calls already made in previous literature for more research attention to be paid to the processes of feedback in TESOL courses (Brandt, 2008). It also echoes those that call for qualitative discourse analytic type research into FB meetings (Vasquez and Reppen, 2007) And more specifically it supports assertions that the micro-analytic methodology of conversation analysis should be employed to investigate teacher education contexts (Seedhouse, 2005a).

As well as this general call for more research into the context, the many hours spent pouring over the fine detail of the interaction within the feedback meetings, raised a number of areas of micro-analytic interest that may provide avenues for future interactional research. One of these areas is the employment in this context of the "we'll come back to that later" device, which as well as performing other social actions postpones topics to future position in the feedback meetings Another area of micro-analytic interest, which I have begun to explore, are the occasional instances within the corpus where a trainee demonstrably 'resists' and 'subverts' the normative expectations of the feedback meetings. This resistance is manifested

in a number of interesting ways, ranging from projected ignorance of the norms ('Oh it's my turn to speak'), through the use of humour and sarcasm, to direct 'confrontation' ('You told me to do it like this'). This forthcoming study will also demonstrate that when faced with interactional 'subversion' and institutional 'resistance', the recipients of the 'deviant' behaviour do various kinds of interactional 'work' to re-establish 'normality' to proceedings.

One of the limitations of this study has been its scope, as it has only investigated the process of RP within one context of this course. As such the study can only generate empirical findings in relation to this one activity. However, as previously discussed, the trainees engage in discursive processes of reflective practice across a range of interactional contexts, such as workshops and collaborative lesson planning sessions, as well as through the medium of writing in reflective essays, and journals. If we are to have a deeper understanding of the processes of reflection operating throughout TESOL certificate courses, a clear direction for future research would be to investigate a course as a whole or, less ambitiously, to expand the analysis to include other activities, for example practice teaching. The data set collected for this study includes video/audio recordings of the entire month long course, as well as most of the trainees' reflective writing assignments and other documentation. As such it offers exciting opportunities for investigating the other areas of practice that constitute the course, and to discuss and reflect on these processes.

A fundamental question raised by the findings of this study, and potentially the most fruitful next step for research into reflective practice as an interactional activity, is to ask: what are the impacts on the trainees of engaging in this process? Do the trainees develop their skills and abilities as reflective practitioners, as demonstrated through interaction, across the length of the course? And how might we investigate these questions? The complete set of 'longitudinal' recordings of the feedback meetings collected for this study allow for the application of a "learning behaviour tracking methodology" (Markee, 2008). This type of study has the potential to track changes in behaviour and the 'development' of the trainees' competencies and behaviours, as reflective practitioners, and more generally, their professional development over time. Although this question has not been investigated within this study, the evidence within the data set suggests this may be an exciting new direction for research into professional development. Offering the opportunity to really 'see' participants

develop their reflective practices through talk over time and in doing so to gain a deeper understanding of processes by which professionals develop professionalism.

*Solve et Coagula*

# Appendix A

# CA Transcription Conventions

[  ]    Overlapping utterances – ( beginning [ ) and ( end ] )

=       Contiguous utterances (Latching intra/inter turn)

(0.4)   Represent the tenths of a second between utterances

(.)     Represents a micro-pause (1 tenth of a second or less)

:       Sound extension of a word (more colons demonstrate longer stretches)

.       Fall in tone

,       Continuing intonation (not necessarily between clauses)

-       An abrupt stop in articulation

?       Rising inflection (not necessarily a question)

LOUD Capitals indicate increased volume

__      Underlined words indicate emphasis

↑ ↓     Rising or falling intonation

° °     Surrounds talk that is quieter

hhh     Audible aspirations (out breath)

·hhh    Inhalations (in breath)

.hh.    Laughter within a word

> <     Surrounds talk that is faster

< >     Surrounds talk that is slower

(what)  Transcriber's approximation of what is heard

(( ))   Transcriber's notes

£ £     Surrounds 'smile voice'

(Adapted from Atkinson and Heritage, 1984)

# Appendix B

## Lesson Plan for "Intro to Reflective Practice" Workshop

**SESSION: Intro to Reflective Practice**                    **LENGTH: 25 mins**

**When:** Monday, Week 1, 9:15 - 9:40

**Aim:** PWBAT develop an understanding of what reflective practice is and the personal challenges they may face with regard to reflective practice; begin the process of reflection

**Materials:** Journal for each P.

**Procedure**

- Begin by reflecting on the previous session: *theatre games / getting to know you activities.* Write three Qs on the board:
  - How do you feel?
  - What did you like about the activities? What worked? Why?
  - What would you like to change? Why?
- Put Ps in small groups and have them discuss. Elicit a few responses afterwards.

- Point out that this process is an example of <u>REFLECTIVE PRACTICE</u>, and is the core of the SIT program.
- Again in small groups, have Ps discuss two Qs:
  - What does reflective practice mean to you?
  - From your point of view, what will be needed for reflective practice to be constructive during this course?
  HINT: If Ps are unsure of what to do, elicit or offer a few sample responses (see below).
- After approx 5 minutes elicit responses and write them on the board or poster

- Create new groups. Pose new discussion Qs and get them written on the board:
  - How do you feel about participating in reflective practice?
  - How do you feel about you ability to reflect?
  - What challenges do you think you might face?
  HINT: It might be worth pointing out that these Qs don't have to be considered separately.

- As the discussions wind down, introduce the journals. Explain that the journal should be seen as a reflective tool. Ps will be asked to write in them on a regular basis. However, they will be not be read by the trainers. While Ps will occasionally be asked to share a section of what they have written without other Ps, they are primarily personal documents.

- Have the Ps spend a few minutes on the Qs they have just discussed.

- End session by giving the "three pillars" of the course:
  1. Reflective practice
  2. Experiential learning
  3. Collaborative work

---

**What is needed for reflective practice to be constructive?**

| | |
|---|---|
| Must be non-judgmental, constructive | Requires talking, sharing |
| Must be regular, systematic | Requires personal / individual thinking |
| Must be supported by input from Ts | Both short term and long term |
| Requires honesty | Assumes a journey, a progression |
| Means learning from experience/mistakes | Assumes change |

# References

Acheson, K. A. and Gall M. D. (1997*). Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications (4th ed.)*. New York: Wiley.

Akbari, R. (2007). Reflections on reflection: a critical appraisal of reflective practices in L2 teacher education, *System*, 35, 192-207.

Antaki, C. and Widdicombe, S. (eds.) (1998). *Identities in Talk*. London: Sage.

Arcario, P. (1994). *Post-Observation Conferences in TESOL Teacher Education Programs*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York

Asmuß, B. and Svennevig, J. (2009). Meeting talk: an introduction. *Journal of Business Communication*, 46, (1), 3-22.

Atkinson, J. M. and Drew, P. (1979). *Order in Court: The Organisation of Verbal Interaction in Judicial Settings*. London: Macmillan

Atkinson, J. M. and Heritage, J. (eds.) (1984). *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.

Bailey, K. (1992). The processes of innovation in language teacher development: what, why and how teachers change (253–282). In: J. Flowerdew, M. Brock and S. Hsia (eds.), (1992). *Second Language Teacher Education*. Hong Kong: City Polytechnic of Hong Kong.

Bahktin, M. M. (1981). *The Dialogic Imagination: Four Essays*. Texas: University of Texas Press

Bahktin, M. M. (1986) *Speech Genres and Other Late Essays*. Texas: University of Texas Press.

Basile, C. and F. Olson (2003). Problem-based learning: reflective coaching for teacher educators. *Reflective Practice*, 4, (3), 291–302.

Billig, M. (1999a). Whose terms? Whose ordinariness? Rhetoric and ideology in conversation analysis, *Discourse and Society*, 10, (4), 543–58.

Billig, M. (1999b). Conversation analysis and claims of naivety, *Discourse and Society*, 10, (4), 572–6.

Bell, J. (1991). *Doing your Research Project*. (2nd ed.). Milton Keynes: Open University Press.

Birmingham, C. (2004). Phronesis: A model for pedagogical reflection, *Journal of*

*Teacher Education*, 55, 313–324.

Boden, D. and Zimmerman, D. H. (eds.) (1991). *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Cambridge: Polity Press.

Boud, D. (2001). Using journal writing to enhance reflective practice. *New Directions for Continuing and Adult Education*, 90, 9-18.

Borg, M. (2002). Learning to teach: CELTA trainees' beliefs, experiences and reflections. Ph.D. dissertation, University of Leeds, UK.

Borg, S. (2003). Teachers' involvement in TESOL Research. *TESOL Matters*, 13, (3), 1–5.

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 preparation, *ELT Journal*, 62, (1), 37-46.

Brouwer, C. E. (2003). Word searches in NNS: NS interaction: opportunities for language learning? *The Modern Language Journal*, 87, (4), 534-545.

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

Button, G. and Casey, N. (1984). Generating topic: the use of topic initial elicitors (167-190). In: J. M. Atkinson and J. Heritage (eds.), *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.

Byrne, P. S. and Long, B. E. L. (1976). *Doctors Talking to Patients: a Study of the Verbal Behaviours of Doctors in the Consultation*. London: HMSO.

Calderhead, J. (1989). Reflective teaching and teacher education, *Teaching and Teacher Education*, 5, (1), 43-51.

Calderhead, J. and Gates, P. (1993). *Conceptualizing Reflection in Teacher Development*. London: The Falmer Press.

*CELTA booklet* (2012). Available at: http://www.cambridgeenglish.org/images/107888-celta-brochure.pdf (Accessed 6 January 2012)

*CELTA syllabus* (2012). Available at: http://www.cambridgeenglish.org/images/21816-celta-syllbus.pdf (Accessed 6 January 2012)

*CertTESOL* (2012). Available at: http://www.trinitycollege.co.uk/site/?id=702 (Accessed 6 January 2012)

Chamberlin, C. R. (2000). TESL Degree Candidates' Perceptions of Trust in Supervisors,

*TESOL Quarterly*, 34, (4), 653-673.

Chomsky, N. (1957). *Syntactic Structures*. Berlin: Walter de Gruyter.

Chomsky, N. (1965). *Aspects of the Theory of Syntax.* Cambridge: MIT Press.

Clarke, M., & Otaky, D. (2006). Reflection 'on' and 'in' teacher education in the United Arab Emirates. *International Journal of Educational Development,* 26, 111-122.

Clayman, S, E. and Heritage, J. (2002). *The News Interview: Journalists and Public Figures on Air*. Cambridge: Cambridge University Press.

Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*. Oxon: Routledge.

Cole, A. and Knowles, P. (2000). *Researching teaching: exploring teacher development through reflexive inquiry*. Toronto: Allyn & Bacon.

Copland, F (2008). Deconstructing the discourse: understanding the feedback event (5-24). In: S. Garton and K. Richards (eds.), *Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Hampshire: Palgrave Macmillan.

Copland, F. (2010). Causes of tension in post-observation feedback in pre service teacher training: an alternative view, *Teaching and Teacher Education*, 26, (3), 466–72.

Copland, F. (2011). Legitimate talk in feedback conferences, *Applied Linguistics*, 33, (1), 1-20.

Copland, F., Ma, G., and Mann, S. (2009). Reflecting in and on post-observation feedback in initial teacher training on certificate courses, *English Language Teacher Education and Development,* 12, 14-22.

Coulter, J. (1979). *The Social Construction of Mind*. London: Macmillan.

Davis, K. (1988). *Power under the Microscope*. Dordrecht: Foris.

Dewey, J. (1933). *How we think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Chicago: Henry Regnery.

Dewey, J. (1938). *Experience and Education*. New York: Collier Books, MacMillan.

Drew, P. and Heritage, J. (eds.) (1992). *Talk at work: Interaction in Institutional Settings*. Cambridge: Cambridge University Press.

Drew, P. and Heritage, J. (1992b). Analyzing talk at work: an introduction (3-65). In: P. Drew and J. Heritage (eds.). *Talk at work: Interaction in Institutional Settings*. Cambridge: Cambridge University Press.

Duranti, A. and Goodwin, C. (1992). *Rethinking Context: Language as an Interactional*

*Phenomonon*. Cambridge: Cambridge University Press.

Edge, J. (2011). *The Reflexive Teacher Educator in TESOL: Roots and Wings*. New York: Routledge.

Edwards, D. and Potter, J. (1992). *Discursive Psychology*. London: Sage.

Ellison, C. M. (2008). Reflective make‑and‑take: a talent quest reflective practice teacher model. *Reflective Practice: International and Multidisciplinary Perspectives*, 9, (2), 185-195.

Erickson, F. and Schultz, J. (1982). *The Counsellor as Gate Keeper*. New York: Academic Press.

Farr, F. (2006). Reflecting on reflection: the spoken word as a professional development tool in language teacher education. In: R. Hughes (ed.), *Spoken English, TESOL and Applied Linguistics: Challenges for Theory and Practice*. Hampshire: Palgrave Macmillan.

Farr, F. (2011). *The Discourse of Teaching Practice Feedback :A Corpus-Based Investigation of Spoken and Written Modes*. London: Routledge.

Farrell, T. S. C. (2007). *Reflective Language Teaching: From Research to Practice*. London: Continuum.

Ferguson, G. and Donno, S. (2003). One-month teacher training courses: time for a change?, *English Language Teaching Journal*, 57, (1), 26-33.

Frankel, R. (1989). "I wz wondering – uhm could *RAID* uhm affect the brain permanently d'y know?": some observations on the intersection of speaking and writing in calls to a poison control center. *Western Journal of Speech Communication*, 53, 195-226.

Fund, Z., Court, D., and Kramarski, B. (2002). An evaluative tool to assess reflection in a teacher-training course. *Assessment and Evaluation in Higher Education*, 27, (6), 485-499.

Garton, S. and Richards, K. (2008). *Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Hampshire: Palgrave Macmillan.

Goffman, E. (1967). *Interaction Ritual*. New York: Anchor Books.

Goffman, E. (1983). The interaction order. *American Sociological Review*. 48, 1-17.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. Cornwall: Polity.

Goodwin, C. and Goodwin, M.H. (1986). Gesture and coparticipation in the activity of searching for a word. *Semiotica*, 62, (1/2), 51-75.

Gray, D. and Block, D. (2012). The marketisation of language teacher education and

neoliberalism: characteristics, consequences and future prospects (114-143). In: D. Block, J. Gray and M. Holborow (eds.), *Neoliberalism and Applied Linguistics*. London: Routledge.

Griffiths, M. and S. Tann (1992). Using reflective practice to link personal and public theories. *Journal of Education for Teaching*, 18, (1), 69–84.

Harris, A. S., Bruster, B., Peterson, B., Shutt, T. (2010). *Examining and Facilitating Reflection to Improve Professional Practice*. Plymouth: Rowman and Littlefield Publishers, Inc.

Handel, G. and Lauvås, P. (1987). *Promoting Reflective Teaching: Supervision in Action.* Milton Keynes: Open University Press.

Hammersly, M. and Atkinson, P. (1983) *Ethnography: Principles in Practice*. London: Routledge.

Hazelrigg, A. (2005). Storytelling into understanding: middle school teachers work with text analysis and second language reading pedagogy (325–340). In: N. Bartels (ed.), *Applied linguistics and language teacher education*. New York: Springer.

Hellermann, J. (2007). The contextualization of participation in the asthma project: response sequences in classroom talk. In: J. Zuengler and K. Cole (eds.), *The Research Process in Classroom Dicsourse Analysis: Current Perspectives*. Mahwah, NJLawrence Erlbaum Associates.

ten Have, P. (2007). *Doing Conversation Analysis (Second Edition).* London: Sage.

Heritage, J. (1984a). A change of state token and aspects of its sequential placement (299-345). In: J. M. Atkinson and J. Heritage (eds.), *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.

Heritage, J. (1984b). *Garfinkel and Ethnomethodology*. Cambridge: Polity Press.

Heritage, J. (2004). Conversation analysis and institutional talk (103-147). In: K.L. Fitch and R.E. Sanders, (eds.). *Handbook of Language and Social Interaction*. New Jersey: Lawrence Erlbaum.

Heritage, J. (2012). The epistemic engine: sequence organization and territories of knowledge. *Research on Language and Social Interaction*, 45, (1), 30–52.

Hutchby, I. and Wooffitt, I. (1998). *Conversation Analysis*. London: Polity Press.

Jefferson, G. (1984). On stepwise transition from talk about a trouble to inappropriately next-positioned matters (191-222). In: J. M. Atkinson and J. Heritage (eds.). *Structures of Social Action: Studies in Conversation Analysis*. Cambridge:

Cambridge University Press.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction (13-34). In: G. H. Lerner (ed.), Conversation Analysis: Studies from the First Generation. Amsterdam: John Benjamins.

Jenks, C. J. (2011). *Transcribing Talk and Interaction*. Amsterdam: John Benjamins.

Johnson, K. E. and Golombek, P. B. (eds.) (2002*). Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press.

Kasper, G. (2006). Beyond repair: conversation analysis as an approach to SLA. *AILA Review* 19, 83–99.

Kolb, D. (1984). *Experiential learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

Korzybski, A. (1994). *Science and Sanity: An Introduction to Non-Aristotlian systems and general semantics*. New York: Institute of General Semantics.

Kuhn, T. S. (1962). *The Structure of Scientific Revolutions*. London: The University of Chicago Press.

Lave, J. and Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Levinson, S. C. (1992) Activity types and language (66-100). In: P. Drew and J. Heritage (eds.), *Talk at work: Interaction in Institutional Settings*. Cambridge: Cambridge University Press.

Liddicoat, A. (2007). *An Introduction to Conversation Analysis*. London: Continuum.

Loughran, J. J. (1996). *Developing Reflective Practice: Learning about Teaching and Learning through Modelling*. London: Falmer Press.

Loughran, J. J., (2002). Effective reflective practice: in search of meaning in learning and teaching, *Journal of Teacher Education*, 53, (1), 33-43.

Markee, N. (2000). *Conversation analysis.* New Jersey: Lawrence Erlbaum.

Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, 29, (3), 404–427.

Mann, S. (2005). The language teacher's development. *Language Teaching*, 38, 103-118.

Maynard, D. (1984). *Inside Plea Bargaining: the Language of Negotiation*. New York: Plenum.

McCabe, A. (2002). Narratives: a wellspring for development (82-89). In: J. Edge (ed.), *Continuing Professional Development*. Whitstable, UK: International Association

of Teachers of English as a Foreign Language (IATEFL).

McHoul, A. (1978). The organisation of turns at formal talk in the classroom. *Language in Society*, 7, 181-213.

McHoul, A. (1990). The organisation of repair in classroom talk. *Language in Society*, 19, 349-77.

Medina, J. (2005). *Language: Key Concepts in Philosophy*. London: Continuum.

Mehan, H. (1979). *Learning Lessons: Social Organization in the Classroom*. Cambridge M A: Harvard University Press

Moerman, M. (1988). *Talking Culture: Ethnography and Conversation Analysis*. Philadelphia: University of Pennsylvania Press.

te Molder, H. and Potter, J. (eds.) (2005). *Conversation and Cognition*. Cambridge: Cambridge University Press

Moon, J. (1999). *Learning Journals: A Handbook for Reflective Practice and Professional Development*. Abingdon: Routledge.

Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*. London: Routledge

Morton, T. and Gray, J. (2008). The mediating role of talk-in-interaction in guided lesson planning in a pre-service TESOL training course: an ethnomethodological and activity-theoretic perspective, *Sociocultural Perspectives on Teacher Education and Development conference,* Department of Education Oxford, 7-8 April. Available at: http://ora.ouls.ox.ac.uk (Accessed 10 November 2011)

Morton, T and Gray, D. (2010). Personal practical knowledge and identity in lesson planning conferences on a pre-service TESOL course, *Language Teaching Research*, 14, (3), 297-317.

Ochs, E. (1979). Transcription as theory (166-178). In: A. Jaworski and N. Copland (eds.). *The Discourse Reader (2ⁿᵈ ed.)*. London: Routledge.

Orland-Barak, L. and Klein, S. (2005). The expressed and the realized: Mentors' representations of a mentoring conversation and its realization in practice. *Teaching and Teacher Education*, 21, 379-402.

Pike, K. (1967). *Language in Relation to a Unified Theory of the Structure of Human Behaviour*. The Hague: Mouton.

Plato (2005). *Plato: Five Dialogues (translated by G. M. A. Grube) (2ⁿᵈ ed.)*. Indianapolis: Hackett Publishing company.

Pollard, A. (2008). *Reflective Teaching* (3rd ed.). London: Continuum.

Potter, J. and Wetherell, M. (1987). *Discourse and Social Psychology: Beyond Attitudes and Behaviour*. London: Sage.

Psathas, G. (1990). Introduction: methodological issues and recent developments in the study of naturally occurring interaction. In: G. Psathas (ed.), *Interactional Competence*. Washington: University Press of America.

Psathas, G. (1995). *Conversation Analysis: The Study of Talk-in-Interaction*. London: Sage.

Pugach, M.C., and Johnson, L.J. (1990). Fostering the continued democratization of consultation through action research. *Teacher Education and Special Education*, 13, (3), 240–245.

Pultorak, E. G. (ed.) (2010). *The Purposes, Practices, and Professionalism of Teacher Reflectivity: Insights for Twenty-First-Century Teachers and Students*. Plymouth: Rowman and Littlefield Publishers, Inc.

Rampton, B. (2007). Neo-Hymesian linguistic ethnography in the UK. Special Issue *Journal of Sociolinguistics*, 11, (5), 584-607.

Randall, M. and Thornton, B. (2001). *Advising and Supporting Teachers*. Cambridge: Cambridge University Press.

Rodgers, C. (2002) Defining reflection: another look at John Dewey and reflective thinking. *Teachers College Record*, 104, (4), 842-866.

Richards, J. C. and Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Richards, J. C. and Farrell, T. S. C. (2005). *Professional Development for Language Teachers*. New York: Cambridge University Press.

Richards, K. and Seedhouse, P. (eds.) (2005). *Applying conversation analysis*. Hampshire: Palgrave MacMillan.

Richards, K. (2005). Introduction. In: K. Richards and P. Seedhouse (eds.), *Applying conversation analysis*. Hampshire: Palgrave MacMillan.

Rodgers, C. (2002). Defining reflection another look at John Dewey and reflective thinking. *Teachers College Record*, 104, (4), 842-866.

Rolfe, G., Freshwater, D. and Jasper, M. (2001). *Critical Reflection for Nursing and the Helping Professions: A User's Guide*. London: Palgrave Macmillan.

Russell, T. (2005). Can reflective practice be taught*?*. *Reflective Practice: International and Multidisciplinary Perspectives*, 6, (2), 199-204.

Ryan, M. (2012). Conceptualising and teaching discursive and performative reflection in higher education, *Studies in Continuing Education*, 34, (2), 207-223.

Sacks, H. (1975). Everyone must lie (57-81). In: M. Sanches and B. G. Blount (eds.), *Sociocultural Dimensions of Language Use*. London: Academic Press Inc.

Sacks, H. (1984). Notes on methodology (21-27). In: J.M. Atkinson and J. Heritage (eds.), *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.

Sacks, H. (1992). Lectures on conversation. Oxford: Basil.

Sacks, H. and Schegloff, E. A. (1979). Two preferences in the organization of reference to persons in conversation and their interaction. In: G. Psathas (ed*.), Everyday Language: Studies in Ethnomethodology*. New York: Irvington.

Sacks, H., Schegloff, E.A. and Jefferson, G. (1974). A simplest systematics for the organization of turn taking for conversation, *Language*, 50, 696-735.

Schegloff, E. A. (1968). Sequencing in conversational openings. *American Anthropologist*, 70, 1075-1095.

Schegloff, E.A. (1986). The routine as achievement. *Human Studies*, 9, 111-151.

Schegloff, E. A. (1987). Between macro and micro: contexts and other connections (207-234). In: J. Alexander et al., (eds.), *The Micro-Macro Link*. Berkeley and Los Angeles: University of California Press.

Schegloff, E. A. (1991a). Reflections on talk and social structure (44-70). In: D. Boden and D. H. Zimmerman (eds.), *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Cambridge: Polity Press

Schegloff, E. A. (1991b). 'Conversation analysis and socially shared cognition (150–71). In: L. R. Resnick, J. M. Levine, and S. D. Teasley (eds.). *Socially Shared Cognition*. Washington, DC: American Psychological Association.

Schegloff, E. A. (1992). Repair after next turn: the last structurally provided for place for the defense of intersubjectivity in conversation. *American Journal of Sociology*, 95, (5), 1295-345.

Schegloff, E. A. (1999). "Schegloff's texts" as "Billig's data": a critical reply', *Discourse and Society,* 10, (4), 558–72.

Schegloff, E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis*. Cambridge: Cambridge University Press.

Schegloff, E. A., Jefferson, G. and Sacks, H. (1977). The preference for self-correction in

the organization of repair in conversation, *Language*, 53, 361-82.

Schegloff, E. A. and Sacks, H. (1973). Opening up closings. *Semiotica*, 8, 289-327.

Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action.* New York: Basic Books.

Schön, D. A. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions.* San Francisco: Jossey-Bass.

Schön, D. A. (1991). *The Reflective Turn: Case Studies in and on Educational Practice.* New York: Teachers College Press.

Seedhouse, P. (2004). *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective.* London: Blackwell

Seedhouse, P. (2005a). Conversation analysis and language learning, *Language Teaching*, 38, 165-187.

Seedhouse, P. (2005b). CA as research methodology. In: K. Richards and P. Seedhouse (eds.), *Applying Conversation Analysis*. Hampshire: Palgrave MacMillan.

Seedhouse, P. (2008). Learning to talk the talk: conversation analysis as a tool for induction (42-57). In: S. Garton and K. Richards (eds.). *Professional Encounters in TESOL: Discourses of Teachers in Teaching*. Hampshire: Palgrave Macmillan.

Seedhouse, P. and Harris, A. (2011). Topic development in the IELTS speaking test. *IELTS Research Reports*, 12, 1-56.

Sert, O. (2011). A micro-analytic investigation of claims of insufficient knowledge in EAL classrooms. PhD, thesis Newcastle University, UK.

Servioganni, T. J. and Starratt, R. J. (2002). *Supervision: A Redefinition*. Boston: McGraw-Hill.

Sidnell, J. (2010). *Conversation Analysis: An Introduction*. Oxford: Wiley-Blackwell.

*SIT/AUA Guiding Principles* (2008). Available at: http://www.auathailand.org/sit/GuidingPrinciple.htm (Accessed 23 November 2008)

*SIT TESOL* (2008). Available at: http://www.sit.edu/graduate/6882.htm (Accessed 23 November 2008)

Sparks-Langer, G. M. (1992). In the eye of the beholder: cognitive, critical, and narrative approaches to teacher reflection (147-160). In: L. Valli (ed.), *Reflective Teacher Education: Cases and Critiques*. New York: SUNY Press.

Tabachnik, R. and Zeichner, K. M. (2002). Reflections on Reflective Teaching. In: A. Pollard. (ed.), *Readings for Reflective Teaching*. London: Continuum.

Tickle, L. (1994). *The Induction of New Teachers: Reflective Professional Practice*. London: Cassell.

Thatchenkery, T. (2005). *Appreciative sharing of knowledge: Leveraging knowledge management for strategic change*. Ohio: Tao Institute Publications.

Urzua, A. and Vaquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*, 24, 1935-1946.

Vasquez, C. (2004). "Very carefully managed": advice and suggestions in post-observation meetings, *Linguistics and Education*, 15, 33-58.

Vasquez, C. and Reppen, R. (2007). Transforming practice: changing patterns of participation in post-observation meetings, *Language Awareness*, 16, (3), 153-172.

Volosinov, V. V., (1929/1973). *Marxism and the Philosophy of language*. London: Harvard University Press.

Vytgotsky, L. (1986). *Thought and Language*. London: The MIT Press.

Vytgotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. London: Harvard University Press.

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 qualitative study of teacher–super- visor face-to-face interactions. *American Educational Research Journal*, 30, (4), 675–702.

Waite, D. (1995). *Rethinking Instructional Supervision: Notes on its Language and Culture*. London: The Falmer Press.

Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. London: Routledge

Watson, A. and Williams, M. (2004). Post‑lesson debriefing: delayed or immediate? An investigation of student teacher talk. *Journal of Education for Teaching: International Research and Pedagogy*, 30, (2), 85-96.

Weller, R. (1971). *Verbal communication in instructional supervision*. New York: Teachers College Press.

Wells, G. (1999). *Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education*, Cambridge: Cambridge University Press.

Wetherell, M. (1998) Positioning and interpretative repertoires: conversation analysis and post-structuralism in dialogue, *Discourse and Society*, 9, (3), 387–412.

Whalen, J., Zimmerman, D. and Whalen, M. (1988). When words fail: a single case analysis. *Social Problems*, 35, (4), 335-362.

Whorf, B. L. (1941). Language, Mind, and Reality (246-270). In: Carroll, J. B. (ed.) (1956), *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. Cambridge, Mass.: Technology Press of Massachusetts Institute of Technology.

Wilson, T. P. (1991). Social structure and the sequential organization of interaction (22-43). In: D. Boden and D. H. Zimmerman (eds.), *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Cambridge: Polity Press.

Wittgenstein, L. (1953/2001). *Philosophical Investigations*. Oxford: Blackwell Publishing Ltd.

Wooffitt, R. (2005). *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*. London:Sage.

Wu, R. R. (2009). Repetition in the initiation of repair (31-59). In: J. Sidnell (ed.), *Conversation Analysis: Comparative Perspectives*. Cambridge: Cambridge University Press.

Yost, D. S., Sentner S. M., and Forlenza-Bailey, A. (2000). An examination of the construct of critical reflection: implications for teacher education programming in the 21st century. *Journal of Teacher Education*, 51, 39–49.

Zeichner, K.M. and Liston, D. P. (1985) Varieties of discourse in supervisory conferences. *Teaching and Teacher Education*, 1, (2) 155-174.

Zeichner, K. M. and Liston, D.P. (1996). *Reflective teaching*. Mahwah, NJ: Lawrence Erlbaum.

Zeichner, K. M. (1987). The ecology of field experience: Towards an understanding of the role of field experience in teacher development. In: Habermand, M., Backus, J.M. (eds.), *Advances in Teacher Education*, *Vol. 3*. Norwood, NJ.: Ablex

Zimmerman, D. H. (1992). The interactional organization of calls for emergency assistance (418-469). In: P. Drew and J. Heritage (eds.), *Talk at work: Interaction in*

*Institutional Settings*. Cambridge: Cambridge University Press.