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UNIVERSITY OF SOUTHAMPTON

FACULTY OF LAW, ARTS & SOCIAL SCIENCES

School of Humanities

Developing Pedagogic Skills of Libyan Pre-service Teachers through Reflective Practice

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UNIVERSITY OF SOUTHAMPTON

FACULTY OF LAW, ARTS & SOCIAL SCIENCES

School of Humanities

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Abstract

Over the last two decades, teacher education (TE) has witnessed substantial changes in the way the divide between theory and practice is viewed. This has resulted in changes in the approaches used to deliver TE programmes. Since Dewey (1933), teacher educators have been concerned with how to prepare teachers who are reflective about what they are doing. Hence, there has been widely applied emphasis on the investigation of practice. This study describes the introduction of Reflective Practice (RP) to Libyan fourth-year trainee teachers to enhance their thinking about pedagogic skills. Its main aim is to examine to what extent trainee teachers will engage in a reflective practice (RP) programme, how they will reflect on their everyday understanding and practice and how they may improve their thinking about practice as a result.

It describes how an action research study was conducted with a group of 30 prospective teachers over a period of 14 weeks and involved three phases. The first two phases lasted twelve weeks. In the first phase, the participants engaged in general discussions on instructional strategies, and this paved the way for the second phase, where there was in-college teaching practice. Finally, the participants practised teaching for two consecutive weeks in a real-life context, i.e. in a secondary school.

The findings indicate that the implementation of RP in the Libyan context promoted a culture of observation and critical discussions in a setting that has traditionally been characterised as passive and non-reflective. The study indicates that RP is an essential component of pre-service teachers' development. However, if we are to make more progress, we need to aim for more understanding of the pedagogic process that supports trainee teachers' (TTs) pedagogic inquiry. This will require good collaborative work between colleges and schools, between educators and language tutors in schools and colleges, and among TTs themselves.

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Declaration of Authorship

I, **Mustafa Dabia** declare that the thesis entitled

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and the work presented in it are my own and has been generated by me as the result of my own original research. I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

Signed:

.....

Date:

.....

Dedication

To My wife *Monia* who sacrificed three years for the completion of this study. I would like also to dedicate this thesis to my lovely daughter *Masarra* and my sons *Mohammad* and *Moyid*.

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First of all I would like to thank God the Almighty, for guiding me to study at Southampton University and for giving me health, patience and the ability to complete this research.

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Abbreviations Used

AR	Action Research
ISs	Instructional Strategies
GPK	General Pedagogic Knowledge
SPK	Specific Pedagogic Knowledge
L2	Second Language
LTE	Language Teacher Education
RQ	Research Question
RP	Reflective Practice
TTs	Trainee Teachers
TE	Teacher Education

Transcription conventions

...	Unclear utterance
()	Explanation or clarification
R.	Researcher
[]	Translation*

- All translated excerpts are indicated by the use of square brackets []

Chapter One

Introduction

1.1 Setting the scene

I first became interested in developing language teacher education (LTE) in 2005, when I supervised trainee teachers in their practicum. At that time, I was a language teacher teaching writing skills. However, due to shortages of educators in teachers' colleges in Libya in general and in my college in particular, I was appointed as a teacher trainer to provide academic and pedagogic assistance to a group of pre-service English teachers. This experience was striking to me because I observed that these trainees were not able to perform well in teaching because they could not apply most of the activities of the school syllabus, which was based on the communicative language teaching approach. I did not blame the trainees for this because they were quite active and responsive with me in the writing class.

As a language teacher, I have always maintained a close relationship with students by listening and trying to understand their concerns. I asked them why there was a noticeable gap between their performance in college, especially in the module of writing, and in school. The prime reason they gave was that no adequate pedagogical preparation in how to teach English was provided, as many pedagogic subjects were offered in Arabic. This was the furthest point I reached in understanding why there was a gulf between the aims of the teacher education programme and its implementation. I continued with the teaching of writing and written language modules until 2007 when I was granted a scholarship by my university to do a PhD. This constituted an opportunity to further my understanding of the field of applied linguistics which I entered in 2003 after obtaining a masters degree in interpreting and translation. Hence, I viewed this opportunity as one where I could enrich my practical experience of the writing domain.

In the academic year 2007/08, I was privileged to obtain a place to pursue my interest at Southampton University. First of all, I joined a master's programme to connect my practical understanding with theoretical and research insights so that my PhD project would be based on a solid theoretical and practical background. Through my initial Southampton learning experience, I decided to improve my teaching practice in the area

that I taught, namely, writing. During my MA study, I learnt about action research (AR) which could be applied by those involved in teaching. It can help in giving an understanding of practitioners' problems, enabling effective solutions to be generated. Before this, I had seen researchers only as external parties not involved in active participation. I saw them as observing, doing tests, comparing and contrasting and informing real practitioners of their findings which the latter might find helpful.

However, in the second semester of my MA, I was introduced to the different philosophies for preparing trainee teachers in a module entitled Language Teacher Education (LTE). I examined these theories against the context where I was working and became interested in exploring the benefits which reflective practice (RP) theory might offer to improve the status of LTE in Libya. Therefore, I dedicated my assignment for the LTE module, and later my PhD as well, to exploring the theories further and presenting an account of how the RP approach would contribute to its development. Nevertheless, my MA project was dedicated to writing and here I was able to conduct an AR study from which I derived a great deal by improving my own practice in the teaching of this area. Hence, I had no hesitation in adopting AR as my methodology in learning about the implementation of RP in the Libyan context.

Therefore, based on the fact that the current study was initiated as a response to an observed problem, driven by the RP approach and applied through AR, three main areas of concern have become central for the implementation of my research:

- Establishing a programme linking college pedagogical discussion with the practicum
- How would Libyan pre-service teachers interact with such a programme?
- To what extent would the programme be effective in developing pre-service teachers' thinking about pedagogy

It was thought that a study grounded in these concerns could bridge the gap noted in 2005.

1.2 Conceptualising RP in my study

Before describing the study, it is crucial to give an idea of what is meant by RP and how it might be of good use to Libyan trainee teachers (TTs). Today, there are many

definitions of RP but most of them are contained within two stances (Farrell, 2007). One stance emphasises reflection only on classroom actions, while the other also includes reflections on matters outside the classroom. The first perspective looks at what is happening in the classroom, why this happens, what else could be done to achieve a particular goal...etc. However, Zeichner and Liston (1996) argue that it is necessary to link teaching to the larger community because teaching involves social, socio-political and moral activities. Thus, teachers must see themselves as agents of change (Jay and Johnson, 2002). Hussein (2007) maintains that RP both enables practitioners to analyse, discuss, evaluate and change their own practice, while adopting an analytical approach to it, and also encourages them to appraise the moral and ethical issues implicit in classroom practices, including the critical examination of their own beliefs about good teaching. In addition, it encourages them to take greater responsibility for their own professional growth and to seek ways of acquiring some degree of professional autonomy. Gimenez (1999) adds that it helps them develop their own theories and empowers them to take a more active role in educational decision-making.

Against this background, it was decided that RP needed be introduced to an initial LTE programme. According to Posner (2005: 21), a field experience that is not accompanied with thinking is a poor experience: “if you merely allow your experiences to wash over you without savouring and examining them for their significance, then your growth will be greatly limited”. Therefore, it was decided that TTs in their fourth and final year, would be asked to engage in RP. This would require them to explore their beliefs around the issues of teaching, relate them to the context they would be working in and apply teaching according to their understanding. In order to encourage professional growth and autonomy, externally derived knowledge would be offered to give further understanding. TTs would be working collaboratively throughout the programme to facilitate each other’s understanding. A further facilitation would come from the researcher, for instance, in forms of mediating external knowledge and in showing certain reflections about teaching. The whole practice of the programme would posit that there is no single way of teaching, so participants need to develop their own personal teaching repertoire.

To apply RP in this study, three main phases were decided upon: a theoretical one, a semi-practical one and a practical one. In the first phase TTs would explore their beliefs about teaching and compare them to theoretical debates. The second phase would invite

them to teaching, but in a safe environment, i.e. in college. This might result in the building of self-confidence so what was said and done would be observed. Finally, teaching would be conducted in a real context to examine how the college experience would positively affect TTs.

Two important issues need to be clarified before moving on to discuss other perspectives about my study. The first relates to the fact that by proposing three phases, I did not mean there to be a linear application of theory to practice. Instead, the view this whole study adopts is that theory and practice are both sources for pedagogy. Hence it was decided that they would be practised simultaneously. Therefore, phase one meant that TTs would receive information about the theory driving the whole module they were going to engage in and would build theoretical insights into the practical issues that would be discussed. The second point is that all phases would contain the underpinning philosophy of RP in which thinking about pedagogy was the ultimate aim for development. Here, the function of the three phases was to open up reflection (thinking, enquiry) on pedagogical issues taking into consideration two important factors. The first factor was the wider context so that the reflection was not purely on class pedagogical skills; secondly, it was decided that reflection should be collaborative.

1.3 Research questions and aims

In view of the above, the study addresses three main questions:

Q1. What were the reflections of the trainer/researcher on the implemented study programme?

- How was the programme evolved?
- How was the programme facilitated?

Q2. How did the trainee teachers' reflective ability develop in response to the programme?

- What subjects did they write about most?
- What type of reflection did trainee teachers engage in? Low or high level?

Q3. To what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?

- How did TTs' reflections change over time in terms of quality?
- How did TTs' reflections change over time in terms of focus?

The contribution of the study will be threefold. Firstly, it will add to the understanding of the teacher education context in Libya, a country where the culture of research is starting to be established. Secondly, the theoretical framework of the study will be examined, so a contribution will be made to the understanding of the RP approach. If, for instance, we take the issue of reflection among pre-service teachers, there is a shortage of studies which document its application in the college training classroom (Chamoso et al, 2012). Therefore, the contribution this study will make to the RP approach may be substantial. Moreover, implementing RP in an Arabic and Islamic context has not previously been successful (Richardson, 2004); so the extent to which such a study will be received and adapted will add to the understanding of its implementation outside the 'Western' context. Finally, the methodological approach (AR) adopted for this study will be evaluated regarding its contributing to both pedagogy and research, an issue that some theorists have expressed concerns over (Burns, 2005; Mitchell, 2009).

1.4 Structure of the study

This thesis is organised into eight chapters. Having provided a general introduction to my research in Chapter 1, I move on to describe the context in more detail. Chapter 2 is organised into three main sections. The first describes the educational context in Libya in general. Then it narrows the focus down to describe the history of TE in Libya and to scrutinise the current status of Libya's LTE programme. Then an example of how the system in one of Libya's neighbours is given to compare how the two systems are run and to examine the benefits and the drawbacks of the current Libyan system. Finally, the proposed theoretical orientation adopted for this study is discussed against the background of the cultural and political aspects of the context.

In Chapter 3, I examine the main literature on the topic in order to justify the perspective of this study. Several theories and studies are discussed in order to gain a critical appreciation of the nature of RP in education and then in LTE. After this, the discussion focuses on how RP is thought to be learnt, practised and taught in pre-service LTE in order to establish a programme to tackle the problem identified in Chapter 2. Therefore, the programme is built out of the examination of the study context and the theoretical orientation of the research. Consequently, Chapter 3 ends with a proposal for a developmental programme that caters for the deployment of reflection.

Chapter 4 presents the research methodology of the study. Background information about the methodology is given. Then, a rationale for its choice is introduced. This is followed by a description of the developmental programme of the study and how it was conducted. Some references to the theoretical chapter are made to show how the programme was built. Then, a detailed account is provided of the data collection and analysis processes. This is followed by a discussion of the problems encountered and the ethical issues faced. Finally, the trustworthiness of such a qualitative study along with the limitations of the study and the research approaches adopted are discussed.

Since the study seeks to answer three main questions from the perspective of three developmental phases, the findings in relation to each of Q1 to Q3 will be presented in a separate chapter. Chapter 5 presents the findings relevant to RQ1. The chapter is divided into two parts: the first presents the findings about the programme structure following a chronological order to show how it evolved. I discuss these findings mainly through the use of my own diaries as teacher-researcher but the TTs' diaries as well as audio data are consulted for triangulation. In the second part of the chapter, the findings on how the programme was actually implemented are presented. The audio recordings were of major use here but again, for triangulation, the other two sources of data, researcher's and TTs' diaries were utilised. By the end of this chapter, it is hoped that the overall findings produce a general picture of how RP could be implemented for the purposes of pre-service pedagogic development and how it succeeds or fails in linking saying with doing.

In Chapter 6, I present the findings for RQ2. This aims to show how the TTs themselves interacted with the programme. This chapter is also organised into two parts. Part one describes the content TTs reflected upon during the study's three phases, in the two worlds of college and school. The second part investigates the depth of thinking of TTs in the different study phases, i.e. the extent to which clarity, other perspectives and criticality is shown in TTs' reflection. The chapter produces a detailed description of what the concerns of TTs are in each stage and in what depth these concerns were being reflected upon.

Chapter 7 describes how TTs developed over time and across the three phases of the study. It discusses how the programme was effective in developing TTs' ways of thinking about pedagogy and reviewing the overall findings. The chapter concludes with a

summary of the most important findings, paving the way for the discussion of the last chapter

Chapter 8 concludes the study with a discussion of the findings in relation to the study context and existing literature. Then, an outline of the implications in regard to debates on RP and AR, and the LTE system in the Libyan context is provided. The chapter will also consider the limitations of the study along with possible areas for further research. Finally a summary section concludes the whole study.

Chapter Two

The Background Context

2.1 Introduction

This chapter provides an overview of the context in which this study was conducted. It gives a brief background about Libya as a whole and its education system. Then, it describes and analyses its LTE system. A comparative analysis is then made of the LTE systems of Libya and Egypt, followed by a short discussion of how Libyan culture relates to the notion of RP, which constitutes the study's theoretical framework. It is important to mention that while I have been writing this thesis, a significant political change has taken place in Libya as a consequence of the 'Arab Spring'. Hence, change in the information I am presenting is likely to happen in the near future.

2.2 Geographical, political and linguistic background

Libya is an Arab country situated in North Africa and is one of the largest countries by area in the whole African continent. It has a long coast on the Mediterranean Sea. The majority of the population, estimated at 6,449,876 in 2006 (Helicon, 2008), inhabit this coastal area. Almost three quarters of the country are covered by the Sahara Desert, which is hardly inhabited (Hamdy, 2007). Figure 1 shows a map of the country.



Figure 1: Map of Libya (the World Factbook)

Libya is now governed by a transitional government which took over by force after 42 years of Gaddafi's rule. In conjunction with the youth movement known as 'the Arab Spring', Libya witnessed a popular uprising against the regime that had oppressed its people for 4 decades. The uprising started in Benghazi, the second largest city in Libya but was then immediately supported in the west by Zintan, the second largest city in the Western Mountain, south west of Tripoli. After eight months of war between the Libyan people and Gaddafi's special brigades and mercenaries, the Libyan people defeated Gaddafi and declared victory in December 2011. Now, there are hopes that peace will be restored soon, though at the time of writing this thesis, the situation has not yet been completely normalised as some problems still happen from time to time.

Arabic is the official and native language of almost all Libyans. Berber is spoken in certain areas inhabited by the Berbers, but is not a written language. Italian is also used in Libya, especially by the elderly, who witnessed the time when the country was an Italian colony. At that time, Italian was the language of instruction in all schools. However, only a small number attended these schools due to numerous economic and political factors. As a consequence, "the Italian language did not take root in Libya to the extent that French did elsewhere in North Africa" (Metz, 1987). Today, English is considered the second language in Libya. It is compulsory from primary to university levels and is the language of international trade.

2.3 An overview of the Libyan education system

Since Libya gained its independence in 1951, education has been expanding. In 1955, the first university was established. This was under the monarchy, which guaranteed the right to education of all members of society, including rural and Bedouin people, women and men. This marked a new era in Libyan education. Large numbers of students enrolled to receive formal education. However, there were problems in the curriculum, a lack of qualified teachers and a shortage of educational venues.

In 1969, the time of Gaddafi's revolution, a new system was established that placed an important emphasis on education. In particular, the government worked hard to provide locations for education to take place and pushed the training of teachers further in an attempt to replace the Egyptians who were in charge of the educational process at the time. School enrolment rose from 34,000 on the eve of independence in 1951 (Ibid, 1987)

to nearly 1.7 million in 2004 (Kjeilen, 2008). “At independence, the overall literacy rate among Libyans over the age of ten did not exceed 20 percent” (Metz, 1987). By 2008, with expanding school opportunities, the rate had risen to 91 per cent for men and 71 per cent for women (Kjeilen, 2008).

Education is now free of charge for everyone from basic to university and postgraduate levels and schools and colleges have been established throughout the country. “The policy was to reach out even to the nomadic hard-to-reach areas, and mobile classrooms were introduced to cover all Libya” (Hamdy, 2007).

There are four main levels of education: basic, primary, secondary and advanced and each of these will be briefly described.

Pre-school centres are few and most children are taught by their parents until the age of six. Basic education starts at the age of six and lasts for six years. These years are compulsory and punishments are imposed upon parents who do not register their children in school (National Report, 1996). At this stage pupils are taught the basics of numeracy and literacy along with the basics of Islam and the Libyan society. The second stage is known as primary education. It comprises three years and here teaching is extended to include chemistry, physics, computer sciences and technology. It is worth mentioning that there are institutes offering skill-based education for those who cannot continue after the basic stage.

Intermediate or secondary education consists of three years in which students may join the school they find themselves most comfortable at. However, in some circumstances, the freedom of choosing disciplines is restricted as the educational ministry sets criteria from which schools make their own selection. The choices are many including specialist secondary schools (English, medicine, engineering...), vocational training centres, and specialist secondary schools (for people intending to go into the police, customs, military...). Having finished these three years, students become ready to enrol in one of the colleges, higher institutes or universities depending on their overall score at the secondary level. This period of higher study lasts from 4 to 7 years, depending on the educational site. For example, in language faculties and teacher training colleges, trainees spend a minimum of 4 years. On the other hand, university study lasts 5 years in

engineering and 7 years in medicine. After this education, students who pass with certain grades have the right to register for postgraduate study.

Teacher training in Libya takes place exclusively in faculties of teacher education which are now, from the 2010 academic year, called colleges of education. These faculties are located within universities. They are the official places for granting teaching licences. Students who graduate from faculties other than teacher education are not allowed to enter the teaching field without enrolling in one of the in-service teaching programmes. Since teacher colleges are the only places that provide systematic knowledge about pedagogy and teaching methodologies. The period required to finish the teacher training programme is 4 years, including the practical teaching. After successful completion, trainee teachers become eligible to teach in basic, primary or secondary education.

As far as teaching is concerned, teaching is a very popular profession for women as well as a few men. A significant number of national teachers have graduated from faculties of teacher education and have over time replaced all foreign teachers. It is worth mentioning that although these training faculties have gone through many changes, as will be discussed in section 2.6 below, they have succeeded in building the infrastructure of a national teaching staff, albeit not without problems (Harba, 2010).

Having described in general the current status of education and TE in Libya, the main discussion will now turn to the recent development of language teaching and LTE. A historical overview of TE has been excluded from this chapter for space reasons, and put in Appendix 1. This overview provides additional context for the study, and reading it is recommended before moving to Section 2.4.

2.4 The development of language teaching

The study is designed to be applied to Libyan university trainee teachers of English. It is therefore appropriate here to give a short account of the status of the English language and LTE in Libya. English is the only foreign language that is compulsorily taught to all students from primary school to university levels. During the 1970s and 1980s, English teaching was very successful because there was a good syllabus which was taught mostly by native English speaker teachers. On top of this, when trainee teachers graduated, they were regularly sent abroad to be fully trained in the English language. The majority of

people who were trainees by the mid 80s are well known teachers today, because of their interesting teaching practice (Elabbar, 2011).

However, the standard of English teaching in Libya has declined. During the 1980s, the relationship between Libya and both the UK and the USA deteriorated because of Lockerbie and other issues. So, in the late 1980s, the Libyan education ministry issued a resolution removing English language from the national syllabus. However, this deteriorated relationship witnessed an immense improvement once again in the mid 1990s. Moreover, English teaching has gone through some developmental stages from 1995 up to the present day. Substantial financial support has been given since 1995 to improve and facilitate English language teaching. Students have been exposed to greater input, as English was added to the syllabus from the 5th grade (age 10) in schools nationwide.

2.5 The system of Language Teacher Education (LTE)

The framework of LTE has not changed greatly since 1994 (see Appendix 1). The only noticeable change is that it now lasts four years. Now trainee teachers have the privilege of obtaining a licentiate or bachelor's degree in both their specialist field and in education. However, many other changes have occurred in relation to enrolment and teaching staff.

2.5.1 Enrolment Procedures

As explained in the historical overview, in 1994, there were only two branches of secondary education: science and humanities. However, from 2002, secondary education was divided into different specialist disciplines giving primary school graduates more options to choose from. Students could from secondary education specialise in humanities related areas such as Arabic, Islamic studies, English and sociology. Alternatively, they could choose science majors, such as medicine, engineering and physics. This gave them more informed choices when enrolling in TE colleges, rendering this process more straightforward. Nevertheless, flexibility has always been evident in accepting science majors in LTE departments. This depends, for instance, on how busy the LTE departments are.

2.5.2 Content and General Objectives

In terms of the content of the LTE provided, it is noticeable that the programme (Table 1) is geared towards developing knowledge and skills in four areas: cultural and political dedication, a sound and rich knowledge of the subject matter, an understanding of pedagogical principles and teaching practice (Curriculum Guidance Book for the English Language Department). Within each division there are stated objectives to be achieved. The general objectives for cultural and political dedication are to make pre-service teachers aware of the bases of the country's political system. The subject matter focuses on developing the academic background of the trainee teachers in their disciplines. Educationalists are given the responsibility for preparing pre-service teachers pedagogically. This includes providing an introduction to education and making them aware of general psychology, the teaching methodology and curricula. It is important to note that all these pedagogical subjects are delivered in Arabic, even in the English department. The following discussion will illustrate this further. Finally, the practicum is led by both academic and pedagogical tutors (* Highlighted subjects are delivered in Arabic).

No.	First Year	Second Year	Third Year	Fourth Year
1	Comprehension	Comprehension	Comprehension	Comprehension
2	Grammar	Grammar	Grammar	Grammar
3	Conversation	Spoken	Spoken	Spoken
4	Writing	Writing	Writing	Research Paper
5	Laboratory	Phonetics	Literature	Instructional Strategies
6	Arabic *	Educ. psychology	Methodology	Literature
7	General Psychology	Curricula		Linguistics
8	Political Culture	Methodology	special Teaching Methodology	Teaching Practice
9	Intro. to Education		Educ. Guidance	Testing
10	Islamic Studies			Clinical Psycho.

Table 1: Curricula of Libyan English LTE

2.5.3 Teaching staff

From 2000, a large number of foreign language tutors were replaced by Libyans who graduated from abroad and from postgraduate faculties (Harba, 2010). This continued to be the case until 2005, when it was almost entirely Libyans who were in charge of the LTE process. From 2006, however, the number of national tutors dropped dramatically because the country suddenly granted scholarships for PhDs to all holders of master's degrees. This has resulted in severe shortages in teacher education personnel, which has had a negative impact on LTE graduates. In 2010, for instance, there was great dissatisfaction with the outcome of TE; Harba (2010) maintains that the teaching process has been left in the hands of those who are not qualified. The vast majority of English tutors are from foreign countries and some of them do not have even minimum teaching qualifications. They were assigned to this job because the teaching process would have been paralysed without them.

2.6 Analysis of the current Libyan LTE system

From the current timetable (1), it is clear that trainee teachers take a heavy course load that gives them a busy study timetable, and there are clearly issues about the relationship between different parts of their study, leaving them with few opportunities for practice or independent study. The programme can be described as being based on the Applied Science Model (discussed in Chapter Three). It relies heavily on the application of all the theoretical pedagogic subjects in the teaching practice period, which is left until the fourth year.

In year four, the 'instructional strategies' module, as Adam and Isa (2003) argue, is there to cover educational strategies and policies in order to help trainee teachers apply what they studied in their previous years. This module works as a link between theory and practice because here trainee teachers do in-class teaching which gives them the opportunity to try teaching in a safe environment that includes peers who offer support and feedback on the way teaching is being carried out. Adam and Isa (2003: 272) acknowledge that this module can help fourth year trainees to

1. become aware of their language ability;
2. be able to manage classes more effectively; and
3. analyse the teaching topics that they will deal with in real life schools.

Nevertheless, the amount of time dedicated to the practicum is not sufficient to benefit trainee teachers greatly. Normally, the practicum is done during the last two months of the preparation programme. When prospective teachers and tutors realise that there is something missing in the candidates' classroom experience, it is too late to do anything. This leaves trainee teachers to graduate believing that teaching will be a very challenging experience. Their confidence may be affected, especially if there is no support for new teachers, as is the case now (Elmabruk, 2008: 25).

Overall, the status of teacher training has remained unchanged for a long period, indicating that there has not been a real turning point in Libyan LTE. All that has happened has been a constant change of titles leading LTE programmes nowhere (Elabbar, 2011). It must be pointed out that general education (primary and secondary) has witnessed many changes in structure and syllabi, but this has not been reflected in LTE programmes. Elmabruk (2008) argues that the language objectives for the new secondary syllabus aim higher than the level of many LTE graduates.

Orafi and Borg (2009) confirm this argument. They conducted research into how English teachers use the secondary school syllabus in classrooms and found that teachers have "limited uptake of a new communicative English curriculum in secondary schools in Libya" (P. 250). In other words, they deliver classes in a mechanical way.

Thus, the Libyan LTE system can be characterised by three main features. The first is that it has a top down approach. It relies on the application of theory to practice. This is evident in the way the pedagogic modules are spread across the programme and in the time allocated to practice, i.e. at the end of the programme. Secondly, the structure of Libyan primary and secondary education has changed constantly (Orafi and Borg, 2009). These consistent updates are not evident in LTE programmes. This has resulted in the methods supplied in LTE being the same as those used in preparing the first generation of teachers. Thirdly, as shown above, the programme relies heavily on pedagogical subjects delivered in Arabic. This might have resulted in confusion in linking ideas given in Arabic to specific teaching skills required by pre-service teachers in real classrooms.

Therefore, it was felt that innovation in LTE was needed, and the reflective practice approach (RP) to LTE in Libya was suggested for this study. The choice of RP was made

for three main reasons. The first responds to the top down nature of the current programme. By following RP, the idea of theory inclusion is not discredited. Instead, theories are integrated in a bottom up approach so that their use is thought about by practitioners (pre-service teachers and educators). Hence, a second reason for the relevance of RP in the context is that it provides opportunities for reflection which may facilitate the understanding of any given theory, point or skill, a perspective that could open up discussion and make pedagogic skills understood from multiple angles. Finally, by opening up discussion about pedagogy in English in the light of the principles of the new primary and secondary syllabus, it was thought that pre-service teachers could establish connections between the content of the syllabus and the teaching of it.

The following section will examine a LTE programme implemented in another country to shed further light on the strengths and weaknesses of the current programme being followed in Libya. In this regard, Harba (2010) maintains that all the changes that Libyan TE has gone through have been suggested by ‘experts’ normally recruited from Egypt. Therefore, examining how Egypt runs its LTE programmes is useful for the purpose of this study.

2.7 LTE in Egypt

Egypt has been chosen for comparison because of its potential influence on Libyan education. For years, Libya has been working closely with Egypt to supply the country with both teachers and university tutors. In addition, whenever there is an educational reform movement in Libya, a large number of ‘experts’ is expected to be from Egypt. Therefore, how Egypt runs LTE is worthwhile exploring. LTE in Egypt takes four years. It is structured to prepare secondary school graduates and others with an equivalent level for the teaching profession. The preparation sites are colleges of education which are responsible for providing three main dimensions to the prospective teachers: academic, cultural and pedagogic (Adam and Isa, 2003: 262). Table 2 (taken from Ibid, 2003: 264/265) clarifies these dimensions and how they are balanced over the four years of study (* Highlighted subjects are delivered in Arabic).

No.	First Year	Second Year	Third Year	Fourth Year
1	Essay and Exercise	Essay and exercise	Essay and exercise	Essay and exercise
2	Novel	Novel	Novel	Novel
3	Culture and history of Lang.	Culture and history of Lang.	Phonetics, Grammar	Phonetics and Grammar
4	Grammar, Phonetics	Grammar, Phonetics	Translation	Translation
5	Translation	Poetry	Poetry	Poetry
6	Drama and criticism	Drama and criticism	Drama and criticism	Drama and criticism
7	Poetry	Arabic	Methodology	Methodology
8	Arabic *	French	Social Pedagogy	Bases of Pedagogy
9	French	Basic Teaching	History of Teaching	Syllabus
10	Intro. To Psychology	Developmental Psychology	Developmental Psychology	Educational Psychology
11			Sociology	Clinical Psychology
12			Syllabus	Teaching Practice
13			Educational Psychology	
14			Teaching Practice	

Table 2: Curricula of Egyptian English LTE

From the above timetable, it can be inferred that the model presented in Egypt is not substantially different from that being applied in Libya. Both models rely on educationalists who deliver pedagogic skills in Arabic. The inclusion of many theoretical subjects makes the model an Applied Science one. However, teaching practice is applied in years 3 and 4 so that the Egyptian model is slightly modified compared to the one applied in Libya. The following paragraphs give more information about the Egyptian model.

In each year of the Egyptian programme, trainee teachers study academic subjects as well as cultural and pedagogic ones. The academic subjects are those listed first which are delivered using the English language. It is interesting to note that the cultural subjects are also delivered in English. With regard to the pedagogic modules, they are presented using both languages, English and Arabic, although Arabic is more dominant in the delivery of this dimension.

As it is clearly seen from the timetable, practicum occurs twice throughout the whole preparation programme. It starts from the third year where trainee teachers are distributed among primary schools on a basis of four hours a week. Adam and Isa (2003) state this stage is supervised by two members of staff. One is from the college itself and the other is from the school where prospective teachers are implementing their practical teaching. The final year practicum involves the same amount of time but this time is spent in secondary schools. Prospective teachers are also undertaking in-college teaching in the methodology units, which provides additional practical preparation for the challenge of practicum. Therefore, there is an opportunity for RP to occur even though there is no such a subject included in the programme. Nevertheless, it is there practically, an element that is completely absent from the Libyan model.

2.8 Analysis of Egyptian LTE

It can be noted that the programme has many subjects given in English to support the subject matter knowledge of the prospective teachers (seven to eight specialist modules in each year). As far as pedagogic subjects are concerned, in Year one there is only one subject, introduction to education, while two subjects are included in Year two, basic teaching and developmental education. However, there is a heavy load of Arabic subjects in Years three and four equivalent to the load trainee teachers have for the academic dimension. It is interesting to note that the cultural component is given in English, French and Arabic. The system does not promote subjects dealing with Egyptian national identity.

It can also be noted that a practicum is implemented for two consecutive years. This is a positive aspect in the Egyptian programme because the more time trainee teachers are given in schools, the more opportunities will be available to them to apply the teaching strategies and methods gained in college. Thus, practice will be more fruitful because

drawing on theoretical experiences does need time (see 3.6). Another fact about the practicum that drew my attention is that there is mutual cooperation between colleges of education and schools regarding supervision and assessment procedures.

In all years, it is interesting to notice that phonetics and grammar are given extra attention as they might contribute in preparing trainee teachers to be able to use the language both accurately and correctly. Moreover, the module Essay and Exercise is also obligatory in all years, a fact that may help trainee teachers avoid mistakes in spelling, writing and in completing language exercises. Another point worth commenting on is that the methodology module is applied in Years three and four making it goes hand in hand with practicum. However, the skills of listening and speaking are absent from the academic dimension of the programme. These skills are vital in preparing trainees with good receptive skills.

2.9 Comparative analysis of both systems

With regard to the overall structure, it can be noticed that the two countries share the same philosophy because both of them enhance the pedagogic aspect by relying on educators who deliver the content in Arabic. Also, the timetable in both systems does not promote seminars and open discussion.

However, there are differences regarding the delivery of the academic subjects in both systems, as the Libyan system does not contain as many modules as the Egyptian system does. The same can also be observed in the pedagogic aspect of the Libyan system. In addition, practical teaching differs in terms of supervision and length. It is only conducted for a short period not exceeding four weeks in Libya; while it is for two years in Egypt. The responsibility of the supervision in Libya lies in the hands of college tutors; whereas in Egypt, it is a shared responsibility between colleges and schools.

Based on this comparative analysis, one could argue that the Libyan structure seems outdated and needs reform. Therefore, implementing a study promoting RP to develop the pedagogy of Libyan TE is worthwhile doing. However, for this implementation to be successful, the compatibility of Libyan cultural values with the assumptions of reflective practice needs to be critically examined. Therefore, the following section discusses to what extent my research topic will be suitable for the Libyan context.

2.10 How does RP suit the Libyan culture?

As was clearly discussed in Appendix 1, any teaching method or assumption needs to be filtered through the local culture if it is to be successfully adapted. There was clear resistance when the Italians imposed an educational system on Libya that did not go hand in hand with the cultural nature of the local residents. Hence, the question which poses itself here is: Is the notion of RP compatible with the Libyan culture? This notion of RP is generated by Western theorists, and is widely spread in the Western culture. Will its transference be successful in the Libyan culture? To answer these questions, I need to address two main aspects. The first aspect deals with how thinking and reflection exist in the culture of the Libyans. The second is concerned with how the educational practice in this country is being structured. It can be argued that once these two aspects are discussed, one can arrive to a tentative conclusion of whether the notion of RP is applicable in the Libyan context.

With regard to the culture of Libya, Islam represents the code of the society. Hence, any methodological approach that does not contradict the concepts of Islam will be welcomed in this society. It is worth mentioning that the first word revealed in the Holy Quran, which contains the sacred writings of Islam, is “read”. This is an open invitation to knowledge, thinking and broadening minds, an invitation that opposes ignorance and following the steps of ancestors without questioning. There are many examples urging humans to think about different aspects of their lives and other examples blaming people for not following a reflective path.

Calling for people to think twice about what to follow:

When it is said to them: follow what God hath revealed: they say: nay! We shall follow the ways of our fathers. What! Even though their fathers were void of wisdom and guidance?

The need for general reflection

Now let man but think from what he is created!

Travel through the earth and see how God did originate creation; so will God produce a later creation: for God has power over all things.

Then let man look at his food, (and how we provide it)

Above all, Islam appreciates the status of those seeking for knowledge

Say: are those equal, those who know and those who do not know?

It is those who are endued with understanding that receive admonition

These are some extracts from the Holy Quran that clearly manifest the place that thinking and reflection has in Islam. Hence, one can argue that RP will not be a surprise if it is introduced in TE programme because the roots of this practice are evident in the culture of trainee teachers. One might wonder why such an aspect is not implemented in everyday educational practice. Fuller (2004: 2) provides an answer to this. He stresses that education must aim at four main objectives:

1. Educate the society with moral values by teaching religion
2. Teach different types of knowledge such as technology, social science, languages, cultures, economy, politics and so on.
3. Provide practical skills to educate the youth for their future careers
4. Teach people how to think (the most important element in education)

Fuller (2004) maintains that education in the Arab world is failing to achieve the last two objectives. Although it succeeded in providing knowledge about religious principles and teaching science, the world and civilised societies urge learners to better understand how to think. This means that the individual needs to be encouraged to question what he is being taught. Fuller (2004) acknowledges that this aspect is absent in the Arab education system and that is why it is weak.

It can be concluded that the thinking side in education has been neglected due to political reasons. This is clear from the final objective of education that has been set by almost all Arab countries which is to concentrate on teaching humanities and scientific subjects to keep the next generation loyal to the one leader or one party; in other words, to discourage an environment where individualistic thinking could emerge. Thus, promoting RP in such a context will be doomed to failure because its practice is against the political will. However, the recent Arab world of the twenty first century has changed dramatically due to the accessibility of the Internet and satellite channels and their impact on the mentality of people who live in the region. Hence, implementing RP seems possible in principle, because of the evolving background of the learners and the political climate of

the region. However, how far would it be viable in a country where the political as well as the educational systems are hierarchal? A first answer lies in the findings of this study which, to the best of my knowledge, is the first in its kind in this context.

2.11 Summary of the chapter

This chapter has provided an overview of the recent structure of LTE in Libya. It describes the situation of the one way application of theory to practice, which is top down in nature. It has also shown how there is a mismatch between general education, which has been in constant improvement, and LTE programmes which have been failing to equip graduates with the necessary pedagogic skills to deliver the proposed primary and secondary syllabus in an effective way (Orafi and Borg, 2009). Additionally, in the light of the study's theoretical framework, this chapter has argued the benefits of the implementation of RP from educational and cultural perspectives. What I have emphasised here is the need to investigate the application of theory and practice in an aligned way, i.e. with theory and practice being applied simultaneously. The following chapter (Chapter Three) discusses the theoretical framework adopted for this study and shows how RP is to be applied in the Libyan context.

Chapter Three

Reflective Practice in Language Teacher Education

3.1 Introduction

This chapter deals with the reflective practice approach (RP) to language teacher education, the theoretical framework for the current research. It begins by providing a theoretical background to the models that have shaped teacher education (TE) in general. After that, an overview of the history of TE from a general educational perspective to a language teacher education (LTE) point of view is provided. Then, the chapter proceeds to address issues related to initial teacher education that are of interest to the current study: the modes promoting it, methods of delivery, the critiques it has received and the challenges it faces. Finally, some selected empirical studies will be presented to show how the ideas discussed in the current chapter were approached by other researchers and how the present research has built on them.

3.2 A History of LTE

Having situated my research in the pedagogical context of LTE (1.1), it is interesting to look back at the history of TE in order to examine how the education of trainee teachers has evolved. Four main models of TE can be identified (Wallace, 1991; Grenfell, 1998 and Korthagen 2001). In the order in which they came about these are the craft model (apprenticeship), the applied science model, the reflective practice model and the competency based model. The following discussion will show what each model means, in which sense they are chronological and why the RP model is the most relevant one for the current study. However, for reasons of space, only a brief background to each one is presented here.

3.2.1 The Craft Model

Before formal education started, “teaching skills were mastered mainly through practical experience, without any specific training” (Korthagen, 2001: 1). Hence, teaching was better seen as “watching others and absorbing what they do, and slowly being inducted into the skills of the craft” (Grenfell, 1998: 7). This was also how prospective teachers were trained to undertake teaching practice and was the main way for the art of teaching to be passed on from generation to generation up to the Second World War (Wallace,

1991). This type of learning still plays an important role in shaping trainee teachers' views of effective teaching and learning and their teaching practices (Crandall, 2000). Having a real and live example in front of you can keep things real (Edge, 2011).

However, learning teaching is more complex than just watching and practising. It requires trainee teachers to deal with many social, linguistic and administrative aspects that need much consideration. It is a skill that is not easy to be practised according to one perspective, i.e. that of the expert being observed and imitated. If there is a clash between expert and trainee, the outcome may be doomed in failure. Furthermore, the craft model relies heavily on an unchanging classroom environment, failing to acknowledge the uncertainty and diversity of teaching contexts (Shelmerdine, 2008).

3.2.2 The Applied Science Model

After the Second World War, a great deal of literature began to provide theoretical insights into how teaching should be approached. As Korthagen (2001: 2) puts it, “as psychological and pedagogical knowledge developed, academics wished to offer this knowledge to teachers in order to change education” for the better. That is TE meant giving trainee teachers scientific theories to follow in their teaching. The underpinning philosophy of this model is that practical knowledge needs to be related to its theoretical background. According to Ellis (2010), language teacher educators in this model can function as transmitters of information about learning and teaching theories. Edge (2011: 15) argues that “the strength of this model, and of the tendency that endures in teacher education, is that it respects teachers' intellectual capacity and emphasizes their expertise in their subject areas” (P. 15). Indeed, this view was predominant in the design of teachers' training from the 1960s to the 1980s (Grenfell, 1998), and it can be argued that it is still the model underlying many training and education programmes (Wallace, 1991; Yates and Muchisky, 2003).

In essence, the applied science model is a one-way model, moving from theory to practice. Theories are passed on to trainees for use in classrooms by experts in relevant areas such as psychology, sociology, and linguistics. Hence, putting these theories into practice becomes the responsibility of the trainees. The first criticism that might be made of this model is that there is no guarantee that pre-service teachers will comprehend the given theories and put them into actual classroom practice. Bruner (1990) points out that

there are three main problems with the Applied Science Model: it is abstract, decontextualised and impersonal. To sum up, the applied science model seems to focus on giving theories, ignoring the fact that teaching is a practical profession. It offers decontextualised information in the hope that learners will be able to implement it in the course of their teaching. This model is resisted by many trainee teachers because of difficulties in its practical application in the real world. Besides, educators following this model often complain about the lack of interest and effort by their trainees (Edge, 2011). Crandall (2000: 38) argues that “teachers do not engage in mere implementation of routinized procedures, but are constantly engaged in thinking, problem-solving, and decision making”. This reality led to the development of another model that is seen as a bridge between practice (the Craft Model) and theory (the Applied Science Model).

3.2.3 The Reflective Model

The main philosophy underlying this model is that theories need to be supported by some kind of practice, which is known as RP. This model developed its influence on TE in the 1980s and 1990s (Grenfell, 1998). In reality, it means framing situations in real use and then reflecting on them in terms of what did and what did not go well. Thus, what went well can be repeated in future practices and what did not go well can be avoided in the future. It is important to note that the Reflective model includes both theory and practice. Hence, it can be considered as an umbrella approach incorporating the concepts of both the Craft and the Applied Science models. “In essence, the reflective approach allows teacher practitioners and trainee teachers to critically reflect on what they are observing and reflect on the application of empirical research ... to their individual training and teaching experiences” (Shelmerdine, 2008: 4). Here, educators need to function as awareness-raisers, encouraging practitioners to examine their own practice (Ellis, 2010: 192).

One important feature of RP in LTE programmes is that there is no need for major preparation before its deployment. All that is needed in order for it to occur is experience. Thus, the learning experience trainees possess is a sufficient start point for reflection. In other words, reflection could start any time. Moreover, Phillip (2006) maintains that RP offers practitioners the opportunity to 1) obtain the most from their education and other activities 2) set the scene for and create life-long learning. The core benefit of RP is captured by Crandall (2000: 35-36):

“...reflection on practice can help teachers move from a philosophy of teaching and learning developed during their 16 or so years as a learner to a philosophy of teaching consistent with their emerging understanding of the language learning and teaching processes”

Race (2002: 1) argues that “...reflection deepens learning. The act of reflecting is one which causes us to make sense of what we’ve learned, why we learned it, and how that particular increment of learning took place.” However, it must be acknowledged that the context of reflection in TE, especially in initial teacher education, is different from that in school. Like both the craft and the applied science models, the reflective experience might take place within a different, separate and unique classroom experience so when trainee teachers move from this context to real classroom contexts, they are confronted with the problem of not being able to transfer what they have learnt in normal teacher education classrooms (Grenfell, 1998). Also the fact that experiences are being reflected on poses the question of the extent to which reflection on practice can help in connecting theory with practice. Trainee teachers lack the ability to see teaching beyond their learning experience, so they might reflect on experiences that do not develop their future teaching practices simply because they have not yet lived the teaching experience. Furthermore, the reflection aspect in TE could be seen as too broad, demanding practitioners to deal with an array of perspectives for each point they reflect upon.

3.2.4 The Competency Based Model

It can be inferred from the above discussion that linking theory with practice is hard to achieve even with the intervention of RP. Trainees cannot imitate the experiences of their master practitioners effectively; they “do not carry much of the knowledge base into practice” (Korthagen, 2001: 2), and they do not always engage in meaningful reflection. There is some sort of struggle for both trainees and educators. This led to the introduction of competency based teaching education (CBTE). “The idea underlying CBTE was the formulation of concrete and observable criteria for good teaching, which could serve as a basis for the training of teachers” (Ibid, 2001: 2). In other words, TE in this sense involves identifying trainable skills that are needed for real classroom teaching and making them a basis for teacher education programmes. These behavioural skills are often revised; for example, in the UK, a set of standards was improved after the adoption of the ‘every child matters’ approach (Pachler, Barnes and Field, 2009). Such a revision

gives us the sense that CBTE has been looking for the specific requirements for teaching in which research about second language acquisition may be consulted.

One advantage of CBTE is that it includes concrete and measurable objectives through which trainees can understand what is required from them, as they know that they need to demonstrate mastery of certain and specific skills. Moreover, programmes based on CBTE are directly linked with trainees' needs; hence, participating in such programmes could indicate weaknesses and strengths so that trainee teachers could do more to meet all requirements needed. However, on closer investigation of the underlying principles of CBTE, it might be argued that it is another version of the craft model. "Critics of CBTE argue that it commits the behavioural fallacy of only recognising what is observable" (Grenfell, Kelly and Jones, 2003: 29).

To understand the nature of the above discussed models, it is important to shed light on the theory versus practice debate. In this respect, discussion of Kennedy (2005) and Baumfield (2012) is useful. They argue that there are three main approaches to linking theory and practice in TE, each of which has its own models. These approaches are (1) transmission (Kennedy) or application (Baumfield); (2) transition (Kennedy) or alignment (Baumfield) and (3) transformation (for both). The first means that theory is developed and then applied in practice, echoing the Applied Science model. The second situates both theory and practice as sources of knowledge and takes the view that they should be closer together. This corresponds to the RP model where theory is still substantially appreciated. Finally, the transformation approach takes the view that "the recognition of practice as a source of knowledge is a fundamental epistemic shift" (Baumfield, 2012: 4). In other words, it is teacher-centred and context specific, being realised by action research in which pre-service teachers take a more practical role in their own education.

Section 1.3 clearly describes this study as being confined to the alignment perspective in bridging the gap between theory and practice. Section 2.6 showed that the approach generally being followed in the Libyan context is the Applied Science model which corresponds to the application/transmission approach. The philosophy of the current research has been to keep working with theories but to bring in practice simultaneously. This means that there is a shift from the transmission approach to the alignment one which strives to bring theory and practice together. Thus, RP was seen as the most

relevant model because of its recognition of theories, and as argued above, it does not require much preparation for its implementation. On the contrary, the CBTE tends more towards practice, a fact that was seen as a great departure from practice in the Libyan context. In addition, the role of educators must go beyond the concept of ‘facilitators’. Based on the standards CBTE promotes, educators are required first to understand where and how the standards are being met, and where they are lacking, how to apply and sustain them (Pachler, Barnes and Field, 2009: 40). Hence, educators need to have solid background about how such standards are to be conveyed, modelled, reflected upon and finally observed in trainees’ practice, a fact that was beyond my understanding when I had started conducting this study.

Furthermore, the culture of competencies is not well established in Libya, so from a practical point of view, conducting a study based on CBTE would require a team to identify the most suitable competencies that correspond to the English curriculum of primary and secondary education., and to develop a teacher education curriculum based on these. This kind of project was well beyond the scope of an individual PhD. As mentioned in 2.6, the communicative language teaching approach underpins the current curricula of the target trainee teachers; hence, what was more needed when the study was implemented was that trainees would know how to deal with the communicative approach. Therefore, the main aim of this study is to develop participants and raise their awareness of how to apply the target curriculum, through reflective practice, not to improve the curriculum itself. Nevertheless, the CBTE is not ignored in this study because the findings might be a guide to establishing the missing concept of the competency model for the Libyan TE context.

Having introduced the main philosophies of TE and shown why RP is the most appropriate underpinning for the present study, the next section deals in more depth with the history and nature of RP.

3.3 The nature of RP with its historical background

The idea of RP is not a new one. It has been around for centuries. However, it is believed that the American philosopher of education, John Dewey, is “a key originator in the twentieth century of the concept of reflection” with reference to education (Hatton and Smith, 1995: 2). Recent emphasis on the need for RP comes largely from Donald Schon,

who is considered to be the father of this paradigm, and there are other names also associated with this approach. The following discussion will uncover some of these key names and their interpretations of RP.

3.3.1 Reflecting on Dewey

As mentioned above, the idea of RP did not start with Dewey but he was one of the first twentieth century educators who made direct links between education and reflective teaching which he termed 'reflective action'. Dewey argued that the schools at his time did not provide genuine learning experiences "but only an endless amassing of facts, which were fed to the students, who gave them back and soon forgot them" (Atherton, 2002). Dewey (1933) distinguished between routine action and reflective action.

According to him, routine actions are guided by factors such as tradition, habits, impulse and authority. They are often done in accordance with the definitions and expectations set by the institutions teachers work at. Reflective action, on the other hand, involves "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey 1933: 118). It can be understood that reflective action is bound up with careful consideration of both beliefs and practice. Hence, its core basis is to link personal theories and beliefs with actions. This means that reflective action, as Dewey named it, deals with finding solutions to practical problems. In Dewey's book, *How we Think* (1933), five phases of thinking were proposed for processing and tackling problems. These phases are set out below and followed by an explanation taken from Dewey himself:

1. Suggestions, in which the mind leaps forward to a possible solution.
2. An intellectualisation of the difficulty or perplexity that has been felt in a problem to be solved.
3. The use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in collection of factual material.
4. The mental elaboration of the idea, or supposition as an idea or supposition.
5. Testing the hypothesis by overt, or imaginative action. (Dewey 1933: 199-209, summarised by Smith 1999).

In every case of reflective activity, a person finds himself confronted with a given, present situation from which he has to arrive at, or conclude to, something that is

not present. This process of arriving at an idea of what is absent on the basis of what is at hand is inference. What is present carries or bears the mind over to the idea and ultimately the acceptance of something else. (Dewey 1933: 190).

Dewey's work attracted the attention of many theorists, such as Schon (1983/1987); Wallace (1991); Farrell (2007) to name just a few, who were concerned with looking at teaching as a process rather than a product. In other words, instead of giving ready to follow solutions for practical problems to trainee teachers to handle classroom situations which are often changeable, educators realised the importance of reflection that gives teachers the opportunity to explore the way out of classroom problems. Dewey considered teaching as "a special form of problem solving, thinking to resolve an issue which involved active chaining, a careful ordering of ideas linking each with its predecessors" (Hatton and Smith, 1995: 2). However, when educators scrutinised this breakthrough contribution, some limitations were identified (Smith, 1999). The first was concerned with the term 'phase' which might imply that these five elements can be approached in a linear and mechanistic way. In practice, there is no need sometimes to go through these aspects one by one, i.e. some may be bypassed. Smith concludes that in education, "no set rules may be laid down" (Ibid, 1999: 2).

It is important to pause at this point to reflect on Smith's criticism. While I was reading about Dewey's contributions to education, I discovered that the literature on the nature of reflection is confusing. If we, for instance, consider the five steps Dewey suggested, we find that Smith (1999) has interpreted these phases as linear and not reflecting the nature of how problems might be solved (Ibid, 1999:2). Nevertheless, Zeichner and Liston (1996) maintain that "according to Dewey, reflection does not consist of a series of steps or procedures to be used by teachers. Rather it is a holistic way of meeting and responding to problems, a way of being as a teacher" (P. 9). Thus, the interpretation of how Dewey considered the nature of reflection is somewhat contradictory.

Another confusing point raised was whether reflection should be viewed as an interactive or dialogical process. According to Cinnamond and Zimpher (1990), Dewey's work was grounded in the idea that "the individual student teacher learns to reflect on a particular experience individually" (58). This suggests a lack of attention paid to collaborative learning which these writers consider to be crucial in learning how to teach. The term reflective action requires some form of dialogue with others so that problems are

approached from different perspectives. Nonetheless, on closer examination of Dewey's work, one can conclude that this aspect of reflection was promoted by Dewey who specified two criteria for learning from practice: continuity and interaction. For him, continuity meant that "every experience both takes up something from those which have gone before and modifies in some way those which come after" (Dewey, 1938: 35). Hence, building up knowledge is more effective than simply absorbing pre-prepared subject matters. This clearly shows that Dewey was keen to build experiences so that teachers "would be able to produce knowledge which had relevance and meaning for them" (Douglas, 2006: 23). However, continuity is not enough; it should be accompanied by interaction which in his context refers to that between the student and the learning environment or situation. For him, the learning environment is "whatever conditions interact with personal needs, desires, purposes and capacities to create the experience which is had" (Dewey, 1938: 44). Douglas (2006: 23) argues that elements of this learning environment could be other people or maybe things such as learning materials.

Part of the confusion arises because Dewey's writing is far from accessible and open to many different interpretations (Sewell, 2008: 39). According to Douglas (2006), much recent work has tried to come up with user-friendly language which in turn has misrepresented the complex ideas included in Dewey's work and has the drawback of increased superficiality.

Despite this confusion, Dewey has been considered as a main twentieth century founder of RP in education. Many theorists have based their models and ideas of RP on his work. This will be touched on when explaining the contributions of other proponents of reflection. The stages listed above suggest that when teachers face 'perplexity', (a) some spontaneous ideas are suggested, (b) then this perplexity is turned into a problem in which teachers (c) need to generate possible interpretations for the felt problem, after that (d) hypotheses need to be explained in light of previous experiences and ideas, (e) and these hypotheses are tested through imaginative thinking.

A fundamental idea within Dewey's work is that reflection means solving practical problems. In this regard, Ixer (1999: 515) interpreted Dewey's work by commenting that "reflection can only occur when the issues faced are problematic". This might provide an explanation why Dewey described reflective teaching as reflective action because the

reflection occurs when a problematic action needs to be taken. A striking observation here is that intuition plays an important part in solving problems. This holistic view (stages 1 and 2) is followed by an analytical one (stage 4); however, this is not always the case, as some parts in this problem-solving process may be fused together as one, may be omitted or may occur recursively, not in a linear format (Iser, 1999). That is, the intuitive holistic reaction to the problem to be tackled may come first which could lead to serious consequences. Teachers may rush to come up with poor conclusions which might not be reflected upon during the reasoning stage. Nevertheless, the process may be self-correcting if the solution is thought through before the analysis because the determining stage is when ideas are put to the test.

An interesting contribution made by Dewey is the three attitudes that characterise reflective teachers: open-mindedness, responsibility and wholeheartedness. These characteristics in themselves have laid down the foundations for our understanding of reflective teachers. However, if we go no further than Dewey's work, we will not have a very detailed understanding of the complex nature of reflection.

3.3.2 Reflecting on Schon

The contribution of Donald Schon (1983 and 1987) gave a special focus and understanding to the notion of RP. His work made a remarkable contribution to the understanding of the relationship between theory and practice. Schon (1983) indicates that RP is a means of continuous improvement for professional practice. He further defines RP as a dialogue of thinking and doing through which one becomes more skilful (1987). Donald Schon (1987) describes professional everyday practice as complex and not easily understood through technical rational models. He refers to this everyday practice as messy, unpredictable, complex, challenging and stressful. Hence, he makes reference to two main processes within reflection: reflection-in and reflection-on-action. Finally, a very useful debate is offered by Schon concerning framing and reframing problems. The following paragraphs unpack these contributions.

In terms of the relationship between theory and practice, Schon maintains that there are two different schools of thought: technical rationality and reflection-in-action (knowledge-in-action or theories-in-use). According to him, technical rationality views theory as separate from practice. Theories are generated in universities and research

centres and then practiced in schools by teachers (Zeichner and Liston, 1996). From this perspective, theories are applied by teachers who might not share the knowledge implied in these theories. Schon argued that this relationship does not guide practitioners in meeting the everyday problems they encounter. He further argued that practitioners always undertake an array of actions during teaching but are often unaware of why they took them. They find themselves doing them automatically and without clear justifications. He called this tacit knowledge which practitioners can criticise and improve, if it is explored and understood. This forms Schon's stance on knowledge-in-action or theories-in-use. When teachers are confronted with problems, instead of applying ready-to-use solutions identified by researchers, they need to be reflective so that they become aware of the situation and the actions taken. Consequently, they generate theories for their own classroom dilemmas.

Therefore, in order to overcome the problem of the separation of theory and practice, Schon (1983) suggested that reflection can be of good use to tackle classroom problems, both during and after teaching. Schon (1983) termed these reflection-in-action and reflection-on-action respectively. The implication of these terms for the theory-practice divide is that instead of applying blindly theories proposed by researchers, teachers need to be aware of their practice which in turn will enable them to theorise these actions. Knowing-in-action is crucial because this will help them understand the subconscious theories that drive their teaching. By pausing and questioning their work, they will be able to examine the everyday dilemmas they encounter so that they can cope better.

With regard to reflection-on-action which occurs after teaching, I can argue that it is a continuation of reflection-in-action. After teaching was accomplished which involved reflection and may have been adjusted as a result, teachers take time and analyse the major events that took place in class. If teachers were already aware of their tacit knowledge, i.e. if they were already reflecting-in-action, this type of reflection would be more informative. Many criticise Schon for not including reflection for future actions, a critique fuelled by Eraut (1995) and Akhbari (2007). I would argue that reflection-on-action occurs after teaching so as to plan and think about future classes. That is to say, this reflection occurs after one teaching episode and before another. So, it must be seen as an after-before type of reflection. I would also argue that RP needs to be applied not just when teaching but also when reading about the RP approach. Teachers are required to

have solid understanding of external knowledge (Wallace, 1991) so that reflection will not only be based on their personal experiences and beliefs.

Another contribution of Schon is the idea of framing and reframing problems. According to him, practitioners need to continually reflect on their work. They need to go through stages of appreciation, action and re-appreciation. In the appreciation stage, teachers, for instance, think about or frame their experience which was of a problematic nature. In this phase, teachers need to make good use of their knowledge, values, practices and theories. This framing is followed by action which then is reframed again. Hence, teachers would be able to look at their problems from different perspectives helping them to make sense of their future practices. The only problem that might prove difficult for trainee teachers is knowledge provision because this is the source that will help them move forward and not routinise their old beliefs and values about education which might be problematic. As argued earlier, any appreciation needs to be not only based on personal theories but also on up-to-date information, a matter that needs to be given serious consideration in trainees' reflective repertoire.

Although Schon's contribution to RP is very influential, Zeichner and Liston (1996) point out that there are two main shortcomings to the work of Schon. The first one concerns the role of others in shaping practitioners' views on teaching. Reflection could be a challenging endeavour if it is carried out individually. Hence, engaging with others can be rewarding though not without caution. Dewey's (1938) three main qualities of open-mindedness, responsibility and wholeheartedness are very much needed here. Also, trust must be built between educators and trainees if a social practice is to be established. Finally, when teachers are in their classes, they are on their own tackling classroom dilemmas. Therefore, the individual stance must not be underestimated because there is no point in making good collaborative contributions if when working individually, one becomes unable to be reflective. The second limitation is that reflection needs to be focused not only on classroom problems but also on the social conditions that frame and influence these problems (Zeichner and Liston 1996). This idea requires a social stance because the more the individual is engaged in discussions, the more he becomes aware of what is happening around him. However, one might put himself in danger when reflecting on external factors that might be against the will of the context the person is working at. Therefore, understanding how the external factors work is fundamental.

In summary, the work of Dewey can be seen as a starting point in connecting reflection with education. Schon increased our understanding of how reflection works with his conceptions of reflection-in and on-action and his framing system. The following illustrates some similarities between these two theorists. In Dewey's definition, reflection occurs when teachers are confronted with problems. It can be argued that this idea is still evident in Schon's work because he stressed that teaching is complicated so when teachers are faced with practical problems, they often reframe the ambiguous and complex challenges they are facing, test out various interpretations then modify their actions accordingly (Hatton and Smith, 1995). Thus, the nature of reflection is very much problem centred. Another characteristic of RP discussed up to now is that prior experience and beliefs are seen as essential in evaluating problems confronted by practitioners. A further similarity between these two theorists is that both believe that the traditional view of developing knowledge, receiving without questioning, is not working and reflection is seen as the way out. Finally, both theorists have triggered a lot of debate about RP, making it the most written-about concept in TE, but not without confusion.

As far as pre-service TE is concerned, the seminal work of Schon (1983/1987) offers the view that RP can be of benefit to pre-service teachers to generate their own 'theories-in-use' as they might frame each unique teaching situation. This means that trainees observe, recall past experiences or undertake teaching and then reflect alone or with others so that theories about teaching could be worked out. Schon (1983) argued that the main aim of such a cycle is to develop personal theories of action. The bottom up approach implied in Schon's seminal work was appealing to trainee teachers and educators because of the fact practitioners (trainees, teachers and educators) did not find much in conventional approaches in terms of ways to tackle their everyday practical problems (Richards and Lockhart, 1999). With reference to English language teaching, Ur (1996) maintains that the RP model, since the contribution of Schon, has been used "by teacher development groups and in some recently designed training courses" (P. 5)

However, apart from the two shortcomings which Zeichner and Liston (1996) expressed about the seminal work of Schon, discussed above, Ur (1996) added another reservation. Ur argued that there is an over-emphasis on experience with a relative neglect of external input – lectures, readings and so on "which help to make sense of the experiences and can make a very real contribution to understanding" (P. 6). In this respect, Wallace (1991)

suggested that in order for RP to function effectively, external as well as internal input should be key components of its practice.

3.4 Reflection and RP in LTE

So far, it has been argued that RP originated with John Dewey and was developed by Donald Schon. The influence of these scholars stretched from the beginning of the 20th century up to now. However, the early 1990s witnessed further development in RP. Michael Wallace in particular (1991) was the first to highlight the role of RP in language teacher education. He offers a two-stage application model that he argues leads to professional competence in teaching. The first stage is labelled ‘pre training’; while the second is called ‘professional education or development’. The important point about the first stage is an acknowledgement that trainee teachers regardless of their experience enter teacher education with preconceived knowledge and beliefs derived from their learning experience. Such experiences must not be undermined; instead, trainee teachers should be required to reflect on these prior experiences and build on them.

The second stage in Wallace’s model distinguishes between received and experiential knowledge. Received knowledge refers to the input provided in language teacher education programmes. Experiential knowledge, on the other hand, refers to the knowledge gained by practice. In the development of experiential knowledge, it can be understood that the role of prior experience and theories is not ignored, but more emphasis is placed on how trainee teachers use these prior experiences to reflect on and develop their teaching and learning processes. It is noted that there is direct reference to input which is considered by Wallace to be a vital part in the reflective process.

Reflection must be part of a two-way dialogue. Input could feed practical experiences and vice versa. In pre-service TE, ‘received knowledge’ can take many forms, some of which can be reading about theories and the class reflective discussion. Here, educators need to scaffold their trainees by deploying what Wallace terms ‘the reflective cycle’. Educators scaffold trainees by mediating external knowledge and making it accessible to trainees’ understanding. However, before the mediation role, educators need to bear in mind the fact that selecting and prioritising this external knowledge need also to be linked to trainees’ understanding. This makes trainees’ discussion relevant to their current

understanding and at the same time, they do not feel overloaded with external ideas which are important for their professional development.

This means that both educators and trainees are engaged in a continuing process of reflection on both received and practical knowledge. Hence, the knowledge base of this process is grounded in both practice and knowledge on the one hand and in the reflective process on the other. This will not be achieved by relying solely on reflection; external knowledge must be brought in to enhance the practice element. However, this enhancement might not be feasible without the collaboration of tutors who can provide trainees with input that helps them to make sense of their practice.

Wallace's contribution adds more information to our understanding of RP. Here reflection has extended to include external knowledge. Practitioners need to think of the teaching situation drawing on their own practical experience and on the experiences of others. Collaboration between educators and trainees is central. This is emphasised in the view that 'received knowledge' subjects need to influence the practical sessions of the trainee. This indicates that RP is a collective work as well as individualistic.

Another feature of Wallace's contribution, as mentioned above, is that RP is not restricted to confronting problems that language teachers go through. RP can take place even if the teaching was successful. Teachers may become involved in reflection because they need to discover whether there are other alternative ways of doing something. Therefore, the notion of RP has been expanded not only to be carried out when a problem happens but also to be conducted in successful situations.

Both Schon and Wallace's contributions have contributed to shaping language teacher education programmes. Most programmes developed after the rise of these contributions have been influenced by the concept of RP. Writing in respect of general teacher education, Loughran (1996) points out that reflection by trainee teachers has received ever more prominent attention. Loughran (1996: 21) defines reflection as "the purposeful, deliberate act of inquiry into one's thoughts and actions through which a perceived problem is examined in order that a thoughtful, reasoned response might be tested out". This definition seems to embrace Dewey's idea of reflection that is based on problem solving. Moon's (1999: 4) notion of reflection seems to agree with Loughran when he

argues that it is “a form of mental processing with a purpose and/ or an anticipated outcome that is applied to relatively complicated or unstructured ideas for which there is not an obvious solution”.

From the above two 1990s definitions, it appears that reflection is still aimed at solving problems. This goal is explicit in both of them. However, Zeichner and Liston (1996: 6) provide five key features that characterise RP which are not only centred on problem solving. They contend that reflective teachers:

1. examine, frame and attempt to solve the dilemmas of classroom practice;
2. are aware of and question the assumptions and values they bring to teaching;
3. are attentive to the institutional and cultural contexts in which they teach;
4. take part in curriculum development and school change efforts; and
5. take responsibility for their own professional development.

These features bring together many perspectives discussed so far. All the definitions mentioned contained, in one way or another, the problem solving dimension. Also, they agreed on the importance of values and assumptions that practitioners bring to teaching. However, not all reflected on the idea of the context within which practitioners (educators and trainees) work. Finally, a very central idea absent in many discussions is the assumption of being responsible for one’s own professional development. This means that when practitioners embrace the idea of RP, they need to be committed to study and examine their teaching from different directions and improve it. This point might imply the inclusion of other ideas discussed by theorists: the importance of external knowledge and active collaboration between all educational stakeholders, including trainees, educators and policy makers.

Current writers such as Wallace (1991), Zeichner and Liston (1996) and Farrell (2007) argue that RP can be carried out for different purposes: solving problems, finding alternative ways in teaching, changing teaching styles, improving one’s own teaching. Hussein (2007: 190) argues that reflection enables teachers to “analyse, discuss, evaluate and change their own practice, adopting an analytical approach towards their practice, and

encourages them to appraise the moral and ethical issues implicit in classroom practices including the critical examination of their own beliefs about good teaching”. Thus, RP can serve many objectives. This might be seen as loose or disadvantageous because of the fact that there is no consensus in defining what RP really means. Moreover, its practice is seen, especially by advocates of CBTE, as functioning “at a broad, abstract level” (Grenfell, Kelly and Jones, 2003: 28). However, RP has proved its usefulness over other models in bringing about development to teacher education (Clarke and Otaky, 2006). This will be explained in detail in coming sections (3.9 and 3.10).

Having reviewed the history of RP and discussed the relevance of RP to LTE, discussion in following sections will restrict to themes most relevant to the current research interest, i.e. the content and levels of reflection and RP achieved in a pre-service LTE programme. Four main areas will be discussed: the tools which can be used to foster reflection, in order to help in deploying activities for the programme; types of reflection, in order to assist in developing the programme and analysing it; the teaching of reflection, to see what is feasible for implementation; and the nature of pedagogical knowledge, in order to help in shaping the programme. Finally, selected empirical research for these four areas of interest will be analysed leading to the establishment of the main principles of study intervention.

3.5 Techniques to foster reflection in pre-service TE

Reflective practice researchers suggest many tools in pre-service programmes such as that developed for this study. Alger (2006), for example, suggests that reflection can be fostered by engaging pre-service teachers in activities including action research, case studies, microteaching and reflective writing assignments. She points out that the written analysis of teaching experiences is one of the more frequently used activities employed to foster reflection. Hussein (2007) and Lee (2007) indicate that journal writing has been advocated to promote RP in initial teacher education. Loughran (1996) proposes different tools to facilitate reflection including seminar group discussions and the use of video-tapes of self and others.

There are thus multiple choices available for facilitating reflective opportunities, in line philosophically with “the freedom and flexibility available to trainee teachers within a reflective paradigm” (Shelmerdine, 2008: 7). However, not all of the techniques used are

necessarily effective, especially in certain stages of pre-service training: caution must be exercised when using reflective tools. The following discussion will illustrate this point further.

Before embarking on explaining the tools mentioned above, I would like to stress the importance of formal education in fostering reflection. Many authors fail to acknowledge the extent to which education helps individuals develop habits of reflective thought. I have personally found education significant in developing my ways of reflection. Recently, I was involved in a conversation with my supervisor concerning one of the classes that I had attended. The discussion represents what Schon terms reflection-on-action. We both reflected on what happened in the class. There was a discussion on several presentations related to the topic of communicative language teaching where most students did not draw on the theories they had been discussing in class. Most of the discussion was related to personal beliefs and stories. Only two were touching on ideas that had been mentioned in class. After discussion, this tentative conclusion was drawn; those who had been studying for more than a year were able to remember theories and include them in their discussion. This indicates to what extent time is important in learning how to draw on other people's ideas. From this experience, I, as a student, learnt how reflection is important and added something to my 'practical repertoire'. Indeed, this incident was recalled when I experienced something similar to it in my fieldwork.

This experience places emphasis on the role of modelling in fostering reflection. Loughran (1996) suggests that the educator should maintain a journal and make it public in order to encourage trainees to do the same. He accomplished this by showing trainees how he reflected on his pedagogy. This strategy of modelling gives prospective teachers an example of how reflection might be undertaken so that when they themselves write a reflective journal, they become confident in doing so. However, in terms of practicality, particularly in L2 TE, modelling might not occur because of educators' lack of awareness, and/or their lack of confidence in being a model. It may also restrict creativity, as everyone is likely to follow one pattern when engaging in reflective thinking. However, if the model journal performs according to the RP approach, i.e. with a very clear flexible nature, it could be argued that modelling may facilitate and convey the nature of teaching as complex and not having one fixed method.

As for the usefulness of reflective journals themselves, Lee (2007) examines examples of two types: response journals and dialogue journals. The first invited pre-service teachers to reflect on teaching and learning issues raised on the teacher education programme; while the second, dialogue journals, offered the trainee teachers the opportunity to write and exchange ideas with the programme teacher educator. She concludes that through writing journals, the pre-service teachers could reflect on multiple issues relevant to their teaching repertoire. Namely, they wrote about matters that they were not previously aware of so they added new insights to their teaching skills; they could apply their previous experiences, values and beliefs to their practice to evaluate what was learnt; and finally, they examined broader issues related to their social, cultural and pedagogic context.

Also, it can be understood from Lee's study that writing journals is useful even when trainee teachers do not have extensive experience to reflect on. By keeping journals, they can "build a reflective repertoire that will provide context for reflection once [they] have gained more experience" (Shelmerdine: 2008: 6). However, Loughran (1996) and Lee (2007) admit that educators must commit to the effort needed to utilise this tool. Lee (2007) suggests that educators may begin with dialogue journals and then switch to response journals to reduce the amount of teacher feedback.

Further methods of fostering reflection have been proposed by Loughran (1996) and Farrell (1999), namely seminar group discussions and videotapes. The former requires a learning atmosphere that is open and relaxed. If trainees are being assessed, they may think of what assessors are looking for, not what they can benefit from (Hargreaves, 2004). However, if discussion is left entirely up to the participants, topics might not go beyond personal theories. This was the case in Farrell's (1999) study where experienced teachers were relying on classroom experience to guide their teaching practice. He further states that "their discussions of theories of teaching centred on personal opinions, with little justification for these theories expressed and little or no evidence of application of these theories to classroom practice" (P. 122). If this is the case with experienced teachers, one needs to be more vigilant when discussing topics with trainee teachers.

Videotape data used for reflection might be of oneself or others. Using a videotape has the advantage that it can be stopped at any time for reflection, discussion and evaluation.

It provides a good context by presenting episodes of actual classroom practice. However, despite the usefulness of this tool, there are some issues related to applying this tool. Many trainee teachers feel uncomfortable about being observed which may prevent its use.

It can be concluded that there is a plethora of tools that can be used in developing trainee teachers' reflective thought. Educators need to be aware of their use, as some may be more beneficial than others in some cases, depending on the stage that trainee teachers are at the context of deploying them. Another factor that educators need to pay attention to is the time they have at their disposal, both in utilising tools and in allocating time to their use. For this study, journal writing was chosen as the main tool for reflective thinking development and its documentation. Sections 3.10.4 and 4.3.7 explain why this tool was used for this project.

3.6 Levels and types of reflection in pre-service TE

Many theoretical frameworks have been proposed to analyse different types and levels of reflection undertaken by trainee teachers. Mckenna (1999: 9) argues that "current theory and research efforts in the development of teachers' capacities as reflective practitioners attempt to further describe and delineate reflective practice through the development and application of typologies of reflection, outlining the many dimensions and settings which characterize its practice". Hatton and Smith (1995) and Strampel and Oliver (2007) set out to show how the levels of reflection interact with cognitive stages of trainee teachers' learning by providing a four-stage model of how reflection is learnt. They contend that learning how to reflect starts with an awareness stage leading to critical analysis (Table 3 shows how many levels were considered by some other researchers). This view is consistent with Jay and Johnson's (2002) typological model of RP for teacher education, which will be discussed below in the section on how to teach reflection in pre-service education (Section 3.7). Ho and Richards (1992) distinguished between two levels of reflection according to the topics their study participants reflected upon. They categorised each topic reflected upon as low or high depending on the reasoning related to each topic.

The main reason for the development of so many different frameworks, I can argue, is the difference in contexts where researchers have worked. Hence the content each researcher has found shaped the criteria for his/her way of assessing the levels of reflection.

For this study, I have drawn partly on ideas from these previous frameworks, but I have taken some additional factors into account, in particular the context of reflection (TE seminar or practicum), the content of reflection, and the depth of reflection. Overall, five distinctions are made to differentiate the levels of reflection: the nature of the reflection (reflection on theories or practice), the content (topics considered for reflection), the focus (what is the object of reflection, e.g. self or learners, task or impact), quality (how rigorous the reflection is) and finally, change (how reflection is being maintained). Sections 3.10.4 and 4.3.7.1 explain this further.

Proponent	Theme	Levels
Ho and Richards (1992)	Depth of reflection	Descriptive/reflective
Jay and Johnson (2001)	Dimensions of reflection	Descriptive/Comparative/Critical
Lee (2005)	Depth of reflection	Recall/Rationalization/reflectivity
Chamoso et al. (2012)	Levels of reflection	Generality/Description/ Argumentation/Contribution

Table 3: levels of reflection

3.7 How to teach reflection in pre-service TE

Jay and Johnson (2002) not only came up with a typology of reflection as mentioned above, but also suggest that this can be used to teach reflection. The typology Jay and Johnson (2002) promote involves three dimensions- descriptive, comparative and critical- each of which is accompanied by a set of questions that provide trainee teachers with a framework upon which a structure of reflection can be created. This framework (Appendix 2) was a result of the on-going work of teacher educators and teaching assistants at the University of Washington’s teacher education programme, and was designed for the college stage where trainees have not yet started practicum.

An important fact about this framework is that it is a “tool that guides the pedagogy during the reflective seminars. It is used both to encourage reflection and to model reflective practice. It is not meant to be a rigid hierarchy in which all its dimensions of reflection (...) must be met” (Ibid, 2002: 80). From the above table (table 3), Appendix 2 and this quotation, it can be inferred that reflection is taught through seminars in which educators make use of a set of questions that reflect the level trainee teachers are at. That is to say, if the trainee is still describing the situation, the educator can pose further

questions to make sure this descriptive dimension has been fully developed, and move trainees on to address the comparative aspect. That is, educators can scaffold the trainee teachers by providing questions slightly more advanced than their current level of reflection.

This approach goes in line with Korthagen and Vasalos (2004) who proposed the use of the 'onion model' (figure 1) in teaching reflection. This six-level model can be used to analyse where the reflection produced by a practitioner is situated, and to determine on which levels the trainee is having problems. Using the model, educators can focus on the content of trainee teachers' reflection and provide support in developing the reflective process. However, Korthagen and Vasalos made it clear that this model should be used as a supplement to process models of reflection such as the one explained above.

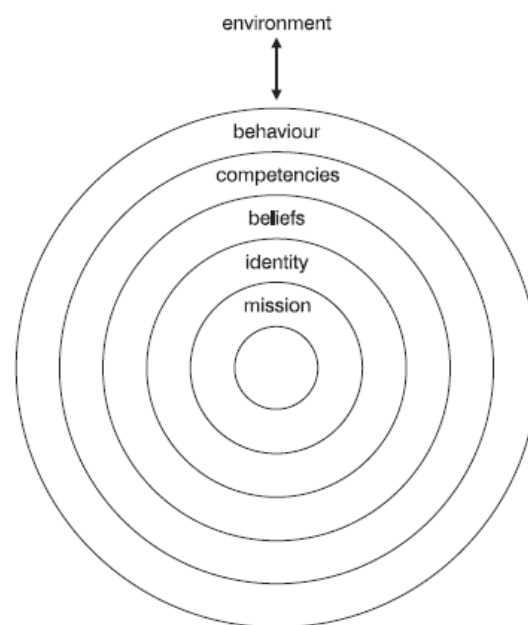


Figure 2: The onion model (Korthagen and Vasalos, 2005: 54)

Let us have an example to clarify the onion model further. If, for instance, we observed a teacher shouting at one of her students who had not done his homework; according to this model, one needs to identify six levels of diagnosis before engaging in reflection with the teacher. This can be done as follows:

Environment (the class, the students, the school): what this teacher encountered: a student did not do his homework.

Behaviour (reactions, problems, responses): an irritated response from the teacher; here there might be reflection on less effective behaviours and more effective ones.

Competencies (subject matter knowledge, skills, attitudes): how one might have the competency to respond in a more constructive manner.

Beliefs (what teachers hold inside themselves) here the teacher could believe that this student is not motivated and wants to create trouble.

Identity (how the teacher defines herself) how the teacher sees her role; does she see a social-pedagogical role for herself in relation to this student?

Mission (why teaching) not doing a task is common in schools! What really made this teacher angry with the student!

Indeed, this model has much to contribute to the teaching of reflection. So instead of practicing reflection in a vacuum, the model provides help in determining where the concern of this teacher lies so that reflection can be carried out in a more effective way than just vaguely talking about what happened. As the authors explain it, the model is dynamic, and it also promotes exploration of how the different levels influence each other.

3.8 Pedagogical knowledge of pre-service TE

Another important aspect in the current study is the content on which reflection will be practised; namely, the pedagogy of pre-service teachers. Mitchell (2009) maintains that pre-service LTE has four main dimensions to develop in TTs: subject knowledge of the target language (proficiency), pedagogical knowledge (knowledge and skills), cultural awareness and practice (practicum, schooling). In my study, pedagogical knowledge and practice, the second and fourth dimensions are looked at. It was assumed that the study participants were already competent, to some extent, in the target language (English) and possessed some cultural background about the English language and some of the processes involved in learning and teaching it (but see the comments of Pachler et al., 2009: 34 that TE programmes lack “focus on personal proficiency in the TL or cultural awareness”).

Pedagogical knowledge is the main focus for reflection in this study. Shulman and Sykes (1986) outlined the principles of knowledge teachers need in order to run effective classrooms. They listed eight categories of knowledge, two of which are of particular

concern for this research: content specific pedagogical knowledge (SPK) and general knowledge of pedagogical principles and practices (GPK). Other principles are also important for the study, but these two will be central in shaping the research programme. While GPK deals with general topics like classroom organisation (see Ibid, 1986: 9-10 for more examples) so it could be introduced by general educators, SPK deals with specific matters that can best be introduced by discipline specialists, such as understanding the central teaching points in a particular language skill (Ibid, 1986: 9).

Against Wallace's distinction that was discussed above in 3.4, it can be inferred that pedagogical knowledge can be evident in both received knowledge and experiential knowledge. In the received knowledge, it can take the form of reading handouts or, as argued earlier, in the form of reflective discussion so that educators help in facilitating hard to access received knowledge. This read and discussed received knowledge can then be practiced upon either in-college teaching or in practicum. Therefore, it might become evident in the pre-service teachers' experiential knowledge through the use of reflection.

3.9 Critiques of reflective practice in initial TE

As noted before, reflection and the promotion of RP have become popular features of the design of educational programmes and has arguably led to more effective learning: Ward and McCotter (2004). However, in spite of their appeal and rationale, they are not without their flaws. In this section, the terms 'reflection' and 'reflective practice' as they relate to trainee teachers and teacher education will be problematised. The main reason for doing so is to indicate where the drawbacks in RP lie so that a way forward might be suggested to drive the current research in the right direction.

A major problem with the concept of RP that is often cited in the topic literature is its complexity. Akhbari (2007: 196) suggests that "it means whatever academics want it to mean". Besides, the terms that are used to describe the nature of reflection are easily confused. Different theorists have different terms and labels for it so explaining its nature will not be easy. Hence, to many teachers and also second language educators, who are concerned with the practical application of this approach, it will be difficult to conceptualise what RP is. "Evidence from our own observations of staff development activities devoted to reflection and reflective practice (...) suggests that reality falls very far short of the rhetoric" (Boud and Walker, 1998: 192).

On closer investigation, the kind of reflection which is advocated by theorists is of a retrospective nature, i.e. reflecting on past experiences. Eraut (1995) suggests that reflection on the spot is unlikely, especially in a crowded setting. Greenwood (1993) comments that reflection before action is neglected. Thus, reflection might be done for the sake of reflection not for finding solutions to the problems encountered in the day to day struggles. Reflection without learning might be the outcome of unimaginative practice especially where is no clear-cut guidance on how reflection should be practised. This is another area where many criticisms are mounted (Grenfell, 1998).

A major focus of criticism regarding the implementation of this approach is the degree to which RP serves to reinforce existing beliefs rather than challenge assumptions (Fendler, 2003). For example, Korthagen and Wubbels (1995) conducted a comparative study in which they could not find any indication of a link between reflectivity and innovation. It must be noted that there are many levels of RP through which trainee teachers go through. If not practised appropriately, reflection will remain at surface levels leading practitioners to describe events without being able to identify problems or take proper actions to overcome them.

In many forms of RP in TE, it might be found that prospective teachers are taken through a sequence of steps. In this case, reflection is turned into checklists which trainee teachers work through in a mechanical way. In other words, reflection is treated as linear ignoring practitioners' uncertainties, questions and meanings. Following ready-made steps might result in a naïve assumption that reflection can be easily contained (Boud and Walker, 1998) and that RP is unproblematic and easy to achieve. Reflecting on this point, I appreciate that I initially adopted this attitude towards understanding reflection as an easy to follow enterprise that is straightforward and can be easily passed on. However, it turned out that reflection is complicated and recursive in nature, and requires full awareness of many factors both in the short and the long term, including social, institutional, cultural and moral issues. The following discussion will touch on some of these issues.

Boud and Walker (1998: 194) argue that even if a recipe-following approach is avoided, "there can still be a problem of a mismatch between the type of reflection proposed and where it is used". In most cases, trainee teachers practise their learning in educational

contexts away from real schools where they are later asked to teach: it is believed that if trainee teachers reflect in the place where they are being taught, they will be able to transfer their understanding and thoughts to their real classroom settings. However, this is not necessarily the case. Eraut (1995) points out that reflection is usually done in quiet contexts which are very different from busy, crowded contexts.

A further problem is that of time. Time in this sense refers to two main factors. The first one concerns the time scale dedicated to RP during TE programmes. Stanley (1998) states that “reflection is a complex cognitive and affective process which takes time and practice to develop and integrate into one’s mind, heart and life” (p. 111). There should be enough room for prospective teachers to experience what reflection looks like and how it can be implemented, a perspective that is often lacking in teacher preparation. The second factor refers to the time when reflection should be introduced to trainee teachers. Korthagen and Lagerwerf (1996: 548) warn that “if reflective teaching and classroom experiences are introduced too early, they could be counter-productive because survival strategies are uppermost”. They claim that pre-service teachers in the early stages are not ready for creativity and problem solving. If reflection is demanded at an inappropriate early stage, “the result might be low self confidence on the part of teachers and consequently low learning attainment on the part of students” (Akbari, 2007: 200).

In addition to the above mentioned criticisms of the reflective paradigm, there are some cultural problems that could hinder its application. Akhbari (2007) highlights the neglected issue of individual differences among teachers. It can be argued that “teachers’ personality, and more specifically their affective make up, can influence their tendency to get involved in reflection and will affect their reaction to their own image resulting from reflection” (Akhbari, 2007: 201).

This quotation reflects on a very important issue in teachers’ personality which is the concept of ‘self’. Some educators are reluctant to share personal images and beliefs with trainee teachers because the nature of reflective activities sometimes leads to serious questioning and critical thinking. This may lead pre-service teachers to challenge the beliefs educators hold which may be perceived as threatening or disruptive. Many educators, including second language ones, would like to keep their images and beliefs private, an attitude that may result in resistance to critical levels of reflection.

Another drawback lies in the process orientation of RP itself. Many educators and trainee teachers are reluctant to embrace the idea of having many options for teaching one particular element. If educators leave pre-service teachers with the impression that there is no such thing as 'best practice', this might trigger dissatisfaction with reflection, and they might abandon it in attempt to find other practices which might provide them with more immediate answers to teaching problems. Indeed, this quest for 'best practice' has led to the emergence of the competency-based model in teacher education which focuses on breaking down teaching skills into competencies which may have sequential levels of mastery (Carson, 1997). Korthagen (2004) maintains that controversy between a competency based view of teachers and an emphasis on the teachers' self is still evident in current TE debates. Tickle (1999) argues that policy makers prefer to conceptualise learning outcomes in terms of competencies; while researchers are keen on personal characteristics of teachers, such as enthusiasm, flexibility and love of children and implications for attitudes towards RP.

On top of all the setbacks discussed above, therefore, the most challenging aspect RP faces is the rise of the competency movement which has come about due to the lack of hard evidence showing a strong link between reflection and learning outcomes (Akbari, 2007). This means that reflection might not necessarily lead to higher student attainments and better teacher performance, an aspect that caused discomfort among policy makers and the public. This resulted in tension between educators who see the individual development as all important and policy makers along with parents who see that achievements that can be graded as being more important. The way out as Grenfell, Kelly and Jones (2003) suggest is that there is a compromise between the two: developing the individual as well as ensuring that trainees are performing in accordance with competencies needed for 'teaching'. Such competencies "can provide focus for personal monitoring and evaluation" (Ibid, 2003: 30). In other words, the two should complement each other and not to deal with them separately.

Despite all these challenges, RP continues to command support as an element of TE programmes (Artzt and Armour 2002; Moore 2002; Rock and Levin 2002; Margolis 2002; Mayes 2001; Swain 1998). However, a way forward may be to teach reflection whilst simultaneously considering the competencies involved in teaching. Perhaps the 'onion model' can serve as a good example of how teaching reflection might be

undertaken. It seems that some kind of combination of the certainties offered by competency based approaches and the uncertainties, challenges, flexibilities offered by the RP is the way forward for teacher education (Carson, 1997: 78). As explained in Section 3.2, the approach of this study is to develop the reflective repertoire of trainee teachers, an aspect that is very much needed for the eventual realisation of any competency based model of instruction. Furthermore, in light of the implementation of the study programme and the findings it might yield, recommendations for the consideration of competencies will be made.

3.10 Empirical research findings on RP in pre-service TE

Numerous studies have been conducted to evaluate the usefulness of RP in preparing trainee teachers but their findings are mixed. Some studies find little solid empirical evidence supporting the view that RP is superior to other approaches. On the other hand, there are many studies which indicate its effectiveness in preparing reflective practitioners who can consider their practice critically in order to improve their teaching and their trainees' learning. This section examines a small selected group of empirical studies to assess to what extent RP can be useful to pre-service TE. These have been chosen in relation to the dimensions of my study, dealing with the facilitation of reflection, the content of reflection, the assessment of reflective thinking and the impact of RP on the development of pre-service pedagogic skills. Finally, in the light of the discussion, I shall describe the principles that guided my programme.

3.10.1 Empirical research on the teaching of RP

There is a plethora of empirical studies on the process of learning reflection and the content of reflection. On the other hand, little attention has been given to how reflection should be taught. Among the very few related studies, Hussein (2007) undertook an action research study in a pre-service teacher education college, aimed at improving his own professional practice and his prospective teachers' learning and thinking. He conducted his research in an Ethiopian faculty of education. The participants were 11 pre-service Ethiopian teachers of English who were doing their practical teaching. The data required for the study were generated from the trainee teachers' written and verbal reflections and from the reflective diary the researcher himself kept.

It is not known how long the programme lasted because no indication of this was given in the paper. However, the study went through six stages during which Hussein first evaluated his trainee teachers' reflective repertoire, then shared his experience of RP with the trainees by talking to them and giving out handouts describing the main stages of reflection, and then entered into a third stage of "evaluating the quality and dimensions of student teachers' reflections". In this stage, trainee teachers were required "to reflect on what their [practicum] experiences looked like and how they felt".

In the fourth stage, trainees were provided with questions to help them reflect on the multiple factors that may affect their practice. The penultimate stage invited the participants to share their experiences with one other. Finally, a session on developing trainees' language awareness was provided. This was done to draw the trainees' attention to some elements that might have had a negative impact on their reflections. All stages of the programme were conducted in order to answer the following research question: "what troubles does a teacher educator encounter, working with student teachers learning the teaching profession under an impoverished teacher education context, as he/she attempts to develop his/her student teachers' abilities to reflect on their social, psychological and educational experience meaningfully?"

The first positive feature of Hussein's study is the fact that it started with an awareness stage. This is needed especially if no prior reflection has been undertaken by trainees in the past. Loughran (1996) argues that the relationship between the teacher educator and the trainees is important in encouraging them "to speak openly and honestly about the topics under consideration" (P.11). Concerning the fourth stage, it was a wise decision to offer some sort of scaffolding to trigger further reflection by trainees. However, the penultimate stage was the first occasion where trainees were invited to work collaboratively. The final stage was concerned with raising the trainees' awareness of some language elements. In my opinion, the last two stages would have been better dedicated to more reflections about the trainees' practical experiences to examine whether or not the intervention was effective. It would have been wiser to develop the content of the last two stages (i.e. collaborative reflection and language awareness) throughout the programme.

With regard to the language in use, Hussein promoted the reflection only using participants' target language. In this regard, Hussein acknowledges that poor proficiency in English will have a negative impact on students' reflectivity. Those with a poor command of English ended up writing descriptive reflections. Moreover, they were unable to expand their thoughts to explain how, for example, certain circumstances had affected their teaching. They mentioned broad ideas but failed to supply interpretations of them. However, those with a good command of English could reflect not only on their specific field experience but also on the overall quality of education in their institutions and in the country. This finding raises the question why Hussein did not let his participants use their first language. There is no reason why the participants should have reflected only in English, especially if the purpose was to develop reflective practice and not English proficiency. However, Hussein's study is a valuable source for the development of programmes promoting RP because of its manifestation of the broad activities that could be employed in facilitating reflection with pre-service teachers. Section 3.11.4 discusses what has been learnt from Hussein's research.

3.10.2 Empirical research on the content of reflection

This section deals with selected empirical research relevant for another dimension of my study, concerned with TTs' reflective diaries. The current study had two main sites for reflection: the teachers college where the study was first implemented and reflected upon, and the practicum site where the participants undertook their teaching practice. Hence, we have two types of reflection, one of which is on a programme promoting reflection and the other on personal teaching.

3.10.2.1 Content of Reflection during College Training

As an example study, Chamoso et al. (2012) worked with 32 Spanish pre-service teachers specialising in mathematics. The study took place during university preparation, i.e. before the participants started the practicum. It was conducted mainly to analyse the content of the pre-service teachers' reflections during their course, which was preparing them to teach mathematics at the primary education level. The main data source was the trainees' written portfolios. The study lasted one academic year and was guided by one main question: "what issues do pre-service teachers consider in their learning portfolios when reflecting upon the learning process during the university training mathematics

classroom?” The answer to the research question was investigated quantitatively in the light of two aspects: content and depth of what was written about.

As far as the findings for content are concerned, the study revealed that the pre-service teachers were mainly concerned with teaching rather than learning. That is to say, “they focussed on how the university class developed, principally with regards to methodological aspects, more than on what was contributing to their knowledge background” (P. 161). Although Chamoso et al. (2012) used a pre-determined set of criteria in their analysis (they state that “given the scarcity of similar research studies in this matter, we adapted Davis’s categories of learners and teaching, subject matter knowledge, assessment, and instruction” p. 156)-, we can see that pre-service teachers’ immediate concern was on what was happening around them rather than on how they could link this with their future teaching.

Reflecting on the findings, the dynamic nature of the classroom was not evident in the analysis of Chamoso et al. (2012), reflecting the limitations of the quantitative approach they followed in analysing data.

3.10.2.2 Content of Reflection during the practicum

This section discusses a selected study of the development of reflection during the practicum phase of pre-service LTE. Liou’s (2001) study was implemented with pre-service teachers planning to become high school English teachers in Taiwan. The study lasted six weeks. Data came from two main sources: written observation reports that the pre-service teachers submitted after they had finished observing regular school teachers and a written practice teaching report that they submitted after their practice teaching. The aim of the study was to investigate three dimensions of reflection (content, level and change): (1) what did pre-service teachers talk about in their written reports? (2) What was the level of reflection: descriptive or critical? (3) Did the type of reflection change over time? The results for the first question were analysed using a framework adopted from Ho and Richards (1992), which involved the following categories.

- 1) theories of teaching
- 2) approaches and methods used in the teachers' classes
- 3) evaluating teaching
- 3) teachers' self-awareness of their teaching
- 4) questions about teaching and asking for advice
- 5) direct references to the group itself

Regarding the second question, descriptive reflection was marked as ‘mapping which describes what one does as a teacher’. In contrast, critical reflection includes ‘informing (or evaluation), contesting (self-analysis), appraisal (developing personal theory), and acting (making a plan for future teaching)’. With regard to the third question, the following seven traits, adopted from Ho and Richards (1992), were used as guidelines to assess whether there was development in the teachers’ reflection. (The last trait was not very relevant however, as oral discussion data was not collected.)

(1) a greater variety of types of reflection over time; (2) discussing more theories that the experts developed; (3) being able to reflect through experiences of teaching; (4) being able to go beyond the classroom to the broader context; (5) being more able to evaluate both positively and negatively; (6) being more able to talk about problems and offer their own solutions; and (7) being able to put more questions about teaching to themselves and each other.

Concerning the first question, the results indicate that trainee teachers were substantially concerned about how the teachers observed were actually teaching, i.e. about "approaches and methods" (Ho and Richards 1992). They diagnosed problems sometimes and proposed solutions.

With regard to the level of reflection, the findings showed that pre-service teachers were able to reflect critically in 422 incidents and descriptively in 222. One of the examples provided is of a critical reflection made by a teacher on self-awareness: “I think I won’t teach the same activities nor in the same sequence next time because every class is different. The same activity may not achieve the same effect. I have to evaluate each class’s English proficiency and characteristics to revise” (p. 204).

In answering the third question, the researcher noted that trainee teachers did not develop their criticality over the six-week programme because of the time scale and the wide range of topics covered. Indeed, it seems unrealistic to expect much improvement in critical reflection where the time frame is short.

Again, although Liou’s criteria for addressing his research questions were primarily taken from a study conducted with experienced teachers which had used different data collection tools, it seems that writing gave a useful opportunity for participants to come up with critical reflections, and showed that the writing mode can be productive in

developing pre-service teachers' reflective thinking. Offering formal teaching and modelling of reflection might also have had a positive impact on participants' reflection. Moreover, the way of tracking levels of reflection is interesting. Here, we see two different levels of reflection within the same topic, e.g. topic 3: 'evaluating teaching'. This means each topic is classified into two levels, high or low, depending on how informative the pre-service teacher might be in reflecting about the topic. If, for instance, the prospective teacher evaluates own teaching, then what is included in this evaluation determines how high the reflection is.

3.10.3 Empirical research on assessing reflection

Lee (2005) proposed a three-model framework to assess the quality of reflection of pre-service teachers. The first level is called 'recall'. Here, trainees describe what they experienced, interpret that situation based on a recall of their experiences without looking for alternatives, and imitate approaches that they have observed or been taught. The second level is 'rationalization'. Pre-service teachers start looking for a relationship between parts of their experiences, try to interpret the situation and come up with guiding principles. The final level is 'reflectivity' in which TTs approach their experiences with the intention of improving their teaching in the future. They start analysing their experiences from different perspectives taking into consideration their students' values, behaviour and achievements.

This model looks more closely at the depth of each concern trainees may come up with. It differs from Ho and Richard's (1992) model which only distinguishes two dichotomous levels of reflection. Hence, Lee's model does not regard the depth of reflection within each level of his three-model framework. For example, the recall level could have two sub-levels, depending on how rich TTs' description. There might be reflections describing experiences without considering alternatives but this description might be well developed because it compares between old experiences and the new encounter. Therefore, Ho and Richards' model takes into account the rigour in each topic reflected upon that Lee does not take on board.

The findings of Lee's study could be summarised by making two points. Trainees showed different capacities when expressing their thoughts depending on the mode of communication, as the study used both verbal and written data collection tools. Also, they

tended to decrease level 1, 'recall', while the frequency of level 2, 'rationalization', and level 3, 'reflectivity', grew as they gained more experience in the field.

This brings me to show how my study learns from and builds on these empirical studies. There follows discussion of the principles that drove my programme of intervention.

3.10.4 My Study

In order to draw on the studies discussed so far in this chapter, I need to go back to the research interests outlined in Section 1.2: the programme, pre-service teachers and the effectiveness of the programme for trainees. I shall now discuss the study programme's principles in terms of four aspects: programme, content of reflection, assessment and impact.

Programme: the values for the implementation of the programme were as follows. First, it was decided that a developmental programme similar to that used by Hussein (2007) would be implemented. However, in this case, external knowledge and practice would be integrated from the beginning. Moreover, choice of the language used for reflective purposes (English or Arabic) would be made by trainees. Support in language would be continuous throughout the application of the programme.

Second, in the light of the critiques made by Liston and Zeichner of Schon's stance and their concerns for collaborative reflection and inclusion of the wider context, it was decided that my study would include these two aspects after building a good platform of trust. This conforms to Wallace's stance that reflection does not have to be on problem-solving matters.

Third, it was determined that the external content of the programme would be of two types: general and specific pedagogic knowledge. However, again, collaborative thinking would be undertaken to understand what would suit the participants of the study. As discussed in Section 3.10, pedagogical knowledge would be drawn on to promote reflective discussions to establish awareness, autonomy and independence. The underlying principles behind this were that pre-service teachers should become aware of their learning needs, be given knowledge and opportunities to reflect on and be offered useful teaching experiences to learn from.

Fourth, it was decided that the main tool for documentation of reflection would be written journals, as Lee (2007) argues that these are useful when pre-service teachers do not have extensive experience to reflect on.

Content: In the light of my critique of studies that adopted or adapted criteria from studies of a different nature and with different methods of inquiry, it was decided that my study's analysis of the content pre-service teachers write about would be derived from the data, i.e. would be dependent on what they actually reflected on.

Assessment: in assessing reflective thinking, two aspects were borne in mind: type and level. The former refers to the focus of reflection and the latter to the depth of such a focus. The focus will be shown according to Jay and Johnson's (2002) model; whereas, the depth will be indicated by reference to Ho and Richards' (1992) model.

Impact: finally, to examine how reflection and maintaining writing journals affect thinking about pedagogy, it was decided that a close investigation of how the focus and depth changed over time would be conducted. Here, the focus is determined by what the data will uncover. Nevertheless, the depth of the study participants' reflections will be approached according to two aspects: types of reflection in the light of Jay and Johnson's model, explained in 3.6; and levels of reflection according to how each type is developed. Ho and Richards' model is to be used to determine the level. Section 4.3.7.1 explains this further.

3.11. Conclusion

This chapter began from the position that the application of theory and practice in TE does not need to be a one-way process, i.e. from theory to practice. This means that theory and practice need to be kept close together by applying them simultaneously. In Section 1.2, I described the current study as being divided into three phases, with the first one theoretical and the last one practical, and argued that this does not mean that there was to be a sense of transition from theory to practice. Instead, it was decided that there would be practical elements in the first phase, including watching videos and reflecting on practical teaching of the context. Hence, both theory and practice are acknowledged as sources of knowledge for pedagogical thinking and improvement. Regarding the application of RP in the Libyan context, the studies discussed in this chapter were carried

out in different contexts, so their concepts and relationships need to be problematised for the current study; some elements might not be appropriate for the context or if they were taken up, they might need to be interpreted differently. An example of this is how the content and assessment of reflection were to be approached for this study.

Now that I have laid down the main principles that drove the current research, the following chapter explains how I decided to go about implementing them.

Chapter Four

The Study Methodology

4.1 Introduction

This chapter discusses the methodology adopted for my research. It starts with an overview and justification for the research approach selected to investigate the role of RP in developing thinking about pedagogical skills of pre-service teachers. Then, the discussion moves on to focus on presenting the study along with the research questions and participants. This is followed by a description of how the study fieldwork was planned and conducted. Finally, I move to describe the data collection methods and the analytical approach, and conclude with some ethical and methodological issues.

4.2 Researching RP through AR

As discussed in chapter one, I encountered problems as a teacher educator, while I was preparing trainee teachers for their practicum. Hence, I kept searching for an approach that could help me improve my practice, and help my trainee to become autonomous learners in the long run. During my search, I encountered the reflective practice (RP) approach which I believe will make a difference in better preparing trainee teachers in my context to face the challenges new teachers initially encounter. While examining the underpinning philosophy of the study theoretical approach, RP, I developed many values that I would like to apply to my practice and to pass on to my prospective teachers.

Considering this background, I have identified AR as the best approach that lends itself to the type of educational research I wish to be engaged in. As an educator, the most significant factor for me is to develop the pedagogical abilities of those studying with me. Thus, improvement in practice is the primary focus of my current research. However, this is only the starting point of my current study. Taking into consideration the context of the current research and the need to design an appropriate syllabus of pedagogic skills will be another area of focus. Additionally, contributing to both AR and RP theories will be included in this research. The following discussion uncovers whether these areas can be achieved using AR.

4.2.1 History of AR

Before describing what AR actually means, it is useful to shed light on its historical underpinnings and how it has evolved over the years. Wallace (1987) divided the history of AR into two stages. However, on closer analysis of AR literature, I have come up with three main stages, which are discussed to offer a general idea of how AR has evolved, and to aid understanding of its nature and the tensions it has created. The first stage covers the period from the early twentieth century up to the Second World War, although it can be traced back well before this time. The second stretches from the 1940s to the 1970s. Finally, the last stage extends from the 1970s up to now.

Concerning the first stage, Burns (2005: 57) maintains that “Dewey’s arguments against the separation of theory and practice were profoundly influential in educational inquiry in the first part of the 20th century”. As discussed in chapter three, Dewey (1933) argued that teachers did not make good use of the theories being supplied by academic researchers at the time. Therefore, he called for educators and teachers to be reflective, and this call opened the door for practitioners to consider researching their own teaching.

The educational community did not really see substantial research into educational practitioners’ classrooms until the emergence of Kurt Lewin’s work, an American social psychologist who is accredited with introducing the term action research to describe a form of inquiry that would test social science ideas in practice. He conceived AR as a spiral of planning, action and reflection. It is interesting to note that AR at the time was used “as a method that enabled theories produced by the social sciences to be applied in practice and tested on the basis of their practical effectiveness” (Carr, 2006: 423). Due to the research paradigm (positivism) that prevailed in that time, AR fell out of favour with the academic community.

However, in the 1970s, AR was revived by the work of Stenhouse, a British educationalist, in the context of educational curricula and research. Like Dewey, Stenhouse was sceptical about the role teachers were playing, in taking knowledge from experts and applying it in their context. He called for a research role to be adopted by teachers themselves to study their own contexts and improve them. This vision differs from the one taken by Lewin, in that Stenhouse called for teachers to take knowledge and test it for the sake of improving pedagogy not for testing practical effectiveness of

theories. In other words, teachers' tacit knowledge is what concerned Stenhouse, not the theories being applied. Carr (2006) argues that this revival was a success because the research climate was different from that in the 1950s. One of the facts that helped the revival was the wider acknowledgement in the social science of interpretive methodologies that utilised qualitative research methods and focused on narrative data.

So far, the discussion indicates that AR incurred favour, fell out of favour and returned to be favoured again. Nevertheless, this brief account does not clarify what AR is all about. Is it for solving problems? Or is it for developing one's own practice, pedagogy or society? These are all explicitly or implicitly touched by the theorists mentioned above. Indeed, the current situation of AR is at a crossroads because of disagreement about "the scope and ambitions appropriate for [it]" (Mitchell, 2009: 15). Many criticisms were mounted as a result of the boundaries set for AR by its proponents. It is interesting to note that caution has been exercised regarding the contribution of AR to pedagogy knowledge building while it was credited for being successful for solving teaching problems and developing professional practice (Burns, 2005; Mitchell, 2009). Nevertheless, I found this debate quite relevant to the context of this study, i.e. to tackle a major pedagogic problem in a teacher education setting, to develop the professional role of the deliverer and to contribute to the pedagogic knowledge building of the educational system where it is implemented. The following section unpacks the contemporary nature of AR.

4.2.2 What is AR?

According to McNiff (2002), AR refers to a practical way of looking at practical situations to check that they are as someone would like them to be. This stance shows that AR is not only confined to teaching, but is appropriate for many fields, such as health care, industry, sociology and so on. As far as language teachers are concerned, this stance seems quite realistic and reflects the nature of busy teachers' experience. According to McNiff, teachers are required to be reflective in their daily practice. This approach was acknowledged by Wallace (1991) who maintains that AR "is simply an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes" (P. 57). Mertler (2009) stresses that its immediate and direct application to practitioners makes conducting AR a more manageable task and one that brings about change. Again, AR, according to the above stances, is not over demanding of teachers' energy and commitments. However, over the

last decade, AR has not only been recognised as a reflective process of problem solving but also as a field of research practice with its own discourse, epistemology, terminology and methodology (Altrichter et al. 2002). While this growth has contributed to the development of AR, its recent literature has become rich with definitions that have made its nature rather more difficult to understand.

While examining closely the AR literature, many trends could be identified (Smith, 2007). As the above paragraph shows, AR in part concerns the enhancement of direct practice. Carr and Kemmis (1986) provide definitions which fall into this division whereas others tend to depict AR as an element of critical educational practice. In other words, they depict education and educational research as a way of emancipating individuals from the domination of the unexamined assumptions embodied in their work (Crookes, 1993: 131). This trend is manifested in Bogdan and Biklen (1992) and Mills' (2007) definitions. The following four definitions illustrate these two stands:

“Trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning” (McTaggart, 1982: 7).

“Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out” (Carr and Kemmis 1986: 162).

“Systematic collection of information that is designed to bring about social change” (Bogdan and Biklen, 1992: 223).

Action research is any systematic inquiry conducted by teacher practitioners in the learning/teaching environment to gather information about how their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment, on educational practice in general, and improving student outcomes and the lives of those involved (Mills, 2007: 7).

The most noticeable fact about the first two definitions is that they locate AR within practitioners' practice and their institutional sphere. In this respect, McNiff and Whitehead (2006: 8) argue that “this is what makes action research distinctive”. It is done by practitioners themselves rather than professional researchers who are outsiders to the

research being investigated. In the first two definitions above, it can be stated that AR aims for the improvement of practice of practitioners and their surroundings: participants and institutions, i.e. it is limited to the practical situations within institutions which include, researchers, participants, curricula, learning and teaching.

The second trend however acknowledges the importance of this improvement but develops it further to include the improvement of the social lives of those involved. In other words, it looks at aspects beyond the classroom where action researchers are working, including general educational theory and practice, and the wider society. Smith (2007) argues that this developmental orientation is the broader understanding of AR in the US. It can also be seen in the work of Bridget Somekh and John Elliot whose work is conducted in the UK. It is argued this stance can be powerful and liberating because it involves active participation of many parties. Action researchers can collaborate with colleagues and students to implement an activity that aims to solve a problem. Therefore, change could be achieved as a result of the participatory nature of this stance of research. However, this move has been problematic and controversial (Burns, 2005; Mitchell, 2009). Indeed, Carr and Kemmis have stated recently that some key aspects of their vision have not been realised (Carr and Kemmis, 2005).

The last definition seems to include all the ideas contained in the first four accounts but with a cautious interpretation. Mill's definition includes the reflective and the rigour aspects mentioned in the definitions of McNiff, Wallace, Mertler, McTaggart and Carr and Kemmis. It also touched on change but confined to the school environment, educational practice in general and the lives of those involved. This definition clearly sets the main intended boundaries of AR which seem more modest and realisable than the claims created for social change. However, even this definition does not directly touch on the idea that AR can contribute to knowledge building in both pedagogy and research. Therefore, this study is examining these aspects so that the definition of AR might be expanded.

Based on the context of the current research, my action research included all the elements in Mill's definition. It was a form of collaborative and reflective enquiry that I undertook with colleagues and trainee teachers to improve our reflective repertoire, understand the Libyan context and develop educational practices and pedagogy. In addition, I have

aimed to build theoretical understanding, through examining the implementation of RP in a developing country and examining how AR can help in developing pedagogy. Hence, this AR looks at areas beyond the practical lives of those involved.

4.2.3 Types of AR

AR projects differ in terms of scale, “from small scale projects involving one teacher to large multi-institutional projects involving many practitioners and academic researchers” (Johnson, 1998: 27). More importantly, it can be concluded that AR falls into two main types: practical and critical. Practical AR concerns the improvement of practices while critical AR is about democracy, emancipation, contribution and change. Some see it as a promoter of a more productive and peaceful world order (Heron and Reason, 2001). Others see it as a democratic way of working for sustainable organisational development (McNiff and Whitehead, 2000). In fact, it is argued that “educational action research is coming to be seen as a methodology for real-world social change” (McNiff and Whitehead, 2006). However, there are no clear boundaries between these two broad types. A researcher might start with a practical approach and end with a rather emancipatory type of AR.

As far as my research is concerned, in the beginning, the main concern was practical. I started with the idea of how to improve my own practice to help those participating with me. Nevertheless, another type emerged during my investigation of AR which lies in the idea of improving the institutional context where I work. In addition, AR will also help me to contribute to theories of language teacher education, especially foreign language teacher education. Hence, it will be an illustration of how a particular teaching problem has led to an AR project which resulted in a practical, critical and theoretical framework to describe and guide the development of pedagogical skills of pre-service teachers. This echoes the prediction of McNiff and Whitehead (2006) about how AR will become relevant to educational and social change.

4.2.4 Models of AR

The literature of AR is rich with models for the AR process, some of them more complex and more rigorous than others. However, there are some similarities between them. Each starts with a central problem or topic. They involve some observation or monitoring of current practice, followed by the collection and synthesis of information and data. Finally,

action is taken which then serves as the basis for the next stage of the research (Mills, 2007). The following review will show to what extent AR models differ in scope, and why this is the case. They also show which model fits the study.

Bachman's (2001) AR spiral suggests AR has a cyclical nature (figure 2). His spiral suggests that participants gather information, plan actions, observe and evaluate those actions, and then reflect and plan for a new cycle based on the insights that were gained from the previous cycle. While these steps show some important stages of the AR cycle, they do not address the notion of rigour in AR, as observation is not the same as systematic data collection and analysis. Understanding the learning process by deploying observation alone would not be rigorous if it is not systematically documented and analysed.

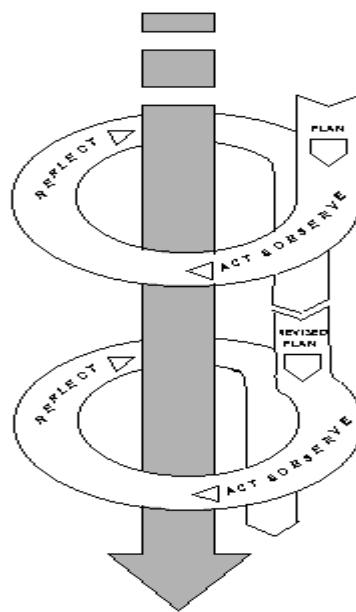
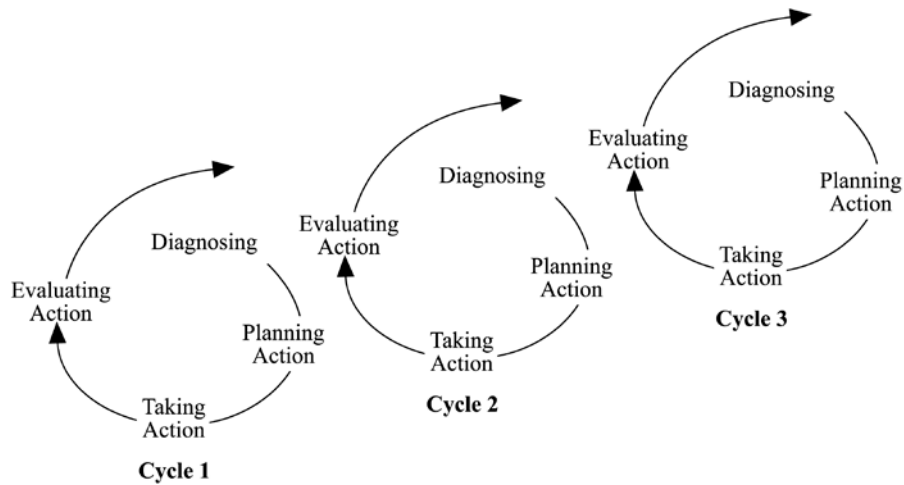


Figure 3: The action research spiral: Bachman (2001)

In their AR interacting spiral (figure 3), Coghlan and Brannick (2001) describe AR as consisting of a routine including 'diagnose', 'plan', 'take action' and 'evaluate'. During each stage, practitioners frame the problem or the area of investigation, plan an action for it, take this action, and then evaluate the outcome of this action which leads them into the next stage. Again systematic rigour is not evident. It seems that it is like a RP cycle where practitioners reflect on what is happening without following a sophisticated analysis.



Source: Coghlan and Brannick (2001) p. 19

Figure 4: Action Research Cycle: Coghlan and Brannick (2001)

Riel's (2007) progressive problem solving with AR takes practitioners through four steps in each cycle (figure 4). The first stage involves studying the area under investigation and planning a course of action for it. After that, this plan is implemented which is followed by a collecting and analysing stage. Finally, reflection is done on the collected and analysed data which takes practitioners into implementing a new cycle and so forth until a satisfactory outcome is reached. It must be acknowledged that this model takes into account some of the missing parts in the previous models of Coghlan and Brannick (2001) and Bachman (2001), notably drawing on external knowledge.

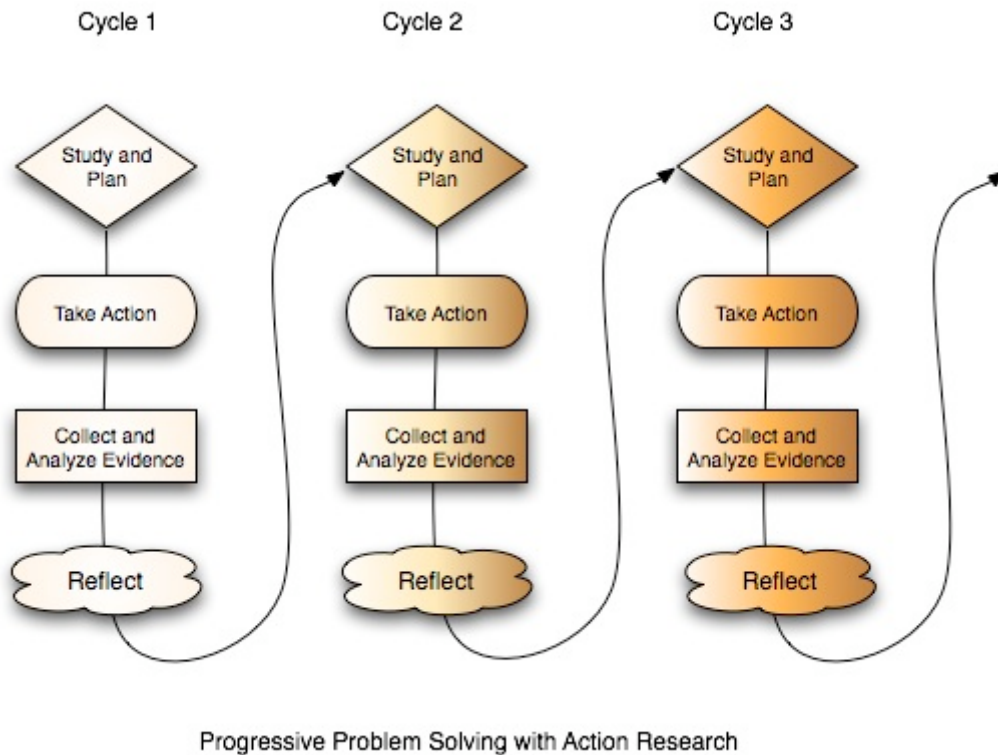


Figure 5: The action research spiral: Riel (2007)

It can be understood from the above discussion that AR can be of different kinds, depending on the purpose for which it is being utilised. Some practitioners might aim at improving their own practice so elements of rigour are not of great concern. It can also be inferred from the above models that AR can start either with a diagnostic problem faced in practice or with an idea that has perhaps been taken from other practitioners or from research; the words ‘plan’ and ‘study’ and ‘plan’ in Bachman (2001) and Riel (2007), respectively, imply reference to many ideas. Zeichner (2008) points out that AR studies vary in the way that they relate to other research. He continues that some used concepts and questions from other research as a starting point; whereas others consulted research after they had started. Others did not use research at all.

As far as the current study is concerned, rigour has been considered from the beginning due to the aim that the study should contribute to foreign language teacher education theories. Therefore, Riel’s model is to be adopted in my research because of its more rigorous structure. Its shade indicates that in order to understand deeply one phenomenon, many trials need to be conducted, a fact that made it realistic for the nature of my research. Consulting research is of priority in my case because for a PhD study one needs

to understand the existing research context and how to advance from that. Nevertheless, the current research concern was originated from my own practice. Previous research has been referred to in preparation for the AR plan and then throughout the study.

4.2.5 Characteristics of AR

The previous discussion may indicate that AR is easy to implement. In fact, there are many examples of AR misconduct (Cain, 2007) Hence, “it is imperative for educators to have a sound, foundational understanding of just what action research is and is not” (Mertler, 2009: 12). In many sources, there is a discussion of the main characteristics of AR. The following is compiled from McNiff and Whitehead (2006) and Mertler (2009) which he himself synthesised from different sources.

McNiff and Whitehead (2006) maintain that AR may be used to develop practitioners’ practice, to foster other people’s learning or to do something different to ensure that it is better. However, AR is not used when drawing comparisons, showing statistical correlations or demonstrating a cause and effect relationship. For McNiff and Whitehead, these are considered as social science topics where researchers ask questions such as: What are those people doing? What do they say? How many of them do it? AR questions, on the other hand, take the form of: How do I understand what I am doing? How do I improve it? This style of research places an emphasis on the researcher’s intent to take action for personal and social improvement.

Mertler (2009) describes AR as

- A process that improves education, in general, by incorporating change.
- A process involving educators working together to improve their own practices.
- Persuasive and authoritative, since it is done by teachers for teachers.
- Collaborative, that is, it is composed of educators talking and working with other educators in empowering relationships.
- Participative, since educators are integral members- not disinterested outsiders- of the research process.
- Practical and relevant to classroom teachers, since it allows them direct access to research findings.
- Developing critical reflection about one’s teaching.
- A planned, systematic approach to understanding the learning process.

- A process that requires us to ‘test’ our ideas about education.
- Open-minded
- A critical analysis of educational places and work.
- A cyclical process of planning, acting, developing, and reflecting.
- A justification of one’s teaching practices. (Ibid. 2009: 18)

Mertler’s model is suitable for the context of my research because it allows me to develop my own critical reflection, analyse critically the study’s educational setting, plan a systematic approach to understand learning and improve the context of educational practice. Once these are established, a contribution to theory building will be achieved by reflection on the findings and their implications.

4.2.6 The importance of AR

AR in education is persuasive and authoritative in that it is done by teachers for teachers (Mills, 2007; Schmuck, 1997). So, teachers seek for solutions to their own problems that arose from their own teaching. Secondly, it is relevant because it is done according to the needs of those involved, and is not proposed by outside. Thirdly, it helps users to understand to what extent their practice is effective for participants’ learning. Their practice comes under scrutiny and thus it is open to development. Fourthly, practitioners’ findings, which can be accessed by other teachers, can be important sources for the advancement of educational theories, as they can explain how students learn in real life situations.

Mertler (2009) offers four important ways in which AR can be used successfully in educational research: connecting theory to practice, improving educational practice, empowering teachers and promoting professional growth. Regarding the first use, it has been argued (Dewey, 1933; Johnson, 2008) that connecting theory to practice through a one-way flow from researchers to teachers does not work, but only creates an environment where teachers are treated as passive receivers of theories which are often not applicable to their situations. AR, in this case, provides one possible solution by creating a two-way flow of information (Mertler, 2009: 21). Theories advanced by researchers can inform teachers about best practices from other contexts, and at the same time, practicing teachers can collect and analyse data in their own classroom to inform

researchers and theories of their best practices (Persons and Brown, 2002: 7). It is hoped my research will similarly offer insights about RP and its relevance to education in a Libyan context.

As mentioned earlier, AR pays considerable attention to improving classroom practice. As far as teacher empowerment is concerned, when teachers collect and analyse data in their own classrooms in order to assist their own decision making, they become empowered. Finally and most importantly especially for my research, AR facilitates the notion of professional growth. In traditional teacher education programmes, teachers are supplied with instructional ideas, for instance, by an expert who usually talks for a long time to direct teachers to new ways of teaching that are sometimes not relevant to their classroom practices. AR can serve to pave the way to professionalism by giving teachers the chance to express their own voices and work to either eliminate some of the misconceptions or affirm those ideas which are adequate and relevant to their practice. The most important point in this practice is that AR develops participants- who in my study is myself, as the study participants were not involved in any sort of participatory AR- as autonomous learners.

4.2.7 Critiques of AR

Despite the promising benefits of doing AR in the domain of language teaching and education, a number of criticisms have been made. Borg (2010) argues that there are two main criticisms AR participants usually encounter: quality and generalisability (transferability). AR is usually conducted by practitioners who are not well equipped with a research background. Therefore, a number of accusations have been made regarding the reliability (dependability in qualitative research, as will be explained in 4.3.10) of methods used, such as narratives. Furthermore, AR is criticised for the fact that its results cannot be generalised. So there is clearly visible tension between AR and academic research. Although this debate could put my whole study in danger, on closer attention, I can argue that where AR is conducted within the framework of a PhD, the usual rigorous standards of research can be expected. Finally, in the face of the criticisms of AR, I would like to summarise my stance on producing good quality, methodologically dependable and credible AR by referring to two quotations which include ideas that I consider fundamental to the type of research I am pursuing:

“When I use the term 'action research', I am using it in a very broad sense as a systematic inquiry by practitioners about their own practices. There has been a lot of debate in the literature about what is and is not real action research, about the specifics of the action research spiral, about whether action research must be collaborative or not, about whether it can or should involve outsiders as well as insiders, and so on...a lot of this discourse, although highly informative in an academic sense, is essentially irrelevant to many of those who actually engage in action research...There are many different cultures of action research and it seems to me that an awful lot of time and energy is wasted in arguing over who are the 'real' action researchers and who are the imposters” (Zeichner, 1993: 200-201)

“if obtaining a clearer understanding of teaching processes requires care and rigour in other modes of research, there is no good argument for action research producing less care and rigour unless it is less concerned with clear understanding, which it is not”. (Brumfit and Mitchell, 1989: 9)

Section 4.3.10 considers further measures of the rigorous nature of the methodology used in conducting this research.

4.3 The study

4.3.1 Research questions

Against the background of the above discussion, the current study examines the role of reflection in preparing pre-service teachers for teaching. Therefore, my interest in the study is to understand and develop ways of thinking about teaching rather than developing teaching in itself, as will be discussed in Section 4.3.10. This has resulted in the current study being guided by three main questions, which are formulated below. They indicate the three main areas of my interest in conducting the research.

Q1. What were the reflections of the trainer/researcher on the implemented study programme?

- How was the programme evolved?
- How was the programme facilitated?

Q2. How did the trainee teachers' reflective ability develop in response to the programme?

- What subjects did they discuss/write about most?
- What type of reflection did trainee teachers (TTs) engage in? Low or high level?

Q3. To what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?

- How did TTs' reflections change over time in terms of quality?
- How did TTs' reflections change over time in terms of focus?

The research questions attempt to direct the study to address issues surrounding programmes designed to promote reflection and RP. Firstly, the project tries to reveal how trainee teachers think of a RP programme while they are in a training classroom for pre-service teachers. This phase is rarely researched. Indeed, Chamoso et al. (2012: 155) make the following comment regarding it: “we have not found studies on this particular aspect of the pre-service teachers’ experience. We therefore built a tool to characterize the content of reflective thinking of pre-service teachers about the learning-teaching process carried out in the training classroom”. The college based phase touches on two areas: thinking about theories and thinking about peer teaching. In each area, there are two perspectives to be researched: the content of what is being reflected upon and the depth of this reflection. The practicum phase of the study concerns reflection and its role in developing the thinking about pedagogy and how it brings in the pedagogical debate of the college based phase. By addressing the three research questions, I will be able to clarify the role reflection can play in developing understanding and thinking about both theory and practice in the Libyan LTE context. Moreover, the findings may inform educators of how programmes promoting RP might be structured and implemented.

4.3.2 Research context

The research was implemented in an undergraduate college of education at a large public university in western Libya. It involved fourth and final year trainee teachers following a compulsory instructional strategies module which was intended to equip them with techniques related to teaching practice. This module was appropriate for the implementation of my study because of its focus on pedagogy. There were 30 participants in the study 23 of whom were female. This was the total number of the fourth year trainees in the University College of Education. Their ages ranged from 23 to 42 years but the majority were 23 years old. There were only three male participants, all in their 40s, one of whom is already a teacher. The other 29 participants were not yet involved in formal teaching. From the beginning, the participants were assured confidentiality. A written ethics statement was produced in which I made it clear that participation in the study was voluntary and withdrawal from it would not affect the participants’ rights to take part in the compulsory module they had to take for their degree. In fact, no one had withdrawn from the programme.

4.3.3 The researcher's role

As mentioned above, the study took place in North West Libya. There were two main reasons for making this choice. First, in the 2003/2004 academic year, I had worked as a cooperative tutor in the college, teaching writing and a written language module to first, second and third year TTs. At the time, I was able to observe TTs with more enthusiasm to learn English than those I had taught at the TE College of Tripoli University, where I have been a member of staff since 2003. Second, the context was familiar to me, and I expected this to facilitate access as the administrative and teaching staff were familiar to me. As far as the implementation of my programme was concerned, it was also helpful that the Libyan official guidelines in applying the curricula were very flexible and gave me freedom in shaping and implementing my programme.

Although I thought that conducting research in my home town would speed up my start, two main issues were considered in advance. The first relates to power relations, and the conduct of research with TTs who were not previously known to me. In the consent form I formulated (Appendix 3), which was given out to all TTs, I made it clear that the TTs had more power than me and that I needed them more than they needed me and my research. This had been evident in all my implementation. Section 4.3.5 and Chapter Five clarify the characteristics I deployed to minimise the power aspect. The second issue considered, which reflects qualitative research, was that it would be difficult to obtain an outsider 'objective' perspective. Therefore, some measures were taken to minimise subjectivity in both the development of my programme and the analysis of it. To track the reflection and development of the programme, three main means of observation were proposed: the researcher's main diaries, audio recordings, and the TTs' reflections. Hence, the documentation of the programme and its analysis did not rely solely on my own perspective. I feared initially that TTs might not accept the audio recording of classes so that I might lose the possibility of documenting my research from this angle. However, this turned out to be unfounded as this documentation tool was welcomed straightforwardly.

4.3.4 Fieldwork: a developmental programme

To apply the study, the module in which my research was implemented was reorganised into three main phases: theoretical, semi-practical and practical. Phase 1 invited prospective teachers to engage in discussion related to research in teaching and teacher

education. However, it first started with an awareness stage, as will be explained. Phase 2 involved in-college teaching practice where trainee teachers became involved in micro-teaching. The first two phases each lasted six weeks. Finally, trainee teachers were sent to different local schools for a practicum (Phase 3) which went on for two consecutive weeks. The following discussion only sheds light on the main planned phases of the study programme. More details about this appear in Appendix 4.

Therefore, the current study has involved an interventionist style of research. A programme developing pedagogic skills was designed and built on the basis of the three phases just described, and partly broken down further into a number of stages. These stages were grounded in the principles that were extracted by examination of the literature on the topic, as explained in Chapter Three, Section 3.10.4. I would argue that in order for reflection and RP to be effectively implemented in my context, certain resources needed to be built in advance. Hence, at the beginning of phase 1 there was a stage in which TTs were made aware of what RP is, with discussion of the characteristics needed in order to apply it and of its place among theories affecting TE. This stage, called ‘Awareness and Establishing a Safe Environment’, was the only one fully planned in advance.

Phase 1 of the programme then moved on to the second stage- ‘A Theoretical Introduction to Language Learning, Teaching and Education’- which invited TTs to hear about different theories of learning, teaching and education, and to discuss them. This stage was flexible in terms of its preparation and the selection of points of discussion. Therefore, TTs were consulted in the planning cycle of my AR to make the choice of topics more learner oriented, as Wallace (1991) indicates should be done. The TTs’ wish in Phase 1, as reflected in the Week Two transcription (Appendix 5), was to discuss general topics. Wallace’s model, which advocates the introduction of external knowledge, was referred to in this stage, so once the points of discussion had been agreed, handouts were prepared and distributed in each session to optimise understanding and reflection. Thus, it is possible to examine how the study participants reflected on external knowledge in this early stage.

Then, Phase 2 of the programme invited the trainees to teach, but only within a college environment at the same time as they continued with the theoretical input and discussion. This phase was called semi-practical. However, the theoretical discussion moved from

general to specific. That is to say, it started addressing the teaching of the four language teaching skills: reading, writing, speaking and listening. Thus, there was a strong link between the in-class teaching and the discussion of matters related to instructional strategies, including the four language skills and planning, which were the main concerns of the discussion slots of Phase 2 (the last six weeks of study in the college). The underpinning rationale was to take account of Grenfell's warning that doing reflection in a safe environment might not result in TTs being reflective about themselves when faced with real life teaching (1998: 16).

Finally, reflection was focused more on 'self' as in Phase 3 the context of the study became a real life school. Here, the trainees were expected to be more independent but at the same time continued the spirit of collaboration, as they were attending each other's sessions and involved in mini discussion circles afterwards. The main purpose of Phases 1 and 2 was to enhance thinking about pedagogy and to examine the connection between theory and practice. While the first phase introduced reflection, the second one was devoted to its application and the final one was intended to be for the further implementation of both reflection and RP. Therefore, the extent to which RP can play a role in developing thinking about pedagogy was the main focus of Phase 3.

The study adopted a developmental framework as in Hussein's (2007) study discussed in chapter 3, but the content was different. In particular, external knowledge was made available throughout the study and was collaboratively worked on, as argued by Wallace (1991). Given this developmental orientation, there was no expectation that my research participants would move steadily upwards from general reflection to more focused reflection, and ending up with being 'self' reflective. Rather it was expected that they might move both upwards and downwards depending on the environment created, the topics under consideration and the participants' motivation and emotional state.

4.3.5 How the teaching was carried out

Now that the proposed programme has been described, this section gives an overview of its actual implementation. (Chapter Five is devoted to the analysis of the structure and facilitation of the programme, and provides fuller details).

Each session in the programme lasted two hours and the activities followed in them were informed by the principles explained in 3.10.4. As discussed in Section 2.6, the main guidelines in teaching the instructional strategies module were to help TTs to become 1) aware of their language ability, 2) able to manage classes more effectively and 3) capable of analysing the teaching topics that they would deal with in real life schools. The programme was also flexible in terms of its teaching. Thus, I designed classroom sessions according to the work and participation of the TTs themselves. Topics dealt with during reflective discussion included teaching and learning theories, methodological aspects and language skills. Let us consider the main activities undertaken in each phase with some examples.

The start of the programme involved TTs in discussions of what my study entailed, what its objectives were, how they would be involved and what personal characteristics were needed to pursue the programme. Thus, the start of the study was organised to raise TTs' awareness of some issues related to their new tutor, his research and their participation. The activities conducted included deploying discussion groups, observing teaching videos and analysing them. Issues that became apparent were the need for more personal attention on my side to aspects related to accepting feedback, risk taking in discussion and making an effort in keeping journals. One noticeable feature I started with was the use of modelling, to demonstrate reflection (see Chapter Five for more details). The whole purpose of this stage was to establish a safe environment for programme implementation. This was done in the first three pre-planned sessions. The outcome of this trust building stage was that challenge started to occur from both sides: when TTs started expressing their beliefs, for instance, I started using such incidents for more clarification or feedback and, conversely, they started challenging some of my beliefs, as illustrated below in 5.2.3.1.1.

When a rapport was established with the TTs, Phase 1 of the programme entered its second stage, in which they started receiving external knowledge and discussing ideas from a research based perspective. The activities utilised for this phase were group discussion, collaborative preparation of some handouts, and observing how to teach language skills by watching videos, while, from my side, challenge and modelling of reflection continued all way through. For example, when we had the session on how to teach reading, four videos were watched and then discussed. The discussion touched on

many perspectives including the way reading was taught by my colleagues in the college. The TTs started contrasting the skills they observed with how they were taught. Although this put me in a difficult situation, it showed me that they were starting to see teaching differently. This was in line with the aim of this stage, which was to develop reflective skills and understanding of teaching matters related to the study context. The big picture was to convey one important message; namely, there is no single way of teaching.

Phase 2, in-class teaching, started halfway through the programme. This discussion strand continued through this phase, while the in-college teaching practice started from week 7. In this phase, the main activity was observing fellow TTs leading teaching using the primary or secondary education syllabus. The rest of the TTs including the researcher, R, were divided into two groups: those roleplaying the 'students' of the TT or observers of her/his teaching. The R played all three roles at different times, teaching, observing and being a student. The main goal of this phase was to promote communication, interaction and creativity, i.e. not to follow one particular format. In the modelling session, for example, the R attempted to promote the teaching of vocabulary through interaction. A TT opposed this strategy, believing that teaching vocabulary to primary school students would be better done explicitly, because it suited the level of the students. Chapters Six and Seven provide more discussion of the issues raised in this Phase. However, after the modelling session, TTs understood exactly what was being promoted and what I meant by creativity, interaction and communication.

When the real life teaching commenced in Phase 3, TTs were supported in their first lesson and then were encouraged to teach without any sort of prior consultation so that, in the mini discussion circle, they would be free to reflect on and provide a rationale for their approach. For two weeks, there were two reflection circles daily, one during the school break and one after the classes. TTs attended each other's classes, so during the breaks, we formed mini groups to discuss what had been done. First, opportunities were given to those who performed to reflect on their classes. Then, a Q&A session started to help those who taught to reflect further on their teaching choices and steps. The main purpose for this stage was to encourage independence and self-reflective practice.

4.3.6 Research instruments

Alongside the implementation of the teacher education programme, the study deployed a set of research tools. In the first session which aimed to create a good learning environment, trainee teachers were informed about the research and were given the opportunity to ask questions. I then outlined the requirements of the study to the pre-service teachers, namely, to maintain an individual reflective journal for the remaining programme weeks and to allow me to audio record my classes. Moreover, I kept my own field notes and a reflective journal throughout the study. TTs' diaries were handed in on a regular basis, i.e. at the beginning of each session. My own diaries were shared with TTs but on certain occasions. The following is a justification of the use of these two tools.

A reflective journal or diary is “typically a notebook, booklet of blank pages, or any other source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity” (Hiemstra, 2001: 20). Richards (1990) maintains that the use of learning journals has been increasingly recognised in the field of TE as “a valuable tool for developing critical reflection” (P. 4). Here, TT journal has a double function - it helps the TTs engage in reflection (i.e. it is a teaching tool), and it also documents their reflection (i.e. it is a research tool). Whereas, my own journal was to document my own reflections about how the programme was evolving. Baily (1990) states that journals could help researchers see aspects of their research from different perspectives which may not be observed using other tools. In this regard, Richard (2003: 267) acknowledges that research diaries could help to bring “otherwise hidden progress to light”. Nevertheless, researchers need to be vigilant as journals can unpack perspectives driven by the participants' and researchers' interests (Hamersley and Atkinson, 1995). One of the strategies recommended by Baily (1990) is to keep reflective journals when the events have just passed

The deployment of audio recording in all college sessions was seen as important in providing a comprehensive record of classroom discussion. Specifically, it was observed that it could offer insights into how reflection was actually implemented minute by minute. In addition, as a good source for triangulation, it can contribute to dependability as it helps in approaching other sources of data from a different angle. However, one big concern about audio recording is the presence of the recording device as it can hinder participation by participants and also researchers (Hiemstra, 2001). Hence, in the study, a

small device was used that was always hidden from observation. I could not spot any problem in relation to either the acceptance or use of audio recording.

4.3.7 Data analysis

In the light of the discussion of Section 3.10.4, it is obvious that the study adopted a mixed approach to analyse the data. Denzin and Lincoln (2005: 4) refer to qualitative researchers as bricoleurs, who employ a wide range of analysis strategies. These strategies, according to these theorists, are determined by what is available within a particular research context. Throughout my analysis, I started from close examination of the data. Then, the literature debate was drawn on to decide on the way reflection would be assessed for this study. Hence, the whole process of data analysis draws on a mix of bottom up themes, and analytic concepts coming from other researchers. The process of data analysis generally was, as Merriam (1988) mentioned, on-going, recursive and dynamic, emerging from data rather than existing a priori. This approach, according to Kelle (1995), helps to explain new surprising empirical data through the elaboration, modification or combination of concepts. However, when it came to assessing reflection, two models were taken from the literature.

Based on this largely bottom-up inductive approach, I followed a process of thematic coding and constructed coding trees by links between concepts. The following is an overview of the steps followed in data analysis. In addition, each findings chapter has an analytical discussion of the procedure followed, which indicates the steps taken to analyse each sub-question of the study's three overall questions. The following Section also explains how I integrated reflection assessment by 'level' into my bottom up coding.

4.3.7.1 Coding data

Burns (2010) states that generally qualitative data in AR is subjected to the process of inductive coding. This approach requires the scanning of "the data carefully, usually several times over, to see what categories suggest themselves, or 'emerge'" (Ibid, 2010: 107). This scanning is then refined in order to search for relationships among the categories that emerged from the initial scanning. In this connection, Cresswell (2008) maintains that, after the relationships among the emerged categories have been understood, the whole process of data analysis moves from initial coding to building a larger consolidated picture. For the purpose of my study, first, the two sources of data,

audio recordings and reflective journals, were scanned individually and then some categories were identified. The identified themes helped to throw light on the research questions. Then, the categories were cross-checked against all data sources. The following explains the steps that helped me work out some categories for coding my data:

A) **Organisation:** various files were created to accommodate the data gathered, according to their occurrence. 13 files were opened, the first twelve being confined to the weeks of the two in-college Phases. The last one was for the practicum. In each week, sub-files were created to accommodate each source individually (audio recordings, TTs' journals and my own reflections).

B) **Translation and transcription:** before being entered to the created files, all raw data were translated and transcribed. When dealing with TTs' reflections, I translated everything that was written in Arabic. This made all TTs' journals electronic as they were originally handwritten. The translation was done freely but it is very close to the original. Here, I used my experience as I studied translation for my first MA degree, which was obtained from Salford University in 2003. In transcribing the audio recorded data, I used a simple set of conventions because the content of discussion was the main concern of the study. This meant that some features like intonation, pauses and overlapping were not included in the transcription. Both the translation and transcription processes started simultaneously with the data collection, but a great deal of both was done during the summer term of 2010. The process of converting data to an electronic medium was time-consuming but it helped the process of analysis as initial themes started to emerge.

C) **Coding:** in this stage, each week's file, which includes three different sources of data, was analysed according to the micro nature of its content. Taking TTs' diaries as an example; at the beginning, each journal entry (e.g. on Week 3) was analysed based on the ideas mentioned. This was done for all weeks individually. Hence, patterns and themes started to emerge. I considered each sentence and paragraph and then analysed it. I simply followed what Miles and Huberman (1984) advised; namely, "a code is an abbreviation or symbol applied to a segment of words- most often a sentence or paragraph of transcribed field notes- in order to classify the words" (P. 56).

D) **Cross-checking:** after completing micro analysis of all the data and coming up with preliminary themes, I started putting themes together. This helped me review the entire corpus on one theme and then generate initial assertions from each one. This means that I could see closely what each of them involved and explore how it was related to other themes. Thus, the process of analytical reduction and establishing conceptual links started. Through this process of comparison, I was able to refine the initial themes of the coding process. The whole process echoes what Burns described as a framework for AR analysis (Burns, 2010: 104-105). The presentation of the themes followed specific patterns according to the nature of the questions addressed; as mentioned earlier, when addressing each question, a specific analytical framework is discussed.

The following examples illustrate the analytical process followed for the current study. The first instance (Table 4) shows what was excluded from the TTs' reflections. It must be clarified that not all diary entries were considered in the analysis, as the concept of 'reflection' meant in this research any consideration of what was described, discussed or observed in the classroom. If what was raised or observed, for instance was only recalled, then this recall was excluded from the analysis. The second example (Table 5) indicates how reflection was coded, analysed and linked with other aspects of the analysis. The last example (Table 6) shows how reflection was assessed in terms of its level.

With regard to reflection assessment, each theme identified by the bottom up analytic coding is assessed according to two aspects using two different models. The first aspect looked at is the type of reflection TTs wrote about. Here, the model of Jay and Johnston (2002), discussed in 3.7, was adopted to differentiate between three types of reflection: descriptive, comparative and critical. Descriptive reflection refers to describing the subject matter for reflection. Comparison looks at the idea of reflection from alternative views: previous learning experience, another piece of knowledge or other perspectives. Critical reflection considers the teaching implications for the idea raised. All these types were then classified into two levels, high and low, according to Ho and Richards' (1992) model. Hence, each type of reflection is examined in the light of how developed it is. The following tables as well as the analysed examples in Chapter Six clarify this further.

Example	Reason for exclusion
In this lecture, the tutor explained what RP is, how John Dewey defined it and what attitudes this theory requires: a person who receives criticism from others in good manner, is responsible for the what goes on in classes and is faithful and loyal to her job	Mere recalling of what was discussed in class
I think the best thing is using the three hypotheses in teaching, according to the situation	Reflection on content but very undeveloped, failing to uncover the underlying reasons for how the situation might affect the application of the ‘three learning hypotheses’ in teaching

Table 4: example of the coding process (1)

Participant	Coded excerpt	Underlying meaning	Sub-theme	Theme
TT5 journal, W6	With regard to the Arabic language, if we want to use it we need to allocate certain time to it; for instance, at the end of the lecture or discussion. Here, the teacher and the students use it at the same time because on some occasions we have ideas but we do not know how to express them in English and when we find the teacher speaking English with a few students replying using the same language, we find ourselves obliged not to participate as we feel embarrassed if we speak Arabic when the teacher and some students not using this language. However, I benefited a lot from the teacher’s language as I have learnt many new words this year.	Reflection on my part of delivering sessions. TT5 asked R to use Arabic inside the class. TT5 wants the R to be a model as well as a deliverer	Missing aspect TT5 wants to observe R doing	Methods of delivery

Table 5: example of the coding process (2)

Participant	Coded excerpt	Underlying meaning	Type of reflection	Level of Reflection
TT20, sixth lesson in practicum	When I finished explaining, I told them if they had anything that they wanted to ask about or any word, just to say it. They said no, so I started to ask questions and they were not sure about the answers. I started helping them. The group work this time is <u>much much</u> better than in any other previous sessions. I think that happened because the task was interesting and every one of them had some complaints to talk about.	There is comparison between what students were saying with what they were actually doing	Comparison	This is of high level because it shows us how aware TT20 of the gap between saying and doing and also it is an example of diagnosing teaching and learning via examining students

Table 6: example of the coding process (3)

All the coding was done manually using a Word document. (Although I had a session on how to use a qualitative analysis tool, I preferred working manually because there was little time for learning computer techniques). The most important aspect in doing my analysis manually was to keep the data analysis systematic. I found the cross-checking stage most useful because it helped in linking major themes together and in explaining conceptual connections within and across all themes. Chapters Five, Six and Seven further clarify the analytical procedures followed to address each research question.

4.3.8 Ethical issues

The current study had the guidelines of two institutions to adhere to, those of the university where the research was conducted (the University of Southampton) and those of the university where the fieldwork for the study was to take place (the Libyan University). The fieldwork started with obtaining permission from two deans of colleges of education. This was done just in case anything went wrong at one of the sites. No issue arose in obtaining consents from both sites. However, due to research commitments, I had to turn down one offer. Having secured permission to operate at a university, I began to approach fourth year trainee teachers to obtain their permissions to take part in my study.

Here, I had two main concerns. The first related to their consent to my audio recording of classes, while the second lay in the nature of my role, as I was both a researcher and also a tutor for a formal module of the participants' BA degree. To resolve these issues, in the consent form, I made it clear that the audio recording was just for my research and if anyone did not like being involved in the study, she/he would be excluded from the study analysis. Moreover, participation was clearly stated to be voluntary and trainees were assured that their withdrawal would not affect their status as BA trainee teachers taking a module with me. Additionally, the nature of the whole study was explained including some challenges that TTs would face as they went along with the research. The three characteristics Dewey described for practitioners worked positively here.

The response from all TTs who attended my first session was encouraging. They all offered me informed consent to participate in the research. I further assured them that their anonymity and the confidentiality of their information were protected. Furthermore, I made it clear that information obtained would be securely saved and if it were transferred, all procedures of confidentiality would be followed. Finally, I must admit that their eagerness to participate and benefit from the course made me work even harder to make their experience worthwhile. To sum up, all the concerns I felt at the beginning were eliminated when I had the first introductory session.

4.3.9 Trustworthiness of AR

The trustworthiness of qualitative research in general and AR in particular has not been widely accepted (Shenton, 2004). Therefore, proponents of qualitative research have been discussed extensively the achievement of rigour. Many researchers seek to satisfy the demands of trustworthiness by following four main criteria: credibility, transferability, dependability and confirmability (Lincoln and Guba 1985; Miles and Huberman 1994; Richards 2003). These four criteria correspond to those employed by the rationalist researcher echoing validity, generalizability, reliability and objectivity respectively. In qualitative research, credibility refers to the fact that the phenomenon under investigation is being addressed with good rigour. Transferability means that there is detailed provision of the context of the study so that a reader can decide whether or not application of the findings suits other contexts. Dependability means that the study is consistent and can be replicated (Baker, 2009). Finally, confirmability means that the findings have emerged

from the data rather than from the researcher's own dispositions, i.e. other researchers working on the same data would find similar results.

Therefore, in the field of qualitative analysis, many strategies have been proposed to increase the chance of meeting the four criteria. Krefting (1991) proposes strategies for each criterion; for instance, to address transferability, the researcher might consider dense description. For confirmability, triangulation and reflexivity might be followed. Triangulation could also be used to achieve credibility and dependability (Ibid, 1991). To ensure integrity in reporting, many of these techniques were considered, as explained in this chapter. For transferability to be achieved, I tried to provide enough details in Chapter Two about the context of the current study and also tried to maintain constant descriptions of other situations to transmit a picture of what the context was like so that reading the whole study would leave readers to judge how applicable the study findings are to their own contexts.

In order to improve dependability, all the research methods and processes are reported. Therefore, readers can see what procedures were followed as this could help them in using the same methods. Moreover, the study was checked many times by my supervisor and also by colleagues and teaching staff, who offered me constant feedback when presented with the findings. A special review was given to the assessment of reflection where many modifications were suggested until there was an assurance that the steps followed in assessing reflection were verified. Finally, to obtain confirmability, triangulation was utilised to prevent the study's findings representing a researcher's point of view; thus TTs' diaries and audio recording were triangulated with the R's Diaries. Hence, there is no debate undertaken or claim made in this study without undertaking triangulation so that there is no reporting from a single perspective.

4.3.10 Limitations of the methodology

The study's main limitation, (see also Sections 1.2 and 3.10.4) had consequences for the methodological choices. The study as a whole looks at only the content and depth of TTs' thinking about theories and teaching. Additionally, it looks at how such thinking could be promoted in a pre-service context in Libya. The main research tools used for tracing reflective and pedagogic development as well as documenting the implementation of the study programme were journals and audio recording. Hence, the first limitation is the

scale of inquiry, which was confined to a small number of participants and to one local setting, so that generalisation of the findings could be hard to achieve. However, by taking into consideration the concept of transferability, this could be overcome. Another limitation is the mode of inquiry; namely, the deployment of journal writing and audio recording. Due to the nature of the in-depth effort required to analyse data in qualitative research, only two data instruments were chosen. Using other types of data tools such as interviews could have further enhanced findings.

A further limitation to the methodology is the timescale of the fieldwork conducted. A twelve week programme followed by a two week practicum perhaps hindered the scope of the inquiry. I intended at the beginning to look at how RP might develop pre-service teaching skills. However, two weeks of practice was a limited period in which to trace development. Therefore, it was limited to TTs' thinking about pedagogy because this could be easily tracked through the reflective thinking on the multiple lessons given in the practical experience. Furthermore, having a trainee educator attempting to improve pre-service teachers' pedagogic skills was in itself a limitation. Although I was familiar with the context and I had two Masters degrees in applied linguistics, I had limited practical experience in leading a pre-service TE programme. However, adopting AR as my methodology and RP as my theoretical framework helped me to become involved in the process of the programme as both an educator and as a trainee (see Section 4.3.5).

4.4 Conclusion

In this chapter, I have discussed two main perspectives: the rationale for the methodology adopted and the study's methodological design. After providing epistemological background to AR, the study was situated according to the rationale discussed under each sub-heading, namely types, models and critiques of AR. Then, the chapter provided a detailed description of the setting, participants, method of data collection and analysis with a rationale for using each. Finally, I concluded by reporting the ethical issues and challenges faced while conducting the fieldwork. In the following chapter, the data obtained by using the above-mentioned methods will be analysed and triangulated.

Chapter Five

Findings 1: Programme and its Facilitation

5.1 Introduction

It is important to reiterate that the study has three phases, each of which has its own goals, as discussed in 4.3.5. In Chapters 5-7, the results of the three phases will be broken down in order to respond separately to the three main research questions (Q1 to Q3). That is to say, each of Q1 to Q3 will address relevant findings from all three phases and will be given a separate chapter. The research questions are:

Q1. What were the reflections of the trainer/researcher on the implemented study programme?

- How was the programme evolved?
- How was the programme facilitated?

Q2. How did the trainee teachers' reflective ability develop in response to the programme?

- What subjects did they write about most?
- What type of reflection did trainee teachers (TTs) engage in? Low or high level?

Q3. To what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?

- How did TTs' reflections change over time in terms of quality?
- How did TTs' reflections change over time in terms of focus?

Thus, this chapter will be concerned with how reflection and reflective practice (RP) were implemented through the teaching programme. For clarification and ease of reading, it will be organised into two parts, with each part divided into a number of sections. The first part of this chapter will deal with the programme structure of all study phases (RQ1 sub-question 1). It will indicate how the programme was practically organised to foster both reflection and RP. The second part will show how the fostering of reflection and RP actually happened in the study (RQ1 sub-question 2).

5.2 Teacher educator learning

Since this chapter will uncover the processes, activities and procedures involved in delivering a RP based programme, it is sensible to discuss briefly literature relating to teacher educators. Although Wright (2010: 288) argues that "research and reflection on the work of teacher educators themselves is relatively rare", teacher educators can now

benefit from a limited amount of discussion of TE pedagogy in practice (Woodward, 2004). Changing practice from a transmission model to a transition one is a major shift for educators. Practitioners have proposed different ways of introducing the transition approach. (As discussed in 3.2.4, this approach situates both theory and practice as sources of knowledge and takes the view that they should be closer together, a philosophy that corresponds to the RP approach). For example Farrell (2006) describes how he engaged L2 trainees' previous learning experiences and beliefs with the received knowledge he was offering them. The rationale behind this was to free prospective teachers from their tacit beliefs. Farrell claims that as a result, trainees increased awareness in terms of what works best for their individual teaching situations.

Smith (2001) offers an example of promoting modelling with her trainee teachers in an attempt to maximise reflection and discussion, so that an inclusion of 'regular constructivist activities' in L2 TE would be achieved. This was done to stimulate trainees' first teaching practices to do the same. Smith claims that her prospective teachers progressed from experiencing 'constructivist practice' to its adoption later on in their own practicum. Smith argues that the main component for achieving such a progression was due to modelling which took the form of 'live', during and following her own practices, and 'written' by keeping and sharing diaries. Hockly (2000) provides another example of how educators could play different roles in modelling teaching to prospective teachers. He claims two benefits from this process: trainees learn critical skills and discover what they really need at their current stage of development.

It is interesting to observe that the transition approach requires educators who are open-minded, reflective and explicit about their own encounters and challenges. Wright (2010: 287) expresses two main issues regarding the use of this approach by L2 TE educators: "the extent to which they explicitly open their practices to scrutiny by STs and their teacher educator colleagues...and whether or not they need to learn how new SLTE pedagogies work". Bringing in the debate about RP and competencies in Section 3.9, teacher educators need also to have competencies defining the broad guidelines they need to operate within. Servet (2011: 74) acknowledges that such competencies "can provide guidelines for teacher educators themselves, for decision makers, and program designers, as well as serving as benchmarks for the assessment of teacher educators and their work" (P. 74). Nonetheless, Korthagen (2000) argues that very little has been discovered about

the quality of teacher educators' work over the years. Hence, the reflections of the trainer/researcher of this study might contribute towards filling this gap.

5.3 The study programme

5.3.1 Introduction

As described in Section 4.3.4, Phase 1 of the study ran for 6 weeks, and was aimed at developing the research participants' ways of thinking about teaching. Thus, it was organised to give opportunities to TTs to express their opinions and make arguments about theories of teaching, learning and language teacher education (LTE), which were the subject matter reflected upon in Phase 1. It is worth mentioning that this phase was not fully prepared in advance, but was shaped according to the needs of the TTs.

However, the qualities that TTs needed to exit this stage with were considered prior to implementation (see Appendix 4 for information). In order for RP to be carried out by TTs, some background information about it needed to be provided first. It was also decided that some relevant personal qualities would be developed, such as the ability to receive criticism in a good manner.

Phase 2 of the programme involved in-class teaching practice. This activity, which lasted six weeks, was run alongside the continuing discussion of the first phase where TTs were reflecting on theories and learning experiences. In Phase 2, in-class teaching was voluntarily undertaken. Finally, Phase 3 lasted two consecutive weeks, and was devoted entirely to classroom teaching, i.e. there were no college lectures during these two weeks. TTs were divided by the college administration among many local primary and secondary schools. Eight of them were assigned to the secondary school I was allocated to supervise. However, two further TTs joined my group on the second day of Phase 3.

5.3.2 The programme analysis procedure

The data relevant to RQ1 were gathered from two main sources: the researcher's diaries and the audio recording of the session plans. These sources provided information about what the programme entailed and how it was developed. However, for triangulation purposes, TTs' diaries are also used in this chapter. For the programme development, mainly the researcher's diaries were used, as they offer insight into what was going on as well as evidence of what the programme leader (Researcher) was thinking while facilitating reflection and RP. In addition, they document the sort of difficulties the

Researcher encountered while applying a programme based on reflection and RP. However, as reported in Section 5.2.3.1.2, audio recorded classroom data were used for analysis of Week 2. With regard to the second part of this chapter, which addresses RQ1 sub-question 2, audio recorded data were the main source, but the Researcher's diaries were also used for triangulation and discussion. However, it was acknowledged that considering all sources of data in showing the results of the research questions would increase the depth in which the results were shown. It was decided that at the end of each chapter, space would be devoted to the triangulation of data, an aspect which would also have a whole chapter given to it, Chapter Seven.

As far as this section (5.2) is concerned, a chronological order has been followed to indicate what was included in the programme and how it evolved. The analysis process was divided into three parts. Firstly, there was a micro analysis of the Researcher's diaries. This required reading each paragraph and analysing it, and then developing a general interpretation from the analysis of individual paragraphs. Finally, the analysis is reported here in Section 5.2.3.

The first three main sessions are discussed in depth. As explained in Section 5.2.1, the beginning of the programme was fixed and this beginning was then built upon. So, the findings for each of the first three weeks are explained separately. Weeks four to six are presented together. Proposals for the content of these weeks were elicited during the in-class discussion of the first three weeks. Following this, the findings of weeks seven to ten are presented together to show how Phase 1 ran in parallel at this point with the in-college teaching practice (Phase 2). Finally, the findings of the last two weeks of the study are grouped together because they followed the same distinctive format.

The analysis of programme implementation follows a consistent pattern. First, there is an introduction stating the main idea of the programme session. This was mainly obtained from the reflection that was written by the R after each teaching slot. After this content explanation, some extracts are provided to support the main points included in the explanation. This is followed by a short discussion linking the discussed examples with other extracts written by the Researcher. On some occasions, there is a concluding discussion highlighting the most distinctive points relevant for programmes promoting reflection and RP.

Finally, it should be pointed out that three terms were used to differentiate the source of data from which any example was taken. The three words are: ‘extract’, used to show that the example is from the Researcher’s diaries, ‘example’ used for audio recorded data, and ‘excerpt’ utilised for the TTs’ diaries.

5.3.3 The programme implementation

5.3.3.1 The programme findings for Phase 1

5.3.3.1.1 Week One W1: 22/10/09

The schedule for the first week of the programme was established in advance and was set to achieve three main objectives: to enable everybody to get to know each other, to introduce my own study in order to obtain consent for it and to create a safe environment for the continuation of the study. It was considered that the first factor that would facilitate reflection and RP was to create a safe environment so that TTs would not be hindered from expressing any ideas they might think of. Furthermore, this could work as a platform for the purpose of the whole phase: TTs would begin to learn to receive criticisms, opinions or comments from peers in a good manner.

The diary of the Researcher for Week 1, which is the only source of documentation for this session, indicates my belief that a safe environment was created. Extract 5.1 explains how the TTs expressed their views on taking part in the programme. When they were given the chance to introduce themselves, they all expressed their willingness to take part in the study. As my account reflects, this was the first remark they made on being given the opportunity to speak:

From the beginning, I said that I was going to introduce myself and my programme to them and then I would like them to introduce themselves to me. After almost one hour and a half and after making sure they felt comfortable towards me and my programme, I asked them to tell me their names, where they are from (which city) and whether Thursdays was fine for this subject. They started doing so (in English and Arabic); all expressed their happiness to hear about this research interest and expressed their readiness to work with me. During this discussion, the dean of the college interrupted us and asked to say a word. He told trainee teachers that I was a visiting researcher from the UK and asked them to help me with my study. He stressed that this subject would be beneficial to all of us, the administration, the trainee teachers and himself. Some trainee teachers told the dean that this was what they wanted, Libyan national tutors to care for them and teach them seriously. I was very pleased to hear this from the dean and the students, especially on my first day. (Extract 5.1)

Looking closely at extract 5.1, one can note five main aspects that helped in the creation of a safe learning environment. The first is giving TTs the chance to talk and express their own ideas about themselves and to offer ideas about the programme. Second, there was a shared agreement on the day of the programme's occurrence. It was considered that consulting TTs on issues concerning the programme could enhance their involvement in it. Third, the first session marked the first moment when Arabic was used. This willingness to use both Arabic and English in the class could have reflected how safe they felt at this stage of the session. Fourth, the support given by the college dean added positively to the creation of the safe environment. Fifth, having a Libyan national teaching them could have been a factor in this immediate acceptance.

Any programme is dependent on many factors for its success. One element without which the educator cannot guarantee smooth and effective facilitation is the support of gatekeepers and participants, an aspect that has been missing in the Libyan context, as shown in Section 2.6. Freese (1999) offers an example of researchers, educators, mentors, TTs and administration working together to form a framework for teacher education (TE). In her study, one can see how each part played a role in scaffolding and assisting TTs. Hence, the dean's intervention in the first session of the study gave me moral support to apply my ideas. However, one might also argue that this could have frightened TTs into accepting the programme without questioning. Section 2.5.3 indicates that the TTs of the study were victims of not having national educators for the last three years of their study due to the country's policy of sending all masters degree holders abroad. Hence, the dean's intervention did not have any negative impact on TTs' participation.

Extract 5.2 provides further evidence of the creation of the 'safe environment'. The fact that a TT was observed challenging the tutor in the first meeting is an indication that she felt safe to do so. When I mentioned that I would not be the same as many tutors, who always consider the active students and ignore those who are passive, a TT stopped me and stated that 'many tutors have tried many ways to encourage weaker students to participate but they failed. So they gave up and started to focus on just the active ones' (paraphrase of TT's words from Researcher diary, extract 5.2). I consider this intervention as an indication of an increase in confidence resulting from the creation of a safe environment. The following is the full extract from my reflective diary on the matter:

After the dean left, another emotional remark was made (in Arabic). A student said to me: ‘it is important to understand that ‘there are differences in language levels among us. Please do not go out with an idea that we all knew what you said and we are all excellent learners. There are some who cannot talk because they are either shy or weak’. I assured her that I was aware of this point and stated that I would prove this later in the day (I had prepared two teaching videos of non-native teachers). After this, I mentioned the idea that some teachers do only focus on those who participate. This triggered a student to say (in English) that teachers are aware of this issue and that they have worked hard to overcome it, but all remedies they have tried have not solved the problem. I considered this incident as the most notable one in my first experience with these student teachers. (Extract 5.2)

Extract 5.2 clearly shows a two-way discussion that started taking place in the programme. TTs started expressing opinions about a weakness that might hinder their learning. I went on to mention how most teachers behave in classes in relation to weak students, after which a TT challenged me by stating that most teachers are aware of what they are doing but cannot find a way out of this problem. This was seen as strong proof that the first session had achieved its goals.

5.3.3.1.2 Week Two W2: 29/10/09

The second session of the programme was also planned in advance. It was designed to include some issues related to teaching and TE as discussion points. There were three main purposes for doing this, as described in Appendix 4: to elicit beliefs and to assess criticality, and to conduct needs analysis. Thus, the second session was used to establish a platform for the study programme. Up to this point, TTs were still not sure what the programme was all about. Hence, a discussion approach was followed to first obtain an idea of their general knowledge about teaching and TE. Simultaneously, an attempt was made to provide them with more ideas about the study programme. Secondly, two teaching videos were shown for the diagnostic purpose of examining how the TTs would view them, and, in particular, observing what ideas TTs would pick up when discussing their content. Finally, the session closed with a needs analysis section so that the programme for the subsequent sessions could be designed accordingly.

Therefore, this session was of particular significance for the whole programme because it was the departure point for the topics of the following sessions. Moreover, it examined how critical the participants in the study were, as they were exposed to many discussion points for this purpose. The results are drawn from two main sources: the Researcher’s

diary and the audio recording. However, the audio recording is the main source here because it better shows how the three objectives of the session were responded to.

With regard to the Researcher's diary, two important points related to the programme can be noted. The first one concerns the language barrier in dealing with L2 teacher education. Extract 5.3 shows that L2 TTs were preoccupied with language competence, i.e. subject knowledge. The second important point is related to the openness of the programme so that TTs feel comfortable to express even naïve ideas. Extract 5.3 is again relevant here:

In terms of trainees' reflection, they expressed again their concerns about language to the point that one trainee commented that teaching is easy because we are going to deal with young learners who have a lower level in English than us but language is difficult. We need to learn how to use English not just how to teach it. (Extract. 5.3)

This extract (5.3) summarises many issues to ponder on when delivering programmes, including determining problems, discovering needs and learning about attitudes to teaching. As a deliverer of this programme, I was thinking that the TTs badly needed an understanding of pedagogic skills more than language skills at the stage they had reached. There seems to have been a very clear misunderstanding from my part here. Extract 5.3 suggests TTs dissatisfaction with the treatment of language in their LTE programme. As I explained in Section 2.5.3, my TTs lacked adequate preparation in the English language because of the country's move to send all holders of masters degrees abroad.

The idea of opening the programme to a two-way discussion facilitated the process of applying reflection. As seen in extract 5.3, when deploying group discussion, an open and relaxed learning atmosphere needs to be created so that TTs unveil their personal beliefs, which may help them understand how the world is viewed by other members of the class.

The following examples and extracts look more closely at the audio recorded data in the light of the three main objectives of this session:

Concerning TTs' views on what might be included in the college sessions, they put forward the following eight ideas (Appendix 5): teaching methods, evaluation, teaching aids, practice, the setting, responsiveness, preparation (planning) and experience. As an

insider, I am aware that some of these ideas had been raised in the discussion of week 1. This retention of information indicates how discussion helps in recalling ideas discussed previously. However, TTs had contributed positively to the first aim of the session. This contribution can be taken as a first indication of their views about teaching. They wanted to learn about teaching that uses a variety of teaching methods and aids, and is evaluative, applicable, responsive and well prepared.

One can conclude that TTs were able to view teaching from different perspectives. However, their suggestions were not comprehensive; for example, the content of teaching was not touched on. That is to say, they did not talk about the teaching of language skills, for instance. Additionally, the management of classes was not raised. This shows that opportunities for discussion not only reflect what TTs are already aware of, but also help in determining what is missing, so that the programme reflects the real life situation.

In the second part of the session, two teaching videos were watched and discussed. The plan was to deploy a different method in discussing each of these. It was arranged that the first video would be discussed without giving TTs points of discussion. In other words, they would be free to choose the point they were attracted by. On the other hand, for discussion of the second video, the TTs were divided into groups, each of which was asked to address just one aspect, for example, classroom management.

The TTs picked up many ideas from the first video for their discussion (Appendix 6). Firstly, they talked about body language, as they found its use appropriate to the level of the learners. Secondly, classroom management was discussed from two angles, teacher movement, which was seen as positive, and the teacher's voice, which was loud and clear. Thirdly, two ideas about personality were raised: the psychology of students and good humour. Fourth, the language of the teacher was commented on, and acknowledged to be appropriate for a second language speaker. Finally, TTs discussed the environment of the class because the number of students was not large and the arrangement of the seating was different from the one they were used to.

Most of these ideas were directly related to the teacher, i.e. his body language, movement, voice, personality and language. In addition, two observations were made about the physical environment of the class. However, there was only one observation about how

such an environment could contribute positively to learning, by making the learners feel comfortable. This shows what attracted TTs the most, i.e. mainly observable physical features of the teacher and the classroom. No one talked about the teaching point the teacher was conveying, the teaching methods being used, and whether or not there was uptake from the lesson.

This is linked to the idea, touched on in extract 5.1, of not expecting too much from TTs. The most important issue here is that the tutor obtains a clear idea of where the focus of TTs is. A way forward to improve TTs' thinking and knowledge becomes evident, as open discussion and reflection open the door to needs analysis and creating a programme that suits the context more precisely.

Regarding the second video, where TTs were divided into groups and given a specific pedagogic skill to observe, Appendix 7 clearly shows that they were not able to follow the instructions given nor to stay focused on a single topic. For example, when one group started discussing classroom management, three ideas were raised about explanation, which was the focus of discussion for another group. Moreover, when the explanation group was given the opportunity to reveal their ideas about what they observed, they mentioned only one positive idea: the use of teaching aids. However, when they were asked to observe closely how this strategy was actually utilised, they changed their mind about its positive use. In this regard, the Researcher's diary of this session records that "the discussion was general and sometimes not relevant" (Extract 5.4):

I was not sure that these cards were used properly so I asked them to think again about the usefulness of these cards. They did so and then questioned their order and the teacher's responses when they were displayed. (Extract 5.4)

Extract 5.4 is an example showing that TTs are capable of deeper reflection when they are given time. When they were asked to reflect again on a teaching episode, they were able to reveal more critical ideas about the teaching. This is evidence in itself that TTs should not be considered as empty vessels. Instead, they need scaffolding and time. The most important fact here, as Borg (2010) argues, depends on supporting TTs regarding why and how they conduct reflection. Many tutors ask TTs to carry on reflection without clarifying what it is in the first place. In Extract 5.4, one can observe that when support was given, TTs could do more reflection. Additionally, technology played an important

role in optimising reflection as it allowed the video to be viewed twice so that those who missed something the first time could watch it again.

Concerning the last part of the second session, TTs were invited to suggest some pedagogical skills they saw as important. The ideas were (in order) personality, confidence, style, good behaviour, the right accent, responsiveness, motivation, attention to all students, flexibility and the ability to evaluate. One observation I have about these ideas is that all of them had been discussed during the first two sessions. No additional ideas were raised; for instance, none of the TTs discussed the teaching of language skills.

5.3.3.1.3 Week Three W3: 05/11/09

The third week, Week3: 5/11/09, was the last one that was designed in advance. It was devoted to the introduction of the notion of RP. After the second session, two handouts were left for TTs to read in order to ease the process of this introduction, as indicated in the programme plan (Appendix 4). The session of Week 3 was divided into two main parts. The first part was used to look at different models of TE, while the second was designed to concentrate on the RP model. However, before commencing with the models, TTs were consulted on whether they had found the handouts accessible. Moreover, even before starting the session academically, I encouraged some reflection on what was taking place outside the classroom.

Thus, the session did not just cover the points included in the session plan. There was a reflection on what was happening generally in the city where the study was implemented. The city witnessed a very big event that took place one day before the session so I wanted the TTs to reflect on it and understand why it had occurred.

This session was dedicated to explain what theory (Reflective Practice: RP) is driving my teaching (...) However, before telling the student teachers anything about RP, I practised it with them. There was a festival in the town where the college is situated which was held for the first time. I was informed in advance of its occurrence and I wanted to ask whether or not they knew why it had happened. There was a quite interesting discussion when participants gave one reason after another. I encouraged them to say more about it until someone said exactly what I had heard. I liked this reflection because it was quite deep. (Extract 5.5)

Again, when TTs were given the opportunity to think, they seemed to be able to go beyond their broad initial thoughts. There are calls in the reflection literature for the

broader context to be taken into consideration as part of the reflective process, notably in the following: “reflection underlies the assumption that teachers should use logical, rational, step by step analyses of their own teaching and the contexts in which that teaching takes place” (Korthagen, 2001: 231).

For purposes of this session, some pre-reading articles were given out in week two of the programme. However, Extract 5.6 indicates that a reading problem had come to the surface. TTs preferred discussion in class to reading, and it seemed extensive reading could be difficult for TTs who were not used to read for discussion. As the Researcher commented:

Regarding materials, they were still not sure of what to read to understand lectures. They were confused between what is included in the PowerPoint slides and handouts. (...) There was also another concern related to reading. In the Libyan context, students are always guided on what they need to read. Therefore, they want everything to be clear from the beginning. I was asked at the end of the lecture about what is required for reading which would help them plan ahead for their exams. This shows that the way they are used to does not depend on creativity. It deals with memorisation more than thinking. (Extract 5.6)

This raises a genuine concern, especially for programmes that depend on reading for their effective outcome. Therefore, an analysis needs to be made of its causes because it is important to establish what mode of learning is preferable in the context of any programme. One might argue that, for the Libyan context, this anxiety about teaching is related to the more general concern about language that appeared in weeks one and two. Another reason why the TTs had problems in understanding the link between the handouts and the discussion could be the approach they used to experience in classes. Additionally, the papers, even though they were written for L2 teacher education, might have posed a linguistic challenge for second language TTs. In any case, this was the first time the reading problem was raised. Looking at this issue across all data sources will give us more understanding of why it was seen as difficult.

Whatever the underlying reasons, the reading concern could be an indicator of a very serious problem regarding the implementation of reflection itself. The problem is related to who should be responsible for learning: the educator or the TTs. TTs in the Libyan context, as explained in Section 2.6, were used to obtain everything from their educators. They just needed to revisit what their educators crammed them with and then memorise it

for exam purposes. Therefore, when they were given the chance to look for knowledge and discuss it, they found it confusing. Two questions are central here. Did this concern continue? Was any support offered by the R to alleviate this concern? Data from following weeks and the TTs' diaries in particular are helpful in addressing these questions.

In applying reflection, I have made the assumption that external knowledge is crucial. As Wallace (1991) argues, beginning teachers need to acquire solid understanding of external knowledge so that their future teaching will not only be based on their personal learning experiences and beliefs, which might not lead to effective results. However, understanding external knowledge requires good background reading skills. Hence, good cooperation among all LTE stakeholders: teacher educators, college language teachers, TTs, deans, school teachers...etc. is necessary.

5.3.3.1.4 Weeks Four to Six W4,12/11/09/ to W6,3/12/09

Week 4 marked the beginning of the pedagogical element of the programme. In other words, the discussion of pedagogy started during this week. The previous three weeks had been dedicated to everyone getting to know each other, examining TTs' ways of discussion and introducing RP. The main purpose of this was to create a safe environment and to understand the context so that the structure of the programme could be shaped. The content of Week 4 was determined in the light of the discussion of the first three sessions, especially the needs analysis in week two.

As discussed in 5.2.3.1.2, TTs' ideas so far were general, so this session was devoted to discussing teaching in general with particular reference to the characteristics of teachers, and in particular, to discussing how linguistic competence was necessary in teaching, a point that had been raised in week two. Therefore, there was a strong link between the session topics, what TTs suggested and what was observed. This is a reflection on the open nature of the first ten weeks and on the connectivity between sessions. However, some hypotheses about learning were first explained to pave the way for TTs to be involved in discussing their implications for teaching. In addition, the reading problem continued, but this time there was reflection on it and then a method was followed to tackle it:

The fact that some reading issues were picked up by one student meant that I took a long time to discuss these problems with my participants. We talked about some reasons why reading is posing some challenges to students. After this discussion, I gave an explanation of the handouts given to the student teachers so far. (Extract 5.7)

This was week four and TTs seemed to have no obstacle to raising concerns (e.g. about reading). However, this continuity in addressing one concern signals an issue with TTs' understanding of the handout sheets given to them which might result in them not benefiting from external knowledge. Therefore, the issue of cooperation among stakeholders in second LTE needs to be at the heart of any programme, especially in the Libyan context.

In Week 5, teaching was again addressed but from a different angle to that in Week 4. The session was devoted to discussion of the subject matter of language teaching. It was divided into three main parts. The first part examined what exactly is taught when it comes to teaching language. In other words, the concepts of language systems and language skills were examined. The second part dealt with some methodological issues related to how language topics were being taught and how this methodology had been evolving. In this section, TTs were invited to comment on the context of their own studies. The final part was aimed at discussing what skills are really needed by language teachers in order for them to teach English in a non-English speaking country.

Extract 5.8 indicates that another challenge was raised as well as the reading one. TTs maintained that keeping a focus on all ideas discussed in class was difficult. The Researcher thought at the time that his contribution to discussion needed to be reduced to a minimum. It seems that the R ignored many other factors that could be the cause of this challenge. He simply forgot that TTs usually seek security, e.g. they want to be on the safe side in understanding modules because they have exams ahead of them. Moreover, they do not like to be overwhelmed with new ideas

Nevertheless, some were complaining about the fact that the discussion is quite wide. Instead of narrowing it down, sometimes I introduce another idea on top of the one being raised. This will make my contributions to the discussion more careful. (Extract 5.8)

Understanding that TTs need to build their pedagogical repertoire slowly and constructively is the subject of Kosnik's 2009 book, *Priorities in Teacher Education*. Kosnik (2009) stresses that educators need to introduce learning experiences to TTs in a way that offers balance between safety and challenge. It seems that the aspect of safety was underestimated by the R.

Week 6 dealt with motivation in teaching. It was agreed that TTs would discuss parts of the session handouts with each other in groups of three. This was because reading was still of great concern to them. Thus, they were asked to prepare a section of the session handout and discuss it in an attempt to encourage them to read. However, before this was done, the class opened with presentation of some reflections that TTs had written regarding the previous sessions. The idea behind this was to help them experience reflection from different perspectives.

Extract 5.9 shows that the TTs were more involved in participation in the programme, as this time they were responsible for explaining content to each other. However, the involvement was not from all TTs, because only some of them actually stood in front of the class. Moreover, some TTs decided not to attend, perhaps to get away from this responsibility.

Concerning students' participation and discussion, I was quite happy to see some of them standing in front of the class explaining what they understood from the handouts. Their reaction reinforced the idea I have about teaching. I believe that once students are given a voice in the class, they will be creative (...). Regarding reading, I am still not sure if they had seriously read the handouts of the session beforehand. There were about 12 students who did not come to this lecture. (Extract 5.9)

However, those who made presentations proved that giving a voice to TTs could make a difference. TTs might go beyond the position of receivers of knowledge, to become creative and active members of the class. Extract 5.10 is an interesting one in this regard. It does not just show that TTs can be creative once they are given a voice, but also that input and external knowledge can be a matter of shared responsibility. Nevertheless, patience is needed to bring the whole class up to acceptance of this responsibility.

I heard a lot of interesting comments from them related to autonomy and collaborative learning. These two teaching principles that reflective practice

promotes have been experienced without me raising them in discussion (Extract 5.10).

5.3.3.1.5 Weeks Seven to Ten W7,10/12/09/ to W10,31/12/09

The in-class teaching practice started in week seven, Week 7. However, the discussion of theories also continued. From now on, sessions were divided into two parts, with the first part devoted only to discussion of the skills required for teaching language. The idea of continuing discussion at this stage was to help TTs connect their in-class reflection to teaching practice. Thus, for example Week 7 was concerned with lesson planning.

It was expected that opening the programme for discussion with TTs would have many positive outcomes, such as knowing the concerns they have and addressing them. The problem TTs pointed to in Week 7 was that they could not select the important points from the handouts given. In previous reflection, they had stated that it was not easy to link discussion with the programme of reading.

As mentioned in the previous research diary entry, I was not satisfied with the amount of reading the student teachers were doing. So, I opened this class by talking about this issue. Student teachers argued that they were doing their best to summarise some handouts but they expressed their concerns over the points they picked up from their reading. (Extract 5.11)

Again, the issue of reading is continuing. One can observe the impact of the language concern raised in Week 2 in extract 5.2 on TTs' reading and understanding the programme handouts. However, these concerns were somewhat ambiguous: it was not clear to the researcher how much effort was taken to read them in the first place, and the more they complained about reading, the more they could get away without doing it. From the way TTs discussed ideas in class, one could infer how mature and how mentally ready they were to understand reading. Chapter Six, which deals with the TT's voice (reflection), will investigate this concern more fully.

As another possible solution, in discussion during week 7, the idea of collaborative reading was suggested (extract 5.11). It was considered that creating mini groups for reading and discussion could ease the problem of individual reading. Two sessions of the

programme were dedicated to this discussion, as Section 5.2.3.1.6 indicates. Extract 5.12 shows that the concept of collaborative learning was raised.

Hence, it was agreed that each group of students, which consists of three members, would focus on one handout and produce a summary to be discussed in one session. I took this opportunity to raise trainee teachers' awareness of the notion of collaborative learning. (Extract 5.12)

The researcher had chosen this concept to tackle the reading problem, as the first choice, that of having TTs read a section of a handout and explaining it in front of the class, did not seem to have worked. How far the new suggestion was effective, is shown in Section 5.3.3.1.6.

The continuity of the reading problem shows us how past learning experience might affect TTs' ways of familiarising themselves with new modes of learning. However, such problems can also open the door to the principles of the approach one is promoting. When faced by the reading problem, we can see the R's attempts to tackle this problem through collaboration and discussion was the choice opted for. Moreover, dedicating a whole session to this discussion shows the flexibility of the programme, which was being shaped according to the needs of those who were directly affected by it: TTs.

Week 8 was devoted to practical teaching. In the first hour, I taught a lesson from a primary school textbook. I had been asked by TTs to deliver a lesson to show them how to teach communicatively. This was as a result of what happened in Week 7 when TTs said they were not sure of how to teach using a coursebook that was not the basis of their training.

This lecture was only dedicated to practical teaching. In the first hour, I taught a lesson from a primary school textbook. I was asked by trainee teachers to deliver a lesson to show them how to teach communicatively. (Extract 5.13)

That is, from the discussion of week 7, which was a beginning stage for TTs as they prepared for in-class teaching, arose the idea of me teaching to model how communicative teaching might be implemented. This call had come just after seeing TTs in week 6 discussing a handout for the programme very actively. It seems that, when TTs move from one aspect to another, they face renewed challenges. This reminds us of the

need for security which was discussed earlier. It also shows the need for modelling within LTE.

In week nine Week 9, the discussion centred on teaching speaking. However, before the session started, there was a fruitful discussion on the topic of the previous class, and the TTs showed an ability to absorb information from discussion, suggesting once again that TTs in the Libyan context prefer discussion to reading. The connecting of ideas, which was mentioned in all previous sessions, was a special concern for the researcher in this session, as extract 5.14 reveals:

The first point covered ensured that student teachers benefit from discussions because many interesting points were explained by them when were asked about last week's lecture which meant that they absorb information from lectures even though they do not make good use of this information when they observe and discuss each other's teaching. I have discovered that there is no strong link between the theoretical part and the practical one. All that I have seen is strongly related to student teachers' past experiences. I have raised this issue in today's session and I am looking forward to observing change in this regard. (Extract 5.14)

Extract 5.14 is another indication that group discussion is more welcomed than reading. The more chances TTs got for discussion, the more active they had shown themselves to be. However, the scope of the TTs' discussion depended on their learning experience. Here, one can see again the point made earlier by Borg (2010) and Wallace (1991) that educators need to listen to what TTs have at their disposal and build learning on this. Furthermore, and most importantly in education, without explicit scaffolding, TTs may fail to 'take up' theoretical/ external knowledge provided by the educator. Hence, the Researcher's discovery of the unavailability of the theoretical points discussed in Phase 1 in the in-practice teaching discussion should not be viewed as problematic, at least before intervening. The question that should be asked now is whether intervention and scaffolding helped in linking theoretical discussion with the TTs' practical discussion held after their in-class teaching.

Finally, week 10 was the last session presenting theory for discussion. It was devoted to the teaching of reading and listening skills. Since this programme is based on the idea of change, the presentation of this session was different. It was thought that the more explicit changes the TTs observed, the better (extracts 5.15 and 5.16).

Therefore, I decided to show them some examples as models of how teaching could be done differently. For this reason I did not conduct this session like previous ones where I discussed a teaching skill with trainees for an hour and then observed a participant giving a lesson. Instead, I prepared two short videos showing how reading could be taught and one showing someone teaching an actual reading class. (Extract 5.15)

The main reason for this change in practice was to model change in teaching. The programme was intended to promote a change in thinking about pedagogy, so this change was evident in discussions and practice. Extract 5.16 gives a glimpse of what resulted from this change of practice:

Overall, this week was very productive because there was very much reflection on how reading is being taught in Libya. I believe that there has been uptake resulting from the way the discussion was held. (Extract 5.16)

That is, in this session, TTs seemed to link the ideas under discussion with their context. Was this a result of what had been proposed by the Researcher or did it happen spontaneously? If the former, then, one can maintain that the more explicit and deliberate the Researcher was in terms of guiding TTs in linking theories with discussion, the more beneficial were the results that could be obtained. However, TTs seem to have liked the video examples/models and these stimulated their interaction.

5.3.3.1.6 Weeks Eleven W11,07/01/10 and Twelve W12, 28/01/10

The last two weeks of Phase 2 invited TTs to form a discussion circle to go through the programme handouts. This was run by the TTs themselves as they divided the handouts among themselves and each group, in turn, led the circle to discuss what was included in the handouts they had chosen. The main reason for adopting this review strategy was students' consistently positive attitude to discussion. Extract 5.17 summarises what went on and how this had an impact on TTs.

I enjoyed this session very much because it involved an aspect that had featured my programme for the first time. A development discussion group was created to discuss all the previous programme handouts (...) I have noticed good interaction, discussion, cooperation and progress. I hope this will result in informative reflections in students' discussion both in their mid-year exam and in their practicum that will be supervised by many educationalists and tutors. (Extract 5.17)

Extract 5.17 gives further evidence that that discussion mode was suitable for the study context. TTs seemed to be more creative and comfortable when they had opportunities for an open discussion, and they could produce discussion that was well linked to previous sessions. Finally, the ending of the programme sounds positive. Extract 5.18 provides a further illustration of this by giving some examples of how TTs were able to discuss and connect ideas.

The facts that made me feel positive about the effectiveness of my programme were many. First, I could observe good participation from those who were passive in previous discussions. This in itself is an achievement because, in the Arab education, students are seen as passive. Most lecturers pass on information without giving the students the chance to engage in discussions. However, many trainee teachers were quite interactive when they were given the opportunity to do so. Moreover, the discussion involved looking at aspects from many different angles. There are a variety of examples proving this in the session transcription. Finally, it was quite clear to observe that trainee teachers were making good use of the previous discussion because they were linking their discussion with ideas raised before. When I noticed all this, I was quite impressed. I look forward to listening to more deep and fruitful discussions in their practicum. (Extract 5.18)

Extract (5.18) indicates that the TTs in this context enjoyed Phase 1 of the programme and benefited from the discussion method as they could link ideas together, and overall the Researcher was happy about the outcome of the programme. What was said in the discussion group was interesting, as will be shown in Section 5.3. However, the last two extracts raise issues about transition in LTE programmes. The tutor closed both extracts with hopes that the positive aspects experienced would help in a smooth transition from one phase to another. The idea of transition needs to be fully investigated in this study and also needs to be considered critically when designing a LTE programme. Chapters Seven and Eight will discuss this idea further.

Finally, reading the last four extracts closely, one can see that the TTs achieved satisfaction from adopting a collaborative mode in learning. Furthermore, the tutor and the TTs shared reflections on the context and saw mutual changes in terms of practice.

5.3.3.2 The programme findings for phase two (weeks 7 to 11)

5.3.3.2.1 Week Seven: W7,10/12/09

The second phase was aimed at implementing teaching but in a safe environment, i.e. in the university classroom with peers. This was implemented as a bridge between the

discussion phase (Phase 1) and the real teaching phase (Phase 3). However, the in-class teaching occurred hand in hand with phase 1. TTs had 30 minutes of peer teaching and 30 minutes for reflection on it. My role was to lead discussion and not to intervene by making evaluative comments. However, I reflected by writing on all sessions and individual TTs when the classes were over. A great deal of my reflections was shared with TTs when I reflected on their teaching. Extract 5.19 reports what I thought about the first practical session.

The first practical teaching session was quite modest not only because the presenter was nervous but because this was an example of how most teachers teach in schools in Libya. They do not consider many important skills that can be improved once they are being reflected upon. I am hoping to see more reflections and improvements as a result of this discussion. (Extract 5.19)

To an insider, it seemed this teaching was an example of how teaching was being carried out by many Libyan teachers. TTs' reflections in Chapter Six (6.4.2) will uncover how this teaching was done.

But this first example of practice teaching had other problems. Extract 5.20 shows how difficult the occasion was for both the volunteer TT and the researcher:

I was overwhelmed by the discussion they [TTs] engaged in even though it was not polite, as some remarks were blunt and offensive. The volunteer student was not defensive and that left him in a very difficult situation. I was concerned about his attitude to this situation which he had not encountered before. I had a word with this student at the end of the class about this. He told me that although he went through a difficult time, he had learnt a lot from this. I hope that he will be okay next week. I will praise his courage of being the first person to open this phase and try to reflect on the problems I had in teaching week 7 so that this might make him look forward and not have this experience as a bad one. (Extract 5.20)

Extract 5.20 touches on many issues related to peer teaching practice. It shows the importance of the discussion stage in any programme, because it paves the way, for instance, to guide TTs to know how reflection on peers should be undertaken. Extract 5.21 also shows that tutors need to alleviate any psychological burden TTs might go through. This could be done by reflecting on their own problematic situations as done in this programme (5.3.3.4 explains this further).

The best incident in this discussion was the idea raised by a student concerning why teaching is weak among new Libyan teachers. He believes that the problem

lies in the way teachers had been prepared. When teachers were faced with a new syllabus, they were not able to deal with it because they were not clear about how to apply the content of the new course book as result of not being trained on it. (Extract 5.21)

However, extract 5.21 shows that not all TTs' reflections were impolite. On the contrary, the first practical session indicates that TTs had the capacity to think deeply about issues beyond what was practically observed. Extract 5.21 proves that TTs' were able to reflect on the context while discussing the teaching of a TT. It seems that TTs can become creative once they are given voice.

Since the training was not done according to the syllabus the TTs were requested to teach with, it was agreed that the following session would be taught by me. Extract 5.22 clarifies what had happened:

The trainee teachers asked me to show them how to teach with the new method; they meant the communicative method. I accepted this request and agreed to teach next week and welcome any comment they might offer (...) I hope the coming weeks will bring about changes in the trainee teachers' performance. (Extract 5.22)

Extract 5.22 is an example of how TTs were involved in shaping the programme which was flexible in terms of the ideas discussed and session facilitators. The voice of TTs was heard in the programme and responded to. However, this also shows to what extent TTs were seeking security. They would like to observe an example of how teaching should be done. Modelling in LTE is important because it works as a link between in-class discussion and its translation into practice. Many educators discuss interesting ideas assuming that TTs have understood their points and ready to apply them. However, when practice starts, TTs usually depend on their previous learning experience, as it seems stronger than what is being experienced during LTE programmes.

5.3.3.2.2 Week Eight: W8,17/12/09

This session was led by the Researcher (for modelling) for one hour and by TT26 for another hour. From this week, two types of reflection were retained by the Researcher: One was on the session as a whole and another was on the TT who had taught a lesson in the class. Extract 5.23 clarifies how the reflection part was disappointing for the Researcher. There were two points worth investigating: the chaotic way feedback was

first given to the TT and the ideas picked up when reflecting. TTs were not well organised in terms of how to deal with feedback, and did not take turns in discussion.

There must be a constructive discussion in order for these incidents to be useful for future practices (...) By constructive discussion, I mean two things. The first is related to the way trainee teachers dealt with feedback and the other relates to the ideas being discussed. (Extract 5.23)

Extract 5.23 shows that when applying a reflective programme, educators need to observe, understand, facilitate and guide. Transition is always difficult, so seeing chaos in the first session of in-class teaching should be seen as part of the process of learning about how TTs operate when starting to observe and discuss their own practice.

Extract 5.24 is from my own reflection about my own teaching. When TTs asked me to be part of the in-class teaching, I wanted them to distance themselves from the way teaching had been going on in Libyan schools for years. I wanted them to be creative in approaching the lesson teaching points and encourage participation among students.

I hope this lesson has taught them an important fact which is related to reflective teaching, namely, they can distinguish between routine teaching and reflective teaching. I want them to be creative when coming up with lesson plans. I do not want them to follow the norms of the context without questioning, as most of these norms are quite traditional and they do not have a supportive research base. Another point I would like them to consider is to encourage communication due to its widely accepted benefits. On top of all this, it is good to notice student teachers having prepared something thoroughly in advance. Most teachers (my sisters) I have come in contact with do not bother with planning. They depend on their tactical knowledge. (Extract 5.24)

By 'creativity', I meant that TTs should approach teaching according to their understanding and the discussion held in sessions and not to apply teaching according to their learning experiences by copying the norm of their context. I had two opportunities to pass these ideas on: in modelling and in reflection. I hoped that seeing me teach vocabulary interactively in the class might change their way of thinking about teaching. Section 6.4.2 shows exactly how they reflected on this part of teaching.

Extract 5.25 comes from my reflections on TT26's practice lesson, given from a primary school textbook. In the following extract (5.25), I reflected on some positive ideas, trying to link what I had been passing on to TTs in my earlier model lesson.

It was the first time so far I have had the opportunity to observe a new teacher taking risks to explain spontaneously the words of the lesson. This explanation drew my attention because it was natural. Many examples were written on the board that were produced from students themselves. (Extract 5.25)

The idea I wanted to draw the TTs' attention to was how the teaching of vocabulary could be approached from different angles, and not just in the way TT4 did in week 7. When I delivered my session on the same day as TT26, I deliberately made my mock students elicit the lesson vocabulary. I saw TT26 making a similar move and I tried to put more emphasis on this by highlighting it in my reflection in class and reinforcing it in my day's diary.

Extract 5.26 hints at the idea that moving from what Dewey termed 'routine action' to 'reflective action' is difficult. In education, one should not expect things to go very smoothly in applying ideas. This is the problem of the Applied Science approach, which depends on discussing ideas and then hoping that practice will be carried out in the light of the ideas raised in the college class. Programmes need to be built by drawing on the TTs' internal knowledge, as well as by integrating knowledge that is external to it.

From the two examples I have watched so far [TT4 in week7 and TT26], I can easily observe that routine action was implemented rather than reflective teaching. The teaching was done in a similar way to the sessions student teachers were previously exposed to. (Extract 5.26)

5.3.3.2.3 Week Nine: W9,24/12/09

This week was led by two TTs: TT18 teaching after the first hour of the discussion slot, and TT29 teaching one day after the normal session time. Extracts 5.27 and 5.28 indicate that no change in teaching practice was observed even though there was an emphasis on certain ideas both in my in-class discussion and in my shared diaries about teaching practice. Specifically, regarding creativity and going beyond the teaching norm followed in schools where TTs were learning, the Researcher did not give up trying to convince

them of the importance of showing creativity in teaching even though there was no specific information offered to indicate what I meant by it.

Most of the teaching lessons I have observed are based on routine teaching. They do not differ from those we all observe in our everyday teaching (...) Hence, I am considering not to start the coming session with an hour of discussion. I will display a teaching video to explain some important aspects of teaching methods and showing how interaction could be achieved. These are two priorities I would like to establish in student teachers' teaching. (Extract 5.27)

In this lesson, we could observe little interaction due to many reasons one of which there was no open discussion as noted by one student teacher. Most questions posed required short answers, i.e. yes or no. Another point that drew my attention in this lesson was the deployed method. I insisted on emphasising creativity in teaching which requires reading the teaching lesson carefully and coming up with procedures and stages that are not based on the routine teaching that is familiar to everyone here in Libya. (Extract 5.28)

The last two extracts (5.27 and 5.28) show the general nature of the advice I was offering. I was not very specific in conveying the points I had noticed in TTs' teaching. As an educator, I should have avoided such ambiguity in guiding TTs, whose level and experience do not allow them to unpack what general descriptors mean. Although the input in Phase 2 was on teaching skills, I paid much attention to creative teaching, attempting to boost the idea of approaching teaching from the perspective of self-understanding. My first observation in this Phase was that the learning experience was affecting TTs' performance, so the focus of my discussion and journal writing was on promoting individual freedom in the teaching of lesson points. Nevertheless, offering general descriptors did not help in conveying the intended message, at least until the beginning of week 8.

However, TT29 had replied to the calls I had been promoting since the start of the in-class teaching. Extract 5.30 shows acknowledgement of qualities the programme was aiming to develop: flexible, responsive, careful, interactive, interesting and eye catching teaching.

Now I can say there is uptake from the previous discussion of the theoretical and the practical parts. So far, this is the first teaching delivered by a trainee teacher that has shown creativity in all stages. I would like to say to TT29: well done and

keep up this fantastic work. I can see in this teaching that this prospective teacher has been concentrating on what has been discussed and has succeeded in making her teaching distinguished and fascinating. I hope that this sort of teaching will be dominant in all teaching sessions and in all Libyan schools. The following will illustrate why this teaching was an art (Extract 5.29)

Overall, this short teaching session was an example of flexible, responsive, careful, interactive, interesting and eye catching teaching. This was clearly expressed by those who were observing this episode. (Extract 5.30)

In this session, I could observe what I was asking for: interaction and creativity. I was grateful to TT29 who helped me convey my ideas because the TTs finally understood what I was trying to promote. Although the feedback I provided up to this week was not clear to many of the TTs, TT29 was able to give them a live example of what I was calling for. Here, some TTs gasped, showing me that finally they understood what I had been talking and writing about for two weeks. Their reflections, reported in Chapter Six, further clarify what was distinguished in TT29's performance. Seeing a TT doing what an educator had been promoting shows the benefit of in-class continuous reflection.

5.3.3.2.4 Week Ten: W10,31/12/09

This session was conducted by TT20 who was a very active member in the class. Her performance reflected my expectations that were understood in week 9. At this point, TTs had started making progress in responding to the discussion we had held every week. For two consecutive weeks, the teaching practice had taken a new direction towards the ideas promoted for the practical stage. On top of this, TTs started considering the context in their discussion. It seems that the more opportunities are given to TTs to observe and discuss teaching practice from other teachers and colleagues, the more likely it is that change will be observed in their own teaching.

They expressed their concerns about the way trainee teachers were behaving in the class. They argued that this cooperation might not be easily achieved in secondary education as a result of the students' level of English. The other fact made me feel positive about the presenter's delivery was her readiness to respond to any question posed. The teacher seemed quite well prepared because she had given consideration to all concerns that might be posed. This made me close this session with a very high spirit because I could observe change in the way the practical stage is being implemented. Well done to all of you. (Extract 5.31)

After two weeks of promoting such teaching using general terms that were not easy for TTs to absorb, the TTs finally saw an example of what I meant by creativity. I wanted TTs not to be confined only to the teaching they had experienced and think of new ways of dealing with all aspects of teaching, as shown in 4.3.5. However, I had not obtained this aim without the help of TTs themselves and their modelling and consistent attempts. Thus, discussion does not always make things accessible. For this reason, it needs to be accompanied with modelling and practice to make sure that what was promoted by discussion has been digested by TTs. On top of their participation and change of practice, it is interesting to observe that TTs are commenting by now on the limitations of peer teaching practice.

5.3.3.2.5 Week Eleven: W11,07/01/10

This session was led by TT1 who is a male TT. This is the third teaching performance that positive feedback from the Researcher. It seems that the more sessions TTs had in this part, the more skills they had built for their teaching repertoire.

I would like to state to the presenter well done for this effort and keep this up. We learnt many ideas from this performance, in particular, how to sequence lessons. I noticed that each teaching episode adds something to the student teachers' teaching skills repertoire. In other words, each lesson broadens the horizon of trainee teachers' instructional skills, an aim that is a priority in this programme. (Extract 5.32)

All teaching episodes still had some negative sides but in this session, the TTs started offering solutions to setbacks observed. The Researcher was among the TTs in giving feedback as he was a member of the 'class' the TT was teaching.

Although the lesson involved many interesting aspects, it did have some setbacks that were noticed by a group of observers. One of these shortcomings was the long period of time that the teacher took to draw a map for explanation. The observers not only raised this point, they also suggested two solutions to this setback one of which was raised by me. (Extract 5.33)

5.3.3.3 The Programme Results of Phase Three

The third phase took place in a secondary school over two consecutive weeks. It was seen as the outcome of the whole programme that happened in college. The TTs who were assigned by the college administration as well as the two who joined me on the second

day of the practicum were somehow left to make their own choice regarding their selection of the year and subject of teaching, any necessary preparation, the steps to be followed in teaching and the teaching process as a whole. My role in these two weeks was twofold. Firstly, I was there for moral support and guidance if they were seeking it. Secondly, I was a member of the reflective circle that TTs used to have once they finished classes. Hence, I was attending classes and discussions of TTs and I was also keeping my own field notes. The following three extracts illustrate how this phase was organised and what went on during this stage.

It is worth mentioning that in Phase 3, I did not write reflective diaries like those of the first two phases of the programme. However, I found the diary of week 12 useful because it shows how I thought about implementing the last phase and how it actually occurred. Extract 5.34 shows that the first idea implemented was the observation of class teachers before taking over teaching from them. Two days were given for this activity.

It was agreed that, next week, there will be two days (2, 3/Feb./2010) of observation. Then, the practicum will last for two consecutive weeks from 7 till 18 February. (Extract 5.34)

In my study, the activity of observation was considered as a basis of reflection and developing teaching, not as following the teaching observed. This was in line with Edge's (2011) vision. Extract 5.35 explains what exactly observation meant in relation to the current study.

As far as I am concerned, I am planning to undertake two activities on the observation days. I told my group to have the first day as an observation and reflection day, during which we will observe a lesson and discuss it afterwards. After this discussion, a plan will be developed by the trainee teachers. I will take this plan into consideration and apply it on the second day as a way of modelling it. (Extract 5.35)

Therefore, the observation element was undertaken for three reasons: reflection, planning and modelling, each of which was built on the other. The observation was intended to feed reflection which in turn was the start of teaching preparation. It was intended that all of this would lead to a model lesson, which would be taught by me.

However at short notice, by request of the college dean who joined the induction at the school, the induction period was limited to observation and reflection all done on one day, and the proposed modelling had to be omitted.

This experience also highlighted that without cooperation between LTE stakeholders, the whole development process of TTs could be jeopardised. While the school headmaster had received and accommodated us positively in the school, the class teachers were reluctant to have TTs observing them. Without the intervention of the headmaster, it would not have been possible to implement what I planned with TTs. I still also remember one teacher who said “Why would you want to observe us teaching? If you are looking for our methodology for teaching English vocabulary, I can tell you now: we teach with the old apprenticeship approach and we use Arabic most of the time”. This conversation led us to agree that only the TTs would observe classes and I along with the dean would only be involved in discussion with them afterwards.

5.4 The facilitation of reflection

5.4.1 Introduction

Pope and Denicolo (2001) maintain that many models for reflection are in fact phase models which describe the reflection process rather than the content of reflections. However, the current study looks at both dimensions, i.e. the process and the product. This section analyses the process of reflection in an attempt to get inside the process of facilitating it and to present evidence for its occurrence in a pre-service setting. Furthermore, the section looks at the content of reflection by analysing the topics discussed in the process of facilitating it. Thus, the following is an analysis of how reflection was practically introduced. First, it looks at what was practised in the class, so the audio recorded data is to be analysed first. Then, a discussion of how teaching reflection was carried out is provided. However, before all this, the following section describes how the audio recorded data was analysed.

5.4.2 The facilitation analysis procedure

The analysis of how reflection was facilitated in the current study was based on one main source: audio recordings. This source documents the real practice of trying to encourage TTs to reflect. Were the ideas promoted for the programme actually implemented by the

R? The audio recordings will uncover whether or not there was a mismatch between promotion and reality. At the end of the findings section, which is based only on the audio recordings, there is also a section for triangulation of data that deepens our understanding of all that is presented in this chapter.

Regarding this part, the audio recorded data were limited to the first six weeks of the programme, i.e. only the pure discussion of Phase 1. It was thought that this would be enough to indicate how the facilitation was promoted because they were concerned with establishing a platform for reflection.

The analysis involved transcribing almost all that was discussed in the class. This required translating Arabic conversations, ignoring features like pauses, intonation and false starts, which were not relevant to the purpose of the analysis. Themes and categories were identified in the transcribed data through careful reading and coding. These themes are presented, illustrated and discussed in individual sections below (Before moving on to reading the findings, it should be noted that the word ‘example’ is used in showing extracts taken from the audio recordings, as explained previously in Section 5.2.2).

5.4.3 The facilitation findings

This section investigates how classroom discussion was done to facilitate reflection and RP. The findings indicate that there were five themes on which reflection was promoted. The following is an analysis of what each of these themes is all about.

5.4.3.1 Creating a safe environment

This theme and its related codes concerns establishing a good rapport with TTs. Although the first session was dedicated to this, creating a safe environment had been a feature in all sessions, and many strategies were utilised for this purpose. Firstly, the Researcher was very careful in dealing with TTs. Examples 5.1 and 5.2 show that the R tried to break the tutor/ student barrier by positive evaluations of the TTs’ ideas, and making all them feel like equal members of the classroom looking for learning and improvement.

R. You might find something: I always say this important, this is crucial because I am new to teaching and I really see these four ideas you came up with quite interesting, quite useful (Example 5.1, W2)

R. You fed me with ideas and the ideas you came up with were better than mine better than these which were in my mind. (Example 5.2, W3)

Secondly, there was a careful consideration of the participation of TTs. For example, when the R noticed in Week 2 and Week 3 that TTs had some sort of struggle in finding words for discussion, he clearly emphasised the use of the first language, Arabic, alongside the second language, English (as shown in example 5.3).

R: Now I have heard from five students, the rest!

TTs: (Silence)

R: Please do speak in Arabic. I want all of you to participate. I do not want just five students. Talk in Arabic; I am sure that some of you have ideas better than these but they might feel shy to say them; say them in Arabic and we will talk in Arabic from time to time (Example 5.3, W2)

Furthermore, all TTs' participation was acknowledged regardless of how relevant it was to the point under discussion. However, this was not left without discussion, as it is illustrated in 5.3.3.2. Examples 5.4 and 5.5 indicate how the R was valuing TTs' contributions:

R. Excellent, what do you think of this? TT29, what do you think of this? TT29 said I face a problem; when I read one page and I move to the next one, I forget what I read in page one. (Example 5.4, W4)

R. So good teachers need to respond differently, need to act according to what they see not to what they plan

TT. ...

R. Because you mentioned something about planning, not yet, last week the first word, TT11 said, teachers need to plan lessons. Will I follow my plan exactly or will I respond to what I experience. Excellent (example 5.5, W2)

In addition, the Researcher was careful not to correct TTs directly (Example 5.6). A pronunciation problem had occurred but instead of recasting this, the Researcher explained something else and then returned to the point by pronouncing the word correctly so that the correction was not directly related to the mispronounced word.

R. Excellent think more (topics of IS)

TT. Teaching ideas

R. Yes

TT. Teachers need to use teaching ideas

R. Excellent! Teachers need to use teaching er...

TT. Ideas

R. Teaching ...er

TT. Ideas.

R. They have lots of names, yes

R. I tell you something, this part is for words, so this part will help you increase your vocabulary. I'm er... your name is

TT. TT20

R. TT20. TT20 said the word deliver earlier (Researcher writes the word on board). What does deliver mean? In Arabic or English

TT. present, display (in Arabic)

R. Yes, present, deliver; deliver a lesson; give lesson, deliver lecture, deliver presentation etc. So, TT29 said teachers need to evaluate what they deliver! And need to evaluate whether their teaching was effective or not effective, excellent!

R. another teaching skill is teaching aids (emphasis on pronunciation); without them teaching might not be... (Example 5.6, W2)

Helping the TTs with vocabulary throughout the programme was a good way to create a safe environment because it reinforced the first idea mentioned, that the context was for learning, and the power relations were reduced to a minimum in order to maximise participation and minimise the affective factor. Finally, there was frequent deployment of praising words like 'excellent' (e.g. example 5.6).

It is important to note that this factor was very noticeable in the first three weeks and continued to the end of the programme but it was not as strong then as at the beginning of the programme. Nevertheless, at the end of the first six weeks, it seemed that the mission to create a caring environment was also noticeable as the programme shifted to another phase for the facilitation of reflection, i.e. the in-class teaching. This also applies to the shift to the practicum, the last phase of the programme.

5.4.3.2 Challenge

The idea of challenge was present throughout the programme discussion at three levels. The first one can be classified as indirect challenge between the Researcher and a single TT. Example 5.7 reveals that the Researcher was seeking clarification from a TT. It seems that he was not clear about the idea she came up with, so he requested extra information.

TT. Evaluation

R. Evaluation. Can you elaborate? The word elaborate means (Researcher writes this word on board) explain more. So, can you explain more what you meant by evaluation? (Example 5.7, W2)

The second level is also an indirect type of challenge, but between the Researcher and all the TTs. Example 5.8 shows that the Researcher consulted the whole class to obtain their response on certain issues.

TT. Background

R. background but do you agree or disagree? Do you think that one of the teaching strategies; if you do not have experience you cannot teach. Do you think that this is one of the teaching strategies? (Example 5.8, W2)

However, on some occasions, there were direct challenges where the Researcher responded directly to a point raised by a TT, as Example 5.9 illustrates:

R. This one yes, the place of study is quite important but not with TT3's perspective... (Example 5.9, W2)

This theme showed us that the Researcher was not only concerned with caring for the TTs but was also challenging them in order to make them aware of different alternatives and deepen their conceptual understanding.

5.4.3.3 Provision of knowledge

Another theme at the heart of this study can be observed in the delivery of the programme. This is the construction of knowledge. Given the focus of the programme on reflection, there was an attempt to limit deliberate one-way transmission where a tutor comes with a pre-prepared idea and then gives it. Example 5.10 shows one aspect of how knowledge was given. Here, we observe that a TT suggests an idea and then the Researcher adds something to it. Therefore, we can see perspectives on one idea from two different interlocutors.

TT. (A TT relates the discussion point which was in this session about receptive and productive skills to what was discussed in the previous session: input, output and interactive hypotheses)

R. Okay so input as you said, you deal with receiving information, output you send information, how would you teach, try to consider input and output, how would you

teach using input and output, tell me try to imagine, try to imagine teaching a lesson

TT. Background with... (not clear what she says)

R. Try to think of a teaching situation, any teaching situation which includes input only, output only or includes both of them, try to teach, try to imagine yourself teaching something (from the receptive or productive ideas listed on the board). (Example 5.10, W5)

This echoes sociocultural ideas about the joint construction of knowledge (Paavola et al 2004). Furthermore, example 5.11 illustrates the place of theory in RP. They show that when discussions are ongoing and TTs are taking the lead, the tutor can intervene and bring in relevant external theories.

TT. If we ...

R. Excellent! So, same meaning, to teach or to make students aware of the content would be hard so if you give theories and hope that these theories will be applied in another setting this is something maybe hard for students to acquire. This is quite difficult to use, to apply theories in different contexts. Tutors need to be aware of how to use methods and also be aware of how contexts are different. Now you are in a safe environment, you are with your colleagues with your teachers, so this is a quite safe environment. So this is a quite safe environment if you want to teach, do not make repetitive action, if you want teach raise your voice sometimes and lower you voice in other times. If I say this this this this this, and think that this information will be taken to another context easily, I am wrong. So I need to be aware of the context. Such situation again is not paying any attention to application, to different contexts and other ideas. (Example 5.11, W2)

If we take the idea discussed in example 5.11 for granted, we can see the message that the Researcher was trying to convey. It was about linking theory to practice in particular contexts. Here, the main idea was to raise awareness of the disadvantages of the Applied Science approach, which was the main discussion point. In general, it was possible to use TTs' reflection as a basis for discussing theories, and to introduce these after creating a good context for them.

5.4.3.4 Modelling

Modelling was one of the strategies used to give TTs an idea about the thoughts, ideas and concerns that shaped my own teaching. This was done at different times, sometimes as a response to ideas raised by TTs. For example, when they observed a teaching video in Week 2, one commented on the arrangement of the desks in the class watched on the

video. I responded to this comment by applying this desk arrangement in my own classes. I informed the TTs about the change, to offer them an idea of how I was actually thinking about my own practice. Hence, my reflection-in-teaching was being modelled.

R. Excellent, so, good teachers, we will take this into consideration, hopefully I will apply it and you apply it, make rooms and then go and check, become near the students, be confident do not be far away

TT.

R. So, this is quite bad order

TT. Order

R. Bad way. From next week and on, I should change this, make rooms, excellent; to move, I need to reflect on this and apply it, good teachers think and apply and then see whether this is better to be like in this way or not (Example 5.12, W2)

Another method of modelling reflection was to think aloud about my pedagogy. Example 5.13 shows that when there was discussion about reflection in action, I modelled how I myself reflected during a previous session. This was an attempt to show TTs what actually went on in my mind to give them a flavour of how I was thinking.

R. Last week, it was a very intensive week. I asked you a lot of questions. I prepared two teaching videos; I showed them last week but before them I asked many questions. I wanted to ask two questions. How was teaching experienced by my students? How were their teachers teaching them? The second question was how would they like to see teaching? So how they saw teaching before and how they would like it now: two different questions. Before these two questions, I asked too many questions. When I reached to discuss these, I said this was too much, so I jumped them; I made them at the end and showed the first teaching videos. (Example 5.13, W3)

Another thinking aloud example which was used to justify why the first ISs session started with learning hypotheses instead of being dedicated to teaching was discussed with TTs in the needs analysis slot in Week Two.

R. Okay I read these handout sheets, I tried to come up with a plan for this session. I really found it was quite difficult to start talking about instructional strategies. In week one, if you remember, I asked you a question “how do you see teaching”? Do you remember this question?

TTs. Yeah

R. That’s why I would like not to start my session with second language teaching because I am teaching you instructional strategies. I would like to discuss learning

strategies learning theories, I will start talking about instructional strategies with discussing three hypotheses of learning (Example 5.14, W4)

Finally, modelling was done of how I felt towards TTs' criticism, and how I tried to reflect on it constructively. This was to show how they also need to deal with this element in their future teaching.

R. Students don't just clarify a point you mention, sometimes they criticise you. Last week, there was a very good criticism I really liked it, it is in research diary hence, receive criticism, whatever you say to me I won't be angry. If I become angry, you have an email on the information sheetbut hopefully I won't do this because I am a reflective practitioner and I am adopting the reflective practice approach. If I don't receive criticism with good manner, I am not a reflective practitioner teacher, so TT20, we need to change our behaviour in order to teach with the modern style, TT29 said input is easier, talk, talk, talk, and don't make students participate, don't make students free to say, if you make students free to say, they might start correcting you and this will put you in a very difficult situation but reflective practitioners don't care if they receive criticism or...

TT. In college you cannot do that ...

R. This is what TT20 said

TT20. He gave me low marks.

R. They put you in the black list, but take this, when you teach try not to do this because if you reflect back, think back of what happened, try to benefit from this. (Example 5.15, W5)

Modelling was done for a variety of purposes, from sharing thoughts to alleviate the cognitive load of TTs to assisting them in transition from one phase of the study to another. The role of modelling seems to be central to RP programmes. The TTs' practice will indicate whether or not modelling was useful in linking theory to practice, an aspect that is central in the LTE domain.

5.4.3.5 Reflection on Context

The context where the study was implemented was reflected upon in all weeks, a clear indication of its importance for TTs' wider development. Example 5.16 shows TT being invited to discuss the theoretical orientation that drove the Libyan context in preparing pre-service teachers for teaching. This was done after an input of the models of TE.

R. Which theory are we using in Libya? Can you tell me which one of the four models? (Example 5.16, W2)

After the TTs discussed the model the Libyan TE system follows, one of them argued that TE colleges are not succeeding in improving the language aspect of TTs. He added that TTs do not have many subjects taught in English; most of the modules are delivered in Arabic for the purposes of pedagogy, not to develop English language skills (example 5.17).

R. Please do discuss such points. He said the problem now, please correct me if I am wrong, the problem now is not in how to teach, in how to acquire good language maybe skills, how to be good at reading, listening, if someone talks, you cannot understand, you are not good teacher. Teachers need to have subject knowledge; we will discuss this in two or three weeks time. Okay, the problem is not in how to teach not how to stand not in how to prepare, not in how to be responsive, the problem in how to have good communication skills. This is what you meant!

TT. Yes; the problem is in the general subjects (Example 5.17, W2)

Here, we can see a TT analysing the context in the light of the models discussed (the disadvantages of the Applied Science model). Hence, a constant readiness to reflect on the context may help make abstract and complex theoretical ideas relevant to TTs' understanding. It is interesting here to see earlier discussion in 3.4 about the educator's role in mediating knowledge. Educators mediate external knowledge, which TTs might see as challenging. This mediation is followed by a discussion by TTs in the light of their contextual understanding. So, TTs' understanding of discussion can be developed as they see that the mediated external knowledge is relevant to the context they are familiar with.

Example 5.18 shows that a problem regarding reading emerged. Instead of talking about this problem, a question was posed as to whether reading as an activity was common in the context of the study. So, in this case, reflecting on the context has reshaped the provision of material for the programme. Therefore, the more the context is understood, the more productive the discussion in the programme is likely to be.

R. Are you used to reading a lot?

TTs. No

R. Is reading part of your culture?

TTs. No

R. Maybe this is another problem. I agree with you %100. I am still facing this problem and I faced it a lot when I started reading heavily. When I started reading, I didn't even remember what I read in the previous line not the previous page; one line is fine. When I go to the next one, what was the idea of the previous line, I

forget it quite easily, okay as I said that's why I decided to give short sheets in which you can read them maybe three times four times before you come; first time just to get the general idea, second time you might read only for vocabulary, third time you read for ideas, fourth time you read for challenge and reflection. This is what I do now, when I read I don't read for one time, first time just to get an idea, second time maybe to look for words, third time to understand or to challenge after that practise reflection

TT. We should read more and more (Example 5.18, W4)

This example is interesting because it touches on almost all the themes discussed for the facilitation of reflection for TTs. It started with an open question about the cultural context of the study setting. Then it moved on to cover the caring nature that was discussed in Section 5.3.3.1. This is an example of how the creation of a safe environment was continuing. Reading the suggestions the R was giving, one could see provision of knowledge, which in this case related to reading strategies. Finally, the whole example is about modelling. However, the challenging aspect can be read between the lines as the R was indirectly informing TTs to challenge themselves by reading more and to challenge theorists later on, but the big challenge was the message behind this: you should do more reading. This is evident from the two questions asked about reading.

5.5 Discussion of the whole programme findings

Reviewing Section 5.2, several facilitation strategies have been observed. Firstly, there was an emphasis on building trust between all members of the class. Moreover, the trust factor increased, especially when there was a shift of focus in the programme, e.g. moving from Phase 1 to 2. Secondly, TTs were given choices in using language so that they could join in discussion and express their personal reflections fully. Thirdly, the programme reflected the local context. Fourthly, the sessions were connected to one another using a two way discussion where TTs' participation was valued. Fifthly, modelling was a feature in all phases. Sixthly, and more importantly, the programme was flexible and followed the learning of the TTs. This approach follows what Korthagen (2001) argued for: "if teacher educators want to help TTs in their pedagogical development, they must start by trying to understand the way these TTs view teaching and learning and how they have come to construct these views" (P. 71)

In addition to these points, the findings of this study have touched on some further issues that need to be addressed whenever an LTE programme is to be put into practice.

The first issue that came to the surface is that of language. In L2 teacher education, pre-service teachers need to show proficiency in and awareness of the target language so that they can operate in classes. It seems that the study context was not enabling them to do so effectively (and this lack of proficiency in turn may have lain beneath their unwillingness to read). Second, beliefs are at the forefront of TE programmes. When strong beliefs are expressed by prospective teachers, the question that arises is how educators should respond. If, for instance, TTs refuse to accept theory because they believe it is too abstract, how may educators convince them otherwise? Third, the mode of delivery is problematic, as some TTs might prefer one mode to another. They may consider discussion all-important and reading problematic. This is exactly what happened in my study.

Fourth, if discussion is to be adopted, TTs might complain about lack of focus in it. In the current research, participants found it challenging to discuss theories, beliefs, realities and themselves simultaneously. Fifth, when there is provision of feedback, educators and peers should be extremely careful. There is the problem of tensions between care and development in which challenge is an integral part; therefore, dealing with feedback was not straightforward in this study. Sixth, when TTs move from one phase to another, e.g. from the college training setting to the real practice setting, they feel that they have entered a completely new experience that requires them to start from scratch. Thus, in transitions what should educators do? Seventh, when the educator has ideas, how should such ideas be conveyed to pre-service teachers? In this study, when TTs were overwhelmed by big descriptors, their understanding was delayed until they had observed peer practice. The final issue that emerged in the study related to cooperation. It was found that, without the cooperation of all LTE stakeholders including staff in schooling, TTs' initial teaching experience might be incomplete.

Based on the five themes discussed in Section 5.3, I can maintain that the approach adopted to facilitate reflection and RP was compatible with the nature of the programme analysed in Section 5.2. The implementation did not exclude the trust element, which was a good source of motivation. Additionally, the context was always taken on board to make interaction meaningful and relevant to the everyday practice of the TTs. Furthermore, the researcher attempted to share his own thoughts about teaching to exemplify its complexity, so that the teaching in the programme went beyond the idea of

rhetoric to the idea of ‘I should practise what I preach’. However, many challenges were encountered along this route. It was challenging to prompt discussion by coming up with triggering questions, especially at the beginning of the programme. Moreover, when the discussion was on the context, many TTs compared the points under discussion with the way their English language tutors were teaching them. This was uncomfortable, as it could be seen as a deliberate effort on my part to analyse how colleagues work. In addition, selecting the points for discussion was challenging in itself. This brought up another issue of how such selected topics can be narrowed down for discussion. Hence, the issue that emerged, namely, maintaining focus, could have been the result of my own implementation in the class. Finally, I faced the problem of developing TTs reflections on classroom practice. I was aiming not to prescribe ways of teaching to them but rather to let them make up their own mind. However, in real practice, this was not straightforward.

On closer analysis of what was found with regard to RQ1, it can be argued that there was uptake from the programme in a number of areas. Section 5.5 brings these claims to the surface and triangulates them with other sources of data so that they can be either reinforced or rejected.

5.6 Triangulation of data on the programme and its facilitation

Based on the R’s diary and the analysis of findings on the programme, there are seven main claims made about how the study participants interacted with the programme. These are as follows: the discussion approach deployed for the programme was welcomed and triggered awareness; giving time, voice and scaffolding facilitated deeper reflection; peer discussion was seen as positive by TTs; group discussion produced more favourable reaction than reading; modelling was central in optimising reflection and RP; there was breakthrough in terms of reflective practice in week nine after the practice of TT29 (though this was due more to modelling than to feedback and discussion); and finally, there was a sense of optimism at the end of each phase. There follows a discussion of these claims from the TTs’ perspective.

Concerning the idea of discussion both as a method in teaching and as a tool for development, TT24 (Excerpt 5.1) expressed the view that the discussion approach employed in the class helped her to be more logical and helped to take away shyness, so that the class had become more involved.

I think the method of the teacher and his character help in thinking to discuss and to be logical. By the way the discussion helps us to improve our skills and put away the shyness and just talk, I like it. (Excerpt 5.1, TT24: W5)

Reinforcing the claim that discussion was welcomed, Excerpt 5.2 shows that TT25 was not happy about the exclusion of this element in session 3.

This lecture was not interesting very well because there was not discussion between the teacher and students. This lecture was not clear for me because I think this first time and did not have any information about the subject and about the way which you will use it. (Excerpt 5.2, TT25: W3)

Similarly Excerpt 5.3 shows that TT13 was demanding further involvement in discussion so that there would be variety in the session and that TTs would be kept awake all the time.

[I hope you change your explanation method a bit, namely, if a slide comes up, you ask a student to explain it herself and say what she thinks of what is written. This approach makes the student concentrates on what the teacher says on the topic and ensures the student is ready at any time to participate. In this way, the student's mind is active all the time and does not automatically know when the teacher is going to ask for an explanation. This also means that not all of the time the teacher explains and ask for participation. He must be a leader asking a specific student to explain something as he/she understands it]. (Excerpt 5.3, TT13: W6)

The above three excerpts (5.1, 5.2, and 5.3) indicate that the discussion mode was welcomed and more favoured than the lecturing way of delivery. Moreover, giving opportunities for TTs to discuss ideas added positively to the affective side of their education. It left them free to talk and took their shyness away. Additionally, there was a sense of improvement in thinking skills, as TT20 indicates in excerpt 5.4:

This session improved some of my skills especially my deep thinking because the session was a kind of training on deep thinking. (Excerpt 5.4, TT20: W3)

Again, when TTs were given responsibility to discuss parts of the programme syllabus, the fact that peers discussed the handouts instead of the Researcher was received positively. Excerpt 5.5 shows that TT24 liked the responsibility that was placed on TTs.

After this, we, as students, discussed some units of the lesson. The student became a teacher and the teacher became a student; (I like that). (Excerpt 5.5, TT24: W6)

As far as modelling is concerned, the following three excerpts (5.6, 5.7 and 5.8) indicate that not only modelling was a means of encouraging immediate reflection in class but also provided TTs with pedagogic skills for their practicum experience. It was found that what I had modelled in college with TTs was applied by the TTs with their students in their first real teaching practice (the practicum).

In addition, I gave them some background about the language we will be using in the class (English, Arabic or both). The students suggested we use both so I agreed. (Excerpt. 5.6, TT26: lesson 1)

I learnt that the students did not accept me as they were saw me as a student not a teacher. To overcome this, I introduced myself and told them that I was a student like them. This is my first experience of standing before students. I also told them something about my study and assured them that I would work hard to benefit them even if it is only a little. (Excerpt 5.7, TT27: lesson 1)

I received feedback from the students about my performance. I asked them not to write names and to give me their opinion on my delivery. Their feedback was wonderful and I will work accordingly. (Excerpt 5.8, TT29: lesson 5)

With regard to the last two claims made which are about the breakthrough that happened in week nine and the sense of optimism reported by the Researcher at the end of each phase, the following Excerpts 5.9 and 5.10 reflect the developments in thinking arising from the experience of peer teaching, and accompanying discussion. Excerpt 5.9 was made in week nine, showing that TT5 was clear about the gains she could obtain from the in-class teaching practice. The most important observation here is that she touches on the message of the whole study: 'there is no one way of teaching'. Finally, excerpt 5.10 was made in week eleven and here TT27 expresses a point of view reflecting her own independent beliefs about teaching, and distinguishing these from the beliefs of classmates.

I have benefited a great deal. From these benefits: 1. from the first lesson, I benefited from the teacher's way in running the class. Her voice was very clear and high as well as her personality was strong as she did not get confused. She closely worked with students and was concentrating on all of them. 2. I learnt from the first lesson, this is what a colleague observed, that the teacher does not need to inform students all the time of what is going to happen and why because

plans are open to change. Finally, not to follow the same method in explaining lessons and not to use our old way of teaching. 3. I learnt a great deal from the second session. Most importantly is the use of visual aids and not to rely on the old method of teaching new vocabulary by using the board. Also not to solely depend on the board to teach new words (Excerpt 5.9, TT5: W9)

[The teacher (of the in-class teaching practice) used the English language only in the class even though some of my mates objected this. I appreciate their stance but I see that using English is the way forward because he is a language teacher. I see also that the best way of learning languages is through speaking, listening and using them in the daily life]. (Excerpt 5.10, TT27: W11)

Having discussed the reflections I kept as a trainer/researcher in facilitating a programme based on RP uncovering the activities followed, the challenges faced; and having showed briefly the TTs' reactions in terms of what they experienced, it is interesting here to reflect on the literature discussion this chapter started with. Firstly, the trainer/researcher's reflections show how RP optimised discussion and mediated addressing the educator facilitation encounters. This in turn helped TTs to become aware of their tacit beliefs and understand what was happening around them. This confirms what Farrell (2006) has found. The trainer/research reflections have also confirmed the importance of modelling, as Hockly (2000) claims in promoting critical skills and determining individual needs of TTs. Finally, the educators' reflections in general are valuable in capturing the essence of the central debate about teacher educators' roles and in defining competencies, such as the need for discussion of their modelling, teaching practices, their important role as observers and providers of feedback. Hence, the experiences educators reflect on could be turned into competencies for guiding their own practices. Nevertheless, the educators' individual convictions determine how far RP can be taken, as Wright (2010) acknowledges.

5.7 Concluding Remarks

In Section 3.10.4, it was maintained that the philosophy of the whole programme can be summarised in three points: 1) TTs become aware of their learning needs 2) They are offered useful experiences to learn from 3) They are given knowledge and opportunities to reflect on experiences. It was argued that these points do not necessarily follow the same sequence; namely, point three could happen first. However, these points were flexibly followed to structure the implementation of the programme both theoretically and

practically, though with some lapses. Having analysed and discussed the implementation of the programme along with its promotion of reflection, the next chapter will analyse the TTs' diaries to examine to what extent they interacted with and were challenged by it and finally developed as a result.

Chapter Six

Findings 2: Trainee Teachers' Reflections on the Programme

6.1 Introduction

In the previous chapter, I presented findings concerning the programme structure and its facilitation. The aim of this chapter is to address research question 2:

Q2. How did the trainee teachers' reflective ability develop in response to the programme?

- * What subjects did they write about most?
- * What type of reflection did they engage in? Low or high level?

Thus, the chapter focuses on TTs' reflections to learn how they responded to the programme analysed in Chapter Five. Specifically, it looks at the diaries they kept while following the module and developing their teaching skills. The chapter is divided into two main parts. The first part (sections 6.2-6.4) deals with the content of TTs' reflections. The second (section 6.5) considers the depth of reflection they could develop.

6.2 The TTs' diaries

As I have discussed in Chapter Four, Section 4.3.4, the TTs were asked to keep diaries throughout the programme. Some verbal guidance was provided but there was no specific format or questions given to them. Furthermore, I did not emphasise the diaries as TTs were overwhelmed with ideas about the programme and its implementation and I also wanted to avoid linking writing diaries with course assessment. Therefore, keeping diaries was not compulsory but they were part of the discussion agreed on in the first two weeks (4.3.9). The diaries were referred to at times during the programme, as happened for example in week 5.

However, keeping the diaries optional resulted in TTs not writing consistently. It must be clarified that all TTs provided me with reflections but some skipped reflecting on some occasions and some provided summaries of their thoughts arising from many sessions. This means that their reflections were not always consistent, and sometimes not fresh. However, to obtain a rich picture of what TTs were thinking of during the study, all diaries which met the criteria outlined in 4.3.7.1 were considered in addressing sub-

question 2.1, but only the reflections of the 10 TTs who had their practicum with me were used in addressing sub-question 2.2.

All the 10 TTs who were involved in the practicum entered the programme with a similar background; for instance, they were all Libyans, of a similar age, in their final year in a teachers college, with no experience in teaching. Educationally, they varied in their performance across the modules they followed for their degree. Appendix 8 shows the scores each one obtained in all the modules studied in their final year. The results of their first two modules will be described to gain an idea of how each TT was doing in college. The study emphasised discussion and reading; hence, the two modules whose results will be shown are ‘Reading Comprehension’ (RC) and ‘spoken English’ (SE). Both modules were dedicated to improving proficiency.

Trainee	RC result	SE result	Overall programme result	Language of diary
TT5	Excellent	Excellent	Pass	English and Arabic
TT8	Good	Good	Pass	English and Arabic
TT10	Merit	Pass	Pass	Arabic only
TT15	Merit	Excellent	Pass	English and Arabic
TT18	Merit	Good	Fail	Arabic only
TT19	Fail	Excellent	Fail	Arabic Only
TT20	Excellent	Excellent	Pass	English only
TT26	Good	Merit	Pass	English and Arabic
TT27	Good	Excellent	Pass	English and Arabic
TT29	Excellent	Excellent	Pass	English and Arabic

Table 6: Participants’ final academic year results

6.3 The procedure for the analysis of the TTs’ diaries

To answer RQ2, with reference to all three phases of the study, all available diary data were analysed individually and then findings were cross-checked after some key themes had emerged. The format for displaying and discussing the findings is similar to that in Chapter Five. An explanation is given of each theme which has been identified within a given excerpt; the excerpt is then displayed and then the theme is discussed in the light of

this and other excerpts. Finally, there is a concluding discussion at the end of each section (Section 4.7 provides full details of the analytical approach followed).

For sub-question 2.1, which is concerned with the content dealt with by TTs in their diaries, two main ideas are taken into consideration. Firstly, there are the themes that emerged from the data. This shows where TTs' immediate focus was in each phase of the study. Secondly, there was the issue of how these themes are connected up. For example, if in the theme of 'concerns over reading', a TT had been anxious that his/her language level was creating difficulties in reading the programme syllabus, I needed to look at other themes to see if this concern was alleviated, for instance, in the 'learning' theme.

For sub-question 2.2, which is related to the levels of reflections TTs reached, the themes discussed in sub-question 2.1 are re-examined to categorise them into types and levels. The three main dimensions proposed by Jay and Johnson (2002) (as explained in 4.3.7.1), namely descriptive, comparative and critical are used in determining the types of reflection TTs were concerned with. Then, each type found is analysed in terms of the two way dichotomy that Ho and Richards (1992) suggested: low and high quality. This means that each type will be analysed with regard to its quality in describing the reflection written. 'Low' quality means that the reflection is left unsupported, whereas, 'high' quality means that supporting detail or discussion are included about the point made. To summarise, sub-question 2.2 deals with types of reflection, which may be descriptive, comparative or critical and levels, which may be high or low quality. More information is provided in Section 6.5 below.

To sum up, the structure of the two parts of this chapter are similar. Each part relates to a sub-question of RQ2, and every part has three main sections, which relate to the phases of the study. Each section presents data and connects it up according to its themes. Finally, at the end of the chapter, there is a triangulation section which brings in some extracts and examples previously presented in Chapter Five so that a complete picture is offered.

6.4 The findings for sub-question 2.1

6.4.1 Content of reflection: Phase One

This section is concerned with TTs' reflections on theories and discussions which took place during Phase 1, in the college class. The findings show that TTs reflected on five

main topics during this Phase, namely, writing about the method their R was following in teaching them, the content of the programme and what they thought they had learnt, concerns over their language proficiency, peers' opinions, and finally their future teaching practices.

6.4.1.1 Reflection on method of delivery

This theme was the commonest during the first six weeks of the programme, and three sub-themes can be identified. The first relates to what was seen as positive about the delivery of the sessions, that is to say, what pleased TTs about the teaching of their new tutor. The second concerns what they saw as negative in terms of the delivery. Finally, TTs reflected on what was missing in the teaching that they would prefer to see in subsequent sessions.

Concerning the first sub-theme of method of delivery, TT20 acknowledges that student to student interaction was welcomed and this attracted her attention (Excerpt 6.1).

Discussions between students were quite successful, I think, because it was the first time for us to work as a team. (Excerpt 6.1, TT20: W2)

The first excerpt (6.1) is important here because it gives us an idea of the context of Libyan TE. TT20 concedes that 'working as a team' was not a feature of their usual learning experience, and gives us the impression that the context normally involved a one-way method of transmission, i.e. it was an authoritarian context. This reminds us of the idea of 'banking' that Freire (1978) elaborated on.

Excerpt 6.2 reinforces the idea of how discussion in class drew the attention of the TTs. TT12 also found the part where the TT voice was valued interesting. In addition, she was very observant of the moves of the tutor (Researcher) in the class, as she linked the writing of names on paper with the maximising of reflection from all TTs. TT13 (Excerpt 6.3) liked the idea of writing names on a piece of paper but also added that the subject under discussion was interesting. This might be related to the fact that the subject choice was made based on TTs' needs, as explained in 5.2.3.1.2.

[This lecture was the best one because there was considerable participation from students and also there was a new way in learning the names of the students as the

teacher asked the students to write their names on a piece of paper and put them in front of them so that participation could come from all] (Excerpt 6.2, TT12: W5)

First I like the class at the beginning; the teacher was very active and the subject was interesting. The teacher did a nice move that he asked us to write our names on papers to know them; I like it (Excerpt 6.3, TT13: W5)

TTs were not only reflecting on what they observed in the class but also on the general mood of all TTs. Excerpts 6.4 and 6.5 show that TT19 and TT20 were considering how reflection was encouraging TTs to discuss ideas raised in the class.

[In this lecture, our level of discussion had improved a lot and we started participating with the teacher in a better way. The teacher's explanation was clear and easy to follow. We talked about the old and the new curriculum in Libya and about whether or not the ability of students has been improving. The number of students who participated in this lecture was a lot compared to the previous lectures] (Excerpt 6.4, TT19: W5)

So far, it is interesting to notice how students started to pay attention to the discussions and how they also started to look at the discussion and take it in a very serious way. (Excerpt 6.5, TT20: W6)

Excerpts 6.4 and 6.5 illustrate how engaged the TTs were in terms of discussion. Both excerpts were written towards the end of Phase 1. This could be an indication of how much TTs were involved in discussion and how much they welcomed reflection. Excerpt 6.6 explains one aspect, namely, why there was optimism in taking part in discussions. TT11 acknowledges that being allowed to use Arabic in the class was stimulating and motivated TTs to express any idea they could think of.

Giving chance to students to use Arabic, it is very good and motivates them to speak and help students to give their opinion because sometimes the student knows the idea or information but he cannot convey it to you in English. (Excerpt 6.6, TT11: W6)

So far, we can see that the TTs welcomed trainee to trainee and tutor to trainee discussion. In addition, one can also see more concrete evidence of what was attractive in the discussion TTs were engaged in. Excerpt 6.1 shows that TT20 welcomed the idea of probing a point raised by the tutor. Excerpt 6.4 indicates that the context was under discussion, an aspect which attracted the attention of TT19. It seems that using the TTs'

mother tongue helped in optimising reflection, as TT11 indicates in Excerpt 6.6. Other reasons can also be extracted from TTs' diaries to understand why discussion was received positively.

Excerpts 6.7 and 6.8 report observation of the tutor's physical movements, seen positively by both TT11 and TT25.

In this lecture the teacher changed the shape of the seating and it was quite good (from the first look) after that I saw it affecting us and it changed the light and it made us see each other and it was good. So I enjoyed the classroom (Excerpt 6.7, TT11: W5)

You made a very good thing that you changed the classroom condition! I think this was very good because it helped us to understand. And other thing you write the new words on blackboard so we can check them in the dictionary. (Excerpt 6.8, TT25: W5)

Excerpts 6.7 and 6.8 also emphasise how the activities of the educators offer a model that might be implemented later on. (Section 5.5 contained evidence of how TTs were behaving during their practicum).

Excerpts 6.9 and 6.10 show how the tutor's response to trainee comments was observed and received by TT24 and TT20. TT24 liked the idea of sharing reflections and discussing them. She found it interesting to observe the tutor accepting TTs' criticisms, an aspect that could lead TTs to reflect even more freely. TT20 went further to reflect on why I selected examples from their diaries and discussed them in the class.

[Following the display of some students' reflections, the teacher discussed them. In fact, the teacher's stance drew my attention. He welcomed students' criticism and allowed students to discuss and write about all they might think of]. (Excerpt 6.9, TT24: W6)

After this, our teacher began the lecture by showing us some points that he took them from our diaries which were by the way of points about his approach in teaching and the techniques that were employed by him in teaching us. That was very amazing, and it showed us that our teacher really cares about our points of views and read our diaries. Of course, by doing that in indirect way our teacher motivated other students to write and also encouraged students who wrote to go on with their writing and even to become more creative]. (Excerpt 6.10, TT20: W6)

Overall, it seems that TTs observed something new in each session of the programme. In addition, such reflections could hint at the power of modelling that Loughran (1996, 2006

and 2007) discusses in fostering reflection (see 5.3.3.4 and 5.5). All in all, TT24 (Excerpt 6.11) concluded that the method of delivery was new, and that it helped the TTs in three respects: speaking up, staying engaged and remaining focussed for two hours.

In the first lecture, my impression was very good, the way how you are teaching us is new and different but it is fantastic: this way make us try, try and try...you feel us we can talk we can speak. The best thing is in making us concentrated for two hours, something has not happened before (Excerpt 6.11, TT24: W5)

TTs also provided some negative comments regarding the delivery of the programme. First, there was not enough wait time when questions were posed. This did not help TTs to come up with answers from different perspectives, as the answers were attached to the questions, as TT14 noticed:

Also when you give us any question, you do not leave us answer the question, so you ask and in the same time explain and give the answer (Excerpt 6.12, TT14: W2)

As the teacher-researcher, I must admit that the skill of pausing and allowing enough waiting time was difficult for me to put into practice, especially at the beginning. I asked questions after which I gave some prompts to facilitate the discussion. In fact, these prompts gave half of the answer to the questions posed, as TT14 pointed out.

Excerpts 6.13 to 6.14 reflect that the amount of information provided in each class discussion was substantial and might have somewhat overloaded the TTs. The point was continuously made, as it appeared in TTs' reflections in all the first six weeks. The TTs also did not like the presentation of a range of perspectives unless there was a definite conclusion on what was 'important', as TT15 argued in week 6 (Excerpt 6.15). Additionally, TT19 and TT20 (Excerpts 6.13 and 6.14) did not welcome the idea of including many ideas when discussing one point.

[The tutor had too much information that he wanted to pass it all on to us. He was quite hasty in doing so and he was not organised, for example whenever he remembered an idea, without hesitation he included it in the explanation before even completing the idea under discussion]. (Excerpt 6.13, TT19: W3)

Although we discussed the lesson with the teacher, the discussion was not organised because the teacher was switching from one idea to another. The teacher asked us to discuss the three types of hypotheses in groups then we (students)

started our discussion. After we finished, the teacher started to listen to our ideas that we got from discussion but (the problem is here) whenever the teacher listened to a new idea and it interested him, immediately he changed the discussion into a completely new direction. (Excerpt 6.14, TT20: W4)

[Regarding the negative points, the teacher gives us a lot of information, an aspect that makes it difficult to understand clearly the entire lecture. The teacher also moves on from one idea to another without making sure that all have grasped what was being discussed. Therefore, I hope that at the end of each lecture, the teacher writes a summary of the important points and gives an example about each for clarification]. (Excerpt 6.15, TT15: W6)

The main aspect TT19, TT20 and TT15 complain about is that many ideas were discussed in relation to each point. As far as delivery is concerned, my aim was to acknowledge what was said and I then tried to link it to the idea under discussion. I wanted to show that one idea can be interpreted from many angles, so that teaching can be approached from many directions. However, it seemed that TTs were not ready to cope with the amount of ideas that they were exposed to. Section 6.6 will discuss whether or not educators need to press on giving rich exposure like what I did or to simplify and give core ideas only.

Excerpts 6.16 to 6.20 reflect on what was seen as negative when the tutor adopted a lecturing mode. TT11, TT25 and TT13 maintained that the session in Week 3 was not interesting, while TT26 described it as boring because it did not include discussion, and was teacher centred.

The lecturer was not very active because the teacher talked a lot; he controlled the class and from time to time asked us some questions. (Excerpt 6.16, TT11: W3)

But you were in this class explaining very quickly so we could not write every important notice because when we write you explain another new idea and important just you talk a lot more than us. (Excerpt 6.17, TT11: W3)

This session was very boring because the teacher gave us a lot of lessons and explained and talked a lot (Excerpt 6.18, TT26: W3)

This lecture was not very interesting because there was no discussion between the teacher and students. (Excerpt 6.19, TT25: W3)

The classroom today was not good like in the last lecture; also the students were very quiet today. (Excerpt 6.20, TT13: W3)

One might note how direct the TTs were in reflecting about the way the tutor was delivering classes. From my perspective as a researcher, such strong comments did not upset me because one of my important aims was to make TTs ready to accept criticism from others, no matter how sharp it might be. It is interesting to observe that these negative comments were being made after only the third session. This shows a quick increase in TT confidence to criticise the tutor and indicates that they strongly prefer their voices to be heard, i.e. to be engaged and involved.

Finally, there were reflections on what TTs thought was missing in the delivery of the programme. TT19 asked for Arabic to be used in the sessions. Although Arabic was permitted from day one, I deliberately used English most of the time to try and improve the TTs' linguistic ability. However, it seems unless I myself used Arabic in front of them, they did not feel encouraged to do so (Excerpt 6.21).

[Note: I have one last demand for the teacher. I would like you to speak Arabic during the lecture so that we are encouraged to do the same with you. I hope you accept this even for a little while]. (Excerpt 6.21, TT19: W5)

This excerpt (6.21) shows once again how modelling is important in training pre-service teachers. It contains a good suggestion that could solve many other issues raised by TTs regarding participation.

Excerpt 6.22 shows that TT13 would have liked to observe more participation of TTs in the class, with more opportunities for TTs to form their own understanding of the point the tutor wants to convey. According to TT13, this approach could make TTs active and keep them awake all the time, change the routine of the normal teaching where tutors explain and then ask questions, and finally set TTs' minds working.

[I hope you change your explanation method a bit, namely, if a slide comes up, you ask a student to explain it herself and say what she thinks of what is written. This approach makes the student concentrates on what the teacher says on the topic and ensures the student is ready at any time to participate. In this way, the student's mind is active all the time and does not automatically know when the teacher is going to ask for an explanation. This also means that not all of the time the teacher explains and asks for participation. He must be a leader asking a specific student to explain something as he/she understands it]. (Excerpt 6.22, TT13: W6)

That is, it seems that TT13 would like to go beyond participating in discussion to facilitating the process of programme delivery. TT20 (Excerpt 6.23) similarly demanded more involvement for TTs in discussion by giving them time to think about what was discussed and asking them to elaborate:

Although the discussion was more arranged this time, I still insist that the teacher should ask us “if there is anyone wants to add” after every point we discuss, because most of the students especially the shy ones do not have the courage to interrupt the teacher before moving on to a new point of discussion. (Excerpt 6.23, TT20: W5)

Excerpt 6.24 reflects on the issue of assistance in the target language. It seems that the discussion sometimes exceeded her proficiency level, and she wants some sort of language help in order for the discussion to be accessible to her.

[However, when the teacher explains, he uses terms that I do not understand because I have not come across them before. This meant I did not follow everything taught which made the explanation disconnected. When I tried to ask for clarification, I felt embarrassed. For this reason, I wish that when I or another student asks you, you write the new word on the blackboard so that we can understand, memorise and add it to our vocabulary list]. (Excerpt 6.24, TT12: W4)

TT29 in excerpt 6.25 reflected more or less on all the things her colleagues were asking for, namely, the information load should be reduced, the TTs should be involved in investigating the material to be conveyed, TTs should be asked questions throughout the sessions so that they become vigilant and finally the pace of delivery should be reduced to enable TTs to follow what was being discussed.

Some points I want from the teacher to change

1. Teacher, when you give us a lot of information this maybe make us lose some information because we cannot concentrate on all information. So I hope to reduce this until we can keep them all.
2. I hope to let us find out what you want to pass on to us.
3. I hope to ask us questions through the lecture. This makes us use our minds and our thinking.
4. I hope you become slow when explaining the lesson until we catch all your important points because some of us their comprehension is slow. (Excerpt 6.25, TT29: W4)

In Excerpt 6.26, TT19’s reflection indicates that Researcher responded to TTs’ calls for more involvement from their side, and that this had been noticed. This shows how opportunities for reflection could make TTs good observers.

[On this occasion he required us to participate because in most of the previous lectures, the teacher was dominating classes and did not give us the opportunity to take part in discussions. The information he was giving was quite important and eye catching so there was little chance to participate because our concentration was focussed on the ideas being discussed; therefore, we did not participate and did not pose questions for the sake of understanding. In this lecture, the teacher gave us a room for participation because he was aware of what happened in the previous lectures. However, we were concerned and only a few participated. A lot of students understood what was being discussed but did not have the courage to take part in discussions. This might be because of their limited vocabulary as it was not enough for them to express their ideas. I was one of these, I understand the teacher's explanation but I did not participate. Although the teacher gave us the chance to speak Arabic, no one dared to do so in this lecture]. (Excerpt 6.26, TT19: W4)

Based on all excerpts shown so far, we can note that TTs in the study context found the idea of reflection interesting and engaging, both in class and in diaries. They substantially rejected the idea of teacher centred discussion and conveyed their own wishes regarding how they would like to see my sessions being delivered. Some wanted to go further to become facilitators in the class. Furthermore, they appreciated being able to share their own written reflections in class. To optimise reflection, some requested active use of the mother tongue by both the Researcher and colleagues. Nevertheless, TTs also referred to difficulties they experienced in taking a more central role in class– difficulties in understanding and keeping up with complex sets of ideas. They linked this dilemma with language problems and the rich network of ideas provided.

6.4.1.2 Reflection on content

This theme sheds light on the TTs knowledge. Specifically, it involves looking at their diaries to see how far they inform us about the pedagogical content knowledge TTs were acquiring during the different phases of the study. I explore how far their knowledge gains, if any, were related to the plans and principles of the programme, and, finally, and more importantly, how the TTs' development as reflective practitioners could be linked to the programme's overall delivery. The following throws a first light on these points, which are fully investigated in Chapter Eight.

As seen in the discussion of Excerpts 6.1 and 6.2, most of the TT's written accounts of Week 2 were centred on the method of delivery. In Week 3, the first input was given in the programme, dealing with the 'reflective practice' theory driving the whole module.

On examination of Excerpts 6.27 and 6.28, two main ideas can be observed: how TT25 and TT20 conceived the content and how they linked it to practice. They understood RP to include two elements: thinking and discussing and then related this understanding to the individualisation of classroom practice.

Reflective Practice means thinking and discussing in classroom with a teacher. I think it is very good way to teach because the teacher can understand the students and how they think and what are the best things which they need to develop and improve. By discussion, teachers can know the individual differences between students and behave with any student alone as he understands him. (Excerpt 6.27: TT25: W3)

Then, we started answering his main question, which was “what is reflective practice?” By saying that RP is a method of teaching, where there is an exchange discussion between teachers and students and between students themselves. Also it is about teachers being open minded and responsive. (Excerpt 6.28: TT20 W3)

Both TT25 and TT20 perceived RP as a teaching method. This shows us how they started their journey of constructing pedagogic knowledge and thinking about it in terms of classroom practice. This may have been as a result of observation, i.e. of what happened in front of them or there may have been a missing element in the delivery which led TTs to understand that RP was what they saw in class. However, the concepts of ‘open mindedness and responsiveness’ raised by TT20 could be a positive sign of learning from discussion.

Other TTs (TT11, TT5 and TT24) went a step further in their writing to include the element of reflection when teaching and touched on the idea that RP was similar to discussion. Comments were more related to the future teaching of the TTs themselves; TT5 used ‘us’ to refer to herself as a teacher. All in all, excerpts 6.29, 6.30 and 6.31 indicate that TTs had started reflecting on the reflective cycle explained which was the discussion point for Week 3.

We took information about (teacher education) and training... and then we paid attention to new information about the historical background of RP which is based on experience not just receive, listen or watch, we need to talk to produce and be active in the class. We know that RP has levels and tools, this is very important notice we took and learnt. I have learnt that teachers should after they finish explaining, repeat or review everything happened in the class and evaluate her explanation as what, why and how so next time, it will try not make mistakes and explain differently to make the class active. Teachers should prepare plans of the activities they want to do and aims they want to achieve. (Excerpt 6.29, TT11: W3)

Reflective practice is important. It gives us the chance to clarify what we understand by it and we did not understand; also it helps us to think critically of some assumptions in our teaching of any lesson. In addition to identifying what went well during the teaching session, and what did not go according to plan. Then we will be encouraged to go on to think about what might need changing in the next teaching sessions. (Excerpt 6.30, TT5: W3)

I have learnt a lot of things; initially, the meaning of RP and the uses of it. We need to run active classrooms, movement, reaction, discussion, thinking and how teacher become good or excellent teachers. So all these things we learnt from the session with you. I have learnt that teachers should be after they finish explaining repeating or reviewing everything happened in the class and evaluate her explanation as what, why and how so next time, it will try not make mistakes and explain differently to make the class active. Teachers should prepare plans of the activities they want to do and aims they want to achieve. (Excerpt 6.31, TT24: W3)

So far, we have found the TTs expressing views that RP means thinking and discussing and requires teachers to be open-minded, responsive and thoughtful. Furthermore, TT11, TT5 and TT24 acknowledged that experience is required and needs to be reflected upon.

TT24 went further to consider the context and the culture of the setting. Excerpt 6.32 shows that TT24 found the RP approach appealing and easy to understand but not easy for teachers to use due to the authoritarian approach they had been following.

Interestingly, she used the term, apprenticeship, which was discussed in Weeks 1 and 2 and was also elaborated upon in one of the handouts given to TTs in Week 2.

Furthermore, she drew a conclusion that RP was appropriate for the Libyan context. TT15, in excerpt 6.33, reflects on the relationship between teaching plans and the immediate classroom environment.

I have learnt in this class a lot of things. I have learnt the theories of teacher education and there is one theory taken all my attention; this theory is Reflective Practice. It is very interesting, easy to learn and new. But it is a little hard to use in teaching because we have a traditional method in our schools: the Apprenticeship. I think the culture of reflective practice can fit with our culture in many sides but that need training the teachers. It can be the most important model in teaching because it helps both teachers and students. It makes them learn in every class and it gives them many chances to be close and they know each other by discussion among them. (Excerpt 6.32, TT24: W3)

[Since this lecture I have become aware of some knowledge related to the theories of teacher education, I have understood the differences between such theories and have learnt some names associated with TE. I have also learnt that teaching is a very complicated task which needs thorough preparation for any unit being

presented. When teachers want to apply their plans, they must implement what best suits their classroom environment and they might omit or add some other ideas. Following teaching, teachers need to review their teaching and become self-critics in order to become aware of the strengths and weaknesses of their delivery]. (Excerpt 6.33, TT15: W3)

One positive aspect of such reflections is that TT24 and TT15 are already aware of some obstacles in teaching even though they had not started it.

For the last three weeks of the purely theoretical phase, i.e. the first six weeks, the TTs' reflections on the content can be classified as being of three types. The first is where there was an expression of feeling towards the content of the sessions (6.34). The second is where a conclusion was reached from the discussion of the session content (6.35, 6.36, and 6.37). Finally the most noticeable type of reflection is where opinions were given on the content discussed (6.38 and 6.39).

Excerpt 6.34 shows that TT13 enjoyed the discussion of the content because of its relevance to the local context.

Then we started the discussion of the subject I liked the most. I felt myself positive and excited. I liked the discussion about our teaching system. (Excerpt 6.34, TT13: W5)

Excerpts 6.35 and 6.36 show that TT20 and TT25 were able to express their conclusion about the discussion they had taken part in. TT20 reflected on the teaching approaches that were discussed in Week 5 and concluded that the approaches complement each other and thus should not be separated. TT25 was reflecting on a different idea; she reached the conclusion that teachers need to be decisive in selecting the language area they need to concentrate on and that this should be as a result of understanding the learners' needs.

After that we began to discuss new heading which was methodology. I learnt about deductive and inductive learning, and through our discussion I found out that the previous two approaches are not separated all the time, so sometimes the two approaches complete each other. (Excerpt 6.35, TT20: W5)

So the teacher should have many things which help him to succeed in his job. When the teacher wants to teach he should be decisive in which system he wants to improve in his learners; for example in grammar, lexis or in another system. (Excerpt 6.36, TT25: W5)

Excerpt 6.37 shows a detailed reflection on content, linked to teaching. Here, TT12 provides an account of what she could understand from the discussions held in the programme sessions, and offers her conclusions on the values and ethics she could exit with.

I learnt from the lesson that when I become a teacher, I will be good, listen to all students and consider them like friends. Most students need care from teachers in the class. [I learnt in the first lectures that teachers need to have new skills for teaching in order to enhance students' minds and their abilities. Teachers need to be interactive so that students receive and can accept knowledge. This interaction helps teachers find out to what extent students have understood the point being discussed. Teachers also need to accept criticism, understand the subject they are teaching and know the best way to transmit information to students so as to reduce the level of resistance]. (Extract 6.37, TT12, W3)

TT12 provided a short reflection in English and a long one in Arabic, and in this case, the reflection went further than the content that was discussed explicitly in the session. Now, we can see how modelling influenced TT12's reflection. She used many ideas that were observed and not discussed directly, such as listening to students, considering them as friends, caring for them, seeking new skills to enhance learning and finding out how the point under discussion was received.

Finally, many TTs gave opinions on what was discussed in class, especially on the content. Excerpts 6.38 and 6.39 show that TT25 and TT26 were reflecting on the same session on which they held similar opinions. Both think that input needs to precede output. They believe that students require provision of knowledge first so that output becomes facilitated. However, TTs acknowledge that there is a gap between the present situation in the local context and the ideas discussed.

In my opinion the teacher should use the two Input and Output to explain the lesson. First time of lecture he uses the input way to explain the lesson and give them information and chance to understand after that uses the Output way to discuss with his students and ask them if they understood the lesson or not. This way helps the teacher to improve the students' levels. (Excerpt 6.38, TT25, W4)

talking about output hypothesis, in my opinion it is very useful for students but it should be applied after input and interactive hypotheses or if it is used alone, it must be used very well. This will need some time to change the system of education which is happening now. Beliefs is very important to every teacher and all have some implications for teaching and I knew from this lecture RP build

brick after brick and give chance to listen, pay attention and practice. Then try to make students active try something new and different. (Excerpt 6.39, TT26, W4)

Examining excerpts 6.38 and 6.39, one can observe how prior learning experience might shape the TTs' perspective. Both TTs insist that output needs to be delayed in a Libyan context, a perspective which is the opposite to what I myself had modelled and suggested. This means that TTs wrote their own opinions without referring to what I was promoting in class. That is to say, they started to become independent in their reflections even though their reflections included some misunderstandings of the content discussed (Output Hypothesis).

To conclude, this theme showed us that TTs varied in the pedagogic knowledge they acquired from the input provided. Some linked the input to the way it was delivered, so they understood the knowledge given according to what they observed. This is evident in excerpts 6.27 and 6.28. During their reflection on the content presented, TTs not only considered the content but also how it was relevant to pedagogy. Hence, they were responding to content and pedagogy in combination. It is interesting to observe that the content reflected upon was carried forward in practice by imagining its future use, so that the TTs' practicum experience would show the extent to which the use of RP was beneficial in developing pedagogy.

6.4.1.3 Reflections on TTs' language proficiency

In Excerpts 6.40, 6.41 and 6.42, specific concerns are expressed related to the reading of the handouts for the programme sessions. This problem had come to the surface in Week 3.

[At the very beginning, the tutor asked us whether or not we had read the handouts. The number of those who read in advance was very small. I had read the first paper and found it quite interesting (...) The syllabus; we had too many accumulated papers that we could not read. In fact, when I looked at the syllabus, I became scared and felt that it would not be easy for me to keep control of it] (Excerpt 6.40, TT19, W3)

[Note: in each lecture, the number of handouts we get increases. This resulted in confusion and less concentration because when I took these handouts and wanted to prepare myself, I did not know where to start. I believe this is why we had difficulties in this lecture as when we prepare in advance, we have more chances to participate]. (Excerpt 6.41, TT5: W3)

Finally, the large number of handouts made it difficult to know how to study for this unit and where to start]. (Excerpt 6.42, TT, W)

On closer examination, I can conclude that no serious effort was made to read the handouts given because TTs did not comment on any idea they had gained through reading.

Excerpts 6.43 and 6.44 indicate that TT13 and TT11 touched on two different reading problems they faced while following the program. TT13 maintained that reading many pages a day was not part of her everyday study practice. Secondly, both TT13 and TT11 admitted that reading was difficult because of the many new words included in the text.

[Moreover, I believe that the density of the unit prevented us from understanding the content of the lesson. In each handout, there are many ideas and we are not got used to such a high quantity of reading and translating a large proportion of vocabulary. This made the majority of us lazy and we did not translate the handout; hence, we did not understand it]. (Excerpt 6.43, TT13, W3)

but truly I worked a lot at home because I spent a lot of time to translate word by word and we have a lot of handouts so we have not got more time to do a lot of work but in the class I understood what the teacher said. (Excerpt 6.44, TT11, W5)

It is important here to clarify that the readings came from two books, as indicated in Appendix 4, which were written for L2 teacher education. Hence, there was an apparent language problem with these two TTs. The problem seems serious because it seems to have prevented TTs from accessing external knowledge, an aspect that the programme was emphasising.

TT19 also admits that reading constituted a problem because the text was dense and the time for absorbing it all was short (Excerpt 6.45). TT5 is worried because she assumes that readings are related to the module exam.

[In this lecture I was very worried about the subject syllabus. I tried to read it at home and translate some of the vocabulary that I had not encountered before but this took me a huge amount of time and eventually not much was understood. Anyway, when the teacher came to this lecture, we told him about this and his reaction was more than good. This relieved us because he told us that this syllabus is for us to help us understand the unit and that we need to read it for understanding what RP means] (Excerpt 6.45, TT19, W4)

We have a lot of handouts and in the exam we do not have enough time to read all of them. (Excerpt 6.46, TT25, W4)

We have a lot of handouts. I hope that the teacher picks up the most important and highlights it so that we benefit from these handouts. Also we need to know which ones are going to be part of the exam because at the end of the day we are students. We want to benefit from this unit as it is interesting and useful but also we want to achieve high marks in our exams. I hope that the teacher takes this point seriously. (Excerpt 6.47, TT5, W5)

Looking back at 6.4.1.1, we can see a similar point made when TTs were engaged in discussion. They asked for a conclusion to be reached after an idea was discussed from multiple perspectives. This provides a reminder of the limits to the cognitive load that TTs can be required to process. This hints at the idea of not demanding too much and not expecting TTs to respond to all requirements easily.

TT20 gives another suggestion but this time in the form of a warning about possible student alienation, as she noted that in one session, 4 handouts were given out (Excerpt 6.48).

But the big surprise (shock) which I am keeping for the end is that by the end of the lecture the teacher gave us four handouts, not one neither two, but four. That caused a big shock to me and my colleagues also. I think if the teacher continued to give us a lot of handouts, the students or most of us will not read them (only students who want to have high marks will read). I think that the teacher should not give us too many handouts and start to give us the handouts step by step because students will start to look at his subject as if it is a nightmare no matter how interesting his subject is. I think he should take that in consideration. (Excerpt 6.48, TT20: W)

Excerpt 6.49 includes some frank and free reflections from TT11. The excerpt reminds us that TTs do have many modules to follow, as well as some practical missions to fulfil; hence, being overwhelmed with discussion and handout sheets for only one module could be a 'nightmare' for them, as TT20 put it.

[Regarding your speech in this lecture, you said you are travelling back to continue your studies at the end of March and you want us to do our practicum and to complete the reading of everything you gave us in the coming weeks. This time is going to be very tight and tough: studying-practicum-research projects, and of course studying other subjects and what other teachers demand. Frankly, I tried and am still trying to read what is in the handouts which contain too much information. These handouts are a useful resource but unfortunately time does not allow me to read them. Also when I read something from a handout, I feel I am

lost amid a huge quantity of information which is not well arranged in my mind. Moreover, the amount of time is not helping us to do so. Therefore, I am thinking of delaying reading some pages till the mid-year vacation where I will dedicate my time to read the entire syllabus. If this is not feasible, I will read in the summer vacation when I will read it effectively to get new insights to start teaching with. So when I finish this year to do so, I think now it is not achievable]. (Excerpt 6.49, TT11, W6)

Reading all excerpts included under this theme shows us how difficult managing external knowledge through reading was. However, one issue that I would like to emphasise is that no one has so far shown that they actually read any handout. TTs panicked on having many ideas discussed in class and being presented with many handouts to read. We can see that the responsibility for reading and understanding lies with the trainees but that they found this challenging. This may have been mainly caused by a language overload problem, as many TTs struggled to access the content of the handouts provided. Perhaps the content itself may have been beyond their intellectual capabilities. Moreover, when this content was communicated to them in discussion, they showed good understanding but asked for a conclusion after each point was discussed. This aspect might have implications for the future implementation of LTE programmes in the study context, and perhaps in other L2 TE contexts.

6.4.1.4 Reflection on peer discussion

In 6.2, it was pointed out that in Week 5, TTs were divided into groups to discuss the material for the session. I wanted each group to read only one part and then discuss it with colleagues. I gave each group the responsibility for understanding one part and making this understanding clear to the entire group. TT24 seemed to have been attracted by the idea of peer discussion before even implementing it.

There was another interesting thing happened in the lecture; dividing us into groups and asking us to discuss some questions about what we had studied in the past few weeks. It was good and as I said that makes us improve our thinking and speaking. (Excerpt 6.50, TT24, W5)

From this excerpt, we have a first impression that TT24 was not only attracted by the idea of discussing perspectives in class, but also by the idea of TTs having responsibility for teaching each other.

Excerpt 6.51 shows that TT24 also liked the idea of TTs becoming deliverers of the programme content even though she had a problem understanding their explanations.

[After this, we, as students, discussed some units of the lesson. The student became a teacher and the teacher became a student; (I like that). However, not all that was being talked about by the students was clear to me] (Excerpt 6.51, TT24, W5)

Excerpt 6.52 indicates that TT11 liked group discussion, yet she became in-articulate when standing in front of the whole class.

We were given a handout last week and were divided into groups to prepare a part from it and teach it. This was nice because we sat together and discussed some important points in the unit. This gave us the chance to listen to each other's points of view. However, when we came to stand in front of the students and you, it was unfortunate and embarrassing not to be able to discuss the points we had talked about in advance. (Excerpt 6.52, TT11, W5)

This is a first indicator of the stage of development these beginner teachers were at. They could hold provisional discussion in a small group but lose confidence when asked to be an 'authority' on some of the new ideas

Excerpt 6.53 shows that TT19 reflected on an idea mentioned by another trainee and then expressed her own position.

[I liked the participation of x when he said the level of education in Libya has not changed because the new curriculum is difficult for teachers to apply. This is because the curriculum the teachers learnt differs completely from the current (new) curriculum. Hence, how come! New teachers are teaching students something new, something which the teachers themselves have not understood in the first place] (Excerpt 6.53, TT19, W4)

The fact that a TT picked up on a point made by another TT indicates that the focus of reflection could include wider issues introduced by colleagues and context.

In excerpt 6.54, TT19 mentioned that there was a gap between what educators do in Teachers Colleges and what teachers do in schools. TT19 probed this further by arguing that teachers in schools have a syllabus to complete, and that this affects the quality of education, which was the focus of the discussion in class.

[There was much other participation in this lecture. The teacher asked us whether or not RP can be applied in schools and what the potential obstacles might be. X's point was fascinating because she said there is not enough time for syllabus completion and this is their goal at the moment because the syllabus has grown] (Excerpt 6.54, TT19, W4)

This confirms that TTs were already aware of some of the problems teachers face and have the capability to reflect on these. However, the findings under this theme also confirm that there is a big difference between reflecting and doing. TTs were able to pick up many points raised by colleagues and reflect on them. They were also able to consider wider issues when they were given the opportunity to share ideas. However, when they were asked to become the 'authority' on other peoples' ideas, they expressed anxieties about doing so.

6.4.1.5 Reflection on future practice

Finally, the TTs' reflections even in this early phase showed that they were already imagining themselves in their future teaching role. For example, TT12 reflected on her wish to make classes interactive (Excerpt 6.55).

[I will work, hopefully, with his method in the future by making pupils participate with their ideas. At the same time work seriously and with a good manner to make pupils become assured and work hard to understand subjects, even the hard ones]. (Excerpt 6.55, TT12, W2)

The last sentence is fascinating because it reveals some ideas about how RP might be implemented in future, especially in the Libyan context. Here, there is extreme caution from TT12 about how RP would be implemented. She wants to apply RP by making students interactive in class and making their voices heard, but at the same time, she uses the phrase, 'work seriously with pupils'. This hints at the fact that the teaching norm in the context is far from being interactive so applying interaction might not be seen as serious teaching. Thus, TT12 has the feeling that pupils might not work hard if they were given the opportunity to participate.

TT24 expresses her wish to use RP in her future teaching. She believes that RP could be useful in understanding students' psychology.

I think what I should be doing to be a good teacher and I have to use the Reflective Practice because it is very important to the teacher because it makes the teacher

and students in communication by discussion. In this case both of them send and receive knowledge in the same time. By this way we (as teachers) can know what the students understand and what they do not and we can know the active ones and who need revision. The important side is that we can know the psychology of the students. (Excerpt 6.56, TT24, W3)

Although her understanding of RP was idiosyncratic, TT24 managed to elaborate what she thought is useful about discussion between students and the teacher.

Excerpt 6.57 shows another TT talking about content in a practical general way. TT5 thinks of what was learnt from the session in terms of its potential relevance to classroom teaching.

[This lecture was very important and useful as we learnt a lot about some teaching theories and also some hypotheses. It was a good opportunity to understand most of these hypotheses and compare them against each other. It was also good to learn the differences between them because as a teacher this ensures we are able to determine which ones are most suitable for the type of learners we have, as mixing them might be the way forward]. (Excerpt 6.57, TT5, W5)

Overall, this theme indicates that TTs could link what they had experienced in the classroom with what they would be doing in the future. However, will there be considerations of what they had discussed in college in their teaching practice? Sections 6.4.2 and 6.4.3 will answer this question.

6.4.2 Content of reflection: Phase Two

Phase Two is concerned with the in-college teaching practice. This section examines the diaries, which were written after observing colleagues' teaching. Generally, TTs reflected on three main themes in this phase: the process of organising the practical teaching (in particular, the different roles to be adopted by participants), the teaching itself and, finally, what TTs believed they had learnt from the whole process of in-class teaching.

6.4.2.1 Reflection on the process of organising the practical teaching

This theme concerns two main ideas: describing the role allocated to different class members and giving advice on what was seen as unsuitable. The following three excerpts clarify this further. Excerpts 6.58 and 6.59 describe what happened in the second phase of the programme and how the TTs received it.

When our teacher had finished giving the lesson, it was the turn of one of our classmates to teach something of his choice. So, our teacher divided us into two groups. The first was supposed to comprise preparatory school students and the second was supposed to be observers. I was one of the observers. Although it was a big responsibility, I liked it and it was a once in a lifetime experience. So I was supposed to evaluate that (TT4) student's approach to teaching (Excerpt 6.58, TT20, W7D)

For, the second part of the lecture when the student taught something from a preparatory textbook, the teacher divided us into two groups. The first group was a student group and the second comprised observers who would criticise the students' explanations (Excerpt 6.59, TT8, W7D).

Excerpt 6.58 shows how clearly TT20 understood the structure of the in-college teaching practice phase, and her positive feelings about it (it is worth stressing that change in delivery was regularly welcomed by this TT).

There seems to have been something wrong with the guidance given as many TTs used the word 'criticise' in their diaries. However, use of word 'criticise' might also reflect the level TTs were at. It is a common experience in this kind of training for 'new' observers to start out as over-critical (perhaps because they are comparing themselves with the observed person, or experiencing competitive feelings).

TT5 provides more specific thoughts about the observer-'teacher' relationship, offering some remarks on how this phase of the programme needed to be organised

1. I hope the tutor asks the observers not to give remarks or ask questions during the delivery as this is not suitable and causes confusion as well, as questions are asked appropriate to the level of 'student teachers'.
2. I hope that the observers start with the positive points before making any negative remarks. They need to thank the student teacher for his explanation by saying he was good at this and excellent at that...etc. In this lecture, the observers focussed on negative aspects and gave their remarks during the teaching, which was not acceptable. They also did not remember that the teaching was for primary students and asked inappropriate level questions. This was very bad.
3. I hope the tutor is careful with timing and divides the lecture equally into two halves in order to explain his part and leave plenty of time to student teachers to deliver their teaching comfortably
4. I hope the observers keep quiet during the lessons

5. Translation into Arabic and writing new words on the board are important for primary school children. Teaching them pronunciation, grammar and how to ask questions are also important for them to learn more. (Excerpt 6.60, TT5, W7)

Here, TT5 devoted 3 points out of five to colleagues; she wanted to see classmates behave appropriately when giving feedback and remain quiet when the deliverer explains. The Researcher needs also to be careful with time, as the session was divided into two halves, one for discussion and the other for teaching practice. In fact, the discussion in this session took more than half the time. Finally, as in the previous diaries, TT5 provided some ideas for improving teaching. This is interesting as it tells us that she was aware of the context. Also, she did not express her points directly to the deliverer but was rather talking about what was best for primary school students.

6.4.2.2 Reflection on peer teaching

TTs produced reflections on the in-class teaching practice at three levels. Firstly, they reflected on the whole teaching event. This was the commonest level of reflection. Secondly, they considered only specific aspects to reflect on. In these cases, they provided more details in their reflection. Thirdly, there is reflection on the reflection element of the in-class teaching, i.e. on what was discussed after the teaching.

6.4.2.2.1 Reflection on teaching as a whole

Excerpt 6.61 shows that TT20 was reflecting on the teaching of TT4 which was described as unsatisfactory because TT20 thought TT4 did not make an effort to prepare for the lesson. However, TT20 acknowledged the challenge faced by TT4 who was the first to lead this experience.

I think that the student was not good at all, his pronunciation, explanation, classroom management, responsiveness and even his interaction with students was not ok. Furthermore, when the students began to attack him with asking questions he placed himself in a defence position, while he should only let students see that he was answering their questions with pleasure. Frankly, it seemed to me that he did not make a hard effort to prepare for that lesson. But it can be said that he had an excuse, because being the first one to explain is not that easy. On the other hand, we can benefit from our classmates' experience to enhance our ways in teaching and understanding of which things are the best to be used in teaching. (Excerpt 6.61, TT20, W7)

Here, TT20 mentioned six points related to the delivery of the first teaching session given by TT4. In this way, TT20 gave reasons why the delivery was weak before explaining how such a weak delivery could be of advantage to TTs.

Excerpt 6.62 indicates that TT5 was reflecting on her colleague whose teaching she described as ‘traditional’. However, this characterisation was supported with reasons. In addition, use was made of the phrase ‘routine action’, which was one of the ideas discussed in Phase 1. Hence, there was an example of transference of concepts which was not common in phase 2.

The teacher was following a traditional way of teaching which depends on writing new words on the board, reading them and asking students to repeat after that. Indeed, routine action was the master of this slot where students had a negative role and the teacher did not create anything new which may motivate students to participate and reflect with her. This way of teaching is quite boring but there were lots of advantages about this slot as well as disadvantages. First one is classroom management. She was good at controlling her class and her voice was loud. Another thing is that she kept observing her students’ notebooks and their writing. (Excerpt 6.62, TT5, W7)

Although TT5’s reflection is supported by different ideas on why the teaching followed a routine way of teaching in this context, the whole excerpt is an evaluation of the teaching method deployed.

6.4.2.2.2 Reflection on specific teaching aspects

Excerpt 6.63 shows TT5 reflecting on two particular techniques she had observed during a teaching role play led by the Researcher. The first relates to how new words were taught in such a way that they could be extracted by students, a strategy which was new for TT5.

The teacher did not start as usual with writing the new words of the lesson on the board, reading them and then asking students to repeat them after him. Instead, he asked us students to look at the pictures from the lesson, say what we saw and read the words. This strategy could help students to remember what was taught previously and also help to make them active and interactive; i.e. it could lead to effective learning. In addition, the teacher asked us to compose a story linking the events in the pictures. This was a new technique that we, as teachers, might adapt in the future so that students can benefit from our classes, which will thus not make them mere talkers and memorisers of the new words only. (Excerpt 6.63, TT5, W8)

Here, it is interesting to observe an in-depth reflection on how one aspect of teaching was carried out, the impact that it had on learning and how it was connected with another

activity. Finally, the implications for the students of what was observed were expressed. Such in-depth reflection was unusual however; why this was the case, and why more students did not reach this level of reflection, will be discussed in the next chapter.

Excerpt 6.64 shows another TT10 reflecting on the moves of the Researcher when he was role playing a primary school teacher. She also looked at the idea of dealing with new words, but in this case she recommended her own way of teaching words to 7th grade students.

In the first phase, the teacher asked the students to call out any item they could see in the pictures. Instead of writing the words of the lesson, the teacher elicited these words from the students. There were some difficult words that primary school students might not be aware of and their linguistic ability may not have reached the level teachers hope for. However, while some students might be able to call out the words, I recommend teachers to elicit the new words of the lesson, write them on the board, explain them and train students in their pronunciation. These new words must be limited in number. (Excerpt 6.64, TT10, W8)

TT10 noticed that the listing of the lesson words depended on students and she did not accept this. She preferred a technique which conforms to the norm of the context. The good aspect here is that the TT was aware of what happened, which tells us that modelling is an effective way of equipping TTs with analytic and comparative skills. Moreover, it seems that observing unfamiliar activities could result in a reflection that is more focussed and detailed.

Excerpt 6.65 shows that TT15 reflecting on the approach TT18 followed in teaching new words. Here, there is comparison with the approach used in one of the previous in-class teaching sessions.

[The first lesson was given by TT18 who had a very strong voice and control over the class. However, there were some setbacks in the way she explained the pictures of the lesson. She used a very old method in displaying the words, which caused noise in the class. Also, the students were not concentrating. It would have been more useful to let them write the new words from the pictures they could see, as you did with us the other day]. (Excerpt 6.65, TT15, W9)

Terms such as ‘old method’ appeared continuously after the modelling session, showing that TTs were beginning to see different alternatives for how teaching could be carried out, in this phase. It seems that TT15 was not satisfied with the ‘old method’ used in

teaching the new words. Here, TT15 compares what she observed in this lesson and an earlier one in Week 8. Hence, it can be argued that the discussion held after each session shaped TTs' reflections.

6.4.2.2.3 Reflection on the discussion part of the phase

Finally, excerpt 6.66 shows that TT20 reflected on an idea peers had raised in the class. She agreed with what was discussed and added her own reason. This is a judgemental reflection where TT20 was sharp in determining that what she observed will not succeed in the context of a primary school setting. Furthermore, TT20 backed her judgement by colleagues' viewpoints and concluded that TTs had failed to imagine that they were primary school students (and that it was not possible for them to do so).

But after he finished explaining, he started to listen to the observers' points of views about the way that he used to teach that lesson. The observers provided him with feedback about that by saying that 'this way won't succeed that much when using it in teaching preparatory school students. I share them the same opinion because I think that approach won't be suitable in teaching preparatory school students and if our teacher taught a real preparatory school students, he would be very disappointed. Also, I think that our teacher's approach succeeded because we failed to imagine that were supposed to be preparatory school students and impossible to do so. (Excerpt 6.66, TT20, W8)

This excerpt shows that one goal of the programme was achieved, at least in TT20's case. She clearly expressed her own perspective on the context and her opinion on the method she had seen. She also felt confident enough to criticise her teacher (Researcher) for failing to imagine the teaching setting. It is interesting to note how different TT20 is to her colleague TT15, who stated in excerpt 6.65 that 'it would be better for TT18 to follow what I modelled'. In contrast, TT20 advised others not to follow Researcher's approach because of contextual constraints. This reflects the extent to which practitioners' varying personalities and wider value systems could affect their approaches to reflection.

6.4.2.3 Reflection on Learning

This section investigates TTs' reflections on what was thought to have had been learnt from the practical activities of the second phase. Here, three angles could be found: learning about the process of conducting in-class reflection, learning about skills of teaching and learning about teaching as a whole. The evidence indicates that TTs were aware of what was happening and were learning from it. However, the most important

aspect about the learning perspective is implementation. Hence, to what extent TTs benefited from this stage and the previous one will be determined by the findings of Phase 3 discussed in Chapter Seven.

Excerpt 6.67 shows TT19 was paying attention to the in-class discussion of the peer teaching practice, saying she had learnt how to respond to colleagues' varied questions. Finally, she expressed her gratitude for the idea of Phase 2.

[As a whole, the most important advantage of this session was that it was interesting as we interacted with the teacher and identified some of the faults that we need to avoid in our teaching. We also learnt how to respond to questions posed by colleagues, including those that might be strange and unrelated to the lesson. We need to be restrained in responding to any situation. That is to say, we need to respond positively, effectively and calmly. Finally, I would like to thank the tutor for his idea because this strategy will help us to improve our practical teaching so as to observe and identify problems and enable us to avoid them in the future]. (Excerpt 6.67, TT19, W7)

Excerpt 6.68 shows to what extent TTs more generally welcomed the organisation of Phase 2 and benefited from it. TT20 noticed a good interaction after each practical teaching session.

To sum up, our teacher succeeded in motivating and encouraging students to volunteer and even to be eager to explain. Also it can be seen that students are paying much attention to absorbing and understanding the approaches that they want to employ in their teaching. Furthermore, it is worth mentioning that students are developing their own thinking. In other words, they have started to think deeply. (Excerpt 6.68, TT20, W7)

Excerpt 6.69 shows that teaching skills were the main concern in TT5's reflection. Firstly, she acknowledged that the performance observed benefited from the fact that the teacher was close to her students. Secondly, she picked up on a peer's querying the need for framing and telling students the purpose behind each point presented. Thirdly, she learnt that teaching does not have to use the same means all the time. Finally, she looked forward to conveying such learning in real teaching.

[I have benefited a great deal. Regarding these benefits:

1. From the first lesson, I benefited from the teacher's way of running the class. Her voice was very clear and high and her personality was strong, as she did not get confused. She worked closely with the students and concentrated on all of them.

2. I learnt from the first lesson something that a colleague also observed, namely, that the teacher does not need to inform students all the time of what is going to happen, particularly because plans are open to change. Finally, I learnt not to follow the same method in explaining lessons and not to use our old way of teaching

3. I learnt a great deal from the second session. Most important was the use of visual aids and not relying on the old method of teaching new vocabulary by using the board. Also important was not to solely depend on the board to teach new words. The other most important thing was that the benefit gained was considerable. I believe that these comments will be taken into consideration when explaining lessons in the practicum or in future teaching. (Excerpt 6.69, TT5, W9)

This reflection shows that there were benefits to be gained by observing and comparing two TTs who performed on the same day: in this case, the first was good at classroom management and had a good voice and personality, while the second was good at methodology.

Overall, the Phase 2 findings show us that TTs received the new experience of in-class teaching positively. This made them observe, think, reflect, defend their stance and express thoughts. Most importantly, we could find examples of comparative and analytic reflections on the content of Phase 1. A noticeable feature is the specific reflections of TTs when there was observation of unfamiliar activities, as happened in week 8 (model teaching). Such reflections and discussions had a positive impact on performance in the final weeks of Phase 2, so that this is counted as a plus for RP. (This is discussed fully in Section 6.7).

However, the findings of this phase also show us that TTs' ways of spontaneous reflection can be direct and problematic because of its critical content. Therefore, educators need to be aware of how best to introduce in-class teaching reflections. Another important finding is how their personalities, wider value systems and commitment to professionalism affect the kind of reflection they engage in. Finally, reflection is about being able to implement the concepts mentioned in this phase, so were these concepts evident in TTs' real practice? This is what RP will tell us in Phase 3.

6.4.3 Content of reflection: Phase Three

Phase 3 looks at 10 TTs' reflections during the real teaching practice that took place in a local secondary school situated in the city where the study was applied. Here the TTs taught specific English subjects to students specialising in English and General English to

both Arabic and Science majors. The school students were all local but were in different years of study. This section examines the TTs' Phase 3 diaries to document the themes they wrote about when they were given a class to run for two consecutive weeks.

6.4.3.1 Reflection on the Self

All 10 TTs considered the self when they reflected on their new teaching experience. Their reflections can be divided into two main categories: those where they found their situation challenging, and those which represented a breakthrough in the sense that TTs were satisfied with their performance.

6.4.3.1.1 'self' challenging reflections

Excerpt 6.70 indicates that TT19 was worried about her first teaching performance. She found herself in a challenging situation.

[I have delivered the first lesson and I was very confused and frightened because this was my first time teaching and also the students were very naughty and asked some strange questions. This shattered my thoughts and I forgot the steps that I was supposed to follow. Although I had all of this to deal with, I pretended it was normal for me to control the class and make students keep silent. I tried to give the lesson in a good manner but I feel I did not do so and made some mistakes. This could be as a result of the confusion I had or of not preparing the lesson well]. (Excerpt 6.70, TT19, Lesson1)

One can understand the situation TT19 was in, especially on her first day. Reading the excerpt again, it is obvious that the TT could not specify what exactly the problem was. Was it the students, the textbook, the teaching matter or the LTE system itself? This is the first indication that TT19 was overwhelmed by the experience of the first lesson. When we compare how this particular TT was involved in Phases 1 and 2 (See excerpts 6.67 and 6.54), we could observe a gap between the earlier 'safe experience' and the demands of authentic teaching.

Excerpt 6.71 shows how important support is in the first real practice experience. TT5 was reflecting on her experience when one student asked her an unexpected question, i.e. to show them how to write a simple paragraph. This put the TT in a difficult situation because the question was outside her lesson preparation. Therefore, she thought of obtaining support from colleagues and the supervisor.

I asked students to write a paragraph and then I collected the papers, but one student asked me a question: how can we write a paragraph? This was the most difficult question in my new experience. I really need to discuss this topic with my supervisor and colleagues. Note: before the lesson, I made a plan and wrote it out but not all of the ideas I prepared were implemented. This was due to the following:

1. There was confusion as this was my first time to stand before students
2. The students asked questions that took some time
3. The students were weak at writing, so this made me take a long time to clarify the important elements of the lesson (Excerpt 6.71, TT5, Lesson1)

Once again we see another indication of the problems of beginning teachers. TT5 planned her lesson but when she was asked to clarify a point outside her preparation zone, she failed to do so. Moreover, she got her lesson timing wrong. There are two questions that may be asked here. Was this reflection benefiting TTs in building up their teaching experiences? Alternatively, were they too tough with themselves so that they might be discouraged from learning from their experience? The closer we get to TTs' diaries, the more we understand the nature of pre-service teaching and the value of reflection to it.

6.4.3.1.2 'self' breakthrough reflections

With regard to the breakthrough reflections about the self, the following two examples are taken from the same TTs just quoted (Excerpts 6.70 and 6.71). Excerpt 6.72 shows that TT19 was happier about her teaching of the second lesson, though she was aware she had made some mistakes. She acknowledged that the encouragement received from the supervisor was useful.

[In this lesson, I was more prepared than in the first one; as I became accustomed somehow to the students so my confusion and fright started gradually to disappear. Today, I felt very much relieved. This returns me to my supervisor who encouraged me last week when he told me that my explanation was good for a TT's first experience in teaching. This reassured me a lot. Anyway, I feel satisfied with myself today even though there were some lapses; I feel much better than yesterday]. (Excerpt 6.72, TT19, Lesson2)

Again this excerpt shows us some classic issues about beginning teachers – their emotional engagement, the importance for their self-confidence of establishing a good relation with students, and the need for encouragement. It is interesting that while she is more positive, she is still not able to be analytic about what happened. Emotion is still swamping cognition!

Excerpt 6.73 indicates that TT5, who was unsure of what to explain in Lesson 1 (excerpt 6.71) and was looking for support, seemed to have learnt a great deal by the time she delivered lesson 5. She could describe herself in a very confident manner within 4 lessons of beginning teaching.

[This was the best lesson I have given. The lesson topic was interesting and the students' reaction was effective. ... I was quite flexible in the class with the students and also in terms of language choice, as I used both. I wish all my delivery was like today. I have learnt that the teacher must be balanced in the way she teaches and flexible in the language she uses. I have also learnt that teacher does not have to follow what is in the course book because variety takes boredom away. Today, there was a will to change and change happened. This accords with the English saying I like very much: if there is a will there is way]. (Excerpt 6.73, TT5, Lesson5)

The points she was satisfied with were as follows: flexibility in teaching and language choice, balance between activity and time, considering ideas outside the course book and finally witnessing change in delivery, i.e. she did it according to the way she wanted. This is interesting because TT5 moves beyond just expressing positive feelings. There are some elements of analysis and self-awareness in her reflection.

6.4.3.2 Reflection on the Students

All of the TTs made comments on their students, and in each reflective diary, many ideas were expressed concerning the students' involvement, reaction, participation, encouragement, thinking and feedback. The following three excerpts illustrate some of these ideas.

Excerpt 6.74 describes the reaction of two students taught by TT29. They found the discussion method she deployed stimulating and wanted to participate fully, which greatly encouraged TT29.

[I have enjoyed today's lesson so much and I felt comfortable more than any other day. The most important fact is that one student understood everything and from his happiness, he could not hold himself in. He stood and loudly said 'teacher, this is the first time I have understood in this manner and would like to answer all the exercise'. I held myself in, because I was about to laugh because of his reaction. Then his colleague said the same. In fact, today, I found acceptance from all. Some were blaming me for not choosing them to come out to write something on the board. As usual, they changed the seating arrangements as I did in the previous sessions. Their participation was

wonderful. I hope this will continue when their formal teacher takes over the class]. (Excerpt 6.74, TT29, Lesson3)

The excerpt shows how TT29 was building a good relationship with her students who showed willingness to participate. However, TT29 did not discuss and reflect deeply on why the students' 'participation was wonderful'. It seems that TT29 was engaged in describing her feeling but without a clear analysis of how she got this feeling.

Excerpt 6.75 indicates that TT27 was promoting participation and involvement, especially with male students, who she argued were often neglected. She approached them to encourage them to talk and become part of the class.

[There was another obstacle. This was related to the participation of the male students of which there were 6 in the class. I asked them some questions about next week's lesson but they did not respond as requested. Therefore, I encouraged them to talk even if their answers were not correct. In fact, I focused a lot on male students because I knew that most teachers do not pay attention to them. They say male students are naughty so they concentrate only on the females. This view was supported by some students who told me that they did not know some words in English to help them talk. Also our teacher does not ask us in English and does not let us participate as she explains and answers the questions (I did not comment because I did not want to portray the teacher as unsuitable)]. (Excerpt 6.75, TT27, Lesson 2)

Once again this excerpt shows TT27 is developing a relationship of trust with her students. Moreover, we could see some real analysis of the situation. TT27's move was successful as she was able to gain useful background on how she could promote male students' engagement. Moreover, she could compare what she had in the back of her mind to some explicit answers from the students themselves. Finally, TT27 was professional because held back from discussing the regular teacher with the students.

Excerpt 6.76 is from TT18 who was trying to understand why some of her students were not involved in the class discussion. After studying her students, she proposed some ways to inspire them to become more interactive.

[However, there is a problem with the third and fourth groups (this teacher divided the class into groups each of which comprised 5 to 6 members and they were sitting together). They knew the answer but they did not like to participate. I have studied why this was the case and concluded the following:

1. There is no self-confidence and also no confidence that their answers were correct.

2. They are not encouraged or they are shy or afraid to speak before the teacher and peers.
3. They are afraid of the answer itself as it might make others laugh at them.
4. They might have the answer but they do not have good English to formulate it.

The solutions that I might implement were to:

1. Raise the morale of the students by using phrases like, just try, don't worry, very easy, you are clever students, I know you can answer, you can do it
2. Simplify the situation, for example, telling them that it is not important the answer you produce but it is important to participate. We are on a learning platform so we are here to learn: if we make a mistake, we learn from it and the correct answer does not come without making mistakes.
3. Motivating and assisting them to talk, for instance, you say to them that the student who participates will get marks irrespective of his answer]. (Excerpt 6.76, TT18: lesson 3)

TT18 shows that the ideas of interaction and development were of concern in her reflection. This excerpt is the most impressive piece of reflection so far, in this section. There is a good focus on the students, and an ability to understand specific problems experienced by some of the students, as well as reflection on how to help them. It shows very good powers of analysis and planning.

6.4.3.3 Reflection on teaching

Finally, TTs reflected on teaching activities they had tried out in their practicum. Furthermore, there was evidence that TTs were planning for students' needs. As excerpt 6.77 indicates, TT15 was able to evaluate her use of pair work, and to think of an alternative in order to promote participation.

[I asked the students to look at the previous lesson's words and to give me sentences using those words. Then I asked them to work in pairs. The disadvantage of this activity was that I went and stopped beside each pair to listen to their sentences. This prevented the rest from hearing the sentences because the students did not speak up. Furthermore, I should have chosen some groups at random, not all of them. Thus, next time, I will stand far away and choose randomly]. (Excerpt 6.77, TT15, lesson2)

Here, TT15 has noticed that her way of monitoring pair work did not yield positive outcomes in terms of benefiting the whole class. Consequently, some practical alternatives were suggested, though these emerged from the practical experience only. There is no reference to external knowledge nor to the discussion held in Phases 1 and 2.

Excerpt 6.78 indicates that TT27 decided that both source and target languages would be used in explanation. This decision was arrived at in response to her students' request.

[Suggested solutions for coming lessons: using both languages in explanation and not focussing on English only. I will ask students to read the reading passage and then I will translate what they read because the students today asked me to do this. They told me that in order to understand the lesson more, they need Arabic translation, as their teacher was following this also]. (Excerpt 6.78, TT27, Lesson2)

This reflection is good, insofar as it shows the TT building her relationship with her students and listening to what they say. However, it is limited, as other important sources of knowledge (e.g. learning theory) are ignored. In education, teachers do not just rely on students' requests, e.g. to translate or not, but rather they rely on an array of reasons, of which students' preference is only one.

Excerpt 6.79 is a reflection on how a TT29 brought an idea raised in the college into her real life teaching. TT29 used comprehension questions that followed the PPP method, which was referred to in Week 4. She used many terms, such as inductive and bottom up, that were mentioned in college. Furthermore, she had the confidence to criticise the practice of the class teacher and other teachers in the context.

I enjoyed this lesson so much. I was told that this group is not as effective as the group I taught yesterday. However, I found the opposite!!! Concerning delivery, I used comprehension questions based on the modern PPP method: practice, production and then presentation. This means that the teaching point is extracted through the answers of questions: inductive learning (bottom up). This method is interesting; I wonder why their class teacher does not follow it. This proves what I wrote in the introduction of my graduation project: the problem does not lie in the syllabus we have but rather in the teachers. (Excerpt 6.79, TT29, Lesson2)

This excerpt (6.79) is an example of analytic reflection which made use of the discussion held in Phase 1. TT29 shows good comparative skills, as she could compare between given ideas about a particular group and what she could find out herself. She could also relate the specific issue to wider issues of professional effectiveness.

Phase 3 reflections indicate that TTs' transition from safe to authentic contexts was overwhelming. We can observe how tough TTs were with themselves when they first started the practicum. However, such toughness was worthwhile, as it made them realise

what was lacking, which helped them figure out what their next moves should be. Most of their early reflections were on emotions rather than on their students and teaching. Towards the end of the second week of their experience, more analysis could be found. Nevertheless, not many instances of analytic capability could be found, as is evident from the exceptional nature of excerpt 6.79 where TT29 was able to draw on external knowledge. The findings show us that through reflection and discussion, TTs could move in a short time from reflecting on themselves to being good observers who possess analytic and comparative skills. However, they still relied on their immediate knowledge of the context and the newly built teaching experience than on theories discussed in Phases 1 and 2.

6.5 The Findings for Sub-question 2.2

A central question that this study addresses is what types of reflection TTs engaged in. Did their involvement in the programme result in them producing different types of reflection or were they just describing what they experienced? This part of the chapter seeks to clarify the extent to which their reflections went further than description. Can comparisons of the ideas reflected upon be linked to other aspects, such as theories, research and previous discussions on the programme and so on? Do the ideas written about consider the implications for teaching and how they relate to TTs own understanding? Here, the topics the TTs wrote about will be re-examined to categorise them into types and levels. The analytical frameworks in Jay and Johnston (2001) and Ho and Richards (1993) are synthesised and used to form the basis for this section, as explained in Section 4.10.1.

To assess the depth of reflective thinking, two perspectives will be considered: types and levels of reflection. The former looks at TTs' reflective typology in terms of the types Jay and Johnson (2002) proposed: descriptive, comparative and critical. Section 4.3.7.1 defines the difference between these dimensions. Levels of reflection on the other hand are concerned with the depth of each type of thinking found. That is to say, they look at how developed the reflection is. As Ho and Richards (1992) suggested, each type of thinking is assessed in terms of whether it is low or high level.

6.5.1 Types and levels of Phase 1 reflections

As mentioned on different occasions, the context of Phase 1 was a teachers college.

Therefore, the reflection which was conducted in this phase was mainly for the purpose of developing TTs' ways of thinking about the knowledge presented. The types and levels of reflection related to each theme will now be analysed.

6.5.1.1 Types and levels of reflection relating to 'methods of delivery'

The findings of the TTs on this theme showed that they considered three main perspectives in relation to the R's performance in delivering the sessions about the sessions in Phase 1. In Total, they wrote 59 excerpts where they reflected on what they saw as positive (31), negative (17) and what was lacking in the delivery of the R (11).

TTs used three types of reflection, when expressing positive reaction to the performance of their R: descriptive (25), comparative (5) and critical (1). Excerpt 6.80 gives an example of a descriptive reflection, as TT24 described her feeling towards the programme sessions. Excerpt 6.81 shows the only critical example in which TT11 took ideas observed in class and related them to their implications for teaching as a whole. Finally, excerpt 6.82 includes a comparative reflection where TT5 compares the delivery of my class to other classes.

I think the method of the teacher and his character help in thinking to discuss and to be logical. By the way the discussion helps us to improve our skills and put away the shyness and just talk, I like it. (Excerpt 6.80, TT24, W5)

[the teacher has an impact on student's understanding. When the teacher uses many approaches to pass information on to students, this helps in making knowledge clear to students. Also when the teacher's intonation varies, students pay more attention to what is being talked about. In addition, when the class shape changes from time to time, students and the teacher become more active because new things help students to sustain concentration for a longer time] (Excerpt 6.81, TT11, W5)

[Also the sessions of this module are different from the other sessions we have had in terms of class organisation, teaching aids, discussion and other things. We have benefited from this subject]. (Excerpt 6.82, TT5, W6)

The 17 reflections on what pleased TTs about the delivery of the sessions can also be classified in terms of quality (levels). The descriptive reflections (25) have different degrees of clarity and depth of reflection. For instance, excerpt 6.80 shows that TT24

found the delivery of the session stimulating, helping her to improve skills and become free from shyness. Nevertheless, she did not develop the idea of skill improvement much. So, this description is seen as low level. There are 18 excerpts that are similarly low level (see Appendix 10 'A'). Excerpt 6.83 is an example of the 7 high level reflections. Regarding the only critical reflection (excerpt 6.81), it included a reflection on something noticed, followed by an implication for teaching. Thus, it could be classified as higher in level. Finally, all 5 excerpts which included an element of comparison are low level because no development of the comparative aspect was done, as excerpts 6.82 and 6.84 show.

After this, our teacher began the lecture by showing us some points that he took them from our diaries which were by the way of points about his approach in teaching and the techniques that were employed by him in teaching us. That was very amazing, and it showed us that our teacher really cares about our points of views and read our diaries. Of course, by doing that in indirect way our teacher motivated other students to write and also encouraged students who wrote to go on with their writing and even to become more creative. (Excerpt 6.83, TT20, W6)

[I enjoyed this lecture even though it was long. We felt quite comfortable in the lecture, unlike most of the other lectures. (Excerpt 6.84, TT12, W4)]

Regarding what was seen as negative in R's practice, one type of reflection can be found, namely descriptive (15). Excerpt 6.85 describes what happened in class in terms of introducing knowledge, what the implication of this was for understanding and a suggestion of how the negative point described can be resolved. Excerpt 6.86 is a reflection of what the TT noticed about the performance of the Researcher. It describes two problems, wait (pause) time and provision of ideas and proposes a solution for one of these.

Regarding the negative points, the teacher gives us a lot of information, an aspect that makes it difficult to understand clearly the entire lecture. The teacher also moves on from one idea to another without making sure that all have grasped what was being discussed. Therefore, I hope that at the end of each lecture, the teacher writes a summary of the important points and gives an example about each for clarification]. (Excerpt 6.85, 19.6, TT19, W6)

Also when you give us any question, you do not leave us answer it, so you ask and in the same time explain and give the answer, another thing I think you have and know much information but keep it in your mind and cannot give it to us. (Excerpt 6.86, TT14, W2)

Regarding quality, excerpt 6.85 describes a problem and suggests a solution thereto. Finally, excerpt 6.86 touches on two problems (description) but does not develop them further to include what might be done to improve what is reflected upon. An account of ‘what might be done’ is included in relation to the second problem observed, the provision of ideas, but the idea is undeveloped, the excerpt remains of a low descriptive nature. Generally, there are also 8 descriptive reflections made by TTs on negative practices in the Researcher’s performance that provided good reasoning for this and then suggested some ways forward, even though in some excerpts the way forward can only be inferred. The remaining 9 dealt with problems but the ideas were not well developed to include reasoning and ways of reducing the problems noted.

Finally, concerning the way TTs reflected on what was missing and requested a change in delivery, their reflections were of one type: descriptive (11). Excerpt 6.87 shows that a request was made and then the implications of it were expressed; excerpt 6.88 shows that the request was made after a description of a problem and its implication were reflected upon.

[I hope you change your explanation method a bit, namely, if a slide comes up, you ask a student to explain it herself and say what she thinks of what is written. This approach makes the student concentrates on what the teacher says on the topic and ensures the student is ready at any time to participate. In this way, the student’s mind is active all the time and does not automatically know when the teacher is going to ask for an explanation. This also means that not all of the time the teacher explains and asks for participation. He must be a leader asking a specific student to explain something as he/she understands it]. (Excerpt 6.87, TT,13 W5)

[However, when the teacher explains, he uses terms that I do not understand because I have not come across them before. This meant I did not follow everything taught which made the explanation disconnected. When I tried to ask for clarification, I felt embarrassed. For this reason, I wish that when I or another student asks you, you write the new word on the blackboard so that we can understand, memorise and add it to our vocabulary list]. (Excerpt 6.88, TT23, W4)

Both excerpts can be classified as of high quality because they both define the situation observed, describe what was lacking, describe the implication of this shortcoming and clearly suggest a way forward. In this group of excerpts, 8 out of 11 have the same quality as excerpts 6.87 and 6.88.

6.5.1.2 Types and levels for the theme ‘reflection on content’

TTs produced 23 reflections on content which are classified into two types: descriptive (11) and critical (12). Excerpt 6.89 shows that TT12 was reflecting on the content of Session 3 as well as showing an understanding of what it meant to her. In Excerpt 6.90, TT20 was reflecting on the content of Session 4 by considering its implications for learning and teaching and what the session meant to her.

[I learnt in the first sessions that teachers need to have new skills for teaching in order to enhance students’ minds and their abilities. Teachers need to be interactive so that students receive and can accept knowledge. This interaction helps teachers find out to what extent students have understood the point being discussed. Teachers also need to accept criticism, understand the subject they are teaching and know the best way to transmit information to students so as to reduce the level of resistance]. (Excerpt, 6.89, TT12, W3)

The lesson today was about hypotheses; I learnt three types of hypotheses, input, interactive and output hypotheses. The first one, input hypotheses, teacher centred. It means that the teacher explains the lesson and students just listen to him. The second hypothesis, interactive, students are involved in discussion. Output, students are forced to speak and participate in the class. This session is completely new so I enjoyed it and I understood it easily. I think the best thing is using the three hypotheses in teaching, according to the situation. (Excerpt 6.90, TT20, W4)

Out of the 11 descriptive excerpts, 8 are considered to be of low descriptive quality because they did not go beyond describing the content. However, in the remaining descriptive excerpts (3), such as excerpt 6.89, there is an element of understanding which means they can be classified as of higher level. The remaining 12 excerpts on content are all critical because of their relevance to the implications for learning and teaching. 9 out of the 12 are classified as of high critical quality. Excerpt 6.90 is an example which shows how a TT related the knowledge discussed in class to self-understanding and then considered the implication of this understanding to teaching.

6.5.1.3 Types and levels of the theme ‘language proficiency’

The findings show that TTs wrote about the problem of language proficiency on 11 occasions. Excerpt 6.91 describes the problem of increasing numbers of handouts and the confusion, and lack of concentration and participation it gave rise to. Excerpt 6.92 also describes the problem of having too many handouts and then suggests a solution of

selecting the most important. Finally, excerpt 6.93 describes the same problem and then offers an opinion on it.

[Note: in each lecture, the number of handouts we get increases. This resulted in confusion and less concentration because when I took these handouts and wanted to prepare myself, I did not know where to start. I believe this is why we had difficulties in this lecture as when we prepare in advance, we have more chances to participate]. (Excerpt 6.91, TT5, W3)

We have a lot of handouts. I hope that the teacher picks up the most important and highlights it so that we benefit from these handouts. Also we need to know which ones are going to be part of the exam because at the end of the day we are students. We want to benefit from this unit as it is interesting and useful but also we want to achieve high marks in our exams. I hope that the teacher takes this point seriously. (Excerpt 6.92, TT5, W5)

[The syllabus; we had too many accumulated papers that we could not read. In fact, when I looked at the syllabus, I became scared and felt that it would not be easy for me to keep control of it] (Excerpt 6.93, TT19, W3)

7 of the excerpts written for this theme could be classified as of high quality as there is a clear description of the problem and a suggestion for dealing with it. Excerpts 6.91 and 6.92 are examples of this type. The remaining excerpts are similar to excerpt 6.93, being of low quality as they are limited to the description aspect.

6.5.1.4 Types and Levels of the theme ‘reflection on peer discussion’

Of the ten excerpts written on the theme of peer discussion, seven are descriptive, two are critical and one is comparative. Excerpt 6.94 shows TT24 describing a peer’s contribution and then giving two opinions on it. Excerpt 6.95 is about a TT describing peer preparation and the disappointment of the following presentation. Finally, excerpt 6.96 shows TT19 considering a peer’s point in which a reflection on the context of schooling was touched on. Appendix 10 ‘B’ shows the comparative example.

After this, we, as students, discussed some units of the lesson. The student became a teacher and the teacher became a student; (I like that). However, not all that was being talked about by the students was clear to me. (Excerpt 6.94, TT24, W6)

[We were given a handout last week and were divided into groups to prepare a part from it and teach it. This was nice because we sat together and discussed some important points in the unit. This gave us the chance to listen to each other’s points of view. However, when we came to stand in front of the students and you, it was

unfortunate and embarrassing not to be able to discuss the points we had talked about in advance]. (Excerpt 6.95, TT11, W5)

[There was much other participation in this lecture. The teacher asked us whether or not RP can be applied in schools and what the potential obstacles might be. X's point was fascinating because she said there is not enough time for syllabus completion and this is their goal at the moment because the syllabus has grown] (Excerpt, 6.96, TT19, W5)

On this theme, high level descriptive reflection was found on one occasion (excerpt 6.95) and low level descriptive reflection on six (e.g. excerpt 6.94). Concerning the three critical reflections, excerpt 6.96 shows that TT19 only considered the point raised by her colleague, but did not take it further to explain, for instance, how teachers could achieve a balance between the syllabus and the implementation of RP. Hence, this excerpt is one of low critical quality, whereas the remaining two excerpts are of higher critical quality because they take the peer's contribution further by reflecting on its implications for teaching and learning (see Appendix 10 'C').

6.5.1.5 Types and levels of the theme 'Reflection on Future Practice'

On three occasions, TTs described what was observed in the class followed by a statement of future use (excerpt 6.97). On four occasions, TTs made explicit reference to future practice taking into consideration some implications for their own teaching and learning, as excerpt 6.98 clarifies. Thus, these four excerpts are considered critical.

In this class I learnt a lot of skills and I had learnt or understood the lesson. It was talking about some methodologies of teaching and the most important thing that I had learnt it I will use all those methodologies but just the useful side in each one of them in my future teaching. (Excerpt 6.97, TT12, W4)

One of the skills that surprised me in this lecture was the teacher's way of receiving opinions. I will work, hopefully, with his method in the future by making pupils participate with their ideas. At the same time work seriously and with a good manner to make pupils become assured and work hard to understand subjects even the hard ones. (Excerpt 6.98, TT12, W2)

The first excerpt (6.97) on this theme is an example of the three descriptive excerpts which have not gone beyond describing what was observed and making an undeveloped reference to future practice. However, an example of deeper reflection is excerpt 6.98, where we can see TT12 imagining running interactive classes, but with caution, which reflects on how the context was considered.

Descriptive reflections were found in relation to all sub-themes of this theme. In contrast, comparative reflections were only found when TTs were reflecting on what they observed as positive in my method of delivery. This was the only trigger that made them compare what they saw with what they had experienced in the past. Concerning critical reflection, TTs used this most when reflecting on the content of the programme sessions, as they wrote 12 critical reflections on them. They also wrote some critical reflections on peer contributions and future teaching.

The level reached in all three types of reflection shows that the activity reflected upon for each session influenced the depth of reflection. For instance, in relation to method of delivery, TTs produced 25 descriptive reflections showing their positive attitudes to my delivery. Only 7 could be classified as of a higher level, and the rest (18) were not developed enough to describe what pleased TTs in depth. However, when they were describing what the missing element in the delivery was (11), they produced enough details to describe the situation and propose ways forward (8). This also applies to the theme of 'Language Proficiency' where TTs were able to provide a rigorous description of the problem they had.

6.5.2 Types and levels of Phase Two reflections

This section gives an account of the types of reflection arising during Phase 2 from each of the three themes analysed in Section 6.4.2.

6.5.2.1 Types and levels of Reflection on 'organising the practical teaching'

TTs produced mostly descriptive reflections on the process of conducting in-class teaching: descriptive (8) and critical (1). TT8 described the discussion routine, as exemplified by excerpt 6.99. TT27 and TT5 both made suggestions about the routine (6.100 and 6.101), though TT5 gave more detail and took account of the context in her advice on how this phase needs to be implemented.

The second part of the lecture when student explained a lesson from a preparatory textbook, the teacher divided us into two groups. The first group is students and the second group is observers to criticise the students' explanation (Excerpt 6.99, TT8, W7)

[Finally, I would like to say a point that I consider important to trainee teachers. Students need not to pose questions or criticise the trainee teacher during teaching because these could make the deliverer unable to retrieve the information planned

in advance]. (Excerpt 6.100, TT27 W7)

[Some remarks on the lecture:

1. I hope the tutor asks the observers not to give remarks or ask questions during the delivery as this is not suitable and causes confusion as well as to ask questions appropriate to the level of 'student teachers'.
2. I hope the observers start with the positive points before talking about any negative remark. They need to thank the student teacher for his explanation by saying he was good at this and excellent at this...etc. In this lecture, the observers focussed on negative aspects and gave their remarks during explanation, something which was not acceptable. They also did not remember that the lesson was for primary students and give appropriate questions. This was very bad.
3. Translation to Arabic and writing new words on the board are important for primary school children. In addition, teaching them pronunciation, grammar, questioning are also important for learning more]. (Excerpt 6.101, TT5, W7)

Excerpt 6.99 gives an example of descriptive reflection of low quality. Here, TT8 merely mentioned how the session was run and then described the function of the observers, an idea that needs discussion so that one can understand the function this TT was describing, namely 'criticism'. This applies to five excerpts out of the 8 found. Excerpt 6.100 shows TT27 proposing an idea after the first teaching example of Phase 2, with a justification for why it was important. Hence, it is of high descriptive quality. Finally, Excerpt 6.101 indicates that TT5 was not only concerned with giving advice to the deliverer, as TT27 did, but also with considering some implications of the context in her advice. Therefore, this contribution was categorised as high level critical.

6.5.2.2 Types and levels of reflection on the theme 'peer teaching'

This was the most reflected upon theme in Phase 2. TTs produced 30 excerpts on the teaching of peers. In 26 of them, TTs produced descriptions of their classmates' performance; excerpts 6.102 and 6.103 are two examples of the TTs' descriptive reflections. Of the remaining four, three are critical and one is comparative. Excerpt 6.104 offers an example of critical reflection; whereas, excerpt 6.105 shows the only comparative reflection. Appendix 10 'D' has more on reflections on peer teaching.

[Then, as it was planned last lesson, the second hour was taken by one of our classmates to teach us. From my point of view, it is obvious that TT18 made hard effort to plan for that lesson and her class management was very good. Also her loud voice and her body language were excellent. But she used very old approach in teaching which was explaining everything and translating everything in detail. No motivation of any kind was provided to the students in order to encourage them to participate. She used the blackboard a lot (more than necessary) and

finally she conveyed lots of information to the students without checking if they understood what she said or not, so she created a big confusion in the students' minds]. (Excerpt 6.102, TT19, W8)

TT29 used a new approach to teaching. In her explanation, she used just English language to explain. She must use Arabic language to explain words that cannot be understood. I think her planning was suitable with time. (Excerpt 6.103, TT8, W9)

Anyway, this time it was TT29's time to explain also a lesson from preparatory school curriculum. Generally, her performance was very good and she used some teaching aids. But she did not use the book at all. However, I think the students need to be aware and understand the relationship between things that the teachers' teach and the curriculum. Otherwise, teachers will be wasting their and the students time. Besides, her voice was not clear and loud enough to be heard. But I have to admit that she was the best so far. (Excerpt 6.104, TT20, W9)

The first two excerpts (6.102 and 6.103) contain two different types of description, one of higher quality than the other. TT19 offered insights into what she meant by the 'old approach', whereas TT8 made a statement that Arabic as well as English must be used, without justifying her strong statement. Hence, TTs' descriptive reflections were of high (22) and low (3) quality. TT20, in excerpt 6.104, comes up with a high quality critical reflection because she was able to contrast the idea reflected upon (using the coursebook) with the context. Appendix 10 'E' shows two further critical excerpts of high quality and one that can be classified as of low quality. TT15, in excerpt 6.105 (below), compared the performance of TT18 with my model, which was conducted in week 8, though she provided no indication of why 'it would have been more useful to copy my style'. Besides, this could be considered as seeking elements of performance from outsiders rather than using her own thinking. Thus, this contribution can be categorised as of low comparative quality.

[The first lesson was given by TT18 who had a very strong voice and control over the class. However, there were some setbacks in the way she explained the pictures of the lesson. She used a very old method in displaying the words which caused noise in the class. Furthermore, the students were not concentrating. It would have been more useful to let the student write the new words from the pictures they can see, as you did with us the other day. (Excerpt 6.105, TT15, W9)

6.5.2.3 Types and levels of reflections on the theme 'reflection on learning'

Here, TTs made 10 descriptive reflections about what they felt they had learnt from the in-class teaching experience. Excerpt 6.106 shows that TT5 describes the learning points she acquired from the teaching of her colleague. This is accompanied by some further

elaboration, including the last sentence on ‘the map use’. In Excerpt 6.107, in contrast, TT20 made a general description of what she is intending to do in her in-class teaching practice.

I have learnt many things. The teacher provided students with opportunities to participate in discussions and answering questions. He did not focus on the front row. Additionally, he connected up ideas with previous lessons, as he showed students the directions on the map and then wrote them on the board. Finally, the use of the map was good because it made the teacher ask many questions about the main points of the lesson. (Excerpt 6.106, TT5, W11)

In short, I benefited from things that our teacher taught us. Moreover, I gained very good points through the two teaching experiences and I intend to take their points into consideration when it is my turn next session. So I won't try but I will do my best and will make the students explain the lesson more than me. (Excerpt 6.107, TT20, W9)

Of these descriptive reflections, 4 were high and 6 were low level. TT5's reflection focussed on the discussion element she observed in the class, and provided some insights into how discussion was maintained. In contrast, TT20 provided a general and unelaborated description. However, she also comments: ‘I will do my best and will make the students explain the lesson more than me’. Here, we can note that she was determined to respond to the calls of the phase for ‘involving students more’. Section 7.2.3 has more discussion about this perspective.

It is obvious that Phase 2 produced descriptive reflections more than comparative and critical types. In the whole phase, only one comparative example was identified (within ‘peer teaching’), and critical reflection was found on only 4 occasions, 1 in relation to the ‘process of reflection’ and 3 in relation to ‘peer teaching’. Hence, there is a similarity between the first two phases of the study regarding the types of reflection which were stimulated.

However, concerning the quality (level) of reflection, TTs started producing higher quality descriptions during Phase 2. For instance, out of the 25 descriptive reflections found in relation to the theme of ‘peer teaching’, 22 were classified as of high quality and only in relation to the remaining two themes, did the low quality descriptive reflections outweigh the high quality ones. This shows how the activities influenced the rigour in reflection and also how TTs were getting better at reflection.

6.5.3 Types and Levels of Phase Three Reflections

The types and levels of reflection on each of the three themes defined in Section 6.4.2 will now be analysed for Phase 3 (the practicum).

6.5.3.1 Types and levels of reflection on the theme ‘reflection on the self’

As observed in 6.4.3, this theme was sub-divided into two parts: challenges and breakthrough reflections on the self. For the purpose of this section, the two themes will be examined together in the light of their types and levels. There are 19 excerpts written on the ‘self’, in which 14 could be classified as descriptive and 5 as comparative. These took many forms; some described problems (9) (excerpts 6.108), while others described feelings (10) (excerpts 6.109).

[All my problems were related to pronunciation and the lack of previous use of vocabulary. This problem goes back to the previous years of my study where there was not effective practice in learning pronunciation. The method we followed was theoretical rather than practical; for example, we learnt {play/plei}so I know the symbol for the word but not its correct pronunciation. Anyhow, I started seeing myself improving and there is no one who does not make mistakes. Nevertheless, one needs always to keep trying, especially when one knows one’s own shortcomings so that these become changed into gains. My goal for now is to implement the modern way of teaching so that I distance myself from tradition and indoctrination and make a change to education, even if it is simple]. (Excerpt 6.108, TT19, Lesson2)

[In the first lesson and even before entering the class, I felt nervous and confused. Moreover, when I entered the class, I had the same feeling. Anyway, I introduced myself and also I knew who they were. Then when they started interacting with me, I felt comfortable and the confusion went away. I noticed that some were making a noise so I told them that in the next session, I would change their seating order]. (Excerpt, 6.109, TT10, lesson1)

Concerning the quality of reflection, excerpt 6.108 shows the problem TT29 was having with regard to pronunciation. It is interesting to observe how she analysed it, linked it to previous years and thought of improving it. The analytical and comparative nature of this excerpt makes it high in quality. In Excerpt 6.109, first of all TT10 was describing her feelings towards the session prior to its occurrence, when she was nervous and confused. Once the lesson started however, she started paying attention to students, i.e. she moved on from noticing herself to noticing them. So, this was a highly descriptive reflection. Interestingly, all 19 comparative and descriptive reflections are of high quality because of the depth of description they offered, like the two analysed in this section.

6.5.3.2 Types and levels of the theme ‘reflection on students’

Students constituted the most common theme that TTs reflected upon in their practicum experience 29 reflections. All three types of reflection can be identified: descriptive (21), comparative (2) and critical (6). Excerpt 6.110 shows TT29 describing how her lesson teaching points were conveyed to her students. In Excerpt 6.111, TT20 is describing her observation of both the students’ attitude and her own confidence.

I have enjoyed today’s lesson so much and I felt comfortable more than any other day. The most important fact is that one student understood everything and from his happiness, he could not hold himself in. He stood and loudly said ‘teacher, this is the first time I have understood in this manner and would like to answer all the exercise’. I held myself in, because I was about to laugh because of his reaction. Then his colleague said the same. In fact, today, I found acceptance from all. Some were blaming me for not choosing them to come out to write something on the board.

As usual, they changed the seating arrangements as I did in the previous sessions. Their participation was wonderful. I hope this will continue when their formal teacher takes over the class. (Excerpt 6.110, TT29, Lesson3)

These students are really clever ones; they need someone to lead them. I feel sorry for them! In summary, this experience was very good: do you know that it made me more confident? (Excerpt 6.111, TT20, Lesson4)

TT29 gave four main reasons for feeling comfortable in her teaching. This makes it a reflection of high quality at a descriptive level. However, excerpt 6.111 includes an interesting observation, but it lacks development. We can understand that the students were responding to the TT but we cannot establish why she felt sorry for them, and the reason why TT20 started feeling confident was not elaborated on. Thus, this could be considered as low quality description, of which there are 5 examples among the 21.

Excerpt 6.112 shows TT20 comparing what students were saying with what they were actually doing. In Excerpt 6.113, TT27 reflected on the first obstacle she faced during her practicum experience. She mentioned what course she followed to solve the problem confronted, why she followed that course (this showed her awareness to schooling) and finally how she felt about the whole problem. Thus, the first of these two excerpts shows high comparative level and the second shows high critical level.

When I finished explaining, I told them if they had anything that they wanted to ask about or any word, just to say it. They said no, so I started to ask questions

and they were not sure about the answers. I started helping them. (Excerpt 6.112, TT20, Lesson5)

[There was not participation from all students and some students were laughing at those who tried to take part in discussion using the English language. This made me realise that there were many obstacles that I had to overcome. I learnt that the students did not accept me as they were seeing me as a student not a teacher. To overcome this, I introduced myself and told them that I was a student like them. This is my first experience of standing before students. I also told them something about my study and assured them that I would work hard to benefit them even if it is only a little. I deliberately did this because I know that some students don't like teachers because they treat them harshly and seriously without building close relationship with them. I wanted them not to view me like them and to become comfortable with me. This is very important for both me and my students because if students love their teacher, then they will love the subject she teaches no matter how hard it is. Eventually, I felt this method started to work as they started to participate and to accept me]. (Excerpt 6.113, TT27, Lesson3)

The idea of comparing what students say and what they do is an interesting one. TT20 told us about the gap she was able to discover, and how she helped her students to respond to certain questions she asked. It can be concluded that this excerpt is of high comparative quality. Excerpt 6.113 is of high critical quality because it shows that TT27 was aware of a problem, the roots of which she examined by studying its context, and then she observed the results of her examination and implementation. Appendix 9 'F' indicates that all examples of critical reflections around this particular theme are of a high level.

6.5.3.3 Types and levels of reflection on the theme 'reflection on teaching'

Eleven excerpts were written on teaching, of which eight were descriptive and two were critical. In excerpt 6.114, we can see that TT15 was describing what she did in class. Excerpt 6.115 shows that TT18 reflecting on her conversation lesson and how she made it seem interesting. Then, she outlined two problems in relation to the teaching of conversation.

After that, I taught them inductively: I wrote two sentences starting with *how many* and *how much*. After that I asked them the difference between these sentences. Their answer was that it was because of countable and non-countable nouns. Finally, to get feedback, I wrote a wrong sentence: *how much oranges is there?* They said 'Teacher, that it is wrong' and they corrected it. As consolidation, I asked them to work in pairs to do an exercise in the workbook. I did not have much time, so I read the sentences and they filled in the missing words. (Excerpt 6.114, TT15, Lesson3)

[Thirdly, the lesson: the lesson contained a conversation and questions after this. For this purpose, I used my computer and the lesson CD. This attracted the attention of the students and made the lesson interesting. However, there are two problems with teaching conversation: the first is that most of the time it is quick and not easy for students to comprehend it all. Secondly, it is long and it requires time, which does not go with the given one]. (Excerpt 6.115, TT18, Lesson3)

Regarding the quality of the eight descriptive excerpts, the example included above (6.114) is of high quality because TT15 described what she did as well as reflecting on why each step was taken; so, she gave us a good picture of what happened and why. In total, there are 7 high level descriptive reflections. Of the 2 critical examples, 1 can be classified as high level. Excerpt 6.115 shows TT18 being aware of problems regarding the teaching of her lesson, conversation. She started by describing what she did and later analysed the teaching material of the subject she was given for the practicum. Thus, the materials of the subject were the concern not her teaching approach.

Although this phase promoted all three types of reflection, it mainly related to the descriptive level. However, this is the only phase where comparative reflections were evident in all themes.

With regard to the quality (level) of reflection, TTs continued to produce good quality descriptions, as they had done in Phase 2. Furthermore, the critical type of reflection improved, as out of the 8 examples found across all themes, 7 were classified as of high level. This also applies to the comparative examples, as out of the 8 examples found in relation to all themes, 6 were of high level.

6.6 Discussion of the chapter findings

Based on the themes found in Phase 1, we can see that TTs were observant of the moves of the R inside the teaching class, reflecting the power of modelling. Moreover, the opportunities given to TTs to keep diaries made them request many things, some of which were modelling (e.g. seeing me using my first language, Arabic), more active participation in explaining some slides of my PowerPoint, and more language assistance so that they could understand the discussion and handouts. Most importantly, the diaries made TTs reflect on the content of the sessions which facilitated their thinking about pedagogy, an important aim of the current study. This shows how RP is succeeding in developing pedagogical knowledge. However, pedagogy seems to have been considered

from one main source: the discussion in the class. TTs failed to reflect on learning about pedagogy from the programme handouts. So, what should educators do about this, rely on discussion in developing pedagogy or insist on reading?

Phase 2 findings show that TTs benefited from reflecting on each other's teaching, and this led them to consider the points they raised in their reflection for practical use. Nevertheless, two main problems arose: how feedback can be given in a way that does not hinder further reflection and how the varying personalities of TTs might affect their willingness to undertake reflection and RP. Finally, the idea of knowledge transference from Phase 1 to Phase 2 was not very explicit and TTs generally relied on their immediate learning experience in discussing and analysing ideas.

Phase 3 showed some limitations of RP. First, it showed that although TTs were active in the first phases and discussed many teaching related issues, they were overwhelmed emotionally in the first few lessons they delivered in Phase 3. Secondly, they were sometimes harsh in criticising their own teaching, which might result in their being discouraged from innovative styles of teaching. Hence, the question that arises is whether it would be sensible not to let TTs reflect on the first few days of the practicum! Phase 3 also shows that TTs could move from being uncertain practitioners to being more confident ones with a good power of analysis. However, this power drew only on the pedagogical knowledge obtained through their past learning experience and the little they had obtained from their college discussion. No analysis was made of external knowledge (theories).

Regarding types and levels of reflection, TTs' main type of reflection over the three phases was descriptive. This type of reflection developed in quality as the TTs went along. Comparative and critical reflections were also made but on a limited scale. Critical reflection was more evident towards the end of the study. It showed steady development like the descriptive reflections. However, the comparative type of reflection was the rarest, a finding which could reflect the limited experience TTs possess.

6.7 Triangulation of data

Two main issues will now be triangulated. The first relates to the challenging aspect that the R reported on in Chapter Five, i.e. the problem of TTs lacking a good focus in

discussion. In excerpt 6.12 TT14 reflected that there was no wait time given after posing questions, and that R was a bit hasty in giving prompts about the posed question so that some answers were attached to the prompts. This could have resulted in scattering TTs' thoughts and diverting their responses. Therefore, on top of the limited capabilities TTs already possessed, the Researcher's hastiness could have contributed to their lack of focus on discussion points.

The second issue is related to how reflection and RP helped TTs in performing in their real teaching situations. The excerpts shown in this chapter have indicated that TTs were developing their ways of reflection, especially at the end of each phase. There were many factors influencing this, as the TTs mentioned: the discussion held, consideration of the context, using the mother tongue, and changes in the class atmosphere and delivery methods. These ideas were both observed and reflected upon during the first two phases of the study. Interestingly, TTs worked towards implementing what was promoted, including asking secondary school students to keep diaries and to reflect on the teaching of their new teachers (pre-service teachers).

6.8 Conclusion

This chapter set out to investigate the content and depth of TTs' reflection during three phases of pre-service training. The first two phases took place in college, and in these, TTs were engaged in both theoretical and practical debates. The last stage involved teaching in a real classroom setting. The findings show that the content of TTs' reflections varied according to the setting they were in. When they were in college discussing theories about teaching, their immediate focus was on the moves of their tutor (Researcher). However, the content discussed was not ignored, as it was reflected upon from multiple directions, from practical and pedagogical points of view. Moreover, TTs expressed their concerns over language proficiency matters. When they moved to practical teaching in college, TTs showed enthusiasm to scaffold each other in improving teaching. Finally, in the real teaching setting, they started with uncertainties but after a few teaching lessons, they started building relationships with students in which their focus moved from themselves to the students and teaching. These challenges could be observed in TTs' focus in reflection. These findings will be crucially drawn upon in the following chapter in which I will look more closely at how TTs' reflections changed over time.

Chapter Seven

Findings 3: How TTs' Reflections Change over Time

7.1 Introduction

This chapter will discuss whether or not changes in reflection and thinking about teaching have occurred over the course of the study programme. Thus, it addresses RQ3 which is copied below:

Q3. To what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?

- How did TTs' reflections change over time in terms of focus?
- How did TTs' reflections change over time in terms of quality?

This third and last research question tries to provide a link between the two previous questions which were answered in Chapters Five and Six. To answer this third question, I decided to track only 3 TTs in order to examine closely how the continuing programme had affected their way of thinking about teaching skills. The purpose of this tracking was not to provide an 'ideal type' picture of how TTs did in the programme but rather to provide an understanding of how individuals were developing their thinking about both knowledge and teaching. Two aspects will be analysed: the focus of reflection and the quality of reflection, in all phases. Following the presentation of the findings in relation to the third research question, a discussion will be undertaken about the whole study findings. The chapter concludes with a summary of the important findings.

7.2 Tracking TTs' development

This section will track the changes in three case study TTs in the course of the three phases of the study. The previous chapter covered change in content and depth in fairly general terms. This chapter examines the changes in more focus.

The word change carries two meanings for the purpose of the current chapter. Firstly, it concerns the changes in focus, addressing questions regarding where the focus in each phase was and whether we might see continuing growth in reflection, or whether we will find repetition in the ideas reflected upon in each phase. Secondly, it relates to changes in TTs' quality of reflection. These two perspectives will lead us to understand whether or not change in thinking about teaching happened.

The three TTs (TT5, TT19 and TT20) chosen in order to address RQ 3 were all aged 23 and had started learning English at the age of twelve in the first grade of primary school. Thus, they had had 10 years of experience learning the English language: 3 at primary school, 3 at secondary school and 4 at university. Moreover, all three attended the practicum with me, so I could track them from day one to the last day of the programme. In addition, their reflection was regular in all study phases. In other words, they handed in reflections after almost every session we had. TT20 wrote all her reflections in English, TT5 used both Arabic and English and TT19 used only Arabic to reflect on sessions. The first participant whose data will be examined is TT19.

7.2.1 TT19: focus and change of reflection

TT19 was a shy 23 year old female pre-service teacher. She regularly attended all classes and kept writing all her diaries in Arabic. She rarely participated in the discussion held in college though she was communicating through her writing. She had to do two re-sit exams in order to gain a BA in Arts and Education. In her practicum, she was assigned to teach grammar to 1st grade English majors.

In Phase 1, TT19 reflected once on the content of the sessions by simply recalling what was discussed in the class (Appendix 9). However, she expressed her concerns over two main problems during the whole phase. The first concern was with the way the Researcher had organised and run the discussion element of the programme. TT19 admitted that it was difficult for her to grasp all that was raised on an individual topic. In addition, she was afraid of trying to absorb the handouts distributed for the programme. She maintained that reading the allocated material required knowledge of many English words and phrases, an aspect that she had difficulty with (both concerns are included in Appendix 9).

In Phase 2, TT19 had reflected on some issues when observing peers' teaching. She wanted to see them realised in the in-class teaching phase. Firstly she wanted to see use of Arabic to be reduced to a minimum when teaching. According to her, this could be achieved by the use of visual aids. Secondly she wanted to observe interaction in the class, an aspect that could be achieved by using certain techniques, as she maintained in the following (Excerpt 7.1):

[3] He used Arabic language too much. It would have been better to see him using English with the aid of visual aids so that Arabic language will be used narrowly and as a last resort when the teacher cannot find any other way to convey information. 4) There was no a friendly atmosphere between the teacher and his students. This means that the teacher was very formal in his teaching which did not make students feel comfortable. Thus, there was no interaction inside the class, a fact that could have been developed if the teacher treated students as their old brother. This could be achieved by posing some questions for discussion; for instance, the teacher asks a student why he was absent from the previous lesson. This makes the student feel that teacher cares for him and his absence concerns the teacher so he feels that there is a space for him in the classroom and his teacher. Another way that makes a good atmosphere is that the teacher describes a problem and involves students to address it. Such strategies could help students feel comfortable towards the studied subject and the teacher. Consequently, they improve their understanding about the subject and interaction with it]. (Excerpt 7.1, TT19: Week 7)

Excerpt 7.1 shows us how TTs valued teaching. TT19 wanted to maintain a special relationship with students, becoming like their older sister. Her description of the creation of an interactive atmosphere was supported by examples and implications for teaching. This deep kind of reflection could have been a result of her personality and how she valued education. The description shows us that the more the person is attached to education, the more she is also attached to reflection. We must also remember that all of TT19's reflections were expressed in her mother tongue.

Weeks 9 and 11 (in Phase 2) show consistency in TT19's reflections, as she could observe what she had recommended in the previous sessions. Excerpt 7.2 shows that she was attracted by the way TT29 led the teaching. She particularly liked the way visual aids, drawings and symbols were deployed. She believed that such deployment had helped students to concentrate on the lesson.

[In fact I was not expecting to observe that TT29 would be effective to this extent. This might be due to the fact that TT29 used many visual aids, drawings and symbols. These things drew the attention of the students to the lesson and did not make them think of anything else. Indeed the whole concentration was on the teacher, visual aids and the lesson. Although the teacher's voice was low, she could attract the students' attention]. (Excerpt 7.2, TT19: Week 9)

It was clear that TT19 had accepted that teaching should be interactive and engaging. Excerpt 7.3 indicates that TT19 was quite sharp and clear about the way of reaching she

wanted to promote. She clearly rejected the methodology followed by many teachers in her context and wanted to follow an alternative one.

[She followed the traditional method that we are familiar with and see in schools. She followed the method she herself witnessed in the previous years of her education. This methodology does not improve the learning skills of students or the new skills that they might develop. Therefore, we must, as teachers, change this methodology and develop one from which students could benefit and develop it to go hand in hand the current learning situation and make it parallel to what is being implemented worldwide]. (Excerpt 7.3, TT19: Week 9)

Excerpt 7.3 shows a strong commitment to innovation and development. It also demonstrates good analytic and comparative skills, as TT19 was able to compare the performance she observed with the norm she had witnessed in schools. Such a powerful commitment to developing pedagogy tells us that TT19 not only cared about having interactive classes but also about developing the status of pedagogy in schooling.

All aspects reflected upon by TT19 became like a learning outcome in her last reflection in Phase 2. Therefore, we can learn that she wanted to see teachers use English more than Arabic in class. Moreover, interaction was seen as a priority in teaching. The utilisation of visual aids, drawings, maps and symbols was welcomed. Finally, her caring attitude to students is evident in her last point. Excerpt 7.4 summarises all that TT19 was looking for in her peers when teaching in the college class:

[I have learnt many kills and new experiences:

- 1- The teacher's voice was clear and high
- 2- The teacher asked the students about the day and date which marked an interactive beginning
- 3- Drawing a map on the board as it helped him in explaining clearly the lesson.
- 4- The teacher's reaction was excellent when a student corrected his pronunciation mistake.
- 5- He gave opportunities to all students to answer the lesson questions so there was discussion and mutual debate between the teacher and the student and among the students themselves.
- 6- The teacher tried to understand to what extent the students were aware of the cities of Libya so he worked on improving their skills and experiences.
- 7- However, there was a big gap during the lesson. When the teacher drew the map, there was noise from students. It would have been better to ask one student to do it instead or to bring a ready-made one so that the time would be exploited. Furthermore, the teacher did not answer the student who insisted in knowing the meaning of 'from'. This meant that if the student did not

understand the word ‘from’, she might not understand the whole lesson].
(Excerpt 7.4, TT19: Week 11)

In sum, the above ideas unpack what TT19 was hinting at when she argued that “we must as teachers, change this methodology and develop one from which students could benefit, and develop it so that it goes hand in hand with the current learning situation, making it parallel to what is being implemented worldwide”.

Before moving on to see how TT19 implemented teaching herself, it is interesting to note that she had not commented on the content discussed in college. Moreover, she did not draw on it when she was reflecting on peers in the second phase of the study. Was this because she had a problem with following the discussion held and also had a problem in language proficiency? Her reflections were quite developed in terms of ideas but these ideas had not taken into account the theories discussed. Nevertheless, without referring to them, she reflected very interestingly upon the core ideas discussed.

TT19’s reflection on the first lesson tells us how she felt about her first experience (excerpt 7.5). This shows that she discovered that she had some problems while teaching, two of which seemed major: lack of vocabulary and accurate pronunciation. This echoes what she was concerned about when she first started reading the programme syllabus. So, the language problem seemed to have been transferred to teaching. However, TT19 was determined to overcome all challenges encountered through learning through practice.

[I can see that I had problems with pronunciation and suffered a lack of vocabulary needed for explanation. Even though I have many problems with these two challenges, I will keep trying to become a successful teacher. I have a strong feeling that I can achieve this through consistent practice and experience].
(Excerpt 7.5, TT19: Lesson one)

Excerpt 7.6 shows what TT19 thought of her second teaching experience. It seems that the problem of vocabulary and pronunciation persisted. TT19 went deeper in examining the cause of this problem. She gave an account of why it had come to the surface. She thinks that the college’s language preparation was the cause, as the teaching of pronunciation was done mechanically. Nevertheless, the same spirit of enthusiasm and self-challenge was repeated. On top of this, TT19 was determined not to do teaching in “the traditional way”. Although no explanation is offered of what she meant by this, the reflections of Phase 2 could give us an idea of what methods she wanted to apply in

teaching. Nonetheless, the language problem did not help her put her methodology of teaching into practice.

[All my problems were related to pronunciation and the lack of previous use of vocabulary. This problem goes back to the previous years of my study where there was not effective practice in learning pronunciation. The method we followed was theoretical rather than practical; for example, we learnt {play/plei}so I know the symbol for the word but not its correct pronunciation. Anyhow, I started seeing myself improving and there is no one who does not make mistakes. Nevertheless, one needs always to keep trying, especially when one knows one's own shortcomings so that these become changed into gains. My goal for now is to implement the modern way of teaching so that I distance myself from tradition and indoctrination and make a change to education, even if it is simple]. (Excerpt 7.6, TT19: Lesson two)

Excerpt 7.7 gives us an idea of what TT19 was promoting in class, namely, two elements: engagement and participation. When she noticed a student off task, she straightaway started attracting this student's attention to the task of the lesson. Thus, we can find a live example of what TT19 was reflecting on when she was observing her colleagues in college teaching practice. There is a strong match between what was reflected upon and what was practised, both reflecting a caring nature.

[When I gave this lesson, most students were paying attention apart from one who was busy all the time of the lesson and was looking down. I thought she had a mobile phone. I deliberately asked her to answer a point but she asked where we had stopped. I became certain that she was not with me. I straightaway advised her and told her that her study was the most important aspect in her life. She responded positively, started paying attention and participated in answering some questions]. (Excerpt 7.7, TT19: Lesson three)

Now we can see something about engagement. Excerpt 7.8 shows us that TT19 was surprised to observe that her students were concentrating with her for two consecutive lessons. She maintained that the method followed made them focussed and that they participated throughout the lesson. The proof was their response as she tested their concentration.

[At the beginning, I told them that I was going to give them a break before the end of the fifth session and I would get permission from the school head to give them 15 minutes break. I did so because I wanted them to keep quiet and not to become bored. Nevertheless, I was surprised when some students asked me to continue, as they told me that the lesson was interesting, and that they had got along with it and understood it. I could not have been happier because I did not

expect that they loved my subject, specifically my method of teaching it. I understood this as they loved me and loved the subject I was teaching. This is the most important thing in teaching: that students accept the teacher and the subject taught because if they have accepted the teacher, they will love to understand the subject she is teaching them. There was a lot of participation and the activities exceeded my expectation. I have learnt many things about them and noticed that they were vigilant all the time as I on purpose made a spelling mistake to see if they were with me and at once they started correcting me]. (Excerpt 7.8, TT19: Lesson five)

Excerpt 7.9 indicates what the outcome was for TT19. She was able to apply ideas developed while she was observing peers in study Phase 2. From the beginning, TT19 was aiming to implement teaching that involved interaction, participation and a change in methodology. It is interesting to observe that her students liked her method of delivery so much that they admitted in front of their formal class teacher (teacher M) that they preferred her method.

[Anyway, I gave my lesson and when I finished it, the teacher M asked the students what they thought of TT19. All replied that she was the best one because they had understood a great deal from her. Then she asked whether TT19 was better than me. They replied yes. I could not describe how happy I was, because when I see that the students like me and understand what I explain, this makes me feel proud. Thank God, I am very satisfied with myself. Of course, there were shortcomings in my teaching but the supervisor and the teacher M gave me feedback, which made me conscious of some aspects that were absent from my thinking. There is no one lacking faults but the fault is when one knows one's weaknesses and does not act accordingly or even tries to minimise or deny them. I always say that good teaching needs constant practice and I am now learning new experiences after every lesson I give. Thus, I will try to correct my mistakes and concentrate on pronunciation and continue giving the syllabus quickly]. (Excerpt 7.9, TT19: Lesson six)

All TT19's excerpts in the third phase indicate that there is a strong link between what was reflected upon and promoted in Phases 1 and 2 and what she practised in Phase 3. Although we cannot see any reference to this, her college reflections are well reflected with the practice of phase three. We cannot also find direct references to theories in her development of her pedagogic skills. All we can see is that she was building her practical knowledge based on her new experiences every day. Nonetheless, we can observe strong links between the values and ethics she was promoting in her college reflection and the practice in her practicum. While the transition from her safe environment was not straightforward, TT19 quickly established a good rapport with her students and started

building her teaching repertoire, so she could discover what she was lacking and might know where her weaknesses were.

7.2.2 TT5: focus and change of reflection

TT5 was an outgoing 23 year old. She attended all classes and kept writing diaries all through the programme. She used both Arabic and English in her reflection. She was among the active TTs who made contributions during class discussion. In her practicum, she was assigned to teach 2nd grade English majors the subject of writing.

In the study's first phase, TT5 reflected on the content regularly. Excerpt 7.10 shows her first content reflection. The excerpt reflects on a task that required TTs to think in a collaborative manner.

TT5: when I discussed this question with my friend she enquired yes what does teaching mean to us? Immediately we started discussing some important sides about this question. I gained some skills which may improve my teaching in the future such as:

- how I can manage the classroom in a good way. I can do that by being aware of all students not only those who are setting in the front, but also by paying attention to the questions which I may ask and discussion between students themselves
- how I can dominate the discussion between students and my explanation during the course if I am using RP. When teachers use reflective practice they can evaluate their teaching and how their teaching was. At the end of every slot the teacher may ask some questions about what they learnt so during this they will know more about their understanding.
- As a teacher I can evaluate my teaching like who speaks a lot the students or the teacher! Did all students participate in the lesson or only clever students

Reflective Practice is important. It gives us the chance to clarify what we understand by it and we did not understand; also it helps us to think critically of some assumptions in our teaching. In addition, it helps in identifying what went well during the teaching session, and what did not go according to plan. Then we will be encouraged to go on to think about what might need changing in the next teaching sessions. (Excerpt 7.10, TT5: W3)

Although there is no description of 'the important sides discussed', we could see what TT5 was reflecting on and how she was valuing education. She talked about classroom management, pointing out how she would like to see care for all students, how the way a teacher talks needs to be considered, what RP might offer teachers and finally, what RP really meant to her. So, this excerpt tells us that she enjoys using good analytic and

comparative skills. Excerpt 7.11 shows that she was able to analyse the content given and also express an opinion about its practical implementation.

[This lecture was very important and useful as we learnt a lot about some teaching theories and also some hypotheses. It was a good opportunity to understand most of these hypotheses and compare them against each other. It was also good to learn the differences between them because as a teacher this ensures we are able to determine which ones are most suitable for the type of learners we have, as mixing them might be the way forward.

I learnt the difference between inductive and deductive teaching which is very important and I will explain them:

Deductive	Inductive
Grammar: E.g. 1. rules are provided by the teacher	1. Grammatical rules
2. students use them in language	are not provided
	2. students find out rules

I believe that using both of them is somewhat difficult because this needs students who have a high level of English (Excerpt 7.11, TT5: W5)

Here, we can see TT5 reflecting on two main aspects dealt with in Week 5. The first is the three learning hypotheses. TT5 did not explain what these were or how they were distinctive from each other. However, regarding the second aspect, two methods of teaching (deductive and inductive), TT5 was able to draw on the discussion held to express her own conclusion, which was based on the theoretical distinction between the two methods and on the practical teaching in the context. Interestingly, it contradicted the view I was myself defending in class.

Despite the activeness of TT5 in analysing the content and reflecting on it, she expressed two main concerns: focus in discussion and language proficiency, just like her colleague TT19. Excerpts 7.12 and 7.13 show her reflections on these two problems.

[This lecture was interesting but we discussed many topics which made it hard to know from where to start? The lecture started with displaying some comments made by the students; however, it was supposed to start with an introduction to its title content. This makes us more focussed but we always discuss more than one topic which makes sessions mixed with ideas and difficult to concentrate because I find myself amid many topics and do not know from where to start, even though I took the teacher's advice by writing on sessions on the same day but it is difficult, as there is no one topic to concentrate on!!? (Excerpt 7.12, TT5: W6)

We have a lot of handouts. I hope that the teacher picks up the most important and highlights it so that we benefit from these handouts. Also we need to know which

ones are going to be part of the exam because at the end of the day we are students. We want to benefit from this unit as it is interesting and useful but also we want to achieve high marks in our exams. I hope that the teacher takes this point seriously. (Excerpt 7.13, TT5: W5)

Again, we can see how TT5 enjoys the skills of analysis and comparison. In excerpt 7.12, she could describe what she encountered and how she might tackle the problem faced. This shows how pre-service programmes need to take on the idea of introducing knowledge to TTs. It seems that no matter how strong TTs' language abilities are, careful consideration is needed in presenting content. Excerpt 7.13 indicates why TTs might have problems with focus and acquiring external knowledge through reading. The many requirements they need to fulfil in their TE programme as a whole make them ask for simplification so that they can control the demands made by their study. Excerpt 7.14 summarises TT5's request concerning focus in discussion.

I hope that the teacher starts with a quick revision of what was discussed in the previous lecture and then brief introduction about the current lecture's topic without talking about and asking many questions for half an hour and then discussing and talking about the new topic. I hope also the questions are mutual, not only the teacher asks questions and we get questions in a form of problem and we propose some solutions to it. (Excerpt 7.14, TT5: W6)

In Phase 2, TT5 continued to use the same analytical and comparative skills in reflecting on what she was observing. Excerpt 7.15 reflects these skills as TT5 was focussing only on how vocabulary was taught. Here, we can see how this teaching compared with the norm in the context. Then, we see an analysis of the strategy observed, along with its implications for learning.

The teacher did not start as usual with writing the new words of the lesson on the board, reading them and then asking students to repeat after him. Instead, he asked us, students, to look at the pictures of the lesson, say what we see and read the words. This strategy could help students to remember what was taken previously and also help to make students active and interactive, i.e. could lead to effective learning. In addition, through the pictures, the teacher asked us to compose a story out of the pictures to link the events of pictures and come up with a story. This was also a new technique that we, as teachers, might adapt it in the future so that students could benefit from our classes that will not make them mere talks, explanation and memorisation to the new words only. (Excerpt 7.15, TT5: W8)

Although analytical and comparative skills were evident in TT5's reflection, we cannot see reference to the ideas discussed in Phase 1. Nevertheless, we can clearly see reference

to the context and to future teaching. Thus, pedagogy was considered by TT5 both when she was reflecting on knowledge and on peer teaching. Interestingly, excerpt 7.16 includes an element of theory discussion in TT5's reflection. Here, we can see reasons why vocabulary needs to be presented to primary school students in the way observed in Week 8.

[The second part of this lecture: actually, this part was quite interesting. A trainee teacher 18 prepared a lesson from a primary school textbook. I was an observer with my friend TT29 so our role was that we write everything which we may note about this lesson. The lesson was about jobs. The teacher was following a traditional way of teaching which depends on writing new words on the board, reading them and asking students to repeat after that. Indeed, routine action was the master of this slot where students had a negative role and the teacher did not create anything new which may motivate students to participate and reflect with her. This way of teaching is quite boring but there were lots of advantages about this slot as well as disadvantages: 1. first one is classroom management. She was good at controlling her class and her voice was loud. Another thing is that she kept observing her students' notebooks and their writing. 2. her introduction was not strong enough. Also there were some mistakes in grammar and pronunciation in her explanation. 3. she did not show anything innovative as her teaching method depended on traditional teaching ways]. (Excerpt 7.16, TT5: W9)

Now we can see reference to ideas discussed in Phase 1. Although this was not found very frequently, I can find examples of implicit references to the ideas which were promoted in the programme discussions. Excerpt 7.17 shows that TT5 was reflecting on ideas discussed in the class (interactive learning, creativity and innovation). These were written in Arabic, while 'routine action' was written in English.

[Some comments on this session: 1. the use of visual aids was very good because it created an interactive learning situation as well as sustained motivation and participation in the class. 2. there was some sort of innovation and creativity. 3. the voice of the teacher was not high enough but silence prevailed which helped us hear the teacher. Also the way of posing questions played a positive role in hearing everything. 4. the most noticeable thing was that the class seemed to be a primary school class and the students were asking questions at this level]. (Excerpt 7.17, TT5: W9)

In summary, TT5 possessed good analytical skills and was explicit in drawing on ideas discussed in class in her reflection. The context and the teaching were present in all her thinking about what was happening around her. She sounds very open to innovation and is a careful and serious TT. This might have helped her in coming up with such analytical reflections.

In Phase 3, TT5's first lesson clearly made her discover that she needed to build on her knowledge of the English language. When a student asked her to explain how paragraphs were written, she panicked and got confused. Moreover, her timing was problematic, as she could not cover all her pre-planned ideas. However, she was able to analyse why she was not adequate in teaching.

I asked students to write a paragraph and then I collected the papers, but one student asked me a question: how can we write a paragraph? This was the most difficult question in my new experience. I really need to discuss this topic with my supervisor and colleagues.

Note: before the lesson, I made a plan and wrote it out but not all of the ideas I prepared were implemented. This was due to the following:

1. There was confusion as this was my first time to stand before students
2. The students asked questions that took some time
3. The students were weak at writing, so this made me take a long time to clarify the important elements of the lesson (Excerpt 7.18, TT5: Lesson one)

Excerpt 7.18 tells us about TT5's discomfort in her first lesson. We can see a big gap between her earlier safe experiences in Phases 1 and 2 and the demands of authentic teaching. Although her language and her analytical and comparative skills were excellent, she had an uncomfortable experience when she first stood in front of the students. We can observe clearly from this first experience that she had not yet built up the 'routinized' knowledge which experienced teachers draw upon when dealing with impromptu questions and incidents. Nevertheless, she was aware of what she got wrong.

In the second lesson, TT5 was also asked impromptu questions but put off answering them till the following lesson. Again, she felt sufficiently uncomfortable to describe what happened to her as irritating.

In the beginning, the task was not easy but through explanation and interaction, things became easier. Before coming to the class, I planned everything but after I started, I could not apply all the steps because the students asked me questions. For example, there was one about writing paragraphs. This surprising question that was not pre-planned took me sometime and I told them that it would be addressed in the next lesson. This question shocked me because I was expecting second year students to know the basics of writing, but this was not the case. This irritated me a lot. (Excerpt 7.19, TT5: Lesson two)

Generally, this reflection (7.19) shows how tough with themselves TTs can be, especially in their first real teaching experiences. This could lead either to disappointment and failure or to awareness of weaknesses and success. Excerpt 7.20 indicates that a breakthrough did happen in TT5's teaching. She described her performance as flexible, balanced and changed.

[This was the best lesson I have given. The lesson topic was interesting and the students' reaction was effective. ... I was quite flexible in the class with the students and also in terms of language choice, as I used both. I wish all my delivery was like today. I have learnt that the teacher must be balanced in the way she teaches and flexible in the language she uses. I have also learnt that teacher does not have to follow what is in the course book because variety takes boredom away. Today, there was a will to change and change happened. This accords with the English saying I like very much: if there is a will there is way]. (Excerpt 7.20, TT5: Lesson five)

Here, TT5 was able to elaborate on the idea of flexibility, referring to both flexibility in language use and flexibility in coursebook use. 'Changed' described how this experience differed from the previous ones. This could show us how the frustrating reflections could help in building confidence for later. However, individual differences need to be taken on board. The idea of balance was not developed but one can infer that it meant balance between activities and time, as clarified in earlier reflections.

Excerpt 7.21 shows what ideas TT5 had when she closed her practicum experience. She was clear about the mixed feelings she experienced over her first teaching experience. However, she thinks that her personality and open-mindedness helped her to make good use of the practicum. Moreover, she makes explicit reference to the discussion held in college as being beneficial in building up her confidence in teaching. Finally, the collaborative mode TTs were adopting added to her learning.

[To everything there is a start and an end. The train has reached its final station declaring the end of an experience that was full of everything: fear, confusion, happiness and other experiences. It was for two consecutive weeks and it was not only important for teaching, but was also full of experiences for our life. My performance was improving day after day until the last day, 17th February 2010. This was due to my care in taking on the points my supervisor and colleagues were offering. I was very concerned with any criticism offered. I also welcomed and received criticism from students in a good manner. Moreover, the ideas we discussed in college in the 'Instructional Strategies' Unit helped me in my teaching. I had to stop and see if we could bring in what

we learnt in college in determining the activities that go with modern teaching. It was good to notice that the students accepted change by agreeing to our way of changing the class seating arrangements and in the methodology we used in the class. This proves that the students had the desire to learn using up-to-date methods not traditional ones.

I was with my colleagues, working as a beehive, working together. We were preparing together and assisting each other in explaining important aspects. Although many topics were studied in our college, our group work was interesting in overcoming challenges]. (Excerpt 7.21, TT5)

TT5's positive conclusion also suggests that RP is not only helpful in developing pedagogy and reflective thinking, but can also be helpful for the purposes of social life and change. So, it is not a purely instrumental approach! There is also confirmation that RP is more helpful when the person possesses certain qualities, such as those referred to by Dewey (1933), namely open-mindedness, wholeheartedness and responsibility. TT5 clearly reflected on the acceptance of methodology change by her students. Finally, the collaborative spirit she worked with had helped to overcome the many challenges she faced.

Before moving on to discuss the final case, it is interesting to observe that an outgoing personality and language ability might have an effect on TTs' reflections. We can see the difference between TT19 and TT5 regarding the way knowledge was reflected upon and drawn on in the real life experience. This could be explored further by examining TT20's reflections because she was the most able of the 30 TTs I had for this study.

7.2.3 TT20: focus and change of reflection

TT20 was an outspoken 23 year-old. At first, she was not allocated to the school I was asked to supervise in. However, on the second day of the practicum, she and her friend TT8 and asked to join my group. TT20 was the only one who continued writing in English on all sessions. She did not miss any class and was active in all discussions. She was assigned to teach 1st grade English majors writing and pronunciation.

In Phase 1, TT20 reflected on the content of week 4 and how it might be of relevance to teaching.

The lesson today was about hypotheses; I learnt three types of hypotheses, input, interactive and output hypotheses. The first one, input hypotheses, teacher centred. It means that the teacher explains the lesson and students just listen to him. The

second hypothesis, interactive, students are involved in the discussion. Output, students are forced to speak and participate in the class. This lesson is completely new so I enjoyed it and I understood it easily. I think the best thing is using the three hypotheses in teaching, according to the situation. (Excerpt 7.22, TT20, W3)

One main idea attracted my attention in TT20's reflection: how she expressed her feelings towards the content. After she talked about the main ideas of the session, she concluded that they were entirely new to her. In saying this, she stated that the lecture was enjoyable because it added something to her knowledge, and because she understood it. This shows how educators need to consider simplicity in knowledge provision especially at the beginning, because this can work as a good motivator. The following excerpt (7.23) reveals more about how the content was reflected upon by TT20:

Then the session was set to discuss even more interesting headings. At this point I felt that we started to learn through our discussions the main topics in teaching that really matter us student teachers which were how to balance between the time given to explain and discuss; how to integrate the students previous knowledge with the new lesson and how to evaluate the lesson in general, the students, the time, the plan, the performing tasks and the most important thing how to evaluate my own teaching, and I learnt that using action research is important here, where I can write what went well and what did not go well and through this notice, I can improve myself as a good teacher to improve my students understanding in the future. (Excerpt 7.23, TT20, W5)

Here, we can see both affective and analytic reflection. There were many points discussed in class that TT20 alone mentioned. For example, she maintained that the 'Action Research' approach that was discussed in class would be beneficial for her professional development. She supported this claim by stating that action research would help her in becoming aware of what is happening so that she can learn what is effective and not effective for improving herself and then students.

However, TT20 was not clear about all that was discussed in class. In other words, not all that had been considered was easy for her to follow. Like TT19 and TT5, she had a problem focussing on discussion and keeping control of all the programme handouts. She was concerned about the R intervening after each contribution made.

Although we discussed the lesson with the teacher, the discussion was not organised because the teacher was switching from one idea to another. The teacher asked us to discuss the three types of hypotheses in groups then we (students) started our discussion. After we finished, the teacher started to listen to

our ideas that we got from discussion but (the problem is here) whenever the teacher listens to a new idea and it interested him, immediately he changes the discussion into a completely new direction. The teacher should listen to all students not just few students then asks if there is anyone wants to add anything. Then he collects the ideas that interested him and students. Otherwise, the students will waste time on the discussion without any benefit. Excerpt 7.24, TT20, W4)

But the big surprise (shock) which I am keeping for the end is that by the end of the lecture the teacher gave us four handouts, not one neither two, but four. That caused a big shock to me and my colleagues also. I think if the teacher continued to give us a lot of handouts, the students or most of us will not read them (only students who want to have high marks will read). I think that the teacher should not give us too many handouts and start to give us the handouts step by step because students will start to look at his subject as if it is a nightmare no matter how interesting his subject is. I think he should take that in consideration. (Excerpt 7.25, TT20, W3)

It seems that the aspects of keeping a focus in discussion and feeling in control of the programme handouts were challenging for all TTs irrespective of their language abilities and personality.

So far, we can learn that TT20 possessed good comparative and analytical skills, as she was considering the content in terms of the context and was considering teaching as a whole as well as drawing explicitly on ideas discussed in class. This would become more evident in the reflections on the in-class teaching phase.

Excerpt 7.26 (Phase 2) shows that TT20 described the whole teaching of her classmate as ‘old method’. She supported her description by reference to some procedures she observed. She concluded that such crammed teaching could confuse students rather than benefiting them.

Then, as it was planned last lesson, the second hour was taken by one of our classmates to teach us. From my point of view, it is obvious that TT26 made hard effort to plan for that lesson and her class management was very good. Also her loud voice and her body language were excellent. But she used very old approach in teaching which was explaining everything and translating everything in detail. No motivation of any kind was provided to the students in order to encourage them to participate. She used the blackboard a lot (more than necessary) and finally she conveyed lots of information to the students without checking if they understood what she said or not, so she created a big confusion in the students’ minds. Excerpt 7.26, TT20, W8)

Here, we see a good analysis of what was observed, but no explicit reference to any debate held in Phase 1. Excerpt 7.27 refers further to the ideas of interaction and inclusion that were evident in the previous two TTs' reflections.

After our teacher finished explaining, it was the turn of our classmate TT18 to explain a lesson from preparatory school curriculum, and this time I was one of the observers. I noticed that TT18 used an old approach 'traditional', there was silence for too much time and this built a wall of rocks between her and the students, so the interaction between her and the students was very weak and she did not invest in the book as it should be. I think that she was supposed to use and to integrate pictures with the new words instead of translating them. (Excerpt 7.27, TT20, W9)

Based on TT20's reflections on Phase 2, it has been seen that her diaries provided no obvious analytic discussion of the ideas discussed in Phase 1. However, we can see implicit reference to the debate held during the in-class teaching phase, as the ideas being promoted were evident in TT20's reflections, as in those of other TTs.

The first lesson given by TT20 in Phase 3 shows that she encountered two problems: the lesson prepared had already been given and a student asked about a word which TT20 did not know. Interestingly, TT20 showed professionalism in dealing with these two aspects, as excerpt 7.28 makes clear:

I was very enthusiastic to give my first lesson. I started by asking the students if they liked writing or not. I tried to show them that I liked writing very much. When I began, I was surprised because the students told me that they had already taken most of this lesson and done most of the exercises. So I had to change my plan... then, I asked them whether, since they had taken it and understood it, they could give me a sentence using any of the two words, *although* and *whereas*. After that a student said a sentence which has the word 'naughty'. I had no knowledge about this word. So I thought that rather than making a spelling mistake, I would ask the students to write it. (Excerpt 7.28, TT20, Lesson1)

Overall, the practicum experience was not so demanding for TT20 as it was for TT19 and TT5. The language aspect seems to have been on TT20's side. It helped her in dealing comfortably with any encounter. Excerpt 7.28 also shows us that TT20 was considering one important element that she had not observed in her classmates when they had taught in the college, namely, interaction. Here, we could see implicit analytical reflection as she reflected on participation in Phase 2. Excerpt 7.29 shows consideration of another

element TT20 was reflecting on, namely, inclusion. This reflection is a continuation of what was reflected upon following the first lesson.

Also I did not know how to encourage some students to participate like the others. However, I did not give up encouraging them to participate so I asked them to say even if they did not know. So I concentrated on them more than the students who participated without needing me to push them, because I wanted the weak students to feel that, even if they did not answer questions voluntarily, they would still be asked questions by me. I also wanted them to feel they are part of this classroom, not just the audience, and that they have my attention. So I did all that hoping that it would pay off next time. Eventually, I should achieve balance between time and tasks.

Generally, I was happy and it was somehow a good start. I hope this was only the beginning, and that next time will be better. (Excerpt 7.29, TT20, Lesson1)

This is a very interesting reflection because it refers back to TT20's beliefs expressed in Phase 2. In Chapter Five and in excerpt 5.1, it is reported how the Researcher raised the idea that not many teachers concentrate on all students, upon which TT20 intervened by arguing that teachers are aware of this shortcoming but do not have effective solutions for it. In excerpt 7.29, we can clearly see a link between the beliefs held on the one hand, and real practice on the other. Furthermore, TT20 was beginning to become aware of what she was lacking, including timing, as we can see by implication.

Excerpt 7.30 is a further example of how TT20 was considering her students in both her reflection and her practice. Moreover, TT20 addressed the problem of timing, and then became aware of a pronunciation problem, which she is committed to paying more attention to in the future.

I started this lesson with framing because I felt that, if I was one of the students, I might not be able to understand what the lesson was about. The lesson was about the two sounds: /kl/ and kr/. This time I changed the seats. This was good because it helped me to control the students more and also I could see all the students. Furthermore, I finished this session in the exact time so there was somehow a balance between time and activity.

At the beginning, I could see that students were not sure about the pronunciation of some words so I told them whether their pronunciation was right or wrong. I did not care just to say the words. After that they started to participate in an active way and I corrected their mistakes. Anyway, it was clear that the students were not the only ones who made mistakes; I made mistakes in pronouncing some words, but I noted that and immediately corrected it. At that point I could have passed it over and they would never have known that I made a mistake but I chose to correct it, so, in future, I will pay more attention. Generally, it was a good

session and I enjoyed watching the students struggling to think about the questions that I asked. This totally attracted their attention. (Excerpt 7.30, TT20, Lesson3)

TT20's reflections show a good focus on herself and her students. We could clearly see that the development of her pedagogic practice was based on the general ethics and beliefs this TT had held from the beginning. And again, we can see a connection between the ideas raised in college debates, and the practice implemented, but without explicit reflection on it.

The following excerpt (7.31) indicates that TT20 was thinking of the ideas discussed in college, when writing regarding her practicum experience as a whole. This was the only reflection given in Arabic, as she stated, "by the way, I wrote in the Arabic language because I did not want to convey wrong information".

[This experience was the best thing that happened this year. It was not as I imagined it to be because the situation was not the same as I thought. It has also changed some of my ideas and certain beliefs that were in me. The start was somehow a stumble because I focussed on my explanation more than the needs of the students. Therefore, I had to think of what I learnt in college, which is that the most important aspect in teaching is the students not the teacher. If the student has understood and the idea being discussed is conveyed, this is what is needed to occur. This was my feeling especially in the second week, as I was confident in myself, in my ability and information to a degree I cannot describe]. (Excerpt 7.31, TT20)

Now, we can see explicit and direct reference to the discussion held in college which was only evident implicitly in the earlier reflections TT20 wrote after teaching slots.

Furthermore, TT20 went further to reflect on reflective practice itself.

[However, this experience was not without challenges, as I have gone through various hardships. The theory we were applying in college was new to us and I understood it fully in the class when it was clarified by the tutor but this understanding was not enough because it turned out that my understanding was not deep. Nevertheless, through the guidance of my supervisor, my colleagues and the discussions we held about what went on in classes, I understood the theory deeply. It does not just mean creativity, change and invention but is also well connected to whether or not this creativity and change have any positive or negative effects on the students. Is this change acceptable? Has it fulfilled the wanted purpose? In short, this theory (reflective practice) means deep critical thinking about what happens in the class along with evaluating it, finding a suitable way and implementing it to determine whether or not the teaching has achieved the aim desired. If it does not, the teacher must seek for a new solution over and over again without despair or boredom]. (Excerpt 7.32, TT20)

It is interesting to observe how deeply TT20 has taken the theory discussed in college into account in her own teaching and self-understanding. However, this understanding was not evident in the previous two cases. TT20 shows us how collaboration and scaffolding can help in deepening understanding, as she clearly stated that while she fully understood the idea of RP, this was not enough for her to implement teaching comfortably using that approach. The following excerpt (7.33) indicates the extent to which she thought RP could change one's life, not only in pedagogy.

I learnt from this experience that the teacher needs to be flexible and not to adhere greatly to her visions and beliefs. The teacher must adapt herself to the student level. Among other things, I have also learnt to accept criticism, as I was arguing a lot before accepting any criticism. I no longer argue and started accepting criticisms straightaway and to try to tackle problems and avoid committing errors. When I asked my students to write about any shortcomings they saw in the way I followed in teaching them, I was not surprised by their criticism, which made me even more aware of what I lacked. (Excerpt 7.33, TT20)

In conclusion, TT20 showed awareness and understanding of the ideas discussed in class, as she reflected on the Phase 1 content in the light of three main perspectives: self-understanding, future teaching and the local context. Moreover, she was concerned like her colleagues about the focus of classroom discussions, and about the programme reading aspect. In Phases 2 and 3, TT20 was not drawing explicitly on the ideas reflected upon in Phase 1 though her application and reflection took account implicitly of what was promoted. However, in her overall reflection on the whole experience of attending classes about RP, she showed explicit awareness and understanding of the theory and connected her work to this understanding.

7.3 A cross-case view

Since each individual experienced the same situations, it will be interesting to compare their development in the three phases of the research. In terms of the focus of TTs while following Phase 1, we can see a similarity between TT5 and TT20 in so far as they both considered the content in order to reflect on their understanding of it, relate it to the context and imagine its relevance for teaching. This was not evident in TT19, who only once recalled what was discussed in class. Concerning the challenges they faced in the first phase, all three had problems with maintaining the discussion focus, and maintaining

control over the reading part of the programme, irrespective of their individual differences.

In Phase 2, all TTs showed a willingness to apply teaching that takes good care of children and is interactive, inclusive and creative. They rejected any teaching by colleagues that did not reflect these values. It is interesting to observe that the ideas the TTs were promoting had arisen from the discussion in class. Nevertheless, TT5 was the only one who made explicit reference to some ideas discussed in Phase 1. TT19 and TT20 had only implicit reflections on the ideas discussed in college.

The beginning of Phase 3 was very demanding for TT19 and TT5 who both had problems with their English language proficiency. Hence, teaching spontaneously was problematic for these two TTs. In contrast, TT20 showed good tactics in dealing with her first teaching experience. However, all TTs were similar in applying what they were promoting and had reflected on in their previous phases. We could see real examples of the caring, interactive and inclusive aspects. Moreover, all three reported that the students had accepted their teaching methods.

With regard to how the findings address Research Question 3 (to what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?), there are three perspectives worth highlighting. Firstly, the programme started with theoretical discussions about 'Instructional Strategies'. These theoretical points shaped the reflection of TTs when they observed classmates performing in college. The reflections made portrayed the discussion held and revealed what TTs were attracted by and what they were willing to apply. Interestingly, their real classroom teaching was influenced by both the ideas discussed in college and ideas promoted in diaries. This shows that there was consistency between saying and doing. Moreover, it shows development in terms of transition from one Phase to another.

Change was also evident in TTs' thinking about teaching. In Phase 3, we could see TTs thinking about their own moves, challenges and tactics, especially in the first two lessons. Then, we could see clearly a shift to consideration of students and the coursebook used. This change required open-mindedness on the part of TTs, as they were receiving

feedback from both colleagues and students. Hence, TTs' open-mindedness was an important source for pedagogic development.

Another finding concerning development is that TTs were relying more on their experience than on the programme and their peers in order to build up their pedagogic skills. We saw on many occasions TTs being faced with a problem which they reflected on and then tried to reduce without explicitly saying where support had come from. For example, when TT5 and TT20 encountered the problem of timing, they first reflected on it and then they mentioned that they got it correct.

According to the TTs' reflections on the whole experience, we can learn that the programme discussion, the collaborative environment and the teaching experience itself helped their learning about teaching. Thus, the intervention was only one factor in developing thinking about pedagogy. It helped in directing TTs' thinking towards debates relevant to current teaching practices. Moreover, the TTs' engagement in reflection may have also promoted their commitment to change and development; all three TTs showed enthusiasm for changing education for the better. Finally, the experience of both mock and real teaching was an important source for pedagogic development as it helped in shaping and improving teaching skills.

7.4 Summary of the study findings

The findings from the Researcher's diaries, audio recordings and TTs' diaries have offered answers to the three research questions which are repeated below.

Q1. What were the reflections of the trainer/researcher on the implemented study programme?

Q2. How did the trainee teachers' reflective ability develop in response to the programme?

Q3. To what extent would the methodology and trainees' engagement in reflection affect their way of thinking about teaching?

Regarding Phase 1, the data showed that the study programme started with the establishment of a safe environment for the implementation of the whole study. This was achieved mainly by considering the three characteristics John Dewey (1933) suggested; namely open-mindedness, wholeheartedness and responsibility. By explaining these qualities to TTs, I was able to promote peer discussion, acceptance of feedback, freedom

of exchange of ideas and acceptance of all viewpoints. In addition, TTs were given the choice of using the first language or the target language. The immediate reaction to the creation of the safe environment was that TTs started recalling their past learning experiences and reflecting on them. The first reflection made was that all that they needed for their LTE programme was language support rather than pedagogy. However, when teaching videos were observed for analysis and reflection, TTs in general only considered surface features, like teacher movement, voice and the class environment. That is to say, they had not yet reflected on students and learning. Thus, the first aspect applied was to let TTs become part of the programme and the first element found was the difference between beliefs held and real needs.

When the programme started seriously taking all points of view into account in discussions, TTs found that keeping a focus was hard. In addition, a serious problem came to the surface and continued throughout the first phase relating to use of the target language (English). Most immediately, TTs were having difficulties in reading about external knowledge that was regarded as crucial for their future career (Wallace, 1991). Furthermore, when they were given a teaching task in Phase 1 based on one of the programme handout sheets, they did not show full readiness to complete it. It was found that TTs might hold provisional discussions in a small group but lose confidence when asked to be an 'authority' on some of the new ideas.

The findings of the Phase 2 indicated that TTs' first attempts at teaching were a copy of what they experienced themselves when they were students. This means that the discussion held in the first phase was not integrated immediately in this stage. Moreover, TTs' performance triggered sharp feedback that was direct and hurtful. Then, the programme offered advice on how feedback should be offered. It must be mentioned that the first phase discussion of Dewey's practitioners' characteristics worked positively, in that feedback was accepted despite the fact that it was evaluative in nature. However, through discussion and feedback, TTs' feedback strategies changed and the safe environment teaching improved till the ideas promoted in discussion were reflected generally in their diaries and in-class teaching. The collaborative spirit that TTs were working with helped to maintain progress in implementing in-college teaching.

The findings of Phase 3 show that the transition from the safe environment of college to that of school was not straightforward, especially at first. However, the ideas promoted and discussed in Phase 2 were evident in TTs' reflections and practices. In addition, TTs behaved according to what they observed their R doing in college; for instance, they requested feedback from their own students and cared about their opinions.

Hence, the cycle of RP in this study worked as follows: first there was observation of what was taking place. Second, there was discussion of almost every point raised. Third, some of what was discussed was reflected upon in diaries. Fourth, what was reflected upon and promoted was actually implemented by TTs in real contexts. When the implementation started, TTs could start the cycle again by considering what they observed, discussing their observations with peers, reflecting on them and implementing teaching accordingly.

Finally, I can say that the methodology of the programme was flexible and open to TTs' participation. TTs showed development through participation and implementation. The main source of their development was the discussion held rather than the reading handouts provided. This was reinforced when they started their real teaching, as they were more reliant on their past experience and on peer support than on external knowledge. Finally, the open and flexible programme, the TTs' commitment to change and the support given in the college and school contexts helped them to see teaching from perspectives relevant to their understanding rather than the understanding of outsiders.

Chapter Eight

Discussion, Implications and Recommendations

8.1 Introduction

Having discussed the findings of the study, in this chapter, I will first contrast these findings with the theoretical debate of the topic literature. Then, the chapter discusses the contribution of the current research to the literature. After this, the implications of the research for L2 TE will be discussed. The chapter will also consider the limitations of the study along with possible areas for further research. Finally, it includes a conclusion to the whole study.

8.2 Discussion of the study findings

Now that the findings of the whole study have been presented and summarised, this section will discuss the study findings in the light of the research interests outlined in Sections 1.3 and 3.10.4. Thus, the discussion will centre on the programme of study, the content of TTs' reflections, the depth of their reflective thinking and the effectiveness of the programme in terms of both the content and depth of that thinking and how these perspectives apply to the study's three phases.

It is important to reiterate that my study was conducted to develop thinking about pedagogy through the use of journal writing, discussion, modelling and peer feedback. Journals were used firstly to offer TTs opportunities to reflect on their own thinking, understanding and progress, and secondly to inform me as an educator and R on how to build my own programme. Discussion was promoted throughout the whole programme in order to open up debates on pedagogic aspects. Modelling was applied (i) to encourage TTs to do the same, for example, in the case of writing diaries, and (ii) to show TTs the struggles educators may encounter so that this may help them take risks and participate effectively in the study's activities. To support this, feedback was given by peers and the R, and open debates were conducted about what was happening. Therefore, in this section, I will review the kinds of tasks and activities TTs engaged in, the nature of the feedback they offered and how the programme's pedagogical approach shaped opportunities for reflection and understanding. The most important element in the current research is to examine the relationship between the pedagogical approaches of TE

programmes on the one hand and the practices of TTs in two different contexts: college and school on the other.

8.2.1 The study programme

In Chapter Two, it was argued that the current Libyan model does not involve TTs in shaping programmes. In this regard, Alsaadi (2011: 108) states that, in the Arab world, “handing over some of the tasks which are traditionally held by the teacher to his or her learners may be viewed by some teachers as loss of control over learning and discipline”. However, the current study has offered TTs the opportunity to become part of the teaching process by taking seriously their views on what is important for them and by giving them parts of the programme to deliver. To encourage participation, Arabic was used as an auxiliary medium of instruction. The principle followed in conducting the study programme pedagogy is in line with the statement made by Northfield and Gunstone (1997: 49) that: “learning about teaching is a collaborative activity and teacher education is best conducted in small groups and networks with ideas and experiences being shared and discussed”. Furthermore, this approach follows the argument of Korthagen (2001) that, “if teacher educators want to help TTs in their pedagogical development, they must start by trying to understand the way these TTs view teaching and learning and how they have come to construct these views” (P. 71).

Borg (2010) also stresses that the knowledge base for effective teaching not only depends on what is being offered from external sources, i.e. in the professional literature. Instead, both the TTs’ internal knowledge and the knowledge of theorists are valued. The study was implemented in such a way as to reflect these views and no sense of uncertainty was reported in TTs’ diaries or discussion. Yes, they faced challenges during the course of their discussion and in taking a more authoritative role, but not to the degree that the Researcher was viewed as less knowledgeable or lacking in responsibility. TTs felt uncertain about understanding the multiple perspectives from which a teaching skill could be discussed, sought security in order to pass modules and had difficulty explaining the ideas of others and maintaining an understanding of the programme’s reading tasks. These issues are in line with the views of Nicol (1997: 98) who states: “I want my prospective teachers to be investigating genuine pedagogical problems through which they might develop reasoned arguments about the problems and dilemmas of practice. However, this is no simple task”.

So, the findings of the study unpack some of the constraints educators might encounter when promoting reflection with pre-service teachers. Such constraints need to be expected so that their implications can be prepared for in advance. Section 8.4 discusses the implications of these constraints in more detail. However, in this study, there was an emphasis on both theory and practice. One major aspect of the theory domain focussed on the content taught. Section 3.9 explains how the subject matter for the study programme was organised. The programme started with the delivery of general knowledge and was then narrowed down to the specific skills of language teaching. In the pedagogy of TE, educators must not only pay attention to the subject matter being taught, but also to “the manner in which that knowledge is being taught” (Loughran, 2006: 4). This brings me to deal with the manner of how I myself addressed the difficulties and dilemmas encountered when promoting RP with pre-service teachers.

Concerning the pedagogy for this research, the programme findings in Chapter Five indicate that the first problem that emerged related to L2 proficiency. This was partly addressed by the provision of English language support throughout implementation. However, this problem resulted in pre-service teachers not being able to follow the reading part of the programme. This meant that external knowledge would only be accessed through the class discussion. In this case, no flexibility was shown in approaching the handouts given. No Arabic handouts were distributed and there was no ruling out of the English ones. On the contrary, TTs were asked to discuss the programme readings collaboratively. However, the TE literature seems to encourage learning through experience, which Baumfield (2012) refers to as “a fundamental epistemic shift”. Scriven (1997: 21) maintains that “there needs to be a shift from the theory-based approach to an expert-practitioner-based approach (...) the real experts in teaching learning and administration are, on present evidence, not academics”. This has a series of implications for the place of theory in L2 TE and for the Libyan LTE system, as will be discussed in Section 8.3.

Another key area of the programme is the in-class teaching phase where TTs were exposed to discussion and feedback on what they were teaching and discussing. Although, according to Grossman (1995), there are many critiques of in-class teaching as artificial and according to Copeland (1982) and Grenfell (1998), TTs often do not necessarily use the skills they teach, discuss and promote in class in their real classroom,

the TTs in this study did actually use ideas discussed in the in-class phase in their real classroom. There were few explicit references to these but TTs' diaries show us consistency between the two contexts. There was a problem in offering feedback at the beginning of the in-class phase which was reflected in the form of strong criticism. Nevertheless, reflecting the characteristics of reflective teachers, as enunciated by Dewey (1933), praise and constructive feedback started to appear.

8.2.2 The content of TTs' reflection

The content for the purposes of this study are the concerns TTs reflected on in the three phases they went through. The findings showed that TTs were concerned with five main themes while reflecting on Phase 1. These themes kept on arising during the whole phase. Table 7 summarises the concerns of TTs found in the whole study. When TTs started Phase 2, three main themes were of concern, as table 7 shows. In this phase, however, their concerns mainly centred on the teaching of colleagues and a sense of development towards a more specific reflection on teaching skills was found. Finally, when the practicum started, TTs were concerned with three main themes and their students became the main focus of their reflections. However, this did not happen until TTs had reflected on their selves for the first two lessons. Moreover, their reflection on teaching was more evident towards the end of the practicum experience.

Phase 1	Themes	Phase 2	Themes	Phase 3	Themes
	Method of delivery		Process of organising the practical teaching		Reflection on self
	Reflection on content		Reflection on peer teaching		Reflection on students
	Concerns over proficiency		Reflection on learning		Reflection on teaching
	Reflection on peer discussion				
	Reflection on future practice				

Table 7: Themes of content of reflection

It is important to stress two things here. The first is the importance of understanding the concerns TTs reflect on while they move through TE programmes because these concerns are linked to the nature of their learning about teaching (Loughran, 2006). The second is that, as Chamoso (2012) points out, there is little research in the literature into what is happening in TTs' learning while they are in the college class. Most of the focus is on what is happening during their practicum. However, there is a longitudinal study investigating the development of RP in pre-service teachers in which Loughran (1996) reported in relation to three distinct time frames, each of which included university coursework and the practicum. In the first time frame, TTs were concerned mainly with the structure of their TE programme but reflections on teaching and learning were also written about. In the second time frame, teaching emerged as the most common concern and then learning and course structure. In the final time frame, teaching remained as the major concern. Although the application of Loughran's study is different from the current one from many perspectives, we can observe a similarity in that TTs start with programme delivery and structure and then their focus shifts to learning and teaching.

Fuller and Brown (1975) proposed a stages theory that described the shifts in concerns that pre-service teachers experience as they go through TE. They maintained that TTs experience four hierarchal and sequential concerns: preteaching, survival, teaching and pupils. Preteaching concerns start when TTs observe classes, as they identify what teaching requires. Survival concerns understanding the reality of teaching, as ideal views of it fade away and TTs start looking for survival in the new role of teaching. The third stage is the start of the emergence of teaching issues, as they become a major focus. Finally, pre-service teachers begin focussing on their students' learning. Analysis of the current study data suggests that TTs concerns were similarly affected by the phase they are at and the activities being undertaken. If, for instance, reflection takes place in college, where discussion of teaching is more dominant, TTs' concerns are on the way this discussion is conducted. If the college phase is dealing with in-class teaching, more focus is placed on teaching. An interesting finding of the study is that when the practicum started, the TTs' focus shifted quickly from their selves to their pupils' learning, leaving teaching as the last concern of their experience. Thus, the findings show us how the concern for pupils' learning emerged before that for teaching.

The study confirms the developmental framework that Hall and Loucks (1977) proposed. This model sees learning about teaching as going through three main shifts from self to task to impact. ‘Self’ is concerned with survival, control, being liked, understanding expectations, being observed and evaluated. ‘Task’ deals with routines, day to day tasks, time pressure and lack of resources. ‘Impact’ is related to concerns for and about the learning of pupils, and their social and emotional needs. This model is not far from that of Fuller and Brown (1975), as both unpack the stages of concerns in a sequential way. However, the Hall and Loucks framework does not suggest that the order is sequential, as concerns with impact, for instance, might arise before task. Additionally, concerns with self might arise at the start but they could appear later on when TTs are at a more advanced stage in reflection. This is clearly evident in TT19’s excerpt, which was composed after she became concerned about herself and after she had made many reflections on task and impact.

[Today I was again confused and frightened even though I prepared the lesson well, understood it and got the words I was using ready. However, when I entered the class, I felt nervous maybe because my fellow TTs along with teacher M and my supervisor were observing me. In fact, my thoughts and ideas disappeared when I noticed that they were paying attention to me. I tried to control myself and imagine that I was with my students only and that no one was evaluating me. Therefore, I stopped looking at them so that I could feel comfortable. When a person feels that there is someone observing her, she cannot behave freely. Nonetheless, if the person is confident in what she is doing, nothing can affect her]. (Excerpt 8.1, TT19: Lesson 6)

8.2.3 Assessing reflective thinking

As stated on many occasions (4.7 and 6.5), the assessment of reflection was done from two perspectives: type and level. The former assessed what was reflected upon by considering three dimensions of the reflection: description, comparison and criticism. It was found that TTs made descriptive reflections in all study phases. Comparative reflection was included in Phase 1 but only when TTs were reflecting on the content of the programme sessions. In Phase 2, comparative reflection was found only once but Phase 3 has examples of comparative reflection in all themes. This also applies to critical reflections, which were not common in Phases 1 and 2 but were found in all themes in Phase 3. Concerning the level of reflection found, the findings showed steady increase in the rigour of descriptive reflections. This change was visible in relation to both the other types, namely comparative and critical, even though the examples found were few.

The findings of this study, like those of Lee (2005) and Chamoso et al., (2012), confirm that TTs reflection may be affected by the content reflected upon. This could affect both types and levels of reflection. In this study, TTs mainly wrote low descriptive excerpts in Phase 1 but a few high quality descriptive excerpts were written about the problems encountered, either under the theme of ‘concerns over proficiency’ or the theme of what was missing in the ‘method of delivery’. In addition, TTs’ reflections tended to decrease at the lower level (recall in Lee, 2005), and (description in Chamoso et al. 2012); while the frequency at the higher levels increased as TTs gained more experience in the field.

The general trend tells us that, although TTs do not possess teaching experience, they can use their learning experience to reflect and develop their reflections as they go along with them. The research carried out by Hatton and Smith (1995) shows evidence that the most frequently occurring type of reflection in pre-service teachers’ journals was descriptive but instances of critical reflections were also found. Critical instances were highlighted by ‘critical friends’. This shows how collaborative reflection might have implications for improving the thinking about pedagogy.

8.2.4 The role of RP in developing thinking about pedagogy

This section will observe how the study overall had an impact on thinking about pedagogy. This is the central question of the study which examines the role RP might play in LTE in the Libyan context. The first indication from the three case studies reported in Chapter Seven is that individual differences were observed in how TTs undertook RP in the study. This depended on their open-mindedness in interacting with the notion of self-inquiry. In this study, there were TTs who viewed teaching as simple (Extract 5.3) so their beliefs in this case affected their involvement in reflection. In this regard, Akhbari (2007: 201) argues that “an interesting observation one can make is the absence of teacher personality in the literature dealing with teacher education and development”.

However, RP helped TTs in transitions from one phase to another. Although each phase had its own features, TTs could link the three phases by reference to the ideas that were discussed and promoted. Nevertheless, they were not explicit in showing whether or not their performance was triggered by the discussion held in previous phases. They maintained consistency in applying the programme goals, showing that TTs are aware of

what is happening around them, reflect on it and consider it in practice. That is, it was observed that TTs were capable of saying and doing. Many researchers cast doubts in this regard, for example Akhabari (2007) and Grenfell (1998).

Moreover, TTs in this study could view the wider context with a critical eye, and adopted various angles in discussing the matters presented in the light of the context. This is in accordance with what Zeichner and Liston (1987: 40) found.

Another role RP played for this study was to create a good collaborative spirit in terms of sharing ideas and becoming collaboratively responsible for teaching tasks, as shown in excerpt (5.15). This was not found by Zeichner and Liston (1987). However, when the TTs took responsibility for presenting other people's ideas and when they started teaching either in-class or during the practicum, they struggled to do so and were harsh on themselves when they reflected on their failure to act as they had imagined. This fact could have serious implications for engagement in RP. As Stanley (1999: 112) warns: "if teachers' emotional make up is not taken into account, teachers may not get engaged in reflection since it might highlight some features in their selves and profession which are negative (from their own personal viewpoint), and which might prove detrimental to their mental well being".

Finally, touching on the moral and emancipatory reflection that many researchers have advocated (Birmingham, 2004 and Zeichner and Liston, 1996), in this study the TTs showed many examples, including reflection on how RP made them change as individuals in thinking about themselves, their teaching and their general life, as excerpt 8.2 indicates. In this regard, Halliday (1998: 598) maintains that "it is understandable that the notion of reflective practice has been eagerly seized upon by the beleaguered teacher educators seeking to do something emancipatory and authentic in the act of hostility towards theory, moral deliberation and contextuality in teaching practices".

[The practicum has taught me a lot. I started to get used to interacting with students and to become articulate. You may have noticed that I was very quiet in the college, so much so, that I was not participating in discussions. Now, I am different; I started giving and taking from students and I have got rid of my complexes. Moreover, I started to be daring in dealing with people and to say what I want without any hesitation: from colleagues, tutors, staff to even the school headmaster. Before, I was depending on my colleague TT26 who was

always asking and I was always listening. She used to go and ask for clarification, then I would ask her. Sometimes, she does not tell me everything so it is important to go myself and ask directly. All these things have been changed in me in this practicum. I hope that all my complexes are resolved.

You may notice that my diary is 180 degrees different from the last one I wrote. Frankly, the practicum and the students have changed many aspects and I started having many things that were not available to me before. Your encouragement has increased my self-confidence and helped me to abandon my status of being confined to myself and to get to know another world and interact with it. The practicum has been in my side from all aspects. My tongue is unable to express what I am feel now; I hope you have understood me] (Excerpt 8.2, TT10: reflection on practicum)

8.3 Contribution of the study

The main philosophy of this study was to integrate practice with theory, the dominant part of LTE programmes in the Libyan research context hereto. This took into consideration the argument advanced by Wallace (1991) and Borg (2010) that pre-service teachers' learning experience should not be underestimated, but needs to be reflected and built upon. This study shows that TTs have the capability to be reflective and that their past learning experience could be of advantage in undertaking reflection. However, in reality, educators are required to show flexibility and responsiveness when applying RP and integrating practice with theory. This means that their practices must be capable of adaptation according to the reflections of their TTs.

The study gives an example of what RP can offer TTs. In Section 3.4, there is a discussion on what RP means for teaching. It showed that RP can be used not only to solve problems but also to search for alternative teaching approaches, to change style, to compare teaching theories with the local context and, most importantly, to improve the life of the individual from multiple perspectives. The excerpts presented in Chapters Six and Seven show examples of such outcomes. Excerpt 8.2 is of special interest as it shows that RP is not only done on pedagogy but it can also be of an emancipatory nature. TT10 showed us that reflection helped her to stop being shy and complex, leading her to think and question some of her characteristics in life.

The tools utilised to promote reflection, namely, diaries, modelling and discussion, worked positively for this study. The view that journal writing promotes reflective thinking in pre-service teachers (Liou, 2001; Schweiker-Marra, et al. 2003; Lee 2005) has been supported. This study suggests that training in a reflective thinking approach does

affect TTs' depth of reflection. We saw this in the three types of reflection found but most noticeably in descriptive reflections where TTs started describing situations in a very general and broad manner and then this description was developed to include rich and detailed information (6.5.3.3). The effects of modelling were evident in the way TTs behaved in real teaching both at the level of style and action. TTs were using expressions like those shown in 7.2.2 (excerpt 7.21 gives an example of this). In addition, they sought students' feedback just as the R had been seeking their own feedback in college. Finally, discussion was the tool through which diaries and modelling were fed. The discussion element was used throughout the programme as the main source of external pedagogical knowledge because reading was underused by TTs for L2 proficiency reasons.

Another contribution of the study to the topic literature lies in the teaching aspect of RP; namely, introducing RP to L2 TE programmes. The discussion along with diaries and modelling were tools through which TTs learnt from someone else's classroom practices (Researcher's teaching and the in-class phase) as well as through their own experience (the real teaching phase). This was represented in the connection maintained across phases and in the topics of reflection in Phase 3 which showed TTs considering solutions for previous problems encountered, such as timing (excerpts 7.20 and 7.30). Chapter Five documents in detail the techniques implemented and the content reflected upon in each phase. Later chapters show the influence of such techniques and content on TTs' learning, including the cognitive dilemmas faced, how TTs reasoned through their reflections and what they thought about their classroom practice. The complications of applying RP in L2 TE echo the concern of Boud and Walker (1998): ready-made steps of RP might result in a naïve assumption that reflection can be easily contained.

Concerning the developmental stages pre-service teachers pass through in the course of their reflection, this study did not support the models of Fuller and Brown (1975) and Hall and Loucks (1977). The TTs did not follow the suggested stages consecutively, as some stages happened out of line with the proposed sequence and some were repeated, exhibiting a discursive developmental nature. Although this suggests that a universal stage of reflective development may not be applicable, "it does highlight the importance of a need for teacher educators and students of teaching to be aware of, and sensitive to, the types of changes in concerns likely to be experienced as learning about teaching processes" (Loughran, 2006, 108).

The model followed in assessing reflection in this research also represents a valuable contribution to the topic literature. Assessing reflective thinking in terms of types and levels addresses both content and depth, dividing the content into three types: descriptive, comparative and critical, and distinguishing between two levels within each type of reflection. The model presented in 4.3.7 clarifies these criteria further. Such a model, if applied in longitudinal research, might tackle the problem of conceptualising and assessing the outcomes of pedagogy research.

In considering Fendler's (2003) view that reflection may be applied at a surface level reinforcing existing thinking, this study shows that it is not necessarily true that pre-service teachers are incapable of making well thought out reflections. This study showed how critical TTs may be in looking at some contextual issues, for example, especially when they work collaboratively. We saw many examples of TTs being critical of the gap between existing LTE programmes and the practice of teaching in schools using the communicative approach. This was the main trigger for this research and it was evident in TTs' discussion and reflection.

In this study, the context played an important role in both the practice and development of reflection. In many studies, there is criticism of the context of reflection when addressing "the interrelationships of any particular pedagogy to the larger context of the teacher education programme" (Grossman, 2005: 448). This is the exact problem this study started with. Grossman (2005) also points out that it should be shown "how the effects of a particular pedagogy used in a specific class connect to other aspects of the class, to use of the same pedagogy in other classes, or to the cumulative effects of the programme as a whole" and argues that research findings on RP do not really do this. The model presented in Section 3.10 of Hussein (2007) is an example of how teaching is dealt with in the literature. There is an obvious lack of explanation about the use of the tools proposed to promote reflection.

I discussed in 4.2.7 a common criticism of AR, i.e. the view that AR usually lacks rigour and generalisation. Based on the conduct of this AR study, it seems that AR can be rigorous and generalisable. This depends on two main factors. The first factor concerns the context where AR is being applied because it determines the quality of its outcome. When AR is applied for a PhD project, the institutional academic support, and the fact

that the research is being conducted on a full time basis, can add to its quality. Consequently, when AR is done in partnership with academia or well established AR practitioners, quality can be expected. Secondly, AR findings can be generalisable provided that the context of both the study and the AR is well described. This makes readers judge on how relevant the findings are to their own situations. Thus, AR could be beneficial either for local or international practitioners.

Reflecting on the implementation of AR, I have found the experience rewarding, as it contributed to my knowledge about the Libyan context and about the field of LTE. The best element of AR is reflection which keeps the mind in constant thinking about how particular encounters are to be approached, understood and implemented. This process helps in making change in developing both practitioners' and participants' understanding, an aim that is central for AR. However, two main issues are worth considering when applying AR. The first issue is related to thinking. AR practitioners need to take into consideration that the reflective element of AR has certain time limits because practitioners could go on mulling over a situation making no opportunities for other life commitments. Secondly, there is an issue of how gender affects the implementation of AR. In this study, a 30 year old researcher conducted an AR study with 23 year old female TTs who showed enthusiasm and willingness to follow all allocated activities. This raises the question of how far the successful implementation of AR may be influenced by non-professional factors such as age and gender.

8.4 Implications of the study for L2 LTE

However, the above contributions were not achieved easily. There were some difficulties in the pedagogy of the programme that have implications for L2 TE programmes, especially those with similar contextual features. The first difficulty has to do with the use of theory in RP. The study findings show clearly that no matter what the level of TTs' language proficiency, they had difficulty accessing external knowledge through reading. So, a shift from theory to practice could be the way forward in the study context. This reflects the recent promotion of 'teacher research' by Zeichner (2010) and Baumfield (2012). The main sources of knowledge will then be both practice and experience. However, the notion of collaborative discussion will increase. In this case reading will be a secondary source, drawn upon when TTs seek a more solid theoretical background when reporting on experiences to the collaborative group. Offering reading in the mother

tongue might be seen as irrelevant to L2 teaching. Hence, educators need to promote a sense of collaboration in reading for external knowledge, as was done at the end of the in-college phase of this research. The whole idea of not excluding reading is that teaching must be seen from different perspectives, not just that of the educator's input.

Therefore, the concept of collaboration is vital in RP for different reasons. It is not only of use when undertaking reading, it is also important in connecting the two worlds TE deals with: college and school. This element was not evident when Phase 3 of the study was implemented. School teachers handed over classes and then left TTs to deal with them on their own. The collaborative spirit TTs started with in this phase helped them to cope with the new experience but more collaboration between college educators and school staff and teachers needs to be established.

In Phase 3, the TTs were rather harsh when they started reflecting on themselves. This was evident in their initial reflections. To avoid such counterproductive self-feedback, it would be wise if the keeping of diaries were delayed for a few days. This is to help TTs to be less harsh on themselves until they gain more experience and understanding of how their new context works.

The findings show that TTs were reflective and began to show development in the way they adopted reflection. Hence, the period of practicum needs to be reconsidered giving more time to TTs to develop their learning experiences. It was observed that TTs had not shown continuous reflection on their pedagogic skills because a two week practicum was not enough for them to do so. Therefore, based on the reflection TTs engaged in, it would be helpful if RP is introduced earlier in the Libyan TE system, i.e. from the third year, and the practicum experience is also expanded, e.g. to two months instead of two weeks. Alternatively, the Egyptian system, discussed in 2.7, could be adapted in opening opportunities for reflection throughout the last two years of the LTE programme. This could be achieved by having the real teaching practice conducted once a week throughout the last two academic years.

Based on these implications, my future role in the Libyan context will first lie in addressing the English language proficiency problem. It was found that the study TTs encountered serious problems accessing pedagogic knowledge from reading external

handouts. Therefore, I suggest that collaboration between English language tutors and college educators should be built to improve TTs' language competence, especially reading skills. This should be started from year one of the LTE programme. Moreover, my role will extend to raise awareness among local primary and secondary school teachers of how students' reading skills can be improved so that workshops between college educators and tutors and school teachers are to be organised. Furthermore, a suggestion on how the practicum experience can be extended will be offered to decision makers. Finally, in the light of my understanding of RP within the framework of this study, promoting RP will be an integral part in my future LTE career so that I could either reinforce the practice of this approach or pave the way to the competencies movement.

As the main feature of education is change, firstly, my future implementation of RP will be accompanied by defining learning outcomes paving the way to establish competencies through which the application of programmes will be assessed. This will mark the beginning of the development of a coherent LTE curriculum in Libya. This means that my objectives of intervention will not be limited to developing the individual in terms of thinking but also considering their knowledge and skills. The realisation of this will be done by turning all study findings into competencies which will be discussed with colleagues and in national debates. The same will be done for educators. Therefore, two frameworks will be considered: one for competencies which will shape the practices of RP in Libya and the other for the realisation of RP itself in training classrooms.

Secondly, based on the study findings, recommendations will be offered to decision makers. In other words, clarifying the limitation of the total independence on the Applied Science Approach will be suggested in an attempt to improve the current situation by providing opportunities for RP and establishing competencies to develop curricula and practices. Hence, a report explaining the two frameworks will be written and submitted to relevant bodies. Perhaps, a set of proposals to blend RP and competency based teacher education might be offered, as exhibited in the European teacher education book written by Grenfell, Kelly and Jones (2003).

8.5 Limitations of the study

In addition to being confined to consider the content and depth of reflection, as discussed in 1.3 and 3.10.4, this study has many other limitations, some of which are

methodological. It has relied on one main methodological tool, namely diaries. Previous studies have found that the mode of reflection, written or verbal, affects how the TTs engage in reflection (Lee, 2005). Therefore in future larger scale research, it would be sensible to include more varied opportunities for reflection because individual differences need to be taken on board.

Another possible limitation is how representative this study is, as it was conducted in one local context in Libya. However, since I have provided a rich description of the study context and the pedagogical approach followed, readers can identify what is similar to their contexts and benefit from the findings by examining overlapping situations. As mentioned in 4.3.2 examining one single context and providing an in-depth description of it was favoured over having two contexts, which might have endangered the rigorous conduct of an AR.

A final limitation of this study concerns its duration and of the conduct of the practicum. The whole study lasted 12 weeks in college and 2 weeks in school. This short time limited the scale of the research inquiry, as it meant that research was restricted to the thinking about pedagogy instead of developing it. Nonetheless, this has not affected the main purpose of the study.

8.6 Further research

Based on the findings of this small scale project, additional longitudinal research needs to be directed towards investigating how L2 pre-service teachers learn from practice and suggesting ways in which practice and its documentation might be used. Such work could develop new pedagogical approaches for RP programmes, an account of materials that might be used and of the role of educators in such programmes.

Another relatively unresearched area is the relationship among TTs in L2 TE programmes. The promotion of collaborative relationships needs to be examined, as well as how individual characteristics might intensify or affect engagement in reflection and how such engagement, if evident, is affected by the whole approach followed in interventions.

8.7 Conclusion of the study

The rationale for this study was to offer an empirical account of reflection and reflective practice across two different contexts. It was initially observed that the college context was not well connected with the school one. However, through the deployment of RP, an evident connection could be observed at least in the practice of TTs. The research offered evidence that TTs can engage in RP in their pursuit of practices suitable for their individual understanding. Moreover, such a practice promoted a culture of observation and critical discussions in a setting that has traditionally been characterised as passive and non-reflective (Richardson, 2004). The study indicates that RP is an essential component of pre-service teachers' pedagogic development. However, if we are to make more progress, we need to aim for more understanding of the pedagogic process that supports TTs' pedagogic inquiry. This will require good collaborative work between colleges and schools, between educators and language tutors in colleges and among TTs themselves.

In focussing on L2 pre-service teachers, this study presents findings from a perspective rarely encountered in the topic literature. L2 trainee teachers were being offered the opportunity to practise RP in three phases and to track their own development across these phases, starting from discussion about theories, context and learning experiences and proceeding to examination of how reflections on these discussion perspectives were realised both in safe and real teaching situations. The findings confirmed some previous findings of the literature and challenged some by adding more understanding.

Reflecting on my understanding of the problem I encountered in 2005, I find myself, at the end of this study, on the threshold of thinking about an area that requires more in-depth analysis and investigation. Development of the pedagogy of pre-service teachers needs a framework that is theoretically and empirically well established, and this will be the object of my next focus in this domain. Having completed this initial project on pedagogy, I feel that I have just started out on the exploration and development of an area of high importance to 21st century teachers.

Appendix: 1

History of TE in Libya

The Ottoman Era (1551-1911)

The Ottomans occupied Libya from 1551 to 1911. During this period, there were no teachers since generally there was no secular education, and illiteracy prevailed in the Libyan society. The only sites of education in Libya were Koran schools. Small kuttabs, or Arab Koran schools, based on mosques, taught children to read the holy Koranic and write Arabic script (stateuniversity.com, no date). People gathered in circles to learn how to recite the holy Koran, which required them to understand the basics of writing and reading. Each circle was led by a Sheikh, a religious educator, who could later nominate some of his students to be assistant teachers working under his supervision to become independent teachers afterwards. Bilhaj (1998) points out that Kuttabs followed a good TE system by teaching learners in the form of many circles in one hall, dividing students into groups according to their level. During this time, the sheikhs of these circles chose the elite to help them teach those of lower level. Later these assistants became responsible teachers taking charge of other circles. Although TE institutes did not exist, it could be noticed that a very systematic approach was adopted based on apprenticeship. Students at first learnt the basics of everything (reading, writing, recitation, personality, behaviour). Then, they started making sense of what they learnt by applying their experience with guidance during which they receive instruction. Finally, they reinforced their learning and assistance experience through independent teaching.

However, in the late 19th century, the Ottomans started building primary schools and higher religious centres (zawiya), broadening the teaching scope to equip students with other fields of knowledge like law (figh), astronomy, science, geography, history, mathematics and medicine, as well as religion. Some zawiya also taught the military arts necessary to defend the faith (stateuniversity.com, no date). Nevertheless, the number of schools was limited and restricted to certain cities, mainly Tripoli (the capital) and Benghazi (the second largest city). Student enrolment was also limited and these schools did not last long as the country was invaded by the Italians in 1911.

The Italian Era (1911- 1951)

In 1911, Libya went through a new stage in its history that was marked by Italian colonisation. A large number of Italians migrated to Libya intending to italianise its culture and education, a policy which was resisted by the local people. The Italian government passed many laws to accomplish this purpose. In 1914, it endorsed a resolution constructing many Italian schools with teaching through the medium of Italian. In 1915, another resolution was endorsed to inspect all kuttabs. Such moves made Libyans step back from education because they were concerned about their culture, language, identity and personality which in turn may put their religion and beliefs in jeopardy. Consequently, the Italians did not pay attention to education, so Libyans were deprived from learning the up-to date knowledge of that time. The only chance for them to gain knowledge was through kuttabs, which were limited and religious. This continued to be the case until 1935 when Libyans started travelling in large numbers to the two neighbouring countries, Egypt and Tunisia, to study religion in higher institutes, a move that left the Italians worried about the future influence of these graduates.

Therefore, higher Islamic institutes and other Arabic schools were built to prevent families from sending their children to Azhar in Egypt and Azeitona Mosque in Tunisia. All these schools were run by the Italian education ministry in the 1920s, which made education compulsory at this stage of colonization. Many students chose to enrol in these schools but only until they received the basic education certificate. Harba (2009) argues that although the period of study was short, it was enough to equip many able students with good reading and writing skills. From this time, Libyan teachers started to emerge since the first Libyan teachers were those who held the basic education certificate. Due to the good attention paid to education during this time, the good outcome of these schools and the great desire to obtain knowledge, the graduates were able to take full responsibility for the educational process. This was the way for preparing teachers that lasted until Libya had gained its independence after WWII. These graduates were few in number, and many people could not attend these schools due to difficult life situations at the time. However, in spite of these and many other difficulties, school enrolments started rising rapidly, especially for primary education.

From this review, one can understand that up until the end of the Italian colonial period, teaching was passed on from one to another through traditional means. This led the

country to follow rote learning where students copied exactly what they were told and then conveyed it to others in the same way. There was no reasoning. This continued to be the dominating feature of education even after Italy surrendered Libya to the British and French, who divided the country into two regions. The eastern part, being controlled by the British, deployed the system used in Egypt and the western part, being controlled by the French, adopted the system used in Tunisia and Algeria. The country was divided into two and this situation lasted until 1951.

Independence Era (1951- 1969)

With independence in late 1951, Libya started a new phase in its history. It found itself facing a new stage full of accumulated educational, social, economic and cultural problems. Moreover, students were enrolling in large numbers to join schools, which were unable to deal with such numbers. From here, the new government began establishing a new system by building many institutes and allocating budget to the educational sector. The need to prepare teachers who could be able to take responsibility for teaching Libyans became a major concern. Thus, the government searched for help from outside, especially from Egypt, to build the first generation of qualified teachers and to plan for training programmes.

In 1954, the first teachers' institute was opened as the exclusive site for training qualified teachers for basic education. This framework continued up to 1960. Many teachers graduating from this institute were appointed to different schools to work alongside foreign teachers. This was an encouraging time for other people to enrol. It is worth mentioning that most students showed tremendous progress in their learning and were distinguished by their hard study (Harba, 2009). Although the period of study was short, the graduates could prove effective in their provision of education. However, they were not enough to meet the country's shortage of teachers. Still many youths were supporting their families by working from an early age and could not manage to go to school.

In 1960, many more teachers' institutes were built across the country. Many students enrolled and many qualified educators, who were academically and pedagogically ready for this mission, were recruited from abroad. A preparation programme was developed lasting four years instead of three following basic education. It must be noted that all graduates were qualified for teaching at the basic stage. Harba (2009) argues that this

preparation was very focused and effective because the graduates were of an excellent level and were ready to serve in educating children. However, the vast majority of secondary and university tutors were foreigners as Libyans were looking for the shortest route to earn their living.

Alongside these institutes, other institutes called Specific Teachers' Institutes (STI) were established. The previous institutes were responsible for training teachers for teaching at the basic education level and provided student teachers with intensive pedagogical knowledge suitable dealing with early age students. On the other hand, STIs trained teachers to be teachers of specific subjects such as languages, physics and chemistry... That is to say, they were trained to be primary school teachers. The period of study was three years but following primary education. The programme of these institutes included both specific discipline and pedagogical preparation. Specific educators were brought to deal with this level of training, particularly from Egypt, Palestine and Sudan.

The Alfateh Era (1969- 2010)

Hence, general and specific institutes were run by foreign educators with a few Libyans who had graduated from abroad. This situation for training teachers for both basic and primary education continued until the late 1970s and early 1980s. The number of students entering TE institutes rose, leading to a change in the way programmes were run. The entry level to TE institutes was raised. Instead of accepting students after completing the basic level, under the new legislation, students had to have a primary certificate and so had to have at least nine years of education before joining a TE institute. As the entry requirement changed, the period of study also changed but the system remained the same, i.e. preparation for elementary and primary education stayed the same: class teaching and subject teaching. The new duration for the basic level training was two years while it became four years for primary education. However, in the 1970s, TE was further expanded to accept prospective teachers after completion of secondary education. The period of study for the training was only two years for both general and specific teaching (Harba, 2008).

Most third stage teachers (secondary education), most teachers were from abroad but there were a few Libyans who had mainly graduated from outside Libya and also a few who trained in Libyan universities. It is worth mentioning that after the founding of the

first university in Libya in 1955 in Benghazi, a branch was established in Tripoli, which is now known as Alfateh University, a special site known as the Higher Teachers Institute was set up for training secondary school teachers. This institute did not last long due to its limited preparation so it was replaced by a college of education granting trainee teachers Licentiates in Arts and Education or Bachelors in science and education. This period witnessed receiving large numbers of trainee teachers and was followed by a tremendous turning point in Libyan history when oil was discovered in the country. It was also followed by the revolution, which turned the country into a different place where more comprehensive planning, especially in education took place.

After 1969, many universities were founded with faculties of education specialising in training student teachers to be qualified teachers. Education improved year after year until the mid 1980s when Libya became isolated from the world as a result of its political relations with the West. This period lasted for 15 years, during which the country paid an expensive price in all sectors including education, which was severely damaged. As far as TE is concerned, in the mid 1980s, a new infrastructure was imposed. It required TE programmes to pay considerable attention to increasing student teachers' awareness of the political thought of the Jamahiriya (the state of the masses) so they could teach it to children when they graduate. This dimension was overemphasised to some degree, undermining the academic and pedagogical sides of training. However, in the mid 1990s, there was dissatisfaction with the outcome of TE so this problem was seriously addressed and a new system was created. In 1994, a special division was established in the Ministry of Education. This was known as the Higher Teachers' Institutes (HTIs) Division and was responsible for supervising TE across the country. Many institutes were opened to train student teachers after secondary education and to award an undergraduate diploma in teaching general and specific disciplines.

These institutes have since been working side by side with faculties of education, but with different financial and administrative benefits to trainee teachers, as the training institutes were not part of the universities and were entitled only to offer diploma to their graduates. It is important to note that the new programme involved training teachers in the area of their specialisation, i.e. there was no general preparation for the basic level. Institute graduates could teach in two stages: basic and primary, with secondary education left to graduates of education faculties. It is interesting to notice that, since 1994, Libya has been

following this model in preparing teachers. Therefore, it is worth analysing TE in more detail from this period.

In 1999, the programme of studies in HTIs was increased to four years. On successful completion of this programme, student teachers become holders of either Licenciates in Arts and Education or Bachelors in science and education. Shortly after this modification, faculties of education were cancelled and replaced by these institutes which became responsible for providing all schools with teachers. By 2002, all teachers in all schools were Libyan except in the areas of music, physical education and special needs. The last change was that the HTI Division was closed down and HTIs became associated with universities and were given the title of teachers' colleges. In 2010, these teachers' colleges were replaced by colleges of education. However, the framework of these colleges was not changed. That is why the following discussion starts from 1994 when the current colleges of education were first shaped.

The System of TE from 1994 to 1999

As mentioned earlier, Libya witnessed a dramatic turning point when HTIs were established across the country and this coincided with the setting up of a special Division dealing with them in the ministry of education. This Division appointed committees that were specialised both academically and pedagogically to plan the studying schemes and curricula for these institutes. A huge amount of money was allocated to develop the status of TE. This money was enough to provide these institutes with libraries, transportation, residence halls and the capability to make contracts with qualified foreign educators. Moreover, they attracted many students because a job after graduation was guaranteed, especially for language specialists.

It is interesting to comment on why the reform took this route rather than reforming the existing faculties of education that were immediately cancelled. In this regard, Harba (2010) maintains that all the changes that the Libyan TE has gone through have been trials to improve the status of training teachers. These attempts have been suggested by 'experts' normally recruited from Egypt. Therefore, examining how Egypt runs its LTE programmes is useful for the purpose of this study.

2.8.1 Enrolment procedures

At this time, there were only two branches of secondary education: science and arts. In their higher education, i.e. their teacher education programme, science students could choose any scientific major, including mathematics, computer science and physics, whereas arts students could choose English, history or philosophy. However, this was not left entirely up to the student. Sometimes there were a number of obstacles preventing students from enrolling in their preferred choice of subject, for example, if the number of students joining one department was excessive. In such cases, secondary school transcripts determined which department would accept the student teacher. Nevertheless, most of the time, deans of these institutes showed flexibility and accepted many more students than planned. This flexibility proved effective as will be shown below.

2.8.2 Content and General Objectives

According to the country Curriculum Guidance Book for the English Language Department that was issued in 1994 (Table 1), it seems that the programme was geared towards developing knowledge and skills in four areas: cultural and political dedication, a sound and rich knowledge of the subject matter, an understanding of pedagogical principles and teaching practice. Within each division there were some objectives to be achieved. The general objectives for cultural and political dedication were to make student teachers aware of the bases of the country's political system. Arabic-medium instruction in this area was given by special tutors in Arabic once a week in all three years. The subject matter focused on developing the academic background of the training teachers in their disciplines. Educationalists were given the responsibility for preparing student teachers pedagogically. This included providing an introduction to education, general psychology, teaching methodology and curricula. It is important to note that all these pedagogical subjects were delivered in Arabic, even in the English department. The following discussion will illustrate this further. Finally, the practicum was led by both academic and pedagogical tutors.

2.8.3 Teaching staff

As discussed earlier, this 1994 training programme was the first of its kind and was given special attention academically, pedagogically, administratively and financially. Therefore, many educators and academics were brought from outside the country to build the first generation of modern teachers. At the time, 70 percent of the teacher educators were

foreigners from Iraq, Jordan and Egypt. This was because most Libyans were finishing their university education and their chances of furthering their education were very slim due to the lack of postgraduate institutions. Holding a masters degree at the time was rare. It must be acknowledged that due to the attention that was paid to TE, the flexible administration and the qualified educators and tutors, the preparation process went smoothly and resulted in providing local schools with many national teachers.

Having addressed the system of TE in general, the discussion will now turn to how language teacher education has been functioning since 1994.

The System of LTE in 1994

As explained above, the priority for entering English language teacher education under the system introduced in 1994 was given to those who held a secondary certificate in arts with some exceptions for those who studied science. In this programme, trainee teachers needed to complete three years to exit with a diploma in their specialist field and in education. Prospective English teachers, for instance, studied mainly English language subjects along with some pedagogical and political units. Also, they were required to do teaching practice at schools and hand in an assignment about their practicum. All English subjects and the practicum were given in English; whereas political culture and pedagogical subjects were delivered in Arabic. With regard to language subjects, the main units were the four language skills- reading, writing, speaking and listening- grammar, phonology, linguistics and methodology. In this area, English language tutors, not educators, were responsible for developing student teachers to have a good command in English so that they could communicate freely. They were not involved substantially in preparing trainee teachers in pedagogy, as this area was left to educational specialists who lectured in Arabic and shared the practical supervision at the end of the programme with the English tutors. The following timetables, taken from the Curriculum Guidance Book for the English Language Department (1994), show the programme content.

First year specialist subjects

No.	Subject	H/week
1	Grammar	4
2	Comprehension	4

First year pedagogical subjects

3	Writing	4
4	Pronunciation	4
5	Lab	4
Total		20

No.	Subject	H/week
1	Introduction to pedagogy	2
2	Teaching aids	4
3	General psychology	4
Total		6

Second year specialist subjects

No.	Subject	H/week
1	Grammar	4
2	Comprehension	4
3	Writing	4
4	Phonetics	4
5	Lab	4
Total		20

Second year pedagogical subjects

No.	Subject	H/week
1	Educational psychology	2
2	Curricula	2
3	Teaching methodology	2
Total		6

Third year specialist subjects

No.	Subject	H/week
1	Grammar	3
2	Comprehension	3
3	Writing	3
4	Phonetics	3
5	Conversation	4
6	Linguistics	2
7	Methodology	2
8	Teaching Pract.	4
Total		24

Third year pedagogical subjects

No	Subject	H/week
1	Clinical psychology	2
2	Teaching practice	4
Total		6

From the above timetables, one can conclude that the programme relied heavily on theoretical subjects, i.e. it was an obvious example of an Applied Science model. Although the programme included practice, it was only at the end and shared with teachers who taught pedagogic subjects in Arabic. Therefore, the programme was more likely to be theoretical. Another conclusion that can be drawn is that the subject matter was disconnected from the pedagogical training because the two areas were delivered by two different groups who did not share the same language and background. This was confusing to many student teachers who chose an English major because they did not do well in Arabic subjects during secondary education. They did not understand the point of learning about English teaching in Arabic. Many student teachers who were my classmates in secondary school stated that they did not benefit from being taught these pedagogical subjects because it was not easy to implement what they learnt in Arabic in their English teaching. One can also conclude that there was an overlap in the content of this programme, as teaching methodology and practice were shared between the two areas of training. This might lead to more confusion in the training process.

In the teaching practice phase, trainee teachers were distributed in small numbers among schools near the teaching institute. This was done under the supervision of academic and pedagogic tutors as well as the school administration. It was conducted in the second half of year three in a form of either once a week for two to three months or for three to four consecutive weeks. In this stage, trainee teachers do three main activities: observation, teaching and participating in school activities such as meetings, supervision and covering absent teachers...etc.

It is interesting to observe that this model of teaching practice underpins many theoretical ideas. At the beginning of the practicum, trainees are encouraged to observe class teachers so a craft model is being implemented. However, was this done to be reflected upon and learnt from? Or to make trainees follow the same model? Another question that should be posed: did this practice apply the theories taken in college? Or was the time of the practicum short? The more likely scenario is that the trainees watch teachers to understand how teaching is done in real life situations and how they could start their first lessons. This view is based on my own experience as an insider to and a trainer in this context. In the second stage where trainees start teaching, there is an element of RP as trainees discuss their performance with three members of staff, English specialist,

pedagogic tutor and a school member. Such a practice is important as it considers facts such as beliefs, emotions, theory and so on. Astonishingly, there is no place for the Applied Science model that they have been following in the last three years.

Appendix 2

Jay and Johnson's Typology of reflection model

Dimension	Definition	Typical questions
Descriptive	Describe the matter for reflection	What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?
Comparative	Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc.	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? What does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not?
Critical	Having considered the implications of the matter, establish a renewed perspective	What are the implications of the matter when viewed from these alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What

Dimension	Definition	Typical questions
		is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective?

Appendix: 3

Participant Information Sheet

Dear Trainee teachers

I am your teacher for Instructional Strategies, and at the same time I am working on a PhD study in language teacher education at Southampton University, UK. The study involves researching into developing teaching skills for pre-service teachers, using what is called a 'reflective practice' approach. The teaching of the course will follow this approach, and will include study and discussion of pedagogic skills as well as practical activities. At the same time, for purposes of research I will be audio recording classroom interaction, and carrying out interviews with members of the class. The general aim of the research is to capture real examples of classroom discussion about teaching skills, to investigate the ways in which trainee teachers carry out reflection as they develop practical skills, and to learn what they think about reflective teaching.

As members of the class, I am inviting you to participate in the research alongside your course of study. Apart from the usual class activities, this will involve taking part in a small number of interviews, and giving permission for your contributions to regular class discussion to be analysed for research purposes. If you agree to take part in the research, I will preserve your anonymity and make every effort not to reveal or imply your identities or any other potentially sensitive information. Your participation in the research is entirely voluntary and you have the right to withdraw from it at any time. If you choose not to take part in the research, this will not affect your studies, as you can continue as a regular class member without contributing to the research, and will not be penalised in any way. However, I believe the project will be of great benefit to you, as it will involve you with up-to-date research in the teaching field and you will be able to give your opinions on a new approach to teacher education.

When the research is complete, it may be accessed by the academic community; for example, in conferences, presentations or for other educational purposes, or appear in scholarly publications, and we also require your permission for this.

More detailed information is available on request; if you contact me at mmmd1v07@soton.ac.uk, I would be happy to answer any questions regarding this project.

In the unlikely case of concern or complaint, you can contact Dr Martina Prude, University of Southampton Research Governance Manager, email: M.A.Prude@soton.ac.uk. She is an independent party and is not involved in the research.

Thank you very much!

Mustafa Dabia

Appendix: 4

The Teaching Plan of the Programme

The account in this section is given in future tense because it represents my plans for the RP teacher education programme and accompanying action research procedures.

4.10.1 Part One: theoretical introduction to language teaching methods

Week 1

- **Introduction to programme**
- **Setting terms of reference**
- **Observing teaching practices prior to training**

The first session will be preceded by an introductory one where I will discuss my research plan with my research participants and obtain their formal consent on participation. It would be very important to make sure that a safe environment is created. This session will pave the way to the first week where trainee teachers will be asked to discuss some general ideas about language teaching to elicit some of their beliefs about teaching. This activity will then be followed by displaying two English language teaching episodes involving non-native teachers. The idea behind showing non-native teachers is to put them at ease when observing second language teachers. The two videos will be chosen to illustrate novice and expert teaching. The literature of teacher education has identified some characteristics that differentiate expert teachers from those who have just embarked on a teaching career without formal instruction. Thus, it would be useful to examine how these two videos will be looked at. Another reason for choosing two videos is to examine to what extent trainee teachers will reflect on them because the discussion after each video will be different. In the first scenario, for instance, trainee teachers will be invited to reflect holistically on the whole teaching episode, i.e. they will not be asked to focus on one aspect of teaching but they will be reflecting on whatever has drawn their attention. Here, it would be interesting to observe what areas of teaching will be picked up. In other

words, will they reflect on teachers' language, management, pace, talk, integration of language skills or learning outcomes? Will their discussion show consistency between what they stated in the first activity and on this occasion (connection)? This activity will be carried out individually where I will write down the thoughts provided by the participants to have an idea of who comes up with what. Audio recording will be used to record trainee teachers' participation.

While discussing the first video, thoughts, comments and ideas raised by trainee teachers will be written on the class board and then classified into groups. Those related to management, for example, will be classified on a different list from those related to teacher's interaction. Student teachers will be provided with readings explaining the different areas of teaching agreed by the community of teacher education. After this discussion, trainee teachers will be divided into groups and will be asked to choose one of the aspects of teaching to discuss. Having understood what is being brainstormed, with my help, trainee teachers will observe the second video with one aspect to concentrate on. Will they find this activity more difficult or easier than the first one? This is what the penultimate part of this diagnostic session will find out, as students will be asked to reflect on the whole session by providing them with some questions that would try to link their perception with the teaching scenarios and the session as a whole. This will be the first challenge for me to reflect on my teaching and model reflection to student teachers. Hence, the final part of this session will reflect on the actual teaching scenario they have observed in class, i.e. my own teaching. This will provide me with the opportunity to model how teaching can be approached from different perspectives, especially when it comes to discussing why I chose two videos for this session.

This introductory session will be used as a way of preparing for the subsequent sessions (continuity) and also will be used as evidence of student teachers' reflection and as evidence of the impact this study will have on trainee teachers. These activities will be also carried out on the last day to reflect on the extent this programme has been beneficial for the participants. The following table illustrates the first session further:

Time (mins)	Activity	Resources
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10	Introductions and icebreaker	
25	Group discussion – What do we want to achieve? Talk about what their aims are? How is teaching understood? What are the principles of teaching? What kind of teaching methods have they been exposed to? What draws their attention when attending classes?	Articles, handouts
40	Watching a video	Video camera
55	Group discussion	
10	Break	Break
20	Watching another video	Video camera
35	Group discussion	
40	Group discussion about the two videos	
50	writing about the whole class	Assigning articles to read for the following session

Week 2

- **Introduction to reflective practice**
- **Reflecting on personal learning experience**

This session will introduce the notion of reflective practice (Strampel and Oliver, 2007) by discussing its origin, types, stages, tools, benefits and then introduce the occasions where RP may be practised. This will be done in the first half of the session and the student teachers will play an important role in explaining most of the ideas, as they will read about the topic in advance. In order to ensure continuity in reflection, the following task will invite them to work in groups of four or five to recall on their past experiences about learning and how they would like to be as teachers. I would like them to think of themselves and of their past learning experiences. This activity will be helpful in connecting week one ideas about teaching in general. In doing so, beliefs about teaching and learning will be elicited to enable me to shape the subsequent classes with respect to setting priorities, especially when it comes to choosing pedagogic skills. Before the session finishes, the outcome of this group discussion will be reflected on and explained. From this activity onwards, trainee teachers will be asked to keep a reflective journal to comment on their learning and emotions. Their personal experience may later be used in some topics that will be discussed.

It is important to note that each class I deliver will have some objectives set before the discussion which may not be explained to trainee teachers, as this will help me reflecting on my delivery by comparing what I had in mind before the class and how trainee teachers perceived the discussion held in the class. This will show to what extent my approach was helpful in making trainee teachers understand certain goals set in advance. Consequently, throughout the programme, I will myself be adopting RP in the delivery of this programme taking on board student teachers' feedback and if necessary adjusting my way of delivery. Therefore, the programme plan will reflect on the situation on the ground.

Weeks Three to Six

Focusing on some pedagogic skills

These sessions will be organised to cover various topics that are related to pedagogic skills which had been briefly introduced in the previous two sessions. These areas have been identified by the community of language teaching as important skills for teachers to be aware of, and they include: lesson planning, classroom management, instruction, teaching the four language skills, teaching language system, giving feedback, culture,

assessment, presentation, materials design and professional responsibilities... Each topic has subsequent areas that are worth investigating. Classroom management, for instance, involves discussing classroom interaction, discipline, body language and movement. At this stage and where relevant, theories will be brought in to explain their nature towards the discussed ideas. The approach that will be utilised to explain these issues will vary from one session to another depending on what will happen in each session. There might be sessions where a topic will be introduced first and then student teachers reflect. On other occasions, reflection will take place as discussion progresses. Another important fact is that personal experience and peer discussion will be encouraged in most sessions (Wallace, 1991).

In cases where reflection is done while sessions progress, participants will be invited to work in groups and discuss some issues related to the topic being explained. If materials design, for instance, is discussed, the session may require student teachers to listen to a brief introduction to this topic and then will be asked to reflect on a related point: how do teachers make use of the syllabus? After hearing from students, discussion continues to explain some facts that might be absent from student teachers. Should syllabus be adopted as basis of teaching programme or ignored in favour of creativity and students' needs? To pave the way to a subsequent question, this question may be asked: how necessary is a coursebook? This two way discussion continues for the rest of the session which may last for one hour and then an activity will be introduced to build upon the idea being presented.

However, in cases where participants could interact easily with the topic, another approach may be followed. In such instances, reflection on various questions will be conducted before discussing outcomes of related theories. If teaching speaking is raised, for example, participants will be asked to work in groups to discuss a set of questions designed to challenge their thinking about this particular language skill. This reflection will link student teachers' thinking with what is seen appropriate for this skill. In other words, theories will be explained but after reflection is completed. Some of these questions might be: what will your target be for students' interaction in the classroom? Participation, fluency or building language knowledge and skills? What types of tasks/activities will you use? Will they work with your students?

In order to carry out these sessions, prior reading will be useful in explaining the theories behind each pedagogic skill, as this will help in building their knowledge about teaching and connecting their experiences to what has been published. This will also serve as a good chance to brainstorm topics from different perspectives. I would like to stress that it would be beneficial if I do not lecture all the time (Mergler, 2009), but instead give them ideas and questions to stimulate their thinking so that reflection will be promoted through peer discussion which might create a safe environment and make discussion more constructive. The point behind asking some questions is that student teachers may realise that they are capable of brainstorming many alternatives that can be taken to address one teaching issue. Another advantage of this is that student teachers will be accustomed to challenging each other by discussing one point from different angles which might support the idea of independence (autonomy).

4.10.2 Part Two

Weeks Seven to Twelve

- **Practical sessions**
- **Role play teaching**

These sessions will require student teachers either observe a teaching episode or do in-class teaching. At this stage, the topics discussed in the previous phase will be repeated but from a practical perspective. In other words, they will be contextualised in teaching practices. Student teachers will work in groups by assigning them certain areas of investigation, i.e. the above mentioned pedagogic skills will be distributed among groups to analyse so each area will be reflected on thoroughly. Conducting small scale action research by participants will be considered where the whole group becomes responsible for teaching along with responding to feedback. This activity of challenging other thoughts will not be new to them because they have done so in the first half of the programme. It would be interesting to see how the performing group reflects on their own teaching before hearing from their peers. Finding solutions to some of the issues raised will be part of this discussion. These are some initial thoughts about the first semester. There will be other ideas especially after I reflect on each session.

4.10.3 Part three

Practicum

In this semester, teaching practice will occur in real world classrooms in primary or secondary schools and at the same time participants will be having ongoing classes at their college. At this stage, the college-based discussion will be more focussed, as trainee teachers would have their first semester experience at their disposal. Therefore, reflection should be more focused and detailed at this stage. Most of the discussion will be focused on addressing issues raised in their practical experiences and on coming up with solutions which will be implemented and reflected on in the subsequent lessons and sessions. These will be also written about in their reflective journals.

In short, the activities deployed in each session will vary to ensure that reflection is taught and practised. However, the way in which these activities will be carried out will be determined by how each class will be run. I will keep my own reflective diary which will be shared with my supervisor and colleagues to ensure that sessions build on what has been discussed and are relevant to the context and participants needs. Nevertheless, the activities will start from general to specific in order for trainee teachers not to become overwhelmed. When discussing framing at the beginning, for example, not all areas related to this pedagogic skill will be examined. However, in later stages, discussion will be more specific to include ideas discussed in research: review, eliciting student knowledge, stating the topic or no statement of topic, motivational remarks (Crookes, 2003). Regarding the tools used, as discussed above, classroom discussion, narratives, journals, action research will be deployed in this study.

Appendix 5

Participants' views on teaching

01:40-03:00

R. Okay, what did you discuss? So, what do you think this subject will be about?

TT. Teaching methods

R. So, let me write some words. So, this subject will deal with teaching methods (R writes on board) like, explain this a little bit more

TTs. (many TTs replied. It was not clear to capture what they actually said)

R. Excellent, so grammar translation method, direct method and lots of methods. Good, this is one, one part (of ISs) Other ideas may be involved in this, involved means (said in Arabic by me), included in this subject.

03:00-05:30

TT. Evaluation

R. Evaluation. Can you elaborate? The word elaborate means (R writes this word on board) means explain more. So, can you explain more what you mean by evaluation?

TT. It means that the teacher after each lesson he needs to ask many questions to be sure that the students understood the lesson. It is like examination

R. Excellent, this is the core of this subject. Evaluation is quite important. Evaluation can mean a lot. One meaning is what TT29 said evaluation means that when someone teaches, one skill, one instructional strategy this person needs to have is that this person needs to make sure that what has been delivered, what was said, was received, was understood; so we will deal with this for sure. This one I will give it 3 stars. Another meaning of evaluation is that when we teaching we need to evaluate our teaching, so we will deal with evaluation a lot. If teachers are not aware of this strategy, these teachers might not be good teachers.

05.33-07.30

R. Excellent think more (topics of IS)

TT. Teaching ideas (aids)

R. Yes

TT. Teachers need to use teaching ideas

R. Excellent! Teachers need to use teaching er...

TT. Ideas

R. Teaching ...er

TT. Ideas.

R. They have lots of names, yes

R. I tell you something, this part is for words, so this part will help you increase your vocabulary. I'm er... your name is

TT. TT20

R. TT20. TT20 said the word deliver earlier (R. writes the word on board). What does deliver mean? In Arabic or English

TT. present, display (in Arabic)

R. Yes, present, deliver; deliver a lesson; give lesson, deliver lecture, deliver presentation etc. So, TT29 said teachers need to evaluate what they deliver! And need to evaluate whether their teaching was effective or not effective, excellent!

R. another teaching skill is teaching aids (emphasis on pronunciation); without them teaching might not be...

07:40-09:27

R. Okay, another one

TT. Practice....

R. excellent, number four (R writes on board) I like this word, implementation. I would like to memorise your names, so I will ask for names...excellent, implementation, the most important one. You might find something: I always say this important, this is crucial because I am new to teaching and I really see these four ideas you came up with quite interesting, quite useful. Implementation is another important one. If I know that I need to evaluate my teaching but I cannot use these methods, I cannot use these instructional strategies, what is the point in this. So, I need to be aware of some ideas but awareness is not enough! If I am good at this talking but when I come and stand in front of students, I cannot use, I cannot apply, the word implement means apply, I think you know this word, apply (Translation) which means practice. Another one, excellent, keep thinking; I need you to come up with as many ideas related to IS as possible, another one

09:40-17:05

TT. place of study

R. Place of study,

TT. like environment

R. I would like to say another word which means place of study. I said it earlier, I said a word

TT. Setting

R. Setting is quite important; setting is place of study, your name is!

TT. TT3

R. what you mean by this, what you mean by place of study

TT. if we talk about ISs, in English language we need to study the English language in their...er

R. Context. We will deal with this word. I will put it here: context (R writes on board)

R. What does it mean in Arabic

TTs. Content

R. Context. Now we are in the Libyan context not in the er

TTs. UAE context

TT. We are, I am applying my study in the Libyan context, so the context is quite important and it is one of the ISs. If I am not aware of this strategy, of this skill: how to deal with the context, I am not a 'good teacher' er but you mentioned something different from what I said now. You said; can you repeat it?

TT. Students should study in their... in England or

R. okay, maybe, you know this is controversial, so you said if you would like to teach English, you need to study it in the country where English is spoken.

TT. Yes

R. Okay

TT. if we compare between the person who studied in Libya and those who studied there, big difference

R. Big difference, but I might, this is controversial. I won't say that anyone who would like to teach English, must study English in England, Scotland, America, er..

TT. not must but better

R. Better, yes, okay but is this one of teaching skills?

TTs. (Silence)

TT. No

R. This one yes, place of study is quite important but not with TT3 perspective. TT3's point is relevant, is quite close to ISs...TT3 wanted to say that IS can be mastered better if these strategies are mastered in the places where English is spoken. Okay, we will deal with this point. By the way, last week we discussed something similar to this and I said later on we will talk about it, quite important and controversial at the same time

17:05-19:10

R. Another idea of this subject (ISs)

TT. **How to act towards students**

R. how

TT. to act towards students

R. Excellent, excellent, (R writes on board) **responsiveness** (Translation). Yes, I am now explaining, if someone asks something quite trivial, something quite silly, how will I act to this? How will I respond? Respond means (translation) if I am teaching and I can see some students are about to fall asleep, are about to... think about something far away from what I am saying, How will I respond to this situation? Will I continue teaching? Will I ask the students to wake up? Or ask these students to go out? So, contexts vary from one to another. So good teachers need to respond differently, need to act according to what they see not to what they plan

TT. ...

R. Because you mentioned something about planning, not yet, last week the first word, TT11 said, teachers need to plan lessons. Will I follow my plan exactly or will I respond to what I experience. Excellent

19:12-19:45

TT. **preparation**

R. Yes, this is important, number 7 (R writes on board)Preparation is quite important, without it, you cannot teach. I have not come today to talk and walk without preparing what I am delivering now.

Appendix 6

Participants' reflection on a teaching video 1

Video on.....[71:75-:50]

R. Okay that is enough for this teaching video. Stay where you are... What was there? What attracted you? How would you evaluate this?

TT. First thing I note is this way is used when teaching students for first time

R. Okay

TT. Because like mimic, mimic way

R. Aha, again what you mean from the **teacher's style**, you might say that these students are beginners. This is one okay.

TT. **movement**...

R. Excellent, so, good teachers, we will take this into consideration, hopefully I will apply it and you apply it, make rooms and then go and check, become near the students, be confident do not be far away

TT. **Order** of class

R. Bad way. From next week and on, I should change this, make rooms, excellent, to move, I need to reflect on this and apply it, good teachers think and apply and then see whether this is better to be like in this way or not

TTs. **Good voice**

R. yes, it was quite loud. Excellent so good teachers should vary their voices, another, Okay you did not talk today, your name is

TT. [the psychology of the student]

R. [I am sure that you will be 10/10 and your language will be good, what you say is excellent, it is well structured]

TT. [this breaks the psychological barrier between the teacher and students]

R. excellent, excellent

TT. **friendly with the students**

R. friendly, look, he sounds friendly, he acts friendly, so we need to bear in mind TT23 point, give me one or two words summarising this point.

R. [The psychology of the student. I deliberately teach without holding a paper because I think this paper is like a wall between me and my audience, even directly is not enough because, as TT20 mentioned, the teacher is away. Therefore, rooms for the teacher to move easily in the class need to be created. When you approach students the students become comfortable]

R. the teacher was teaching something related to pronunciation; teaching something quite narrow, what was the topic of the lesson?

TT. ...

TT. Adverbs,

R. [yes the second half, what about the first]

TTs...

R. classes (s) or (z)

TT. ...

R. the teacher did not tell what the focus was but he was careful with the last letter and its sound, it was either voiced or voiceless, one was s or z. so, the point was clear but the word was not listening abilities, because the teacher was explaining something sensitive so he needed to approach students.

TT. teacher has good **humour**

R. (R writes on board) in order to make a comment with good humour, let me write humour, humour means...even if you are tired when you see this active teacher you become 100% awake

TT. [The last 5 minutes were quite **interactive** and the teacher has **good English**]

R. Ah, why did not you pick up this one? [This is what we talked about earlier, let me write it academically (R writes on board) why did not you say this? The teacher is not English, from his face, but the subject knowledge, language skills, the point A made about language skills is important but this teacher has full awareness of the basic teaching skills, this point, this point is a weakness of RP, the student may say this but when application, these cannot be evident. So there must be a practice aspect, either here or in schools, there must be practice; then discussion of the basic ideas talked about in the class and relating them to practice]

TT. **The shape and equipment of the class**

R. Excellent, the class is very beautiful, once you enter it you learn without teachers. It is quite...

TT. Do you mean the uniform?

R. No, no, The class, look again and see how clean it is, how the desks are organised...

TT. **good environment** ...

R. Excellent, I will put it here (R writes on board) environment. Not just the psychological environment which is good but also the physical environment. Another point

TT. not many students...

R. Students number is not large

Appendix 7

Participants' reflection on a teaching video 2

95:46- 98:30

R. I will divide you into four groups, this is the last slide, you take classroom management/ you take classroom explanation/ you framing, pacing; steps of the lesson.../you managing learner behaviour, talk about how the teacher is managing the group.

R. that is enough, discuss your notes together

TT. ...

R. Okay, so class room management one bad thing is that teacher could not keep students' noise down, (R writes on board). But

TT. she

R. what this means, if she moves, does she have good management skills? if she moves what will happen

TT.

R. excellent this is the point good, any other classroom management ideas

TT.

R. explanation is not related to this point (management) –but TT20 has a comment on this

TT. Noise

TT. ...

R. Explanation is not related now, management

R. this point is important. Please delay this point after management.

R. Explanation

TT. ...teaching aids...

R. Teaching aids and you discuss explanation!!! Excellent this is one, this might have a positive impact on the students. But I have a question: I wrote this word (R points to the class board) Yes she used teaching aids but was there clear participation from students

TTs. No ...

R. okay, this is explanation. This point means that there is no participation from students, any other points on explanation,

TT. There were pictures

R. but my concern is these pictures/ where they used appropriately, this is what we are discussing in this programme. So did you see any point in presenting these pictures?

TT. No.

R. Look at the video again

Appendix 8

Participants' final academic year results

أولاً : طلبة ناجحون												رقم القيد	اسم الطالب	ن
التسجيل	فكر	صحة	إدارة	Teaching Practice	Research Paper	Instructional Strategies	Introduction to Linguistics	Literary Readings II	Spoken English IV	Grammar IV	Comprehension IV			
87	87	67	88	89	71	79	90	92	91	73	361134	TT10 TT8	1	
92	96	92	80	87	64	95	77	85	94	68	36165		2	
81	86	65	69	75	51	65	71	53	52	56	36147		3	
84	86	85	60	72	50	69	74	55	90	78	36162		4	
83	90	64	63	83	64	81	63	72	73	72	36151		5	
81	86	65	69	75	51	65	50	53	52	56	35127	TT5 TT15	6	
99	95	89	82	88	97	99	95	94	95	92	36161		7	
98	97	95	62	83	77	97	91	94	95	77	36142		8	
91	96	95	88	89	70	87	86	90	90	71	361170		9	
77	84	80	80	77	61	92	72	70	77	64	36140		10	
60	81	53	80	79	55	74	53	54	50	62	36160	TT27 TT26	11	
89	94	81	84	80	73	71	69	64	69	68	361133		12	
84	96	91	72	84	78	95	77	88	85	67	36216		13	
86	91	86	67	77	73	84	64	78	69	67	36146		14	
لجنة التحكيم													لجنة التحكيم	لجنة التحكيم

أمين اللجنة الشعبية للجامعة

المسجل العام للجامعة

أمين اللجنة الشعبية بالكلية

قسم التسجيل والدراسة والامتحانات

لجنة الامتحانات والمراقبة

أولاً : طلبة ناجحون												رقم القيد	اسم الطالب
الترتيب	تكرار الامتحان	صحة الفهم	إدارة المدرسية	Teaching Practice	Research Paper	Instructional Strategies	Introduction To linguistics	Literary Readings II	Spoken English IV	Grammar IV	Comprehension IV		
93	99	99	90	84	97	96	83	92	94	75	36153	TT20 TT29	
78	69	67	74	75	50	70	50	51	51	55	3410092		
90	74	70	76	89	71	65	59	66	63	57	36179		
94	91	90	78	89	80	84	93	91	96	79	36148		
81	79	59	72	75	62	74	70	84	64	67	361152		
82	81	64	78	89	69	79	80	89	93	72	36170		
91	93	83	79	75	76	75	79	75	85	66	361128		
71	87	60	80	81	80	50	63	84	84	74	361153		
99	99	100	93	90	99	100	94	96	98	88	361159		
97	96	99	90	88	100	99	94	94	97	90	35149		
قسم التسجيل والدراسة والامتحانات												لجنة الامتحانات والمراقبة	
أمين اللجنة الشعبية بالكلية												المسجل العام للجامعة	
أمين اللجنة الشعبية للجامعة													

أمين اللجنة الشعبية للجامعة

المسجل العام للجامعة

أمين اللجنة الشعبية بالكلية

قسم التسجيل والدراسة والامتحانات

لجنة الامتحانات والمراقبة

نتيجة امتحان الدور الأول لطلبة السنة الرابعة قسم اللغة الإنجليزية للعام الجامعي 2009 - 2010 مسيحي

ثانياً : طلبت لهم دور ثان

أمين اللجنة الشعبية للجامعة

المسجل العام للجامعة

أمين اللجنة الشعبية بالكلية

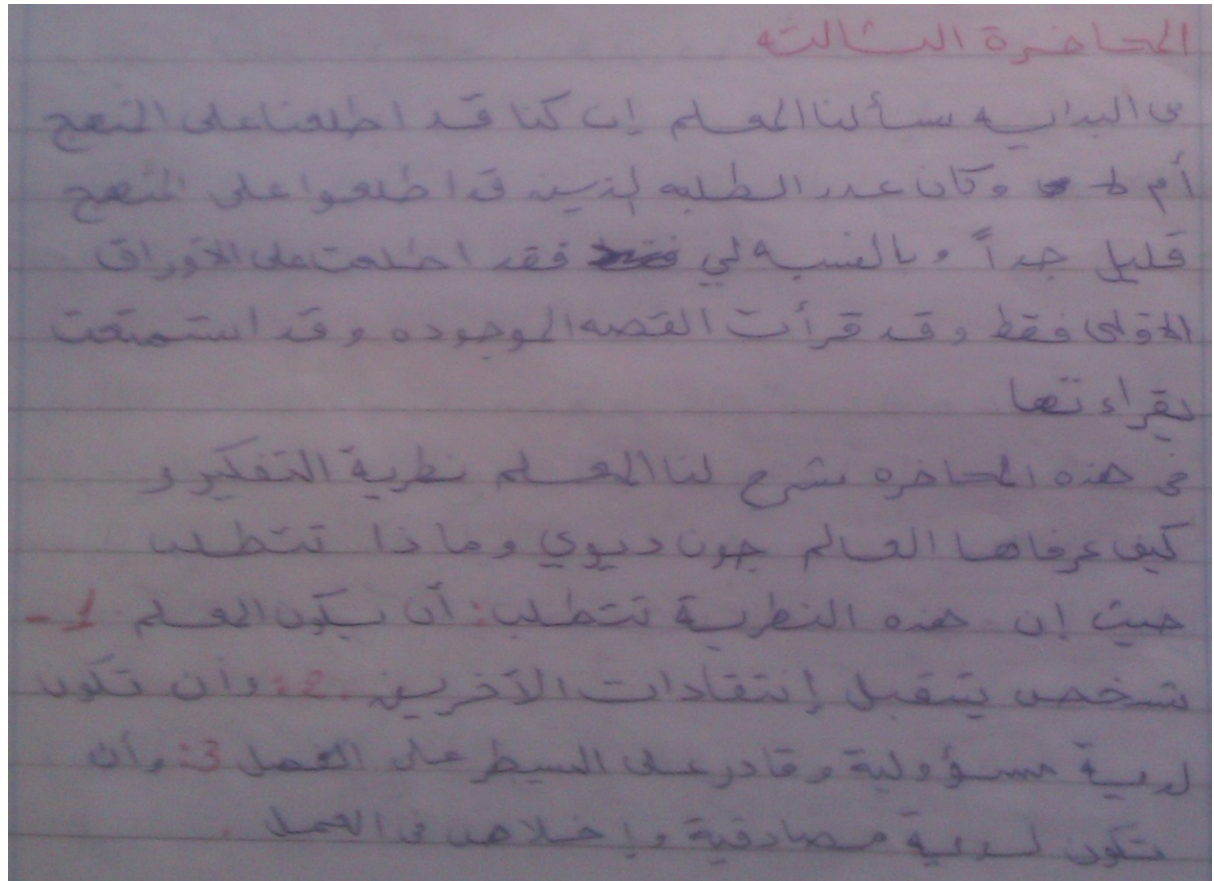
اسم النسخة: الدراسة الامتحانات



Appendix 9

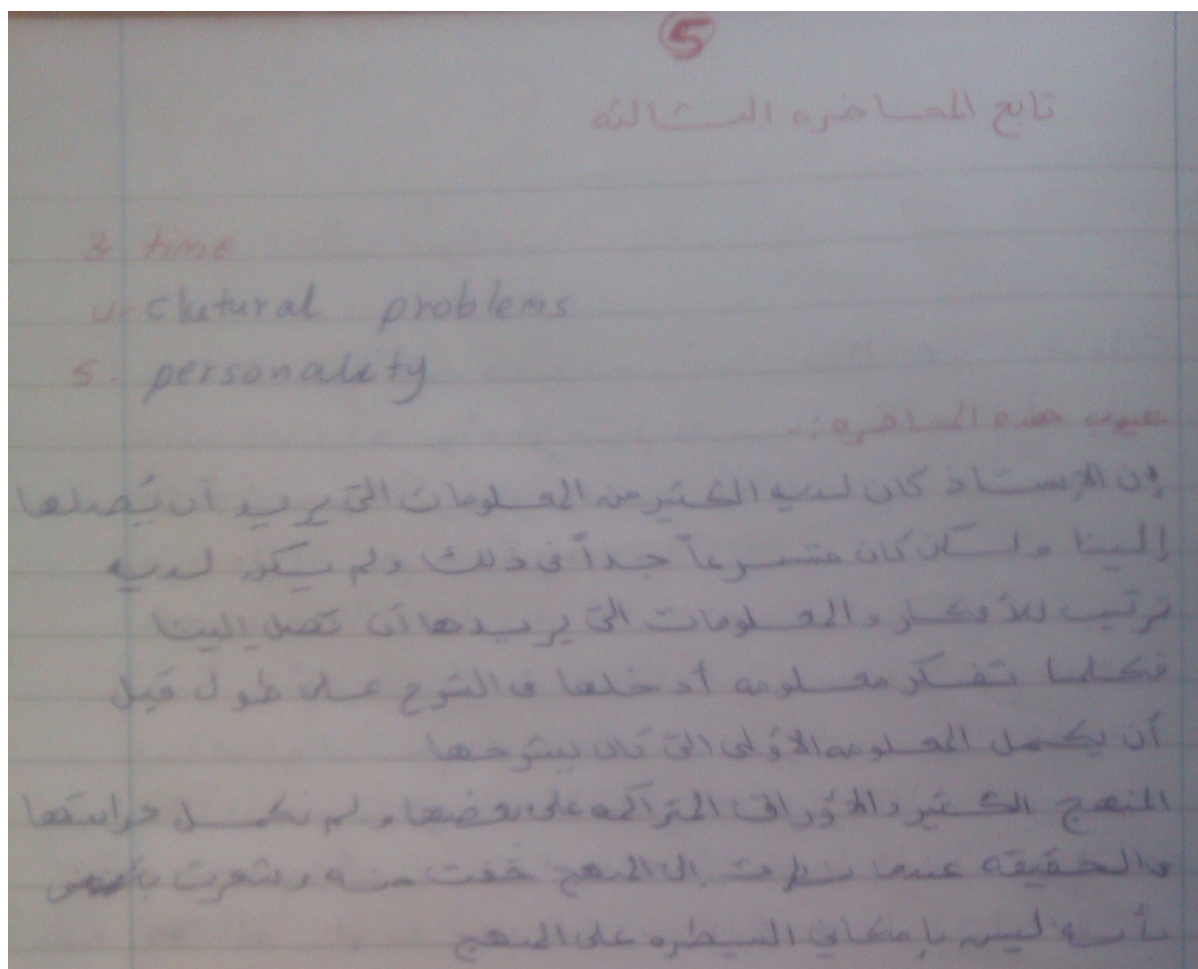
Sample of TT19' reflections

A: TT19's excluded reflection



[In this lecture, the tutor explained what RP is, how John Dewey defined it and what attitudes this theory requires: a person who receives criticism from others in good manner, is responsible for what goes on in classes and is faithful and loyal to her job]

B: TT19's language proficiency problem



[The syllabus; we had too many accumulated papers that we could not read. In fact, when I looked at the syllabus, I became scared and felt that it would not be easy for me to keep control of it].

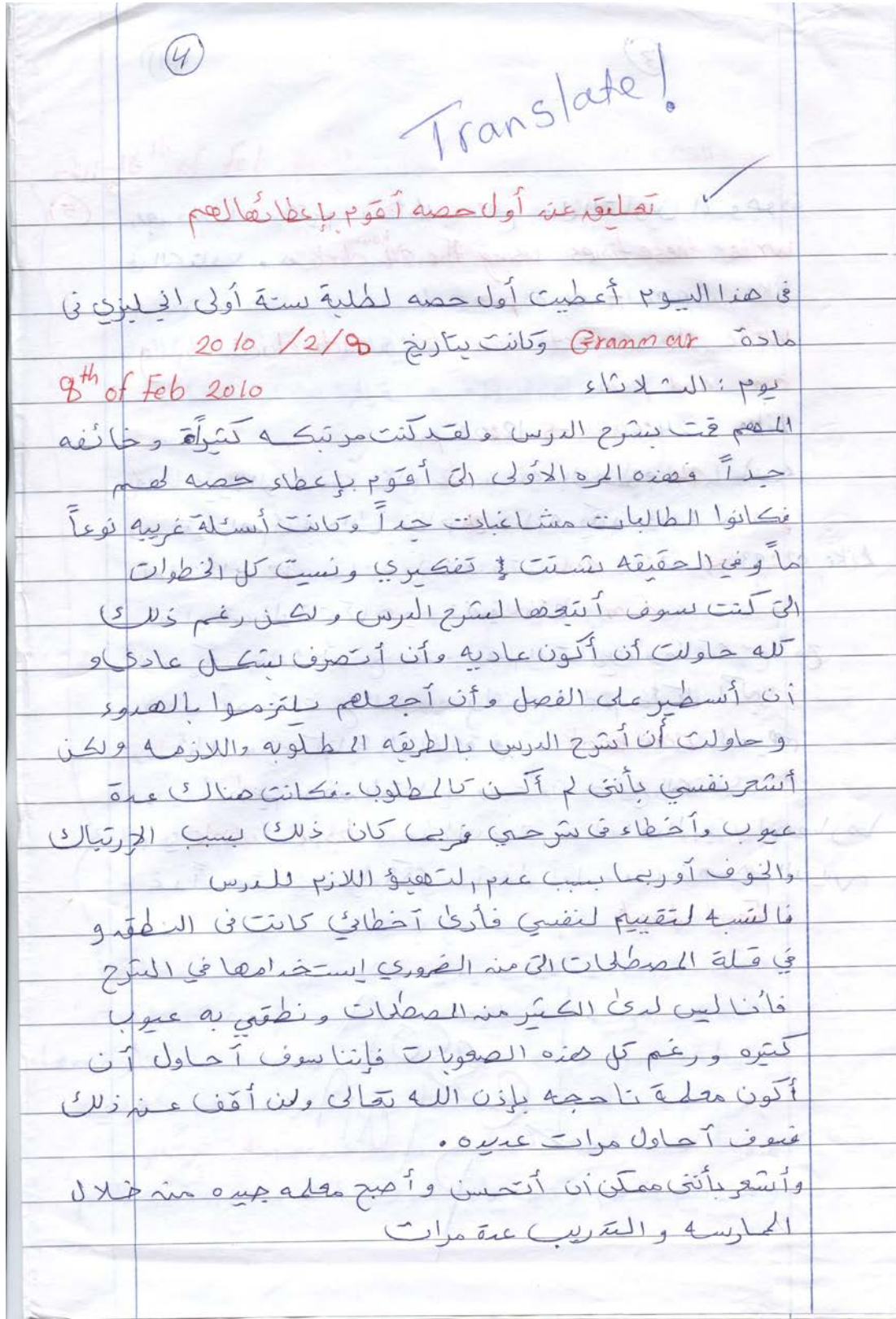
C: TT19's discussion focus problem

ولكن لم يجرؤ أحد على ذلك وتلك المحاضرة
عجيب
الحاضرة الخاصة
 في هذه المحاضرة تقدمت مستوياتاً كثيراً وأصبحنا نشارك
 مع المعلم بشكل جيد وكان شرح المعلم واضحاً ومفهوماً
 وفي هذه المحاضرة تساقطنا على المنهج الجديد والقديم بالوجود
 في ليبيا، هل مستوى التعليم لدى الطلبة تقدم أم لا
 وفي هذه المحاضرة كان عدد الطلبة المشاركين مع الاستاذ
 أفضل من المحاضرات السابقة ولقد أعجبتني مشاركة الاستاذ
 عم في كيم عندما قال إن المنهج مستوى التعليم لا يزال نفس المستوى
 لأن المنهج الجديد يصب على المعلمين والأساتذة، لقد ماتت تعليم
 لأن المنهج الذي تعلموه يختلف تماماً على المنهج الحالي الجديد
 فكيف يمكن للمعلم أن يعلم التلاميذ شيء جديد يصعب هو
 عليه فهمه وكانت هناك مشاركات كثيرة في هذه المحاضرة
 ولقد سألت الاستاذ هل ممكن أن نطبق نظرية
 التفكير حالياً في الدراسة وما هي العوائق لهذه النظرية
 فكانت مشاركة الطالبة هنادي رافعاً فقلدت قالت إن الوقت لا يكفي
 لأن مجال المنهج والاهتمام هو إكمال المنهج في الوقت المحدد
 لأن حجمه أصبح كبير وهذا في الحقيقة عدة مشاركات
 وسعدتنا على فهم هذه النظرية وكيف يمكن أن
 نطبقها حالياً، ولكن الاستاذ في هذه المحاضرة كان
 متسرعاً جداً في ردة فعله فهو يحاول أن يرتب
 أفكاره ولكن كلما تذكر شيء آخر أدخله على شروحه
 فلهذا الشيء نشأت تفكيرنا ولم نستطع أن نسمع كل

[However, the teacher was very hasty in explaining this lecture as he was trying to arrange his ideas and whenever he remembered something he inserted it into the lecture.

This confused us and made it difficult to focus on the point of the discussion even though his explanation was clear].

D: TT19's reflection on practicum



TT19

Reflection on Lesson One: 08/02/2010

[I have delivered the first lesson and I was very confused and frightened because this was my first time teaching and also the students were very naughty and asked some strange questions. This shattered my thoughts and I forgot the steps that I was supposed to follow. Although I had all of this to deal with, I pretended it was normal for me to control the class and make students keep silent. I tried to give the lesson in a good manner but I feel I did not do so and made some mistakes. This could be as a result of the confusion I had or of not preparing the lesson well].

[Evaluating my mistakes, I can see that I had problems with pronunciation and suffered a lack of vocabulary needed for explanation. Even though I have many problems with these two challenges, I will keep trying to become a successful teacher. I have a strong feeling that I can achieve this through consistent practice and experience].

Appendix 10

Sample of TTs' reflections

A: Further excerpts on 'method of delivery'

The teacher started explaining some information about reflective practice historical background. Then, he started asking us some questions starting with "what is RP"? at this point things changed and the class was very interesting because we started to recall and analyse our teacher's explanation to get out with some good points about the answer. (TT20, W3)

[Regarding the sixth lecture, it was interesting and exciting because the discussion was wonderful between us and you. Also the seating arrangement and data projector added to this]. (TT11, W6)

B: The only comparative excerpt on 'reflection on peer discussion'

My point of view on moral and tangible motivation, I asked two students in the third year a question: why do you study and pass every year with the first attempt? The first said because I want to get a degree so that I can get a job to get salary to live on and become independent (this is tangible motivation)

The second said 'I study because I wanted to achieve something in my life'. She wants to work in a field that she like the most and would like to practice her thoughts to increase the ability of her students and to change wrong attitudes and learning, something she faced herself during her previous years in college...etc. in this answer I knew that motivation is moral more than tangible.

I asked my sister who teaches Arabic language why do you go everyday to you students and teach them? She replied 'because I had to'; she does not want to be counted as absent and have deductions from her salary as she needs it. This answer is from a very good teacher because she not only teaches the syllabus but also gives advice, guides students and solves their problems even the special ones. She always says education before teaching! TT11 W6

C: Critical reflection excerpt on 'reflection on peer discussion'

[In this lecture, our level of discussion had improved a lot and we started participating with the teacher in a better way. The teacher's explanation was clear and easy to follow. We talked about the old and the new curriculum in Libya and about whether or not the ability of students has been improving. The number of students who participated in this lecture was a lot compared to the previous lectures. I liked the participation of x when he said the level of education in Libya has not changed because the new curriculum is difficult for teachers to apply. This is because the curriculum the teachers learnt differs completely from the current (new) curriculum. Hence, how comes! New teachers are teaching students something new, something which the teachers themselves have not understood in the first place. TT19 W5

D: Excerpts on ‘reflection on peer teaching’ (Phase 2)

[at the end of the first half of the lecture, X started to explain a lesson from the syllabus of primary education. His explanation was not appropriate due to many reasons. He was nervous because he was the first to explain a lesson from a primary education to university students but overall, he was not that bad. I wrote down some remarks on his explanation

1. he used much Arabic during his delivery
2. he did not extract the main points of the lesson
3. he did not clarify the new words of the lesson

My point of view is that he was nervous somehow so he was not able to convey all what he got. Also the students were behaving as university students because their questions and criticisms did not show that they were primary school students]. TT27 W7

Excerpt 2:

TT4 was the first volunteer to explain a lesson. In fact, he was the most courageous person to start the practical teaching and we have benefited a lot from his explanation. Although there were many drawbacks in his delivery, we could identify these setbacks and will work to avoid them in our teaching. Anyway, the title of the lesson was ‘family and jobs’.

Indeed, his style was good for a first time teacher because the situation is difficult and different to what I had expected. I would like to thank TT4 for his courage, quietness and acceptance to his colleagues’ criticism which started from the beginning of his delivery. When he started, many colleagues asked him very strange and too many questions which made him confused and not organised to deliver the lesson he planned for. This might be the cause for his ineffective teaching but this did not prevent him from completing his lesson and his reaction was absolutely wonderful.

With regard to the disadvantages, 1. he was standing at one place. The teacher’s movement inside the class attracts the attention of students. 2. he did not explain the lesson effectively and as it should be. He did not give the meaning for the new words of the lesson to make sure the students know them and practise their pronunciation through the use of pictures and other visual aids. Teaching using aids will help students to retain information. 3. he used Arabic language too much. It would have been better to see him using English with the aid of visual aids so that Arabic language will be used narrowly and as a last resort when the teacher cannot find any other way to convey information. 4. there was no a friendly atmosphere between the teacher and his students. This means that the teacher was very formal in his teaching which did not make students feel comfortable. Thus, there was no interaction inside the class, a fact that could have been developed if

the teacher treated students as their old brother. This could be achieved by posing some questions for discussion; for instance, the teacher asks a student why he was absent from the previous lesson. This makes the student feel that teacher cares for him and his absence concerns the teacher so he feels that there is a space for him in the classroom and his teacher. Another way that makes a good atmosphere is that the teacher describes a problem and involves students to address it. Such strategies could help students feel comfortable towards the studied subject and the teacher. Consequently, they improve their understanding about the subject and interaction with it. TT19 W7

Excerpt 3:

[as all previous lectures, this session was very interesting and useful. In this lecture, we started applying what we learnt previously, as the tutor divided the lecture into two halves. In the first half, he talked about some ideas related to lesson planning; then he gave a lesson from a preparatory school text book. His method of explanation was innovative as it involved some sort of creativeness and change. The teacher did not start as usual with writing the new words of the lesson on the board, reading them and then asking students to repeat after him. Instead, he asked us, students, to look at the pictures of the lesson, say what we see and read the words. This strategy could help students to remember what was taken previously and also help to make students active and interactive, i.e. could lead to effective learning. In addition, through the pictures, the teacher asked us to compose a story out of the pictures to link the events of pictures and come up with a story. This was also a new technique that we, as teachers, might adapt it in the future so that students could benefit from our classes that will not make them mere talks, explanation and memorisation to the new words only.

The features of this session: 1. Spontaneity, expression of opinions, posing questions, using both English and Arabic and concentrating on all students. 2. The observers did not intervene during explanation so there was no confusion caused to the teacher similar to what happened last week. 3. I hope the tutor asks student teachers to start with their positive feedback because we do not want to demotivate the students who explain lessons even if there are many drawbacks but we want to thank and praise them for their effort because errors are expected, especially in this difficult situation: standing in front of students, observers and the unit teacher. Such a situation makes students feel anxious and forget some of the points that were prepared in advance. On top of this, this is the first time a student teacher does teaching, so it is difficult and confusing. TT5, W8

E: Critical reflections on ‘peer teaching’ (Phase 2)

Another point, screaming to control the class is not a good style because this could demotivate the student and the teacher could note that students are feeling bored. Thus, she could have used a different method such as telling a story attracting their attention and also approaching them and asking if they have understood the lesson. Using different methods could make students love the subject as when the student loves the teacher also loves her subject. TT15, W9

The first part explained how to teach speaking and the second TT18 explained a lesson from a primary school textbook. She used an old approach to teaching in her explanation. She has a very strong classroom management and clear voice. I agree with the criticism when the teacher said to her do not say to students why you want to teach something but TT10 said to her students why she was doing things. TT8, W9

F: Critical reflections on ‘students’ (Phase 3)

[This is the most important thing in teaching: that students accept the teacher and the subject taught because if they have accepted the teacher, they will love to understand the subject she is teaching them. There was a lot of participation and the activities exceeded my expectation. I have learnt many things about them and noticed that they were vigilant all the time as I on purpose made a spelling mistake to see if they were with me and at once they started correcting me]. (TT19 4TH Lesson)

There was another obstacle. This was related to the participation of the male students of which there were 6 in the class. I asked them some questions about next week’s lesson but they did not respond as requested. Therefore, I encouraged them to talk even if their answers were not correct. In fact, I focused a lot on male students because I knew that most teachers do not pay attention to them. They say male students are naughty so they concentrate only on the females. This view was supported by some students who told me that they did not know some words in English to help them talk. Also our teacher does not ask us in English and does not let us participate as she explains and answers the questions. (I did not comment because I did not want to portray the teacher as unsuitable). (TT27, 2nd Lesson)

I still could see that there were some students still not used to working as one group; so I was really pushing them to do so and will not give up pushing them! However, teaching pronunciation was not easy at all. It was really complex and even the teacher’s book did not help me at all: it made things even worse. From my point of view, teaching this subject needs a knowledgeable teacher (TT20 4TH Lesson)

Thirdly, I did not see acceptance of the inductive method I used because the students have got used to the doctrine way. If the students do not get used to my method, I will shift to their previous teacher’s way. Fourthly, some students objected to my language as they were not used to observing lessons delivered in the English language only. They were used to seeing explanations in Arabic. Despite all of this, I found out that most students accepted my way of teaching. I observed this through their behaviour and conversations. I saw a student moaning. I told him to take on the following rule and try to have it as wisdom for the rest of his life: never say I cannot but say I’ll try. (TT29 1ST Lesson)

Secondly, I had a difficulty with the idea of group discussion. Although this increases the comprehension of students and their understanding of the lesson, it has some disadvantages, which I observed in this lesson. I noticed that each group depends on one student in writing, responding and discussing and the

rest exploit this and talk about affairs not related to the session. Moreover, it causes noise, even though there is not much, it irritated me. However, I took the supervisor's point on board and let each student do something: write, respond or discuss. I will try this tomorrow in the other class I have.

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