University of Southampton

Faculty of Arts and Humanities

School of Modern Languages

The Reflective Journey of Saudi EFL Pre-service Teachers: An Analysis of Three Reflective Modes

by

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<u>Abstract</u>

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The importance of reflection in enhancing teachers' Professional Development (PD) has been widely acknowledged. Reflection is initially developed in Teacher Education (TE) programs, and then becomes a part of a teacher's education throughout their career, specifically when they engage in Reflective Practice (RP) (Farrell, 2015). Within initial TE, practicum has been recognised as the most important part, where Pre-service Teachers (PSTs) assume that they will put what they have learned in theory into practice. However, they spent more time in school as a learner than as a trainee teacher. They also have their own personal characteristics and attributes that influence the way they put what they have learned into practice during practicum. Hence, RP is recognised as a vital tool that helps PSTs to learn from their experiences. The majority of the literature focuses on how to promote reflection within initial TE (Donyaie & Afshar, 2019, p.2), or explores the practitioner's perception towards reflection (Riyanti, 2020) . Yet, little is known about the complexity of reflection as an individual skill in a situated context during practicum, in which reflection is examined based on the individual's beliefs, abilities, skills, and knowledge (Farrell, 2018).

Adopting a qualitative case study, this study offers an in-depth examination of the reflective journey of three Saudi EFL PSTs during practicum, all of whom engaged in three Reflective Modes (RMs) (i.e., individually, dialoguing with a mentor, and with their peers). Their reflection is examined in relation to content and quality in order to track their reflectivity development. Through the reported reflection, the study further aims to establish the contribution of these reflective tools on the participants' learning through practicum, highlighting their trajectories in becoming teachers. The study brings together data from a wide variety of sources, such as Reflective Journals (RJs), individual reflective dialogue (IRD) with a mentor, group reflective dialogue (GRD) with peers, interviews, documents, and class observations (COs). The findings showcase the complexity of the PSTs' reflective thinking. Although the participants were similar, in that they were all female EFL PSTs who came from the same context, they navigated the three RMs differently. Their biographies, backgrounds, previous learning experience, and attitudes all influenced their reflective journey to become English teachers. Methodologically, the study highlights the value of a qualitative case study that investigates the three main RMs from a situated perspective.

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Research Thesis: Declaration of Authorship

Print name: Abeer Alharbi

Title of thesis: The Reflective Journey of Saudi EFL Pre-service Teachers: An Analysis of Three Reflective Modes

I declare that this thesis 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

Signature:…………………………………………………….. Date: 20-07-2021………

Dedication

I dedicate this work to my beloved Mother and Father. I miss you both dearly, but I am truly happy that I made your dream come true. You are always in my thoughts and prayers.

Acknowledgements

Definitions and Abbreviations

EFL ....English as a Foreign Language

TE ....Teacher Education

LTE ....Language Teacher Education

RP ....Reflective Practice

L2 ....Second Language

RQ ....Research Question

RM ....Reflective Mode

RJ ....Reflective Journal

IRD ....Individual reflective dialogue

GRD ....Group reflective dialogue

PST ....Pre-service Teacher

R ....Researcher

TEFL ....Teaching English as a Foreign Language

TESL ....Teaching English as a Second Language

PD ....Professional Development

KSA ....Kingdom of Saudi Arabia

SPU ....Saudi Public University

Chapter 1   **Introduction**

This chapter sets the background of the study, introducing the phenomena under investigation and its importance in initial Teacher Education (TE), whilst highlighting what is missing in the current knowledge in the field. This is followed by my personal and professional motivation that inspired the current study. Then, the research aims and questions are summarised. The chapter concludes by outlining the organisation of this thesis.

1.1   **Overview of the Study**

In Language Teacher Education (LTE), there is a long-standing belief that Reflective Practice (RP) is crucial for teachers, as they continually reshape their knowledge about teaching and learning (Farrell & Kun, 2007). In other words, the main goal of RP is to enable teachers to improve their reasoning about why they employ certain teaching strategies, and how they can amend their practice to positively affect their teaching outcomes. Therefore, reflective thinking is increasingly recognised as a prerequisite for teachers' Professional Development (PD) and an important component in TE, especially initial training programs (I. Lee, 2007). Hence, it is recommended that reflective thinking is introduced and developed early in Pre-Service Teacher (PST) Education. This not only helps PSTs to learn new teaching strategies, but also helps them to sustain their PD after they leave the program (Loughran, 2002; Moon, 2006).

Despite the fact that there is a consensus in the literature about the importance of reflective thinking for PSTs in different program contexts, there has been little agreement on which reflective activity is the most effective when it comes to promoting reflective thinking amongst PSTs. According to the literature, three main Reflective Modes (RMs) have received considerable attention: self-reflection (Finaly, 2002; Tavil, 2014), individual collaboration with a senior (Mede, 2010; Walsh & Mann, 2015; Yagata, 2017), and group collaboration with peers (Tan, 2013; Tang, 2013). A debate continues amongst these regarding the best mode to enhance PSTs' reflective thinking skills. More importantly, within empirical research in collaborative reflection, the findings regarding the effects of the relationship between PSTs and with whom they reflect in promoting their reflectivity, are controversial. Some research encourages collaboration with peers (Tan, 2013), whilst other research calls for reflective dialogue with a senior (Yagata, 2017). On top of this, further research wishes to create a shared space, where both PSTs, peers, and senior members collaborate together (Tang, 2013).

More recent attention has focused more on practitioners and context of reflection rather than the reflective tool. A number of authors have reported analyses of trends in teacher reflection that demonstrated that there is no one effective way to promote reflectivity within initial teacher education as it depends on the teacher candidates themselves and their context. Regarding the complexity of reflection, several studies have investigated how the nature of reflection would differ using different reflective modes. In this regard, Farrell (2019) finds that some teacher candidates engaged in more critical reflection during peer collaboration compared to their reflective diaries. Other studies have claimed that reflection produced by a practitioner would differ even within the same reflective activity as there are different substantial factors that could impact the nature of reflection. For example, Lee (2007) in her study acknowledges that PSTs' reflection during their reflective diaries differed according to context, task, reader, motivations and participants' emotions. This indeed reflects the complexity of reflection.

Another issue that contributes to the complexity of researching reflection in PST education is the fact that there are three main settings of reflection in initial teacher education (Kiely, 2012). Indeed, PSTs could reflect upon received knowledge (theoretical courses), upon their experiential knowledge (class observation and micro-teaching), or during the practicum (field experience) (Wallace, 1991). Thus, teacher educators in PST Education seek to incorporate different formats of RP through different teacher preparation programs contexts (I. Lee, 2007; Zeichner & Liston, 1996).

Amongst these settings, within initial teacher education, practicum or "opportunities for practice" play a central role in reflective learning, in which the PSTs perform for the first time as a real teacher to test their "[…] mental conceptualization of teaching" (Kiely, 2012, p.2). Initial teacher training aims to ensure that PSTs do not teach in the same way they were taught as learners. Therefore, RP enables PSTs to think about these early conceptions about teaching and consider other practical alternatives. RP during practicum assists PSTs to self-evaluate and compare what they have learned during their teaching conception, in addition to their actual experience of implementing all of these (Kiely, 2012).

The significance of researching reflective thinking during practicum emanates from the assumption that "without the disposition to reflect on their performance, teachers are less likely to improve their practice or be able to see the links between theory and practice" (Levin & Camp, 2002, p. 9). Investigating reflective thinking within PST education has gained prominent attention as a major research topic in TE and applied linguistics since the 1880s (M. Grenfell, 1998; Race, 2002). After all, ample research has attempted to investigate this phenomenon within English as a Foreign Language (EFL) PST education. Until recently, almost all of the research focusing on four

main aspects: enhancing the PSTs' reflectivity via action or experimental research (Güngör, 2016; Tavil, 2014), the PSTs' perceptions towards reflection (Cakir & balcikanli, 2012; Seferoğlu, 2006), the investigation of the PSTs' levels of self-reflection (Al-Khateeb, 2016; Nurfaidah, Lengkanawati, & Sukyadi, 2017), or exploring the PSTs' collaboration reflection (Tan, 2013; Tang, 2013). So far, however, there has been little discussion about the complexity of PSTs' reflective thinking including how and why teacher candidates reflect on their teaching experiences while engaging in all of the three different RMs that are perceived, in this study, as three contextual actions created for the participants to practice reflective thinking. To the best of my knowledge, no previous research has explored this complexity from the EFL PSTs' perspective (see Section3.10 for more details).

An underlying assumption of the present study is that reflection, whether individually or collaboratively, is a situated practice. This means that it depends on the participants' personal situation and their specific context (Akkuş & Üredi, 2021; Farrell, 2010; Riyanti, 2020). As such, this indicates a need to conduct qualitative case studies in order to understand the complexities of the processes of reflective thinking. This study, then, aims to tackle this issue by understanding how three EFL Saudi female PSTs navigated the three RMs (self-reflection via reflective journaling (RJ), individual reflective collaboration (IRD), and group reflective collaboration (GRD)) during their practicum. In this study, practicum refers to a six-week period in which the participating PSTs became involved in a real teaching experience during the last semester of their pre-service teacher education program.

1.2   Personal Motivation

Since an early age, I have always been fascinated by English as a language of communication, as well as its status as a lingua franca. I dreamt of becoming an English teacher, and this interest increased as I grew up. Consequently, I chose to enrol in the English department at the College of European Languages and Translation in Riyadh, Saudi Arabia. Upon obtaining my BA, I worked as an English teacher at a private school for two years, and then worked in public schools for six months. Then, I taught English in a medical college for four years. Finally, I joined a public university to work as an English Language Teacher Assistant in the educational college.

Although teaching English is my dream job, I still remember how difficult my first year was and how I seriously considered giving the profession up. I realised that the reason behind my confusion was that I had not received my initial TE: my BA degree was in English and Translation, not Education. So, I was trying to find my way down a road I had never walked before.

Chapter 1

As the years passed, I became more confident and teaching became easier. However, I still had the feeling that I lacked the ability to take care of my PD as a reflective teacher. Accordingly, I decided to pursue my MA degree in Education Applied Linguistics at King Saud University in Riyadh, Saudi Arabia. This in-service training filled some of the theoretical gaps in my teaching.

To obtain my MA degree, I needed to pass four milestones: theoretical courses, experiential courses, practicum, and, finally, a master dissertation. Amongst these, I personally believed that practicum was the most fruitful stage in my training. Although I had around six years' worth of teaching experience, I felt like I was new to the profession. During the practicum, I learnt a lot, gained new skills, and, most importantly, was able to reflect deeply upon my teaching. This experience made me realise why I had considered abandoning the profession, as I had not received any support. It also helped me to realise the influence of the practicum in TE, especially initial programs.

After I obtained my MA, I was assigned as an English lecturer in the English department at the Educational College at the same public university. I am now part of a local English PST preparation program. The first two concepts that came to my mind are reflection and practicum. Experiencing teaching without any teacher training and receiving my MA made me appreciate the value of this initial training, especially practicum, where PSTs apply all of their knowledge and beliefs into practice in order to examine and refine them in a supportive environment. Around that time, I became more interested in two aspects of TE: reflective thinking and practicum. I personally believe that equipping PSTs with effective reflective thinking skills and enhancing them during practicum, all whilst they experience realistic teaching, are two crucial factors when it comes to developing their teaching skills. They will not only help PSTs to be prepared to teach, but will also ensure their PD as EFL teachers.

After teaching at the college of education for two years, I was granted a scholarship in 2015 by my university to pursue my PhD. This was a great opportunity for me to further my understanding in the field of EFL TE, in order to bring insights and contributions to the field and to my context.

Besides personal motivation, another reason why I chose to conduct this research stemmed from the missing literature, specifically regarding the lack of knowledge on the PSTs' reflection when it came to providing a comprehensive analysis of the different RMs within a situated context. First of all, most of the current research in the field of PST reflective thinking, as mentioned above, focuses on how to promote PSTs' reflectivity, or the exploration of one or two modes of PSTs' reflection (Güngör, 2016; Susoy, 2015; Tang, 2013). Therefore, this study is significant, for it is a major contribution to research on PST education, specifically by providing a deeper understanding of our knowledge about the reflective thinking of EFL PSTs. Further, the study offers an analysis of

the three different modes (self-reflection, individual reflective collaboration, and group reflective collaboration) in a situated context. Hence, I believe that researching on this topic might have allow me to understand how reflective processes work and how unexperienced young women navigated the three RMs to learn to become language teachers.

At a contextual level, the empirical research regarding the EFL PSTs' reflection was conducted in Arabic-speaking countries. So, compared to other contexts, it is still limited. The majority of EFL PSTs' reflection studies have been conducted in a Turkish EFL context (Akkuş & Üredi, 2021; Cakir & balcikanli, 2012; Mede, 2010; Susoy, 2015; Tavil, 2014; Ulum, 2020; Yaman, 2016), followed by an Iranian one (Afshar & Farahani, 2015; Rahgozaran & Gholami, 2014; Rahmati, Sadeghi, & Ghaderi, 2019; Salehinia & Rokni, 2015). Some countries from Southern-east Asia, such as (C. W. Chien, 2014; Nurfaidah et al., 2017; Riyanti, 2020; Sabgini & Khoiriyah, 2020; Tang, 2013), can also be included. Moreover, there have also been a few studies conducted in an Arabic context, like Al-Ahdal and Al-Awaid (2014) and Al-Khateeb (2016) in Saudi Arabia and Abu Jado (2015) in Jordan. However, none discuss more than two modes of reflection.

Hence, the findings of this study enrich our knowledge about EFL Arabic PSTs' reflective thinking, which resulted in a more effective reflective practicum course, as well as assisting prospective teachers to better reflect. Providing a closer and more comprehensive analysis on the phenomenon of reflection in the field of EFL PST education, this study provides a detailed analysis on the process of the PSTs' reflective thinking, including its development during a critical stage of their initial training: practicum. Within this process, the study sheds light upon the content and quality of the PSTs' reflection via three RMs during practicum.

That is to say, in my original research proposal, and after careful consideration of previous research, and to assess level of reflection, I started with Lee's (2005) model, as I thought it was the most relative analytical model that would guide me to analyse the quality of the participants' reflection. However, when I started my fieldwork and the initial data analysis, the complexity of reflective thinking became more apparent in my eyes as a researcher, resulting in an epistemological transformation for me. I realised that 'a model' was not the best way to capture the complexity of my research aim, mainly if a phenomenon under study was explored in a situated context. Doing a qualitative case study that is grounded in practice, allowed me to see all the complexities associated with reflection on action as a skill that is based on the individual's abilities and background within a particular context (Farrell, 2018). As a result, I believe that a particular model would not cover all these intricacies and uniqueness of PSTs' reflective thinking. Hence, I utilized Lee's model as a road map in my analysis and reworked the definition of the levels' offered by Lee (2005) to better fit my context (see Section 3.9.1).

1.3   Aim of the Study and Research Questions (RQs)

This study was conducted at one of the public universities in Saudi Arabia (SA), which is located in a small town in the centre of the country, approximately 124 miles away from the capital city, Riyadh. The participants were three Saudi female PSTs enrolled in a practicum in their last semester. A single-gender sample was chosen: segregation between boys and girls in education and some governmental workplaces is characteristic of Saudi society. I started the current study with twelve PSTs; however, the research aims and my continual reflexivity led me to focus on three participants (Giampapa & Lamoureux, 2011). The selection of participants is further discussed in section 4.6.

This study focuses on reflection in EFL TE at a pre-service level. It offers a comprehensive analysis of the reflective thinking of the PSTs regarding their teaching during the practicum. In order to do this, an in-depth understanding of the content (concerns) of the PSTs' reflections and the quality levels is required. For reflection to happen, opportunities must be created for teachers to engage in conscious reflection as a tool to learn from their teaching experience (Farrell, 2001). Hence, to create a variety of reflective contexts for the participants to practice reflective thinking, they were offered a combination of the following three RMs, which are perceived, in this study, as three contextual actions for reflection. These reflective modes are considered to be the most common reflective activities used in initial TE based on a review of the relevant literature (Benko, Guise, & Gill, 2016; Farrell, 2018; Mpofu, 2019; Nurfaidah et al., 2017; Tang, 2013; Weiss & Weiss, 2001):

1. Self-reflection through a RJ
2. IRD with a mentor
3. GRD with peers

Knowing that the nature of reflection is significantly impacted by practitioners themselves and their context (Farrell, 2018, 2019; Hatton & Smith, 1995; I. Lee, 2007; Riyanti, 2020; Ulum, 2020), the main purpose of this study is to explore in detail how and why a small group of PSTs (Aminah, Sarah, and Layla) produced their reflections while navigating each RM during the practicum, which lasted for six weeks and included practical teaching in real classrooms. In doing so, I examine two main factors of their reflective production: firstly, **content**, i.e., the different topics they talked or wrote about in each mode; secondly, quality (H.-J. Lee, 2005), i.e., the **level** of their reflection, whether it was a recall, rationalisation, or reflectivity. By doing so, this study gains an in-depth understanding of the complexity of reflection in initial TE, particularly during practicum. It further sheds light on the impact of reflection on the participating PSTs' PD, and how they evolved as teachers throughout the practicum. Another purpose of this study is to explore the

participants' perceptions towards their reflection journey via these modes, highlighting that reflection is better examined from a situated context.

To gain a whole comprehensive view of the phenomenon, I employed a qualitative case study in order to address the RQs. This is because the nature of a case study aligns with the research aims, especially with the knowledge that RP in the field of LTE is regarded as a complex and messy concept (Wallace, 1991). According to Punch (2014), the aim of a case study is to "[…] understand the case in depth, and in its natural setting, recognizing its complexity and its context," whilst also acknowledging that it has "[…] a holistic focus, aiming to preserve and understand the wholeness and unity of the case" (p. 120). Hence, the key objective of the case study approach is "[…] to gain a thorough understanding of the phenomenon being studied, of which the case is an exemplar" (Duff, 2014, p. 237).

While doing so, and much like Schön (1983), I am interested in how PSTs 'think on their feet', or how they reflect-in action, on-action, and for-action (see Section 3.4.2 below). The following RQs guide the present study in achieving its aim.

Research Question (RQ) 1. How do a group of Saudi English PSTs navigate three different reflective modes (i.e., RJs, IRDs with a mentor, GRD with peers) during their initial teaching training?

    1a. What do they reflect upon?

    1b. What is the quality and extent of their reflection (recall, rationalisation, reflectivity)?

Research Question (RQ) 2. To what extent can reflection impact the participating PSTs' learning and development as new language teachers?

Research Question (RQ) 3. How do the participating PSTs perceive the three reflective modes?

Hence, this study empowers PSTs by offering them more explicit opportunities to reflect upon their teaching experience. These opportunities will help them to use conscious reflection, which makes them more critical about their teaching, raises their awareness about language teaching, and makes them more responsible with regard to their PD. As far as teacher educators are concerned, the findings of this study will create a bridge into the world of prospective teachers during practicum, to help better understand their reflective thinking and how it impacts the way they evolve as teachers.

In addition, this study offers practical contributions to local practices for improving LT preparation programs and other similar EFL contexts. It will also allow educators and curriculum designers in

LTE to design more suitable and effective teacher training programs that will assist PSTs to become reflective practitioners.

1.4   Organisation of this Thesis

This chapter introduced an overview of the study, including its background, the rationale behind conducting it, and the RQs that guided the study. For the sake of organisation and ease of reading, this study is divided into the following chapters:

Chapter 2 is concerned with the background context for this study.

Chapter 3 establishes the theoretical and conceptual theory and framework related to reflection in TE, whilst the last part is devoted to the discussion of recent empirical research.

Chapter 4 offers an elaboration on the research methodological approach followed in this study, as well as a description of the setting of the research and the techniques I followed to select my participants.

Chapter 5 presents a detailed description of the main sources of data, research instruments, an explanation of two pilot studies, and a detailed explanation of the data collection procedures and data analysis. The chapter concludes with a summary of the important ethical considerations and issues regarding the trustworthiness of the study.

Chapter 6 illustrates a foreword to the findings of the case studies, setting the scene for telling the stories of the vocal three cases.

Chapter 7 analyses the findings of Case 1.

Chapter 8 analyses the findings of Case 2.

Chapter 9 analyses the findings of Case 3.

Chapter 10 presents the discussion, contributions, implications, limitations and conclusions of the study.

Chapter 2   **The Study Background Context**

2.1   Introduction

It is essential to offer a detailed description of the context of the study, so the readers will be aware of what is applicable in their context (Lincoln & Guba, 1985). Hence, this chapter offers an overview of the context in which this study was conducted. The current study was carried out in the Kingdom of Saudi Arabia (KSA). The official language in KSA is Arabic, also known as Classic Arabic or Fus-ha, which is widely used in educational, religious settings, and also in a formal written contexts like workplaces. However, regarding "spoken" Arabic, there are many varieties of spoken dialects across KSA, from the three main "regional dialects": Najdi Arabic, Hejazi Arabic and Khaliji or Gulf Arabic (Prochazka, 1988). Other than Arabic, English is considered the Second Language (L2) in KSA. It is a compulsory subject, from primary school to university level.

This study aims to investigate the reflective thinking of the young Saudi English prospective female teachers during their initial training. As such, it is important to provide an overview of the educational system in KSA, particularly about LTE in the country. In the first section, I generally discuss the main characteristics of the educational system in KSA. Then, in the second section, I address different issues that are more specifically about TE concerning its pathways, aims, and curricula. Finally, a detailed description of the current research setting will be offered. Having described the overall outline of this chapter, a general overview of the Saudi Educational system is presented.

2.2   Characteristics of the Educational System

The Saudi education system is based on the principles formulated by the Higher Committee of Educational Policy. Education, whether general education or higher education, is free of charge for all Saudi citizens and residents. In addition, students in higher education (i.e., a Bachelor's, Master's, or Doctoral degree) receive a monthly allowance from the government, ranging from £180 to £200 depending on their major(Ministry of Education, 2019). The Saudi educational system is further explored through the following three sections.

2.2.1 Level of Education

There are four main levels of general education: kindergarten, primary, intermediate, and secondary school. After obtaining their general education, citizens and residents can pursue higher education, which includes the college and university levels of education. This helps them to attain Associate, bachelor's, master's, and/or Doctorate degrees. Currently, general and higher education are supervised by the Ministry of Education. Currently, there are fifty-two colleges and universities within the KSA, which are either owned by the government or private entities. The following table illustrates the level of the general education system in KSA (Ministry of Education, 2019).

Table 2.1   Level of general education in KSA

Level	Period	Age
Kindergarten	From 1 to 3 years	3-6
Primary	6 years	6-11
Intermediate	3 years	12-14
Secondary	3 years	15-17
Higher Education	BA (4 to 5 years)	Starting from age 18.
	MA (4 years)	No age
	PhD (5 to 7 years)	restrictions.

2.2.2 Modes of Study

All levels of education in KSA, including schools, colleges, and universities, offer education using the semester system. Each academic year has two semesters, with the first beginning at the end of August and ending in January. The second semester starts at the end of February and lasts until June. This is further divided into semesters. Each semester lasts between fifteen to eighteen weeks. The evaluation of the students is carried out through mid-term, and final exams are administered at the middle and end of the term. However, some colleges and universities run their courses through summer semesters, though these depend on the availability of tutors and students.

2.2.3   Single-Gender Education

In accordance with Islam, Saudi Arabia's education policy separates men from women, with the exception of kindergarten and medical schools, for example. Due to the respected social status given to women by Islam, they must cover their faces and hair in front of men (Alsalloum, 1995; State University, 2012). Rugh (2002) maintains that this separation is an old feature of the Saudi education system. Despite the segregation, men and women learn the same content and curricula and receive identical levels of support from the country's government (Alrasheed, 2010; Alsalloum, 1995).

2.3   Status of English in Saudi Arabia

The arrival of biggest World's leading oil companies like Shell, Mobil, BP, and Exxon, which began operating in Saudi Arabia in the 1970s, made Saudi citizens realise that having a job means being able to communicate effectively in English. In this regard, Mahboob (2013) states that "with the discovery of oil and the ensuing American interest in the region, English gained prominence and became the dominant language of business and trade in Saudi Arabia and the region" (p. 18). Since the majority of expatriates in Saudi come from non-English speaking nations such as India, the Philippines, Pakistan, and Indonesia, English has been utilized as a medium of interaction among expatriates and between locals and expatriates (Moskovsky, 2018). In addition, Saudis feel that as long as immigrant labour is necessary, a variety of foreign languages will be employed, and English will play an essential role in national and international interactions (Moody, 2009, p. 99).

The country's tremendous advancements in several fields have also contributed to English's notable standing. The advancements in socioeconomic and technological growth, as well as globalization, have motivated Saudis to enhance their English language skills as a crucial life skill (Al-Issa, 2011; Alqahtani, 2018). Along with the positive attitudes toward English held by most Saudis, Faruk (2013) contends that the majority of Saudis realise its critical role in supporting the country's future development as well as its requirement in the labour market. For Saudi citizens, a solid mastery of English provides more job opportunities.

English is presently regarded as the "only foreign language that is taught in all Saudi state schools, and it is taught as a core subject at all levels of school (primary, intermediate, and secondary)" (Alqahtani, 2018, p. 120). English is also used as a medium of training and teaching in several governmental agencies and organizations, such as the Saudi Arabian Basic Industries Company (SABIC), the Saudi Telecommunication Company, the Arabian American Company (ARAMCO), and

others. Furthermore, the Saudi government regards English as the primary mode of interaction for diplomatic contacts with the rest of the world. Because of the widespread use of English, some experts claim that English in the Kingdom of Saudi Arabia should be regarded as both a second and a foreign language (e.g., Alqahtani, 2018).

More importantly, the resolve to become a worldwide investment powerhouse is one of the pillars of Saudi Arabia's 2030 vision. Individual empowerment by changing the educational system is central to the KSA's objective (Vision 2030, https://www.vision2030.gov.sa/). This might be accomplished through fostering knowledge and compassion in students, allowing them to become self-sufficient and resilient. In addition, promoting fundamental qualities such as tenacity, initiative, leadership, self-awareness, cultural understanding, and social skills would strengthen entertainment, cultural, and educational institutions. The Kingdom of Saudi Arabia has witnessed the creation of significant projects, the vast majority of which come from international investors. An example of these projects is the Solar Power Plan 2030, which is deemed critical to Saudi Arabia's energy development. Another project that will provide amusement and recreation is the Alqedya Entertainment Project. The Neum Project is another international model for many areas of life. Neum will address issues such as the future of water, energy, biotechnology, digital and technological sciences, entertainment, media, transportation, and lifestyle. Furthermore, the Red Sea Endeavor is regarded as a massive worldwide tourism project. All of these ventures highlight the significance of teaching and mastering English as a foreign language in Saudi universities and institutions (Abdulaziz, 2019).

2.4   Teacher Education Programs in KSA

The study will be applied in a Saudi college that provides initial TE for female English teachers. So, it is appropriate here to give an overview of the status of women's initial TE and LTE in KSA. Since 1960, schools for girls have spread across the Kingdom. This, in turn, has led to a demand for female teachers, as only women can teach girls. To satisfy this need, the government established the first college to train female teachers in 1964 (Dohaish, 1998). The English teacher-training programme, however, was not established until 1973. Importantly, the government increasingly recognised the importance of the English language. This was largely due to the country's discovery of its oil reserves that increased international trade: communicating in English was seen as crucial when it came to developing business and political relations with other countries, for English is a 'global' language (Alshammri 2005).

According to Alseghayer (2014) to qualify, Saudi English teachers must join an English training program to teach English, which was first introduced in Saudi schools in 1926. The first English

teacher-training programme required students to complete a full year of studying basic English, so they would be prepared to travel to the United Kingdom to train as English teachers. After successful completion of one hundred weeks' worth of training in the UK, the prospective teachers received a Diploma in English language teaching. However, this program has now ceased.

Since 1973, various changes have been implemented by the government in an attempt to improve English teacher-training programmes in Saudi Arabia. This is to, according to the policy "ensure the quality of the English teachers"(Alrashidi & Phan, 2015). From 1980 until the present time, two main programmes have been used to train and qualify English teachers. These are PST training and in-service teacher training (Alseghayer, 2014). Since this study is about PSTs, the following discussion focuses on exploring this initial TE in the country.

2.4.1   Pathways of Teacher Education for English Teachers in KSA

The ministry of education has employed English teachers to work in public schools. These teachers are a mixture of native speakers (who are few in number) and non-native speakers (who are employed in large numbers, many of whom originate from Arabic-speaking countries). For political reasons, many of these teachers come from neighbouring countries. Also, this is due to an administrative issue, as these contracts are easier and faster to issue and obtain. Moreover, the number of colleges and local universities has risen. In turn, foreign language departments have also been established. This is to satisfy the huge demand for foreign (specifically English) teachers and language specialists in Saudi Arabia (Alrashidi & Phan, 2015).

It is important to note, however, that English language teaching in the country has been primarily introduced in three different kinds of colleges: **Languages and Translation colleges, Arts colleges, and Education colleges.** Since the current study is implemented in an educational college, the following section offers a discussion describing this LTE provider: namely, **Educational Colleges**.

2.4.2   Overview of the Current initial LTE Program in Education Colleges in KSA

For more than five decades, KSA has implemented many changes to improve the quality of ELT education in the country. It is worth mentioning that there is a variation in the contents and objectives of LTE programs in Saudi Educational colleges that are spread all over the country. Usually, the curriculum and the content of LTE are designed by a specialised committee combined with members from both the English and Education departments at that college (Alshammri 2005). After the ELT revolution in 1980, most of the ELT curricula focused on theoretical

pedagogic courses as opposed to practice (Alshammri 2005; Rahman, 2013). This means that these programs were mostly based on the Applied Science Model (see Section 3.3.2) that delivers pure theories to the PSTs, who then become responsible for their application. This model seemed to influence the design of most Saudi LTE programs, until the second renovation of English Language Education in KSA that resulted in the launch of the English Language Development Project (ELDP) in the academic year 2008-2009, to develop the Saudi English curriculum in general education (Rahman, 2013). This was followed by a call to improve LTE in KSA to match the consistent change in the LT in Saudi schools (Alrashidi & Phan, 2015). One important recommendation to improve Saudi LTE is to adopt the **Reflective Model** and train the PSTs to engage in RP (Farooq, 2015). Therefore, the Reflective Model (see Section 3.3.3 for more explanation of this model) started to evolve in most LTE in KSA as an effective solution for most of the Saudi ELT weaknesses reported by previous research (Rahman, 2013).

2.4.3   General Objectives and Content of the LTE Program in KSA

The English Departments in the education colleges offer a four-year LTE program. This aims, according to official discourses, to "prepare reflective EFL teachers to become educational leaders, all of whom will, upon successful completion of the program, have the ability to apply the skills they learnt in educational institutions, to cater to the needs of Saudi society" (Handbook of ELT training program at SPU, 2018). The same policies give relevance to certain content and skills, arguing that in order to be successful, the teachers must improve "their students' written and oral communication skills, expand their knowledge on the subject of English language and literature, and also provide students with specialised knowledge, specifically in the field of teaching and EFL learning" (Handbook of ELT training program at SPU, 2018). So, on the course, teacher trainees will undergo an introduction to LTE and take courses designed to raise their awareness regarding general psychology, teaching strategies, curricula, reflective teaching, and language testing (Curriculum booklet for the English Department). To obtain a BA in the English department in the education colleges at KSA, students need to finish several courses, so the total equals 124 credits. These credits should be collected over eight semesters (i.e., four years). A more detailed explanation of the ELT training program in the college of education, in which the current study took place, is presented in the following section.

2.5   Current Research Setting

The current study took place at the main campus of a Saudi public university (hereafter, SPU), which is located in a small town in the central part of the country. SPU is comprised of thirteen colleges located on its four campuses and serves the surrounding governorates. It has a population of over 20,500 students. Out of the 1,650 faculty members, 550 are Saudis. Due to religious and cultural reasons, and similar to other educational and workplace demographics in KSA, the campuses are gender-segregated. Most of the colleges in this university offer undergraduate programs, except a few that offer some selected Master's programmes (e.g., Education, Business Administration, and Applied Medical Sciences).

This study was conducted on the girls' campus of the English Department, which is affiliated with the education college of the SPU that offers a four-year LTE program. It is worth mentioning here that, due to its accessibility, any resident of this town or its surroundings who is interested in earning an English degree, regardless of their interests, would join this department that aims to offer English initial teacher education. Unlike big cities that have more than one English department with a different focus like linguistics, translation, literature, and education, the town where the current study was implemented, had only one English Department that was affiliated with the educational college awarding its graduates a degree in English.

This **program aims** to "[…] prepare EFL teachers to act as educational leaders equipped with the information, skills, and attitudes to work efficiently and grow professionally in different educational institutions, to fulfil the needs of Saudi society" (Handbook of ELT training program, 2018). These expectations, which revolve around meeting academic targets, are celebrated via promoting the students' oral and written communication skills, expanding their knowledge of regarding English language and literature, providing them with specialised knowledge in the field of EFL learning and teaching, and introducing them to (LTE Curriculum booklet for the English Department, 2018). Further, learners are expected to raise their awareness regarding general psychology, teaching strategies, curricula, reflective teaching, and language testing (Handbook of ELT training program, 2018).

Similar to other LTE programs in Education colleges at KSA, students in the English department are typically required to complete 142 credits hours that are divided over eight levels, including **compulsory courses** and **optional courses**, such as Arabic and Islamic studies, and health and fitness (see Table 2.2 below). In the first year at college (i.e., semesters 1 and 2), the focus is mainly on promoting the English proficiency of the PSTs, as they are taught **different English**

skills, such as reading, writing, speaking, listening, vocabulary, and grammar. In their second year, besides English skill courses, they take other **courses designed for English teachers**, including Computer-Assisted Language Learning (CALL) and Applied Linguistics. The last two years (from level 5 to 8) prepare the student-teachers for the labour market. So, the theoretical and practical training in EFL TE is provided during this stage.

In the educational college, in which this study was conducted, the notion of RP for teachers is introduced to the PSTs in levels four and five (i.e., as highlighted in **Error! Reference source not found.**below). In these courses, the PSTs are equipped with the **theoretical aspects of RP in LTE**, including its meaning, benefits, the theories underpinning it, and tips to help teachers engaged in this practice (taken from the course specifications of these modules). Table 2.2 below also shows that there are three modules: namely, "**teaching strategies**" in level six, "**modern trends in Teaching strategies**" in level seven, and "**English Language Teaching**" in level eight, (i.e., highlighted in the table above), in which the PSTs practice reflective thinking through different activities, such as reflecting on their teachers' performance, peers' presentation, and video-reordered classroom from the internet. The PSTs also practice teaching in a micro-teaching setting, where they are given opportunities to practice in-class teaching with their peers, as part of the practicum, and encouraged to reflect upon their micro-teaching. A. Al-Issa and Al-Bulushi (2010) argue that enabling Saudi PSTs to practice teaching in a safe environment, whilst receiving feedback from their peers and tutors, will benefit them and, importantly, prepare them for real classroom teaching. Hence, these modules function as a link between theory and practice. Further, a preparation for the practicum is held during the last semester (Personal communication, **my participants' practicum supervisor, hereafter "Dr Nada"**, Feb 2018). A noticeable characteristic of this program is that some pedagogical courses are delivered in Arabic (see Table 2.2 below). Naturally, this could cause some confusion when it comes to linking the content given in Arabic with some teaching theories and skills learned in other modules which are delivered in English.

In the last semester, the PSTs are required to enrol in the two TE courses and a compulsory practicum in local elementary or secondary schools for practical training. They must teach in the practicum. Indeed, the PSTs attempt to apply what they have studied in a real classroom and test different theories through RP. The practicum is spearheaded by qualified pedagogical and academic tutors. Overall, some courses in the current ELT program, which are adopted by the participants of the present study, rely on the Reflective Model. In other words, the participating PSTs involved in this program practice reflective thinking, although this is left until the end of the program. Therefore, it was believed this context would serve the aim of my study in providing rich data that allowed deep analysis and understanding of the reflective productions of the EFL Saudi

PSTs and other similar contexts. Table 2.2 below illustrates the names of the courses and their distribution through the eight levels.

Table 2.2 Curricula of Saudi LTE in Educational College at SPU

No	Semester 1	Semester 2	Semester 3	Semester 4
1	Optional course[1]	Optional course	Optional course	Optional course
2	Introduction to Islamic Culture*	Developmental Psychology*	Mental Health*	Educational Psychology*
3	Language Skills	English Pronunciation	Principles of Educational Research*	Writing in English II
4	Learning Techniques and Communication Skills	English Grammar II	CALL I	Foreign Language Learning Strategies
5	Fundamentals of Islamic Education*	Listening and Speaking II	English Grammar III	**Introduction to Linguistics**
6	Educational System and Policy in Saudi Arabia*	Reading and Vocabulary II	Listening and Speaking III	Introduction to Translation
7	English Grammar and Sentence Writing I	Writing in English I	Reading and Vocabulary III	Introduction to English Literature
8	Listening and Speaking I		--	--
9	Reading and Vocabulary I	--	--	--
	Semester 5	**Semester 6**	**Semester 7**	**Semester 8**
1	Management and Educational Planning*	**Teaching Strategies***	**Modern Trends in Teaching Strategies**	Practicum
2	Electronic Learning Resources	Curricula Development	Educational Evaluation and Assessment	**English Language Teaching**
3	Advanced Reading	English Syntax	Research Methods	English Language Testing
4	Advanced Writing	Phonology	Sociolinguistics	
5	**Applied Linguistics**	Semantics	Discourse Analysis	

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[1] Non-major courses taught to all SPU students, such as Arabic, Islamic studies, mental health, fitness, and communication skills.

Chapter 2

Since this study took place during the last level of the training program (i.e., semester 8), it is important to offer further detailed information about this semester, to help better understand the context of the study. The following section, then, provides further details about this period.

2.5.1   The Practicum

According to the curriculum of Saudi Education College, the practicum is a practical course that lasts for 14 weeks that involves 3 main stages; first, micro-teaching classes, in which PSTs perform mini classroom-teaching at college to their peers. Secondly, class observations at school, in which PSTs attend cooperating teachers' classes to observe their classrooms. Finally, real practical teaching, in which PSTs practice their teaching in real classrooms (see Table 2.3 below).

As shown in Table 2.2 above, during the last semester, the PSTs must enrol in two courses and the practicum, so the total number of credited courses is three. In the practicum, the PSTs were divided into two groups consisting of twelve PSTs each. Further, each group was assigned to a local (intermediate or secondary) school. Every group has a **university supervisor** and two or three **cooperating teachers** from the school, depending on the number of PSTs enrolled. All of the cases (the focus of this study) were assigned to a **local secondary school**, where students are aged between fifteen to seventeen years old. Also, all of the students were female, which is due to the segregation between genders in the Saudi education system. At this secondary school, there were three-year groups (i.e., 1st, 2nd, and 3rd year) and three English teachers. Each teacher was assigned to one year group. Table 2.3 below summarises the distribution of weeks during the practicum.

Table 2.3   Outline of the practicum program and duration

Week No	The practicum outline	Duration in Weeks
Week 1	Registration week	1 Week
Week 2	Introduction to the practicum	1 week
Week 3	Micro-teaching at college	3 Weeks
Week 4		
Week 5		
Week 6	Observation at local schools	2 Weeks
Week 7		
Week 8 to 13	Authentic teaching at local schools	6 Weeks
Week 14	Preparing for final exams	1 Week
		14 Weeks

When the PSTs arrived at their school, they were randomly assigned to a cooperating teacher. Every PST had to have a cooperating teacher, due to her role in supporting the PSTs (one cooperating teacher with two or three PSTs). A **cooperating teacher's** main job is to observe, guide, support, and evaluate a PST during practicum in coordination with the **college supervisor**. Usually, cooperating teachers meet with their assigned PSTs at the beginning of practicum. There, they inform the PSTs about their teaching schedule, including the subjects they will teach. To maximize their teaching experience, PSTs were assigned to different classes rather than allocated to one classroom. In other words, they taught different skills to different classes. The PSTs followed a **textbook** called **The Traveller**, which was designed by the Ministry of Education. This textbook consisted of four chapters (modules). Each chapter was divided into various topics. The chapters target the four language skills: listening and speaking, writing, reading, as well as various language components, such as grammar and vocabulary (see the outline of the textbook in Appendix R).

In relation to the **classroom setting**, this secondary school, as mentioned above, consists of three-year groups, and each year group has three classes. Each class has approximately thirty to forty students, depending on its size. The students in this school are preparing to take standardised tests in all subjects (i.e., secondary) to enter university. During the study, most of the students had low English proficiency. Further, they displayed some behavioural issues, such as disruptive behaviours and a lack of respect towards the PSTs. All of the participants had some familiarity with reflective thinking, specifically from one of the general education courses, which was titled "Teaching Strategies". This is taught in Arabic to student-teachers from all disciplines at the college. In addition, the PSTs were usually engaged in some reflective activities that developed their reflective skills and helped them to relate theory to practice, which also ensured their PD. **Dr Nada,** who was assigned by the university, informed me that the PSTs at the department usually engage with her for reflective dialogue after their teaching experience (personal communication, Dr Nada, April 2017). From my initial observation, I realised that this kind of reflection with a supervisor was often considered by the PSTs as an assessment tool, even if it did not reflect honestly on their teaching: "The PSTs would frequently describe the classroom situations and justify their actions" (March 2017). Further, the PSTs did not critically evaluate their teaching; instead, some avoided mentioning their problems and weaknesses. Consequently, this situation hindered deep and honest reflection. However, I desired to create a relationship of trust with the students, so I informed them that their reflective productions (i.e. spoken and written reflection) would not be assessed. The assigned marks for the activities were given for completing the

activity, as the main goal of these activities was to improve their learning and benefit from the practicum.

Concerning the PSTs' **assessment during practicum**, each PST was evaluated with a final mark, which had a maximum of 100 points. This mark is assigned by the three parties as follows: the university supervisor with 60%, the cooperating teacher with 30%, and the school head teacher with 10%. The passing grade in this course is 60%. Every PST had to be observed by her cooperating teacher twice, and the college supervisor at least once, during the practicum for formal assessment. Based on my communication with the cooperating teachers, they told me it is a standard practice that one of the two COs should be a surprise visit (i.e., the PSTs did not have any prior notice).

2.5.2 Participants

There are four types of participants in this study:

  (a) **Three PSTs** who make the three cases for this study: Aminah, Sarah, and Layla (Table 4.4).
  (b) **One university supervisor**, **Dr Nada.** She is the coordinator of the practicum course, where there were twenty-four PSTs, who were divided into two schools for the practical tanning. Dr Nada was required to observe each PST at least once during her training. She also met with the PSTs individually once or twice during the practicum, depending on their needs. Dr Nada also cooperated with the school to facilitate the PSTs' training and ensured that they had access to all of the resources they needed.
  (a) There are **three main cooperating teachers**: **Mrs Asma, Mrs Suha, and Mrs Leena**. Mrs **A**sma was assigned to **A**minah, Mrs **S**uha was assigned to **S**arah, and Mrs **L**eena was assigned to **L**ayla[2]. These teachers are official teachers, all of whom work at the school the cases are trained at. Their job was to support the PSTs and evaluate them.
  (b) **The researcher; is the PSTs' mentor**. In this study, I took a dual role, as a researcher and a mentor, for the participating PSTs. I observed the participants' classes every week (for six weeks), and then invited them to attend IRDs, where I helped them to reflect upon various critical incidents that happened during their classes.

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[2] To facilitate presenting data analysing, I intentionally made the pseudonyms for both PST and her cooperating teacher start with the same letter.

2.6   Conclusion

In this chapter, a detailed description of the current study's context was provided. This included a discussion of the Saudi educational system, the status of English language in the Kingdom of Saudi Arabia (KSA), and an overview of Teacher Education programs in KSA community. More importantly, I provided a detailed explanation of the research setting in which this study was conducted offering a detailed account of the participants along with their practical teaching course they involved in.

Chapter 3   **Literature Review**

3.1   Introduction

This chapter reviews the relevant literature in an attempt to provide a basis to understand the concept of reflection and to locate my research within a wider theoretical framework. It begins by providing a brief historical and philosophical understanding of reflection. Then, a theoretical background of the main models that have influenced TE is presented. After, a theoretical understanding of reflection in the field of TE in general, and more specifically in LTE, is offered. I present a detailed explanation of the meaning of reflection in the field of TE. The chapter proceeds to address different initial teacher education- and reflection-related issues that are of interest to the present study. For example, how reflection was introduced into TE, modes of promoting reflection, and how to assess reflection in terms of level and content. Finally, selected empirical studies are reviewed to show how these studies approach the ideas presented in this chapter, in addition to how the current study will be built on them, therefore highlighting the research gap that will be fulfilled by the present study.

3.2   Historical and Philosophical Foundation of Reflection

This section presents a brief historical foundation of reflection. A more detailed discussion can be found in Appendix A. In the field of education, reflection has its root in the seminal writings of the American educational theorist John Dewey (1933), one of the first 20th century educators to term "reflective action," where he linked education and reflective thinking. Dewey (1933) claimed that reflection begins when teachers encounter a problematic event in their classroom. Further, he believed that reflective thinking is a purposeful and systematic process that can be stimulated by a problem.

Half a century later, Schön (1983, 1987) expanded on Dewey's theory of reflective thinking as the key to the artistry of professions. In Schön's view (1983), "knowing-in-action" (p. 50) refers to the implicit knowledge behind our actions and can be defined as the kind of tacit knowledge that experienced professionals can draw from when performing their actions spontaneously. Schon makes the distinction between two main processes within reflection: **reflection-in- and reflection-on-action**.

On the one hand, **reflection-in-action** is "the real life, online reflection that teachers get engaged in as they confront a problem in the classroom while teaching" (Akbari, 2007, p. 149); Schön (1983). **Reflection-on action**, on the other hand, is the type of reflection that intellectual activity teachers engage in after the event. This is in order to analyse their performance to gain new knowledge from the experience (Schön, 1983).

Schön's work (1983, 1987) is considered to be the most important contribution to RP. Nevertheless, it has not escaped criticism from other scholars. For example, Zeichner and Liston (1996) argue that there are two distinct criticisms to be made. The first concerns the role of other people in creating and shaping a practitioner's views of teaching. If carried out individually, reflection is often challenging. However, when the task is undertaken with others, it can be significantly more rewarding. The second criticism is levelled by Wallace (1991), who argues that reflection is not restricted to problematic situations, but it can be done for other purposes, such as in cases where teachers search for alternative ways of teaching (Farrell & Kun, 2007). In the same vein, Zeichner and Liston (1996) maintain that reflection needs to focus not only on problems in a classroom setting, but also on the social factors, like institutional-related issues, that influence, create, and frame these problems, such as classroom and time management (Zeichner & Liston, 1996).

My present study is aligned with the idea of **reflection-on-action** proposed by Schön (1983). This is because it is seen as the base of reflective thinking. As such, it is considered to be a continuous process that resulted from reflection-in-action (Griffths, 2000) that, in turn, leads to reflection-for-action and informs the future actions and beliefs of the practitioners (Killion & Todnem, 1990). Also, Wallace (1991) and Zeichner and Liston's (1996) criticisms of Schön's approach to reflective thinking were taken into account: the ignorance of the collaboration role in promoting reflectivity, the fact that reflection is precipitated by a problem, and the absence of social domain. Hence, reflection in this study was seen as an individual skill that could be enhanced by collaboration. Moreover, in the analysis of reflection for this study, the notion of reflection was expanded to problematic situations as well as successful ones. The social domain was also considered.

3.3   History of Language Teacher Education (LTE)

Having situated my study in the context of initial education within LTE, it is essential to explore the history of TE to see how the education of PSTs has developed over time. Four key models of TE can be identified: the Craft Model, the Applied Science Model, the Reflective Practice Model, and the Competency-Based Model (M. Grenfell, 1998; Korthagen, 2001; Wallace, 1991). The following sections provide a brief overview of each model in a chronological way.

3.3.1   The Craft Model

The Craft Model was mostly dominant before the start of formal education, in which successful teaching was seen as "[…] watching others and absorbing what they do and slowly being inducted into the skills of the craft" (M. Grenfell, 1998, p. 7). In other words, prospective teachers were trained mainly through practice (Korthagen, 2001). Through this model, teaching craft continued to pass from one generation to another, until the Second World War (Wallace, 1991).

Having a real model of teaching is still a key component in TE. However, teaching is more complicated than just watching and practising. Indeed, teaching entails PSTs to consider other aspects, such as cultural, social, and linguistics issues, that may affect the learning environment. Another criticism of the Craft Model is that it mainly depends on unchangeable classroom circumstances, thus making it inadequate when it comes to acknowledging the diversity and uncertainty of classroom contexts (Shelmerdine, 2008).

3.3.2   The Applied Science Model

To improve TE, a considerable amount of literature has been published to provide a theoretical background on how teaching can be learned. Korthagen (2001) observes that "[…] as psychological and pedagogical knowledge developed, academics wished to offer this knowledge to teachers in order to change education" (p. 2) to be more effective. Hence, the main philosophy underlying this model is that practical knowledge of teaching needs to be based on theoretical insights. That means TE needs to provide prospective teachers with scientific theories to follow whilst teaching. This model was supported by a number of researchers. For instance, Edge (2011) claims that the strong point of this model is that "[…] it respects teachers' intellectual capacity and emphasises their expertise in their subject areas" (p. 15). Therefore, the Applied Science Model was the predominant view that influenced TE programs from the 1960s to the 1980s.

Moreover, it can be argued that it is still used in the design of many teacher training programs (Wallace, 1991).

According to Ellis (2010), teacher educators in this model are seen as transmitters of theories about learning and teaching to prospective teachers, who become responsible for putting them into practice. Hence, the first criticism that can be raised against this model is that there is no guarantee that these theories will be successfully implemented by PSTs. In this respect, Bruner (1990) identifies three problematic issues with the Applied Science Model that limit its usefulness. Firstly, it is more abstract, focusing more on theories and ignoring the practical aspects of the teaching profession. Secondly, it provides trainee teachers with decontextualised information, assuming that they will be able to deploy it in their teaching. Finally, many PSTs show resistance and a lack of interest as a result of the difficulties that they may encounter during the application of this model in a real classroom (Edge, 2011). These drawbacks resulted in the development of a new model that functions as a bridge between theory (the Applied Science Model) and practice (the Craft Model).

3.3.3 The Reflective Model

This model is seen as a connector between theory and practice; hence, it entails the concepts of both previous models (i.e., the Craft and Applied Science Models). Thus, the underpinning philosophy of this model is that theories can be examined and supported by practice, which is known as RP. This model was the main influence in the development of most TE programs in the 1880s and 1990s (M. Grenfell, 1998). In a real classroom context, it means framing and reframing situations whilst teaching and then reflecting on them to see what worked well and what did not to improve the practice (I. Lee, 2007). So, what worked well will be repeated in future teaching, whilst what did not will be amended or avoided.

With regard to the benefits of reflection, (Race, 2002) proposes that it helps us to deepen our learning: "[…] the act of reflecting causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place" (p. 1). Yet, the reflection in the context of initial TE is different from that conducted at school. For example, prior to real teaching, PSTs practice reflection in their college context as learners. However, when these teachers move from this context to a real classroom during the practicum, some are not able to connect what have learnt in a theoretical course to their real teaching experience (M. Grenfell, 1998). Another issue is the fact about the extent to which reflecting on experience can help PSTs to improve their future teaching (I. Lee, 2007).

3.3.4   The Competency-Based Model

As mentioned in the previous discussion, linking theory with practice is problematic, even with the application of the Reflective Model. PSTs cannot teach like experienced practitioners, as they mostly lack the ability to engage in critical reflection and "[…] do not carry much of the knowledge base into practice" (Korthagen, 2001, p. 2). This fact resulted in the development of the Competency Based Teaching Education (CBTE). According to (Korthagen, 2001), "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" (p. 2). This means that teacher educators agreed on a number of important behavioural teaching skills that can be taught and made them the focus of the TE program. These trainable skills are often revised to look for certain teaching requirements that might be necessitated by the teaching context. For instance, after the implementation of the "Every Child Matters" approach in the UK, a number of teaching standards were improved to meet the new situation (Pachler, Barnes, & Field, 2009).

In CBTE, PSTs know what teaching skills they need to demonstrate, as these skills are concrete and measurable. Another advantage of CBTE is that it is based on the PSTs' needs; hence, they might work to improve their teaching skills and meet the requirements. However, it has been argued that CBTE "[…] commits the behavioural fallacy of only recognising what is observable" (M. Grenfell, Kelly, & Jones, 2003,p. 29), making it a similar version of the Craft Model.

After the discussion of TE models, it is important to identify what model is related to the context of the present study. Section 0 above showed that the main purpose of this study is to explore the reflective thinking of PSTs in order to gain a deep understanding of the complexity of this process in a situated context. Section 3.3.3 showed that LTE in most Saudi educational colleges has been recently influenced by the **Reflective Model**. This means that the context of the current study helped me to serve the purpose of this research, as the participants were already engaged in RP.

Having introduced the main models of TE and their philosophies, the next section explains how reflection was introduced to LTE.

3.4   Reflection in Language Teacher Education (LTE)

So far, it has been widely acknowledged that John Dewey was the first person to introduce the concept of reflection, which was then developed by Donald Schön. Their works have influenced other scholars since the beginning of the twentieth century. In 1991, Michael Wallace helped to develop RP. Indeed, Wallace pointed out the role of RP in ELT. Drawing from Schön's (1983) idea,

he formulated an application model with two stages, with the belief that this would help teachers to become more competent (see

 Figure 3.1 below). The first stage, known as 'pre-training', believes that student teachers hold assumptions and prejudices which were learned during their own experiences in a class-room setting. It is Wallace's contention that these beliefs should be shared, allowing the student teachers to learn from their experiences and reshape their beliefs.

The second stage of Wallace's (1991) model demonstrates that TE, in general, has two important components: received knowledge and experiential knowledge. The model suggests that the received knowledge of student teachers is related to their experiential knowledge through reflection. Hence, by observation and practical teaching, student teachers can reflect upon their received knowledge, which, in turn, will inform their practice. According to this reflective model, student teachers come to training with their prior experiences in learning to teach, then reflect upon their perceived knowledge through practical training. After, they utilise the two pieces of knowledge in their practice and engage in reflection, which helps them to evaluate and re-examine their practice, which feeds back into their teaching practice. Wallace's reflective model enriches our understanding of reflection in initial TE. That is to say, reflection is extended to include other external factors rather than teaching experience alone, such as prior learning experience and the received knowledge student teachers gain in TE programs.
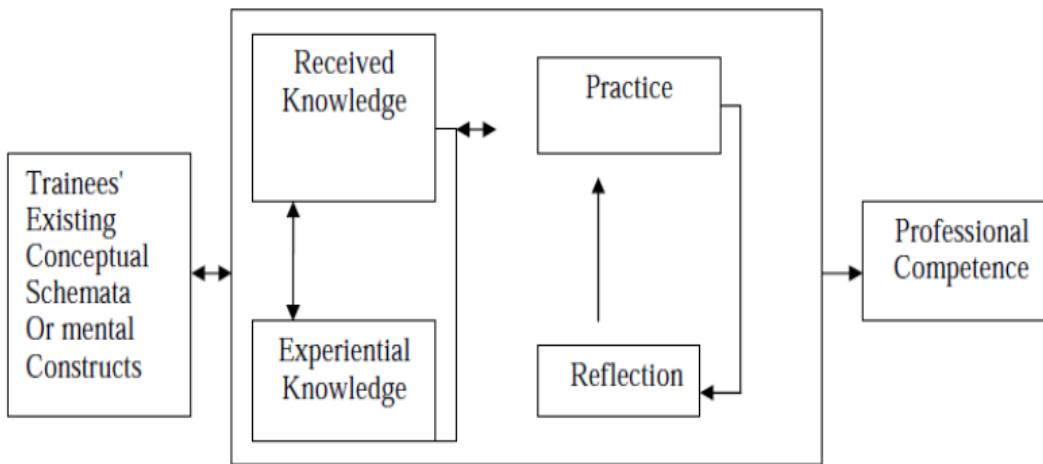
Figure 3.1   Reflective Model (adopted from Wallace, 1991, p. 49)

Another important feature of Wallace's (1991) model is that RP is not restricted to problem-solving situations, but can also be carried out in successful teaching experiences. Unlike Wallace, J. Loughran (1996) maintains that reflection happens when teachers are confronted with a problem. In his view, reflection is "[…] 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" (J. Loughran, 1996, p. 21). This definition aligns with Dewey's notion of reflection: that it is only triggered by a problem. Also, Moon's (1999) definition of reflection embraces Loughran's idea: he believes that reflection is a cognitive process "[…] 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" (p. 4).

As noted in Lougharn and Moon's definitions, reflection is restricted to opposing problems that language teachers might go through. However, these definitions do not take into account other important purposes for reflection. Therefore, many researchers, like Farrell and Kun (2007); Wallace (1991); Zeichner and Liston (1996), claim that teachers engage in reflection for various reasons: to solve a problem, find alternative teaching methods, improve their teaching, update their teaching pedagogy, and appreciate their teaching. This might be seen as a drawback of RP, resulting from the fact that there is no clear-cut definition for reflection in TE. Yet, a large and growing body of literature has reported the usefulness of RP, especially in PST Education (Brooke, 2014; Collin, Karsenti, & Komis, 2013; Gelfuso & Dennis, 2014; Kiely, 2012).

It is worth mentioning that Wallace's (1991) reflective model is relevant to the current study, as it reflects the status of the participating PSTs. That is, the LTE received by the participating PSTs includes both **received knowledge** and **experiential knowledge**, which the PSTs are trained to link via reflection. Moreover, as argued by Farrell (2018), PSTs come to LTE with previous beliefs and assumptions that affect their way of thinking regarding teaching (Gary Barkhuizen, 2014). This model mainly explains what other factors influence PSTs' reflective thinking by offering more understanding of the process.

One important aspect of understanding reflective thinking is to define it. The following section, then, offers a detailed view of understanding the meaning of reflective thinking, and how it is conceptualised in the current study.

3.4.1   Towards a Definition of Reflection

As mentioned previously, Dewey and Schön put forward the foundation stone that informs our understanding of reflective teaching. John Dewey (1933), one of the first 20th century educators to term "reflective action," where he linked education and reflective thinking. Dewey (1933) claimed that reflection begins when teachers encounter a problematic event in their classroom. Further, he believed that reflective thinking is a purposeful and systematic process that can be stimulated by a problem.

Half a century later, Schön (1983, 1987) expanded on Dewey's theory of reflective thinking as the key to the artistry of professions. In Schön's view (1983), "knowing-in-action" (p. 50) refers to the implicit knowledge behind our actions and can be defined as the kind of tacit knowledge that experienced professionals can draw from when performing their actions spontaneously. Schön makes the distinction between two main processes within reflection: **reflection-in- and reflection-on-action**.

Major criticism raised by some scholars like Eraut (1995) and Akhbari (2007) of Schön's work is choosing not to include reflection for future actions. I would like to point out that reflection-on-action entails reflection-for-action. For example, if reflection-on-action occurs after teaching has taken place, in order to plan future classes, this is already an example of reflection for future actions. In other words, reflection-on-action occurs after a teaching event and before the next one. Moreover, Killion and Todnem (1990) state that reflection-for-action is the goal of both actions: reflection-in- and reflection-on-action. It can also be argued that reflection-in-, -on, and –for-action are considered as a continuum, in which they occur in a cyclic process (Wallace, 1991). For instance, teachers usually reflect during their teaching and think about quick solutions or

decisions. Then, after their classroom, they set and reflect on that classroom that passed. This in turn will include some thoughts and insights for future classes.

Many researchers draw upon these theories with some modifications that lead to the lack of a well-defined term or one agreed definition of reflection. This ambiguity has been the focus of some researchers' work. When it comes to defining reflection, there is a consensus that it is a buzzword that is not usually used to refer to the same meaning (Zeichner & Liston, 1987). As Smyth (1993) puts it:

> […] reflection can mean all things to all people […] it is used as a kind of umbrella or canopy term to signify something that is good or desirable […] everybody has his or her own (usually undisclosed) interpretation of what reflection means, and this interpretation is used as the basis for trumpeting the virtues of reflection in a way that makes it sound as virtuous as motherhood. (p. 285)

Boyd and Fales (1983), for instance, propose that "reflective learning is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning m terms of self, and which results m a changed conceptual perspective"(p. 1189). Moreover, Richards & Lockhart (1999) define reflection as the process by which "[…] teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (p.1). In these two definitions, the critics suggest that this kind of reflection can be completed individually by in-service and PSTs – as long as they are engaged in some ongoing teaching experience. However, Boyd & Fales (1983) and Richards & Lockhart (1999) viewed reflection as an individual cognitive process, as they did not take into consideration the broader aspect of the role of society in reflection (Zeichner & Liston, 1996).

It can also be observed that one of the most comprehensive definitions of reflection is proposed by Jay and Johnson (2002), who incorporate the main features of reflection mentioned by the aforementioned scholars, whilst advocating the need for reflection to be collaborative instead of limiting reflection to individual work: "Reflection is a process, both **individual** and **collaborative**, involving experience and uncertainty. It is comprised of **identifying questions and key elements of a matter** that has emerged as significant, then **taking one's thoughts into dialogue with one self and with others…"** (Jay & Johnson, 2002, p. 76). A close look at the definitions presented by Jay and Johnson (2002) indicates that the process of reflection involves three important stages:

"[…] identifying incidents, taking thoughts into dialogue, and evaluation". Most importantly, Jay and Johnson (2002) believe that collaboration is essential to reflection.

In the literature on reflective thinking in LTE, the two terms "reflection" and "reflective practice" (RP) are perceived differently. Like most scholars in the field of LTE, Kiely (2012) demonstrated that reflection is "a cognitive process, which can range from unfocussed musing and curiosity to focussed self-assessment and problem analysis and resolution" (Kiely, 2012, p.3). In addition, Kiely (2012) defined Reflective Practice (RP) as "action or performance: it is teaching which is shaped and informed by the outcomes of reflection. RP is often represented as a cycle, an ongoing process of improvement in our professional activity" (p. 4). Therefore, the reflective practitioners are able to constantly change, in regard to their understanding of the factors that shape their learning and their future planning for classroom teaching. In the same study, Kiely (2012) used the term "reflective learning" throughout his study as he believed that this term is more holistic and entails two distinct and separate activities namely reflection and reflective practice.

Having reviewed the literature on reflective thinking in education and discussed some related definitions, terms and frameworks, the discussion in the following section will set up my conceptualization of reflection that will guide the present study.

3.4.2   Conceptualization of Reflection in my Study

From the above discussion, then, reflection is defined from different perspectives, which have considered different dimensions. For the purpose of my study, I drew on Jay and Johnson's (2002) conceptualisation of reflection as a process,

> Reflection is a process, both individual and collaborative, involving experience
> and uncertainty. It is comprised of identifying questions and key elements of a
> matter that has emerged as significant, then taking one's thoughts into
> dialogue with oneself and with others. One evaluates insights gained from that
> process with reference to: (1) additional perspectives, (2) one's own values,
> experiences, and beliefs, and (3) the larger context within which the questions
> are raised. Through reflection, one reaches newfound clarity, on which one
> bases changes in action or disposition. New questions naturally arise, and the
> process spirals onward. (Jay & Johnson, 2002, p. 76)

This study aims to investigate reflection from a sociocultural view in which the participants engaged individually and collaboratively in reflection. In their definition, Jay and Johnson

suggested that reflection is an individual activity as well as a collaborative one. Such a view assists me to achieve the aim of this study and also informs its methodological approach.

Having arrived at a general conceptualization of reflection as a **process** that aligns with my study in relation to the different dimensions of reflection, individual and collaborative. Yet my concern is to employ another framework that could assist me to analyse and discuss the nature of the participants' reflection as a **product** and to what extent they are engaged in teacher learning. This framework has to offer a more comprehensive account that is compatible with the complexity and richness of my data elicitation processes. Hence **reflection** in my study refers to the following three main sources of reflection:

Reflection-in-action is "the real life, online reflection that teachers get engaged in as they confront a problem in the classroom **while** teaching" (Akbari, 2007, p. 149). This type of reflection is an **individual** activity that occurs when teachers "are faced with a situation which they experience as unique or containing an element of surprise. Rather than applying theory or past experience in a direct way, professionals draw on their repertoire of examples to reframe the situation and find new solutions" (Griffiths, 2000, p. 542). Teacher learning as a cognitive process is a complex construct, in which teachers can learn to be teachers from the first step they put in the classroom. In my data elicitation, participants talked about this stage afterwards when they engaged in the three RMs.

Reflection-on-action, on the other hand, is the type of reflection that intellectual activity teachers get engaged in **after** the event to analyse their performance to gain new knowledge from their experience (Schön, 1983). Importantly, this reflection type is the most common kind of reflection practised and encouraged by teacher education programs, and unlike reflection-in-action, which is mainly individual, reflection-on-actions can be conducted both **individually or collaboratively** (Akbari, 2007).

Reflection-for-action is the reflection that informs the future actions and beliefs of the practitioners (Killion & Todnem, 1990). According to Kiely (2012), reflection-for-action is another term for **Reflective Practice** (RP), which refers to practitioners' performance and actions. He further defines it by saying "it is teaching which is shaped and informed by the outcomes of reflection. RP is often represented as a cycle, an ongoing process of improvement in our professional activity" (Kiely, 2012, p.4).

It can be argued here that "**reflection-on-action**" is an extension of "**reflection-in-action**" and also can lead to **"reflection-for-action"**. If teaching has been accomplished which required reflection in

their classroom and how this shape their future teaching. Being aware of their tacit knowledge, teachers could find this type of reflection more informative.

The aim of this study is to track the participating PSTs' reflective journey in three different contexts and examine the impact of reflection on their learning as new teachers. To do this, I created three reflective opportunities (RMs) for the PSTs to reflect on their experience. All of these reflective activities are mainly based on **reflection-on-action** notion; however, PSTs could still also perform reflection-in- and reflection-for-action. In other words, they recalled all their reflective learning that occurred earlier during live reflection while teaching (i.e. reflection-in-action), and more importantly reflected on their future plans and changes (i.e. reflection-for-action) as well. Throughout this study, the term '**reflection' and 'reflective thinking'** will be used interchangeably to refer to the verbalized reflection produced by the participants in three RMs.

3.5   Reflection and Language Teacher Learning

As a crucial component of the TE process, reflection entails solving problems, organising opinions, and establishing relationships between different ideas in order to understand the interplay between various actions and decisions (Beauchamp, 2015). Following the works of Schön (1983, 1987), which argued that reflection was an essential tenet of an effective teacher, reflection has become a popular topic of interest amongst scholars in the field of TE.

As mentioned in chapter 3, reflective thinking is a complex, multi-faceted phenomenon. My aim in this research is to capture the complexities of reflection among PSTs from the sociocultural perspective. The multiple qualitative data instruments I implemented assisted me to gain an in-depth understanding of this phenomenon. However, in order to understand the complexities of the processes of reflective thinking while reporting and discussing my data, other related areas in the TE literature need to be explored.

Reflective thinking is a cognitive skill that influenced and is influenced by other concepts like actions, emotions, beliefs, and society. More importantly, reflective thinking is a substantial tool that enhances teachers' professional development and their identity. Therefore, reflection is high related to various areas of teacher education and cannot be investigated in isolation, hence is not an easily unified construct to research.

In the following sections, to provide a more holistic account of reflection, some insights from other related areas in teacher education like teacher cognition, professional development, teacher identity, emotions, and experiential learning will be discussed.

3.5.1   Teacher Cognition

A considerable amount of literature, for the last decades, has been published on exploring the effects of language teachers' cognitions on their teaching. Teaching in general is a cognitive activity, in which "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized and context-sensitive networks of knowledge, thoughts and beliefs" (Borg, 2003, p.81). Moreover, according to Kagan (1992) teacher cognition is "pre-or in-service teachers' reflections; beliefs and knowledge about teaching, students, content and awareness of problem-solving strategies endemic to classroom teaching" (p.419). Teachers' cognition is widely agreed to have crucial and influential roles in shaping teachers' behaviour, teaching style and approach to teaching and learning (Borg, 2015). That is to say that reflection, the main construct explored in this study 'reflection', is believed to belong to the big umbrella of the term teacher cognition (Borg, 2015).

A large and growing body of literature has investigated the role of reflection as a cognitive process on teacher performance and development (Anderson, 2020). The practice of reflection has been shown to make crucial contributions to the TE process. Korthagen (2004) argues that reflection promotes critical thinking and helps teacher candidates to become more aware of the nature and consequences of their practices and encourages them to make teaching decisions accordingly. Similarly, Conway (2001) states that reflection is a vital component of teacher cognition because it is an essential base on which teacher knowledge and teacher beliefs are constructed. Singh (2008) maintains that the benefits associated with reflection emerged as a result of its critical role in improving self-regulation amongst teachers at various levels, as it equips them with the ability to monitor their own and their students' own practices and, in turn, develop an individual understanding of what works in their teaching and what needs to be improved to yield more positive results. The contributions mentioned so far indicate that reflection has an undeniable component of teacher cognition given its role in connecting what PSTs learn as teacher candidates in TE programs with what they encounter as an intern or practising teachers in a real classroom (Jenset, Hammerness, & Klette, 2019)

In this context, approaching the issue of reflection from a cognitive psychology perspective, Wetzstein and Hacker (2004) stress the role of reflection in improving the practitioner's ability to solve emergent problems. More specifically, they find that participants who were required to follow a question-based reflective verbalisation process (to describe, explain, justify, and evaluate a solution they produced to a given problem) significantly outperformed those in the control group who had worked on a filler task that did not include any kind of interaction. Moreover,

Faller, Lundgren, and Marsick (2020) note that reflection leads to personal engagements through higher-order thinking skills when linked to action. They argue that these engagements lead to crucial conversations amongst staff that result in professional learning, such as a deeper understanding of the factors that affect their everyday affairs within a profession. This helps staff to benefit from a relational and practice-based approach to the profession and makes individuals more likely to acquire new skills and construct new knowledge in the workplace (Lundgren, and Marsick, 2020).

The fact that reflection is viewed as an individual cognitive process resulted in a debate on the context of reflection and how it can be done, individually or collaboratively (Kiely, 2012; Warwick, 2007). Some scholars believe that reflective thinking is a skill that can only be done individually (Pennington, 1992; Richards, 1990; Richards & Lockhart, 1999; Valli, 1997). Others advocate the need for reflection to be collaborative. However, one can argue here that as a cognitive skill, reflective thinking is highly influenced by who is reflecting and/or observing, why, how, and the contexts, in which reflection occurs (Farrell, 2010, 2018; Riyanti, 2020). This study would contribute to this debate by exploring how and why the participants navigated the different modes of reflection to maximize our understanding of the complexity of reflective thinking and how it can contribute to teacher professional development.

Another debatable issue is related to whether reflection is always verbalized by the practitioners. In other words, can teachers only reflect on what they can verbalise: write or say? This issue of verbalising reflection has been a controversial and much-disputed subject within the field of teacher cognition. Some research claims that inability of verbalizing reflection could be accepted as evidence of the absence of reflective skills in practitioners (Chirema, 2007; Beauchamp, 2015. While other researchers argue that verbalising reflection is not the only way to prove that reflection happened; reflection can happen through an array of means, such as "[…] acting, writing, speaking, listening, etc" (Donyaie & Afshar, 2019, p.37).

One can see here that "Reflection is simply thoughts" (Anderson, 2020, p. 24), and the only way to uncover these opinions is by asking practitioners to tell us about these thoughts (Borg, 2015). Therefore, methodologically the challenge for me was to elicit the most possible participants' reflections about their practice, from an insider point of view. Hence, engaging the PSTs in three different contexts of reflection alongside the qualitative instruments employed helped me to capture this complexity of reflection.

Saying that reflection is a cognitive process, there has been a consensus among educational scientists that this skill is not universal and very individualized (Hatton & Smith, 1995). Therefore, it has been widely reported that the way teachers reflect on their experience is different

according to their beliefs and intellectual ability (Faller et al., 2020; Hatton & Smith, 1995; Yüksel & Başaran, 2019), and preferences (Chirema, 2007; Farrell, 2018).

3.5.2   Teacher Professional Development (PD).

Within TE programs, there are two main kinds of goals namely, **training and development** (Richards & Farrell, 2005). **Teacher training** generally focused on short-term and immediate goals, in which teachers are various types of activities that focused on their present teaching responsibilities. It aims also at preparing teachers for their first teaching job or new teaching tasks. Teacher training aims to help teachers try new pedagogical strategies and practices, usually under supervision and guidance from others like a supervisor or mentor from whom they get regular feedback (Richards & Farrell, 2005). Another important feature of teacher training is that the content of training programs is created and monitored by experts in the field. A large and growing body of literature has found that reflection is one of the most common strategies encouraged and implemented by initial LTE programs (Akbari, 2007; Farrell, 2020; Richards & Farrell, 2005; Sabgini & Khoiriyah, 2020).

While teacher **development** is defined as long-term teachers' learning; how they learn to learn and how they apply their knowledge in practice to support pupil's learning (Kubanyiova, 2012). Professional development "refers to general growth not focused on a specific job… and seeks to facilitate the growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of teachers' practice as a basis of reflective review and can hence be seen as 'bottom-up'" (Richards, and Farrell, 2005, p. 4). Teacher development is also defined as the implementation of activities that entail reflective analysis of teaching practice, beliefs, emotions and values; and engaged in dialogue with others about teaching-related issues and collaboration with peers to perform classroom projects. It is more likely, therefore, that reflection could be a major factor, if not the only one, that assists teacher candidates to learn from experience and then ensures their professional development.

Talking about reflection as a tool for promoting teacher development in general, Hatton and Smith (1995) have argued that reflection was not an inherent skill that can be practised by teacher candidates at similar levels. Teacher candidates should be trained to learn how to reflect upon their teaching experiences to ensure their PD (Farrell, 2020; Ottesen, 2007). Importantly, many studies have shown that there are various internal and external factors like, emotions, context, task and personal physiological factors that could affect practitioners' reflection and hence impacted their PD (Farrell, 2019). For example, Lee (2007) in her empirical study

acknowledged that the participants' reflections produced through reflective journals differed according to context, task, reader, motivations and participants' emotions. This result is also supported by other researchers who believed that PSTs' reflections are highly influenced by who is reflecting/reading, and how and why they are reflecting, (Donyaie & Afshar, 2019; Kiely, 2012; Riyanti, 2020). Hence, I can say that reflection is not an easily identified construct to be taught, assessed and researched.

Another important aspect is that LTE literature has witnessed a huge shift from a positivist perspective toward a sociocultural orientation (Freeman, 2020; Johnson & Golombek, 2003). In this sociocultural perspective, learning to be a teacher is conceptualised as a complicated and social incident which is highly influenced by the teacher's relationships with others (Vygotsky, 1978). According to this view, teachers develop their knowledge about their profession through engaging in social activities like collaboration with a mentor (Alvarado Gutiérrez, Neira Adasme, & Westmacott, 2019; Clayton & Thessin, 2017) or collaboration with peers (Nguyen & Ngo, 2018; Tang, 2013) or other people around them (Rahmati et al., 2019; Riyanti, 2020). Through these activities, teacher learning and PD are not only transmitting the accumulated skills and knowledge, but also does involve " the progressive movement from external, socially mediated activity to internal meditational control' (Johnson & Golombek, 2003, p.2). In recent years, there has been an increasing amount of literature on recognizing the sociocultural view of language teacher learning and emphasizing the fact that growth of language teacher identity is the heart of teachers' development (Freeman, 2020; Johnson & Golombek, 2020). This will lead us to talk about teacher identity as a related construct to reflection in this study.

3.5.3   Language Teacher Identity

Several studies thus far have linked reflection with teacher identity (Miller, 2009; Sang, 2020) this section will provide a holistic account of language teacher identity and how it is constructed and reconstructed through reflection and socialisation. From a constructive point of view, as seen above, language teachers are seen now as sources of knowledge who actively participate in teacher learning and construct the knowledge of teaching (Freeman, 2020). Language teacher education is widely recognized the sociocultural nature of teacher learning and a large number of studies have shown the development of language teacher identity as an essential process in language teachers' development (Freeman, 2020; Johnson & Golombek, 2020).

Language teacher identity involves teachers' understanding of their professional roles of working as a language teacher and of the meaning of being a language teacher in general (Miller, 2009). More importantly, this understanding is linked to teachers' positions in their language teaching

contexts (i.e. cultural, social, political, and historical); hence, language teacher identity is a dynamic and multifaceted concept that entails power relationships in different social contexts (Peirce, 1995)

Another important aspect of language teacher identity is the way language teachers endorse their roles in teaching practices (Miller, 2009). That is to say that a key theoretical foundation of the notion of teacher identity is "the community of practice theory", which entails that people can "develop meanings of themselves, their understanding about the world, and their places in the world by participating in communities of practice" (Wenger, 1998, p. 12). Therefore, identity development is an essential process that occurs when individuals construct and negotiate meanings in community practices (Lave & Wenger, 1991). In other words, language teacher identity is shaped during teachers' participation in various language teaching activities in their professional "communities of practice" (Sang, 2022).

Drawing upon the sociocultural view of ELT, several studies have been conducted to investigate the relationships between teacher learning, their identity and reflection. For example, He and Lin (2013) investigate a PST's experience in teaching during practicum and found that this teacher reached "a liminal position" where she had little control over her teaching practice in terms of what and how she could teach in her classes but instead had to integrate what was already designated to her as a teacher. The findings expose that this experience of lacking agency in teaching caused various negative issues in the participant's identity development, especially in relation to emotions and beliefs about her teaching, and relationships with colleagues, students and supervisors. More importantly, during practicum, the teacher identity shows improvement as teacher learning occurs through the practice of reflection with peers and mentors.

In addition, Kanno & Stuart (2011) explore the lack of teacher authority in two novice language teachers. This study shows the teachers' identity is developed through a process where these new teachers firstly play the teacher's role, and then by practice, they formed their own language teacher identity. By way of explanation, the participating teachers do not immediately develop their authoritative teacher identity gradually, but rather realise that lack of teacher authority made them more vulnerable teachers and negatively affects their teaching quality. Hence, they start to construct and develop their authoritative teacher role in their classroom; however, it is not until after practice, evaluation and reflection that this power is assumed to be part of their language teacher identity.

Although the above mentioned studies have successfully demonstrated the positive relationship between reflection and the occurrence of teacher learning reported, they might have certain limitations in terms of whether teacher learning resulted from the practice of reflection only or learning occurred as a result of their involvement in their 'community of practice' and then reported by teachers through reflective dialogue.

3.5.4   Labour Emotions

In this study, the emotions of PSTs emerged as a salient aspect of the data. It was clear from my data that emotions are not what we have but what we do. Emotions appeared as an essential factor that guided the participants' actions and enhanced their learning during practicum. Emotion and language are highly related to each other. These phenomena are believed to be "the heart and mind of beliefs and reflection processes" (Aragão, 2022, p. 271).

Emotions are an important part of the experience of learning to become a language teacher; this experience is "emotionally-charged activities" (Richards, 2022, p. 225). Emotions can shape the way teachers teach. Hence learning to teach involves not only mastering how to communicate subject matter to learners but also how to manage the emotional dimensions of teaching and learning (Teng, 2017). Teaching, as mentioned previously, is a social activity and not only a rational one; therefore, emotions indeed play an important role in this activity. It involves people coming together in a social space, in which emotions can influence both the teachers' pedagogical practices and the learners' reactions to the experience of teaching and learning (Dornyei, 2005).

A considerable amount of literature has been published on language teacher emotions. Most of these studies attempted to explore these emotions by reporting that the experience of teaching might include positive and negative emotions. Positive emotions involve feelings such as passion, satisfaction, pleasure, confidence, gladness, engagement, pride, amusement, and gratitude. While negative emotions include frustration, anger, depression, dissatisfaction, worry, nervousness, exhaustion, and anxiety (Richards, 2022; Teng, 2017). Moreover, there is a large volume of published studies describing the role of emotions on teacher identity and self-perceptions. (Kubanyiova, 2012; Teng, 2017; White, 2018). Kubanyiova (2012) conducted a study exploring teacher development and emotions of a group of PSTs who engaged in teaching during practicum. The results highlight the important role of what she called "emotional dissonance", which refers to the gap between the teachers' inspiring identity and their current performed identity in the teaching context. Teng (2017) also argus that when student teachers encounter new or difficult teaching issues for the first time, they might become more frustrated, and this hindered their active participation in practicum. A similar result also has been reported by Golombok & Doran

(2014) and Richards (2022) who find that in teacher education programs introduced to PSTs different teaching-related theories like what makes an ideal lesson, best teaching practices, how to use L1 and L2 in class, and the role of teachers. However, PSTs might find that these theories might be hard to reconcile with their emotions and beliefs making them more frustrated and angry.

Little research has reported the impact of emotions on teachers' actions. emotion can highly influence the teacher's decision-making and future actions in the classroom (Nguyen, 2018; Richards, 2022). For instance, emotions could affect the following: (a) the teachers' way of interacting with their students, (b) the teachers' use of L1 or L2 inside a classroom, (c) the rules and ways the teachers use to deal with classroom management issues, (d) the teachers' reactions to unexpected classroom incidents, (e) the teachers' choice among various classroom activities that address their students' needs, (f) the teacher's preference for individual-based or group teacher development activities, (g) the teachers' preference to implement activities that engage students in collaborative learning rather individual or competitive learning, (h) the teachers' level satisfaction about their teaching experience (Richards, 2022).

Regarding the relationship between emotions and reflection, the latter is believed to be an essential tool that helps PSTs to think about their emotions, and hence ensure their professional development (J. King, 2018). There is a consensus in the literature about the fact that reflection may help teachers to deal with emotions, especially the negative ones, that they experience through teacher education leading to positive transformations (Aragão, 2022; Chen, 2016; J. Kim, 2018; Nguyen, 2018; Richards, 2022; Teng, 2017). A few studies have highlighted the influence of reflection on emotions on language teachers' actions inside a classroom (Souza, 2021) or their oral skill development in general (Aragão, 2022). An important implication suggested by most of the authors above calls upon teacher education programs to increase the opportunities for organised spaces for reflection about emotions to help language teachers to learn more and support their vulnerability (J. King, 2018; Richards, 2022).

3.6   Critiques of Reflection in Teacher Education (TE)

The challenges associated with reflection indicate that it was not readily available to everyone who wanted to practice it, and that teacher candidates should be trained to learn how to reflect upon their relevant practices. Ottesen (2007) argued that this training was valuable in developing skills for "[…] reflection as an objective in TE and reflection as a discursive tool mediating learning" (p. 32). In this context, Körkkö, Kyrö-Ämmälä, and Turunen (2016) et al. conducted a study to

understand the extent to which student teachers could develop their reflective skills during a practicum by analysing their portfolio writings. The findings indicated a gradual development in their reflections in terms of quantity, as they wrote longer entries that included more details. However, they believed that, despite the development, the content in their reflection was still descriptive to a large extent, which was due to the participants' initial lack of critical reflection skills. In a similar vein, Pedaste et al. (2015)argued that reflection could be taught through an inquiry-based learning approach. They stated that, within this framework, teacher candidates could be trained to reflect upon their experiences and understanding of those experiences through the four sequential phases of orientation: conceptualisation, investigation, conclusion, and discussion. They argued that reflection would emerge as a natural result of following these four phases, as the teacher candidates will be engaged with a "[…] process of describing, critiquing, evaluating and discussing the whole inquiry cycle or a specific phase [through] inner discussion (Pedaste et al., 2015, p. 54).

Hatton and Smith (1995), however, maintained that reflection was not an inherent skill possessed by teacher candidates at similar levels. Instead, they believed that teacher educators needed to take measures against several potentially challenging issues associated with teacher reflection. They stated that the first challenge was related to the fact that reflection and teaching are widely regarded as two different actions that are not always linked to each other. So, teacher candidates might fall under the impression that reflection and RP are not entirely useful for their growth as teachers. As a result, teacher candidates might display a tendency to stick with what they know, regarding this to be the best way of teaching. Therefore, they might avoid going beyond reflection at a fundamental level—another challenge related to the lack of time and opportunity for reflection. Hatton and Smith (1995) believed that teacher candidates needed to have sufficient time to allocate, so they could: 1) think back on their own practices, 2) receive proper guidance by more capable peers on what to consider within their reflection, and 3) receive a suitable knowledge base on which they can make judgments about their teaching decisions.

3.7   Modes of Reflection: Individual or Collaborative

Researchers like Budi (2020), I. Lee (2008) and Korthagen (2001) have argued that developing teachers' reflective thinking skills must be considered as an essential component in most TE programs. In line with this, a number programs and interventions have been put into practice, all of which aim to enhance prospective teachers' reflection (Colton & Sparks-Langer, 1993; Korthagen, 2001). Various tools, models, and frameworks were implemented in TE programs, such as journals (I. Lee, 2004, 2008), portfolios (Levin & Camp, 2002), a critical friend (Hatton & Smith, 1995), and action research (Zeichner & Liston, 1990).

As such, there exists a consensus amongst teacher educators: reflection is a good practice that can enhance the PD of teachers. However, this consensus ends there, for there is not a similar one regarding activity and RM that could enhance this development (Farrell, 2010; Hatton & Smith, 1995). As such, there is much debate at play within the literature regarding which mode works best at encouraging reflection amongst teachers: **individual** (Brockbank & McGill, 2007; Finaly, 2002; Hubbs & Brand, 2005; J Richards, 1990; Valli, 1997) or **collaborative** reflection (Collin & Karsenti, 2011; Freeman, 1989; Mede, 2010; Minnett, 2003; Walsh & Mann, 2015). This debate emerged because reflection is regarded as an individual cognitive process; hence, many studies investigate the relation of individual reflection to interaction with collaborative reflection (Warwick, 2007). Drawing upon previous studies, this section discusses the two views regarding the modes of reflection used to encourage reflective thinking amongst novice teachers: **individual or collaborative.**

Self-reflective writing is seen by a number of previous researchers as a key tool in promoting reflective thinking in various disciplines, like nursing, business education, and TE (Baleghizadeh & Mortazavi, 2014; Hatton & Smith, 1995). It has been utilised as a way to encourage critical reflective thinking in university students in order to help them to document their reactions to the theoretical content of their course, their teaching experiences, and to examine their beliefs and assumptions based upon their acquired knowledge (Valli, 1997). Further, self-reflective writing provides teachers with an opportunity for an insider look into their own first teaching experiences. In addition, it helps to 'hear' teachers' voices (Bailey & Nunan, 1996; I. Lee, 2007). Hence, this creates a valuable experience for both parties – the student teacher who reflects and the supervisor/mentor who reads, as it helps to form a bridge of communication (I. Lee, 2007). Furthermore, reflective writing enables both of these parties to observe the progress of self-awareness taking place in self-reflection (Zeichner & Liston, 1987). Furthermore, Al-Ahdal and Al-Awaid (2014) report that some teachers prefer to reflect individually, as they do not shy away from talking about uncomfortable issues, or they are annoyed at hearing unpleasant feedback and unfriendly question from others in group sessions (i.e., their peers or supervisor).

Therefore, a number of empirical studies have been deployed to investigate different tools that enhance individual reflection, such as personal journals, logs, storytelling, reports, portfolios, and electronic mails, all of which are used to promote reflection. Amongst these, RJs are seen as an effective tool for teachers to engage in ongoing meaningful reflection (Abednia, Hovassapian, Teimournezhad, & Ghanbari, 2013; Khanjani, Vahdany, & Jafarigohar, 2018; I. Lee, 2008;

Rahgozaran & Gholami, 2014). They have also been found to be an integral part of reflective teacher preparation programs (I. Lee, 2007; Zeichner & Liston, 1987).

In the literature, research indicates that styles or methods used in writing journals are critical when it comes to promoting reflection and facilitating learning. Different case studies report different findings based on the type of journaling, like dialogue journals, response journals, double entry journals, interactive journals or diaries, and personal or narrative journals. J. Moon (1999) discusses the various purposes of self-reflective journaling in TE and shows that journals may be used to record teachers' experiences, facilitate learning from their experiences, develop their critical thinking skills, enhance meta-cognition, encourage involvement in learning, develop their ability in reflection and thinking, and, finally, improve their RP. Commenting on personal journals, Hubbs and Brand (2005) state that "The personal journal is a narrative description of the student's inner processes" (p. 67). Moreover, Akin (2002) describes her narrative writing experience in relation to her own teaching in an elementary school. She claims that reflecting on her regular narration enabled her to understand the complexity of her classroom and make sense of her own teaching. Besides, many studies show that self-reflection could enhance PSTs' learning and, in turn, develop their autonomy (Kiely, 2012; I. Lee, 2007; Rahgozaran & Gholami, 2014).

Despite the reported benefits of self-reflective journal, individuals' preferences and characteristics as well as context and other factors like task, evaluator and classroom environment would impact its effectiveness (Farrell, 2010, 2018; Riyanti, 2020). Considering the context of reflection, individuals may perceive reflective diaries differently; hence impacting the nature of their reflection. According to Lee (2007), the nature of the participating PSTs' reflection in their reflective diaries differed according, to context, task, reader, motivations and participants' emotions. She also concluded that her participants did not equally benefit from self-journaling, and she recommended that feedback from a tutor should be tailored to address PSTs' needs. In addition, individual differences among PSTs would have an impact on RJs' effectiveness, so to make RJ more effective tool in enhancing reflective thinking, educators need to 'make sense of educational theories while personalizing them, applying them and determining their relevance to educational philosophies and practices (Good & Whang 2002, p. 256).

In TE, **collaborative reflection**, which is also referred to as reflective dialoguing (Fendler, 2003; Rarieya, 2005), is defined as either the process of keeping a written dialogue in a journal or the engagement in reflective conversations in pairs or groups. In my study, the term leans more towards the latter, in which PSTs reflect collaboratively in pairs with a supervisor or in a group with their peers. Reflective dialogue is typically regarded as a form of reflection – one that is completed via discourse, either written or verbal. Verbally, a PST's thoughts are shared in a pair or

group discussion (Rarieya, 2005). So, during collaborative reflection, the reflection transforms from a private practice into a shared one. In reflective dialoguing, this sharing takes place in an environment that values mutual support and effective collaboration (Alvarado Gutiérrez et al., 2019; Martínez, 2018). Consequently, this allows PSTs to develop new insights about their values and beliefs, all whilst helping them to navigate through others' practices. In addition, it provides 'windows' into one's thoughts (Thomas & Montemery, 1997, cited in Rarieya, 2005), as it enables PSTs (in this case) to open up their practices to others through talking.

In his seminal work, Freeman (1989) argues that two individuals have to collaborate in order to create some kind of change in the teachers' decision-making skill regarding knowledge, practice, and beliefs. Similarly, Davydov (1995) asserts that only through collaboration can teachers find ways to improve the effectiveness of their teaching and take care of their PD.

This supports the sociocultural view of learning. One of the essential principles of this view is **collaboration with others**. In this sense, RP entails reflecting on relevant experiences to construct socially meaningful knowledge (Larochelle, Bednarz, Garrison, & Garrison, 1998), in which learning about teaching occurs during social interaction with others, including colleagues, mentors, supervisors, and cooperating teachers. Within a mentoring framework, reflection and RP are crucial elements. Indeed, mentoring primarily aims to help and guide emerging professionals to gain the autonomy with which they will be able to make their own decisions through reflection and adopting problem-solving skills (Clayton & Thessin, 2017; Waaland, 2014).

This view is also supported by a recent study conducted by Walsh and Mann (2015), who argue that focusing on individual reflection at the expense of collaborative options is one important issue that needs to be addressed to promote RP by and for practitioners. Looking at RP as a process that can only be done individually could lead to a serious challenge to the practice, where "[RP] suffers unduly from individual narcissism and introspection" (Walsh & Mann, 2015, p. 353). Hence, Walsh and Mann (2015) believe that RP can be enhanced more effectively by "[…] making it collaborative, data-led, and evidence-based" (p. 351). Moreover, they criticise some models of reflection, such as Brockbank and McGill (2007), where the focus is on reflection as an individual rather than a collaborative process. This could underestimate the value of learning from collaboration and interaction with others, as well as learning on our own.

A number of empirical studies have reported the various advantages of collaborative reflection. Collaboration plays a vital role in promoting the reflective process, which involves active self-evaluation, creates a supportive interaction for PD, and entails effective communication with

peers, colleagues, and mentors (Minnett, 2003). In addition, one study shows that collaborative inquiry can promote self-critical examination of beliefs that helps preservice teachers to construct their roles in teaching and learning (Kraft, 2002). Another study reports the different potential benefits of online interactive blogs on PSTs, as it provides them with a supportive environment where they can interact, negotiate the meaning of various teaching theories, exchange ideas, and shape their knowledge (Tang, 2013).

One can argue here that reflective thinking is a cognitive capacity that is not easy to teach to a young teacher (Kiely, 2012). More importantly, individuals' preferences, context and reflective activity (i.e., mode) need to be taken into account as all these factors could affect the teacher candidates' reflective abilities (Farrell, 2010, 2018; Riyanti, 2020). Therefore, a broader perspective has been adopted by Jay and Johnson (2002), who argue that both individual and collaborative reflection is needed in all initial TE programs. Similarly, Collin and Karsenti (2011, p.571) claim that "the collective dimension" of reflection could happen when the implemented tool is no longer individual. This means that in most TE programs, there are different tools used to enhance teachers' reflectivity; some of these tools are designed to be used by individuals, like logbooks and portfolios, whilst others require the presence of other people for their implementation, such as a reflective dialogue or supervisory conferences (Crow & Smith, 2005; Zeichner & Liston, 1987), discussion seminars or peer discussions on videotaped teaching episodes Hatton and Smith (1995); (Weiss & Weiss, 2001), and critical-incidents (Bruster & Peterson, 2013) or critical thinking dyads (Hatton & Smith, 1995).

A number of studies have found that self-reflection is essential in RP. However, verbal interaction (which is also known as "reflective conversation"), such as post-observation sessions or supervisory meetings, could positively support it. After all, verbal interaction helps PSTs to verbalise their reflection on their teaching experience and hence consider and confront their attitudes (Collin & Karsenti, 2011; Crow & Smith, 2005; Goodfellow, 2000; Jay & Johnson, 2002; Osterman & Kottkamp, 2004; Richert, 1992).

Given that reflective thinking is mainly conceptualised as a cognitive individual process, it has been assumed that self-reflection is seen as being at the core of other types of reflection: mutual reflection and collaborative reflection (Finaly, 2002). In other words, self-reflection needs to be practised before or whilst engaging in other collaborative forms of reflection. For example, whilst reviewing the literature, I found that various studies which explore collaboration reflection often assign their participants to produce some kind of self-reflection. For example, they usually keep an RJ, before or whilst engaging in any type of collaboration (Benko et al., 2016; I. Lee, 2007; Mede, 2010; Parsons, 1994; Stevenson & Cain, 2013). This might help reflective practitioners to

engage in the habit of reflection. In addition, and since reflection is a personalised and unique process for each teacher (Al-Ahdal & Al-Awaid, 2014), we can state that starting with individual reflection could help researchers to compare the individual production of each participant to what they produce in a collaborative mode. Therefore, for the purpose of my study, I draw upon Jay and Johnson's (2002) conceptualisation of reflection that views reflection as an individual cognitive skill that can be enhanced by collaboration.

It has been suggested that **individuals** and **contexts** of reflection are two major factors influencing the nature of reflection. By way of explanation, reflection does not only differ among individuals; but does also differ among various reflective modes (i.e., contexts). For instance, a written reflective journal, by nature, is different from real-time dialogic reflection with a mentor, and this is also different from peers' reflective dialogue, especially that the later involved listening to others' reflections, whereas RJs involve one-way communication. These also might be affected by who is reflecting/observing, how and why (Farrell, 2002; 2018; Riyanti, 2020). In this regard, Farrell's (2018) claims that "reflective practice, in reality, takes place along a continuum of opportunity, where teachers will vary in the opportunity to reflect given their context and their own personal psychological makeup" (p. 2).

The discussion above suggests that there is a kind of relationship between individual and collaborative reflection. The individual process of reflection is the basis for collaborative reflections. In turn, collaboration could enhance and stimulate independent reflection. However, individual and collaborative reflection could be a difficult task, especially if the student teachers have no previous training or experience in reflective writing. Previous research suggests that PSTs should be provided with explicit guidance to help them reflect more effectively (Dyment & O'Connell, 2010; Stevenson & Cain, 2013). A more detailed discussion on how to guide PSTs in their journey of reflection is discussed in the following section.

3.8   Guidance in Reflection

According to Dewey (1933), reflection is not seen as a habitual process. Rather, it is a learned one that requires training, support, reinforcement, and supervision. So far, different tools and modes of promoting reflective thinking amongst novice teachers have been discussed. To utilise these tools and activities successfully and effectively, we must discuss what guidelines and conditions have to be taken into consideration in order to move students towards a higher level of thinking that leads to PD (Bain, Ballantyne, Packer, & Mills, 1999; Bain, Mills, Ballantyne, & Packer, 2002; Gelfuso & Dennis, 2014; Hatton & Smith, 1995; Stevenson & Cain, 2013).

Despite the promise that most reflective tools enhance students' ability to reflect upon their own experiences, it has been demonstrated that most PSTs need **support** (I. Lee, 2007). Almost every paper that has been written on the promotion of reflection includes a section on how to guide reflective practitioners to improve their reflectivity (Gelfuso & Dennis, 2014; Khanjani et al., 2018; I. Lee, 2008; H. T. M. Nguyen & Ngo, 2017; Playsted, 2019; Riyanti, 2020; Ulum, 2020). Since the present study deploys both modes (individual and collaborative), I will highlight some main guidance that could inform the data collection instruments and procedures. Firstly, in self-reflection, it has been demonstrated that student teachers tend to resist reflection in the initial stage. This is due to their lack of experience in writing reflection and unfamiliarity with this technique (Gelfuso & Dennis, 2014). This is supported by I. Lee (2008), who reports that her participants, Chinese PSTs reflecting on an ELT course, find individual journaling difficult due to a lack of ideas, as it is a boring and time-consuming task. Also, they find this method less enjoyable. Hence, teacher educators are encouraged to provide prompts to guide students' reflective thinking, especially at the beginning stage and with more dependent learners (I. Lee, 2008). Dyment and O'Connell (2010) also suggest providing student teachers with prompts (i.e., specific questions, writing assignments, and activities), so they will be able to avoid what is called "blank journal syndrome" (Dyment & O'Connell, 2010, p. 241). The researchers talk about their own teaching: they created a sequence of three journals, which proved to be successful with their students:

-The first journal is very structured (with specific questions).

-The second journal is also structured but less so than the first, and the structure forces students to engage more reflectively than was expected in the first one.

-The final one has no structure, and the students are asked to reflect upon their experience with no guidance. (pp. 241-242)

These guidelines can be in the form of questions that guide and assist PSTs to reflect upon their teaching experiences. These can prompt them to undergo a journey of self-exploration, where they reflect upon their experiences and, ultimately, challenge them by considering and evaluating the grounds of their knowledge and beliefs.

An important aspect that should be taken into account is **the clarity of the purpose and the expectation of reflection.** Research indicates that if a PST does not completely understand the point of the reflective activity, he/she may not know exactly what they have to say or write (Khanjani et al., 2018; J. A. Moon, 2006; Thorpe, 2004). In relation to journal writing, for instance, Dyment and O'Connell (2010) mention several questions that should be answered by the students before starting with reflection. These are: "What is the purpose of the journal? How does the journal fit into the overall program of study? Who will read the journal? What are the assessment criteria and standards?" (pp. 235-236). By answering these questions in advance, educators can support a more effective and successful reflective experience.

Concerning guidance in **collaborative reflection**, when talking about collaborating with experts, Weiss and Weiss (2001) talk about the importance of equipping mentors, supervisors, and cooperating teachers with **skills and approaches to mentoring** to increase their understanding of how teacher candidates learn to teach. Since the mentoring role was one of my roles besides being a Researcher, I utilised the knowledge that I learned in different courses: namely, TE. I took one during my MA at King Saud University. The other two courses were "Critical Appraisal of English Teaching" and "Language Teacher Education" during the first year of my IPhD at the University of Southampton. I believe that these courses equipped me with the various skills necessary to become an effective teacher educator.

In addition, choosing a suitable way to prompt collaborative reflection is another important aspect. It has been argued that the occurrence of a "critical incident" is one of the most effective tools that helps teacher candidates to reflect critically and analytically about their teaching (Bruster & Peterson, 2013). In relation to this, on the one hand, Romano (2006) contends that

critical incidents are regarded by student teachers as creating a disruption to the classroom. On the other hand, Goodell (2006) maintains that critical incidents will occur on an everyday basis, so teachers will have to reflect upon the measures they take to counter them. The ability to reflect upon critical incidents, then, involves two important aspects. Firstly, a description of the incident must be critical, as this will have a direct impact on teaching and, as a result, the classroom environment. Secondly, teachers should take the time to consider their choices when it comes to restoring order to the classroom.

Perceptions of the trust placed in the mentor or the supervisor are another key factor that affects the development of reflection. Most students express hesitance to reflect deeply and honestly if they have concerns about the honesty of the reader or listener (O'Connell & Dyment, 2006). How do educators create a relationship of trust between themselves and their students? The literature offered some suggestions to answer this question. For example, educators can create a trusting and safe space by demonstrating an ethic of care (Dyment & O'Connell, 2010). In other words, if educators want to develop trust with their students, they must also trust their students. Educators must also be willing to share information with their students by talking authentically about their own experiences. Dyment and O'Connell (2010), for instance, place importance on the opportunities educators have to share personal information with their students, such as their hopes, fears, and dreams. For them, this sharing allows a trusting relationship to develop, which has a positive result in the students' reflection. However, this kind of sharing can only be done with "[…] a fairly mature and responsible group of students whom we feel certain can handle us sharing our journals" (Dyment & O'Connell, 2010, p. 240). The way I negotiated my relationship with the participants is discussed in detail in Chapters 4 and 5. It helped me to build a rapport with them and to develop mutual trust. I also agree with Dyment and O'Connell (2010) that one way to gain the participants' trust is through sharing personal experiences as an educator in reflection. I believe that the best way to teach PSTs is to demonstrate to them that, fundamentally, we do what we ask them to do.

Trust is important between educators and teacher candidates. However, a level of trust is also crucial amongst PSTs. In this vein, Hatton and Smith (1995) argue that being exposed to a group of strangers can cause feelings of vulnerability. Moreover, there is evidence from the literature that collaborative reflection amongst teacher candidates who do not know each other might hinder their reflection, inhibit their learning, and even negatively affect their confidence (Alvarado Gutiérrez et al., 2019).

Educators' feedback is another important aspect, as it helps students to reflect more effectively, as well as motivates and provides them with a higher level of energy. Many studies that investigated the perceptions of reflective practitioners revealed that reflection seems to be difficult and boring at the beginning; however, over time and with the educators' comments and feedback, it became easier and more interesting, as the presence of the educators make the process more meaningful (Bain et al., 2002; Cakir & balcikanli, 2012; I. Lee, 2004, 2008; Paterson, 1995; Roe & Stallman, 1994).

Furthermore, **indirect guidance** is mentioned as essential in reflective conferences. For instance, Collier (1999) reported in her study that in pre- and post-microteaching conferences with PSTs, the supervisor should give great attention and effort to avoiding direct suggestions. This can be achieved through offering indirect suggestions or posing indirect inquiries. Also, Collier discusses the structure of such conferences that could facilitate deep reflection from the students. The structure of these conferences should begin with a focus on the PSTs' **impressions on their experience,** followed by a **discussion of the lesson,** including its planning, key ideas, themes, classroom management, and instructional methods (Collier, 1999).

Given all what has been mentioned so far, one may suppose that student teachers should be guided and supported during their individual or collaborative reflective journey. That is to say, in RJs, PSTs should be provided with **explicit guidance** in the form of prompts and questions. Also, whilst in collaborative reflection, **trustworthy relationships between the parties involved should be created.** All of these considerations were taken into account during the data collection process.

Having discussed the promotion and guidance during the reflective journey of student teachers, reflective production, especially in initial training programs, needs to be monitored and assessed by educators, so changes and assistance will be given as needed (Khanjani et al., 2018; I. Lee, 2007). This reflective production raises an important question: how to assess reflection. This will be answered in the following part of this chapter.

3.9   Content and Quality of Reflection

In the literature on reflection, **content** and **quality** of reflection are two important dimensions that have been investigated to assess reflection in TE (Afshar & Farahani, 2015; Gün, 2011; Hatton & Smith, 1995; Ho & Richards, 1993; Khanjani et al., 2018; H.-J. Lee, 2005; I. Lee, 2004, 2007; Nurfaidah et al., 2017; J Richards & Lockhart, 1999; Van Manen, 1977). However, evaluating

reflection regarding these two dimensions has been reported to be a problematic issue (Ho & Richards, 1993). For example, Korthagen (2001) states that the operationalisation of reflection is a major problem in research on reflection. He argues that the way we define the phrase 'good teaching' influences the way we operationalise reflection. In addition, Korthagen claims that measuring reflection is a hard feat, as it is impossible to accurately measure thoughts.

When we talk about the **content of reflection**, we refer to the topics that practitioners reflect upon. The content of reflection in previous research is extensive. For example, it includes teaching and learning theories, teaching methods and approaches, teaching evaluation, personal perceptions, and questions about teaching and students (Ho & Richards, 1993; J Richards & Lockhart, 1999). The topic teachers choose to reflect upon can be used as an indication of the development of their reflectivity. For example, Ho and Richards (1993) believe that providing a new understanding of teaching theory, evaluating themselves positively and negatively, and offering solutions to problems are all evidence of teachers' development regarding their reflectivity. Moreover, identifying the focus of teacher candidates' reflection could assist educators to develop more effective training programs addressing different focuses of teaching and learning issues based on their needs (Farrell, 2010, 2015; I. Lee, 2004).

In relation to the content of reflection, several attempts have been made to develop different models that capture what practitioners talk about in their reflections.

Table 3.1 below shows some examples of these models. We can argue here that the main reason different frameworks exist in the literature is due to the different contexts in which authors have

conducted their investigation. Hence, the aims and settings of the research context shape the criteria for a Researcher's way of assessing the content of reflection.

Table 3.1   Models for the content of reflection

Author	Categorisation of Reflection Content
Van Manen (1977, p. 13)	1. Methodological problems and theory. Development to achieve objectives. 2. Pragmatic placement of theory into practice. 3. Value commitment towards the educational process.
Lee (2008, p.6)	1. Describing and recalling. 2. Interpreting, analysing, and inquiring. 3. Evaluating. 4. Extrapolating/expressing personal voice. 5. Interacting with the instructor.
Ho and Richards (1993, p. 28-29)	1. Theories of teaching. 2. Approaches and methods in teaching. 3. Evaluating teaching. 4. Teachers' self-awareness regarding their teaching.

	5. Questions about teaching and asking for advice.

For instance, Van Manen's (1977) framework identifies three main concerns for teachers. However, it does not incorporate other important topics related to PSTs who are expected to be more descriptive, recalling many events in their reflection (Dyment & O'Connell, 2010), or who panic and ask questions (Gelfuso & Dennis, 2014; Khanjani et al., 2018). Lee's (2008) model, however, is designed to uncover the content of the PSTs' reflection, as it is based on the recurrent themes in the entries of their RJs. Indeed, it reflects on course content, not their practical teaching.

Ho and Richards (1993) offer a much more comprehensive model to analyse the reflection content of Chinese English teachers. However, their model has been developed and implemented with experienced teachers in a Chinese context. As such, it could fail to capture all of the PST-related issues, especially if the candidate teachers come from other teaching contexts, as each EFL context has its own unique and unexpected characteristics. Moreover, this model is more focused on teacher competencies rather than their concerns about teaching (i.e., topics).

Similar to the content of reflection, quality of reflection has been widely investigated and different typologies and frameworks to assess it has been created across various disciplines and professions (Bartlett, 1990; Hatton & Smith, 1995; Ho & Richards, 1993; Jay & Johnson, 2002; Kember, McKay, Sinclair, & Wong, 2008; H.-J. Lee, 2005; J. A. Moon, 2006; Valli, 1997; Van Manen, 1977). In fact, this shows the continuous interest in the multifaceted and evolving nature of RP. This interest increases the demand for delimiting reflection concepts due to the hope to arrive at a framework that enables educators to differentiate between what is reflective and what is not (Farrell, 2010). It is beyond the scope of the current study to provide a detailed discussion of these conceptual models. Instead, I highlight the relevant ones that inform my research methodology; hence enabling me to analyse the concept of reflection. Table 3.2 shows the models that I considered before I decided on my analytical framework to analyse the quality of my participants' reflection.

Table 3.2   Levels of reflection

Author	theme	Levels
Bartlett (1990)	Stages/levels	Mapping/Informing/Contesting/Appraisal/Acting
Ho and Richards (1992)	Quality/Depth	Descriptive/Critical
Lee (2005)	Quality/Depth	**Recall/Rationalisation/Reflectivity**

As we can see in the above table, not all of the models were developed to assess the depth or quality of reflection. For example, Bartlett (1990) identifies five stages in the reflective teaching process and views each stage as an answer to the following question: 1) Mapping, 2) Informing, 3) Contesting, 4) Appraisal and 5) Acting. In assessing the equality of ten teachers' RJs, Ho and Richards (1993) adapt Bartlett's stages of reflection process to create their two-level model to assess reflection quality (i.e., Descriptive and Reflective). They distinguish the first level of Bartlett's model "mapping" as merely descriptive, in which the teacher describes classroom procedures. The other four stages are more reflective, where teachers evaluate, self-analyse, build their theory, and plan their teaching. As mentioned above, Ho and Richards's (1992) model is developed to categorise teachers' reflections according to a five-topic model. Then, each topic is further analysed according to the quality of the teachers' reflection, whether it is descriptive or critical. This means each concern can be classified into two levels: low or high.

Furthermore, H.-J. Lee (2005) develops a three-level model to assess the quality of the PSTs' verbal and written reflection. The first level is known as "**recall**," where the PSTs describe their experiences by recalling them without further explanation and attempt to imitate approaches they have observed as trainee teachers or learners. The second level is called "**rationalisation**," where the PSTs search for a relationship between different parts of their teaching experience, interpret situations by providing a rationale and arrive at generalisations derived from their experiences, which act as a guide. The third and last level is "**reflectivity**," which is when the PSTs approach their teaching experience with the intention to change or improve the practice in the future. They also begin to analyse their experiences from different perspectives and are thus able to see changes in their students' achievements, values, and behaviours.

The focus of Lee's (2005) model is to closely examine the depth/quality of each concern the PSTs might talk about. It offers three levels of reflection quality, all of which take into account a wider range of classifications. However, Ho and Richards's (1993) model identifies only two dichotomous levels of reflection for each topic the PSTs reflect upon: descriptive or critical. So, the model does not take into consideration the fact that most PSTs usually begin to reflect at a superficial level with little engagement in critical thinking (Dyment & O'Connell, 2010). For example, PSTs may start to reflect upon a topic descriptively, but then their reflectivity level might improve over time to reach "transition reflection" (Nurfaidah et al., 2017, p. 85), in which their reflection might fall between low and high levels of reflection. In other words, there might be a descriptive reflection that includes more explanations with rationales. This kind of reflection cannot be classified as merely descriptive, as it has more interpretation. However, nor is it merely critical, as it misses the evaluation and/or intention of change. Therefore, Lee's model takes into account the developmental aspect of the PSTs' reflection that Ho and Richards do not take on board, offering more flexibility in assessing the quality of reflection. Another difference that can be drawn is that Ho and Richards's model is used to analyse written reflection taken from teachers' RJs, whilst Lee develops her model to analyse both verbal and written reflection.

This brings me to explain how my study learns from and draws upon these studies. The following presents a discussion of the main aspects that drove the analysis of my data.

3.9.1   My Study

As outlined above in section 1.3, the study aims to explore how and why the PSTs navigated three RMs with regard to three main dimensions: content, quality, and development of reflectivity and PD.

3.9.1.1   Content of Reflection

In light of my analysis and critique of a number of related models that have been used to analyse the content of reflection in different studies with different approaches of inquiry and from different contexts, it was decided that my data analysis of the content of the PSTs' verbal and written reflection would be derived from the data. This means the data analysis of content depended on what the participants actually reflected on.

3.9.1.2   Quality of Reflection

As described on the previous page, after thoroughly reading for the related literature, I decided to choose Lee's (2005) Model as a main analytical model to help me explore the quality of my participants' reflective thinking. However, as soon as I started my data collection and commenced the initial analysis, I realised that reality is more complex than to be captured in a model. Hence, as was pointed out in the introduction to this paper, hence, I utilized Lee's model as a road map to guide my analysis, but I had to rework the definitions of Lee's model to better capture the complexity and the uniqueness of the data. The new modified definitions are as follows:

Recall (R1): One recalls and merely describes what they experienced.

Rationalisation (R2): One looks for explanations, the rationale behind their feelings/emotions, actions, or an incident and arrives at generalisations derived from their experiences, which act as a guide. This is also, as mentioned above, known in the literature as the "transition" stage of reflection (Nurfaidah et al., 2017).

Reflectivity (R3): One approaches their experiences with the intention of changing, improving, or highlighting strength points and builds upon these in the future, analyses their experiences from various perspectives and can see the influence of their teaching on their students' values/behaviour/achievements.

3.9.1.3 Development of Reflection

Finally, to investigate the contribution of each RM and assess the development of the PSTs' reflectivity process over time, it was decided that a close examination of how the content and quality changed over time would be conducted. Here, the content is identified by what the data will reveal. However, the quality of the participating PSTs' reflections will be determined following Lee's (2005) modified model, as explained in section 3.9.1.

3.10 Empirical Research Findings on the PSTs' Reflection

A plethora of empirical research in the field of EFL PST has focussed on how to utilise different tools to promote reflection amongst PSTs (Abu Jado, 2015; Al-Khateeb, 2016; Bain et al., 1999; Bain et al., 2002 Birbiso, 2012; Benko et al., 2016; C.-W. Chien, 2014; Güngör, 2016; Hume, 2009; Koh & Tan, 2016; I. Lee, 2004, 2007, 2008; Susoy, 2015; Tang, 2013; Todd, Mills, Palard, & Khamcharoen, 2001; Weiss & Weiss, 2001; Yang, 2009). In these studies, tools have been implemented in different modes: individually, as in RJs, or collaboratively, as in peers' discussion seminars and supervision conferences. Generally, there is a consensus regarding the benefits of these modes and tools on the PSTs' reflectivity. However, the findings regarding assessing the quality and content of reflective productive, especially collaborative ones, are still limited. Moreover, some research has found little solid empirical evidence for the development of the PSTs' reflectivity when participating in a key milestone of teacher training, such as **practicum** (Akkuş & Üredi, 2021; Farrell, 2007; Riyanti, 2020). In the following sections, some selected empirical research is reviewed under each mode. For the aim of my research, the selection of these studies is restricted to EFL PSTs' research only. These studies are presented chronologically, with a special focus on their aims.

3.10.1 Individual Mode of Reflection

Exploring self-reflection amongst preservice teachers in a Turkish context, Tavil (2014) conducted a study that aimed to investigate their self-reflections, with an emphasis on the content they provided. More specifically, the study aimed to examine the relationship between the PSTs' self-reflection and self-efficacy levels. The participants were forty pre-service English language teachers. They were divided into twenty in a control and twenty in an experimental group, and asked to keep self-reflective e-journals during the practicum period. The research adopted a mixed method approach, in which the quantitative data was taken from the English for Foreign Language Teacher Efficacy Scale (Chiang, 2008) and administered to all forty participants, before and after the practicum period, in order to measure the differences in their self-efficacy levels.

Whilst the qualitative data came from reflective e-journals and semi-structured group interviews, the content of the RJ was analysed by identifying the most frequently recurring problems, which revealed three main concerns: planning, management, and instruction.

In this study, Tavil (2014) discovered that incorporating reflective e-journals into TE preparation was a success. Indeed, it improved the teachers' level of efficacy and made them become more effective teachers, having improved their decision-making skills and confidence. In addition, e-journals are found to be helpful when it comes to improving the participants' instructional strategies. The inclusion of a control group proves that this improvement was due to the use of self-reflective e-journals alone. Like I. Lee (2008) and Tavil (2014) supported the importance of journals for PSTs, as they personalise the training and further make the teachers self-reflect. However, Both studies presented that there were some participants who showed reluctance to engage in reflective journals. Hence, Lee (2008) and Tang (2014) recommend engaging the PSTs in collaborative reflection, so they can obtain new insights and share their experiences.

In a context similar to my study, Al-Khateeb (2016) studied the self-reflection of fifty-five female pre-service English teachers in Saudi Arabia. The participants were asked to create personal blogs and write a reflection about a graduation project course during their last semester in the BA program. Consequently, the researcher collected two types of qualitative data: blogging reflective content and an open-ended survey. Four blogs were chosen to be analysed in order to identify the main component of the individual journals, specifically by using a content-analysis technique. The results revealed that self-reflection maximised the PSTs' opportunities to learn from the writing experience. Further, this method improved their autonomous thinking. Although Al-Khateeb (2016) analysed the content of the PSTs' self-reflection, the nature of the revealing themes is different from those in Tavil (2014). Indeed, the latter explored the PSTs' self-reflection upon their real-life teaching experience that occurred during practicum. Al-khateeb's (2016) results, then, are similar to those observed in other studies (Hume, 2009; Koh & Tan, 2016; I. Lee, 2007), where the PSTs reflected on their courses. However, one of the limitations of these studies is that they do not explain the impact of the researcher's role on the findings. In these studies the researchers played a dual role, as researchers and an instructors; hence, this might affect the nature of reflection produced as it was evaluated by the researcher and the participants were producing these blogs as part of their course requirement.

Moreover, Nurfaidah et al. (2017) carried out a case study that paid more attention to the quality of the PSTs' individual reflection in order to investigate the development of levels of reflection produced by four Indonesian EFL PSTs during their practicum teaching experience in private,

junior, and senior high schools in Indonesia. In analysing the quality of reflection, Hatton and Smith's (1995) framework, which includes four levels of reflection (namely, descriptive writing, descriptive reflection, dialogic reflection, and critical reflection) is adopted to trace the development of the PSTs' reflection levels.

The findings indicate that as the PSTs engaged more with the students, classroom realities, and teaching activities, their reflection process developed. Moreover, dialogic reflection is reported as the most frequent occurrence in all of the PSTs' RJs. However, in relation to critical reflection, which is the deepest level of reflection according to Hatton and Smith's (1995) categorisation, no evidence has been found for this level. Nurfaidah et al. (2017) state that this is because critical reflection takes time to develop and the participants have limited teaching experience at this stage.

In a more recent study, Sabgini and Khoiriyah (2020) explored the self-reflection of PSTs in English Young Learners during practicum by implementing a qualitative case study. They collected data from class observations, semi-structured interviews, and an analysis of the PSTs' documents (i.e., lesson plans). The results revealed that PSTs can develop their teaching knowledge and teaching skills, specifically in terms of language pedagogy, classroom management, and preparation, all through the ability to self-reflect. As such, teaching reflection was predicted to improve the quality of the teaching. Reflection, then, is regarded as a crucial factor when it comes to PSTs' PD. One question that needs to be asked, however, is whether the PSTs' teacher learning emerged from reflective practice only or occurred as a positive influence of being actively involved in their community of practice. Sabgini and Khoiriyah's study would have been convincing if they had analysed PSTs' reflective production to track their reflection.

Although the aforementioned studies analysed individual reflections during practicum, they differ in the way they assessed the PSTs' reflections. For example, Tavil (2014) focussed on what PSTs talk about in their reflection (i.e., content); Nurfaidah et al. (2017) focussed on the levels of the PSTs' reflection (i.e., quality), whilst Sabgini and Khoiriyah (2020) examined the impact of self-reflection on the PSTs' PD and learning during practicum.

Together, these studies outline the huge amount of research made to explore self-reflection in PST Education, especially during practicum. These findings confirm the positive association between self-reflection and the PSTs' reflectivity and practice. However, one main drawback of these studies is the ignorance of the socio-cultural aspect of practicum on the participating PSTs' reflectivity during practicum, as they, by the nature of practicum, collaborate with others, such as cooperating teachers, supervisors, peers, students, and mentors (Khanjani et al., 2018).

3.10.2   Collaborative Mode of Reflection

As a response to the current research call to highlight the importance of collaboration in the development of the PSTs' reflective thinking, a large volume of published studies has described the role of collaboration during practicum.

For example, amongst the very few studies comparing two modes of reflection (i.e., collaboration and individual) in PST education is the one conducted by I. Lee (2007), who explored how to enhance reflection using a dialogue journal and individual journals amongst PSTs. In her study, I. Lee (2007) reports on two separate studies (I. Lee, 2004, 2008) that she previously conducted with two groups from two different universities in Hong Kong. The participants were thirty-one Cantonese-speaking pre-service EFL teachers, all of whom were enrolled in a Diploma in an Education programme and taking a compulsory methodology course in ELT, which was taught by the researcher. The first group consisted of eighteen students who were asked to write and exchange email dialogic journals with the author for two semesters. The other group included thirteen students who were asked to write response journals individually for two semesters on a weekly basis. The difference between these two groups is as follows: with email journals, the student teachers and the author (the teacher) engaged with ongoing and live dialogue; for the response journal, there was less frequent communication, as the instructor responded to a number of journals with general, less detailed comments than what she wrote for the dialogue journal group.

The findings of the study suggest that both types of journals used with the two groups helped them to develop their reflection thinking. There are a number of benefits when it comes to using journals: (1) students teachers benefit from the instructor's comments and advice, (2) the participants can apply what they have practised by using journals with their future students, and (3) writing journals helps them to reduce their anxiety and stress, especially at the beginning of the course, as educators comment on these reflective entries and support the PSTs emotionally. This finding corroborates Tang's (2013) explanation for the PSTs' reduced enthusiasm towards the end of the semester: they reflected more at the beginning of the practicum as a way to relax, talk about various concerns, and seek advice from others. Like I. Lee (2008), Tavil (2014) supports the fact that journals are a useful guide for PSTs, both to increase awareness and to question their own teaching. Further, they personalise the learning process, specifically by making reflection more meaningful to them and addressing their concerns about learning. Moreover, I. Lee (2007) concludes her article by providing recommendations on how journals can be used more effectively: namely, as a tool to promote reflection in TE.

When I reviewed Lee's (2007) study, I found some limitations. Firstly, the participants in both groups reflected on the course content, not on their teaching. Secondly, Lee compared the results of two pieces of her research that differ in time and context (I. Lee, 2004, 2008). Therefore, it would be interesting to know how participants who come from the same context and year would reflect upon their own teaching experience during the practicum. More interestingly, although I. Lee (2007) mentions that one of her aims is to compare the two tools, there is no explicit comparison between the two tools of reflection she explored in regard to the reflection content, depth, and effectiveness. Instead, in the "Benefits and Problems" section, Lee highlights some differences between the two tools. She discusses the benefits dialogic reflection has over individual reflection. For instance, the dialogue group appreciated the opportunities they had to communicate regularly with their educator, as they received advice and dialogue reflection.

For instance, Tang (2013) conducted a study where PSTs collaborated to share their reflections on their teaching during practicum via an online blog. The participants were forty-nine pre-service ESL teachers studying at the Chinese University of Hong Kong. A common blog was created, so they could interact with the teaching context, and it included peers, supervisors, and mentors. In this study, Tang (2013) analysed 1,503 blog entries, aiming to find out: a) how did the participants engage in the reflective activity, and b) what did they write about in their collaborative reflection.

To find out how the student teachers were active and interactive, the author conducted a qualitative analysis for the reflective posts and frequency count of the participants' responses and comments. Tang found that the enthusiasm of posting their own reflections decreased when the participants had gained more exposure to teaching. Instead, they became more interactive with their peers, responding and commenting on each other's posts as opposed to their own. This is due to the fact that, at the start of practicum, the PSTs were likely to experience an array of emotions, such as nerves and excitement, so reflection became a way to gain advice or to simply reflect. Having said this, the results conflict with those found in other published studies (Benko et al., 2016; Mede, 2010). However, they are consistent with those reported in studies that are concerned more with the quantity of reflection rather than the quality (Yang, 2009). Regarding the content of PSTs, fourteen areas of concern were identified. Lesson planning, classroom management, and motivation are the most recurring themes, whilst subject matters and curriculum are the least occurring ones. The collaboration in Tang's study (2013) occurred amongst the PSTs, their peers, and supervisors. As such, it would be interesting to know what kind of themes and levels would be revealed from a collaboration between peers only, all of whom share the same knowledge and experiences.

This limitation is partially addressed by Tan (2013), who created a collaborative space for three female English student teachers from ELT college at Brunei Darussalam. However, this qualitative case study aimed to uncover the effective collaborative reflection on the PSTs' self-efficacy, as well as their perceptions towards this practice, rather than explore its quality or content. In Tan's study, the reflective activities took place at two levels: 1) the PSTs kept an RJ where they recorded their reflections after every teaching experience (once per week), and 2) the PSTs engaged in weekly reflective dialogue sessions with their peers (only on campus at the beginning of the lecture), where they spoke about their concerns and other teaching issues. The data came from informal pre- and post-interviews with the PSTs and their RJs that were submitted at the end of the semester. The data was analysed using content analyses, specifically by categorising it into units, such as learning, reflection, challenges, and benefits. The findings show that dialogue sessions with peers maximised student teachers' learning during the practicum. This allowed them to consider additional perspectives.

This result is in line with Rarieya (2005) and I. Lee (2007), both of whom argue that collaborative reflection allows individuals to see the differences offered by others. Further, the study highlights some of the limitations of RJs, such as the lack of time to complete them. In her study, Tan (2013) created a safe space for PSTs to reflect collaboratively without her intervention in order to explore the effect of this practice on the PSTs' self-efficacy. However, no attempts were made to analyse the content or quality of these collaborative reflections. Increased activeness in the PSTs' reflection in this study corroborates another study conducted by Jones and Ryan (2014). The researchers found that the involvement of educators in the collaborative discussion did not sufficiently encourage the PSTs to engage in critical reflection.

Recently, Alvarado Gutiérrez et al. (2019) conducted action research in order to examine ways to improve the identities of pre-service EFL teachers, specifically through RP. The study took place at a university in northern Chile, and a ten-week workshop was created to ease the participants into RP during practicum. A conversational, structured, and collaborative approach was further used to collect reflections, whilst qualitative data, which pertained to the perceptions of the twelve participants, was gathered via a focus group discussion. The participants' varied thematic responses indicated that their identities as trainee teachers developing a professional identity had been strengthened: 1) the participants realised the importance of developing and changing, 2) they noted the importance of collaboration, and 3) their confidence, particularly regarding problem-solving, grew exponentially. The authors here acknowledged the impact of creating a safe environment for collaboration, offering continuous guidance and feedback to ensure the

effectiveness of reflective collaboration as a tool to improve teachers' PD, which is also supported by previous research (Dyment & O'Connell, 2010; Stevenson & Cain, 2013)

Overall, it is clear from the above short review that the focus of most of the research is on exploring the effectiveness of different tools when it comes to enhancing reflection amongst PSTs. Some of these studies focus on investigating self-reflection regarding its content (Al-Khateeb, 2016; Al-Khateeb (2016); Tavil (2014), quality (Nurfaidah et al. (2017), or its impact on the PSTs' PD (Sabgini & Khoiriyah, 2020). Other research focuses on collaborative reflection, in which PSTs collaborate with their peers (Alvarado Gutiérrez et al., 2019; Tan, 2013) or with an expert (Playsted, 2019; Tang, 2013), in order to reflect upon their practice. More importantly, most of this research was conducted in course content at college or microteaching rather than practicum (Riyanti, 2020). So, two important issues led me to the research gap. Firstly, the practicum experience, specifically when regarded as a chance to develop EFL PSTs, remains unplumbed. Secondly, this research area needs to be further explored by examining the PSTs' reflective thinking as a complex concept, both individually and collaboratively (with peers and an expert), and in relation to their content and quality, and their contributions to the PSTs' reflectivity and PD during practicum in a situated context. Therefore, this piece of research contributes to the existing body of knowledge that pays attention to how PSTs engage in this complex and situated process of reflection and, in turn, evolve as teachers.

3.11   Summary

This chapter provided a basic background of the study and reviewed the related literature. It examined the historical background of reflection and LTE. Then, it explored various aspects of reflective thinking within the field of TE and, more specifically, within PST Education. It also shed light on the debate between individual and collaborative reflection and ways to guide them. Afterwards, content and quality of reflection, as the two main aspects used to assess reflection amongst teacher candidates, were explored with reference to how the literature informed the data analysis of this study. Finally, related empirical studies were analysed, highlighting the contribution of the current study.

Chapter 4   **Research Design**

4.1   Introduction

Chapters 4 and 5 elaborate on the current study methodology. This chapter begins with a general overview of the current study. Then, it proceeds to offer a detailed account of the research approach and design. An explanation of the research setting is provided, along with the way I selected the vocal participants of this study.

As a qualitative researcher, I admit my potential impact, as a researcher and a participant (i.e., mentor), on my study. Therefore, "methodological reflexivity" is deemed essential to explain what, how, and why I conducted my methodology, from collecting the data to analysing it (Giampapa & Lamoureux, 2011; Patino, 2019). This reflexivity is discussed throughout the following chapters, as I agree with Patino (2019), especially when she commented on the importance of methodological reflexivity:

> From this point of view, methodological reflexivity is not a matter of providing a section within a thesis or article in which we describe 'the role of the researcher'. It is something that needs to be exercised throughout the process of designing (in negotiation with the participants/people/sites) and carrying out our fieldwork, gathering and analysing our data. (p. 216)

4.2   Summary of the Present Research

In this section, a brief summary of my research is presented in Table 4.1 below. It includes the aims of my study, their justifications, the sources of the data collected, and the research instruments, including the data analysis methods used.

Table 4.1   Research summary

No	Aims of this study	Justification	Data	Instruments	Data Analysis
RQ1a	1-How do a group of Saudi English PSTs navigate three different reflective modes during their initial teaching training? a. What do pre-service teachers reflect upon?	The answer to this question uncovers the themes or concerns of the PSTs' reflection and highlights the way they navigated these three RMs to express their concerns.	1. RJs 2. IRDs 3.GRDs	- Critical incidents, Class observations, Audio-recordings from (IRDs-GRDs), Field	Thematic analysis (i.e., inductive-bottom-up)
RQ1b	1- How do a group of Saudi English PSTs navigate three different reflective modes during their initial teaching training b. What is the quality and extent of reflection (recall, rationalisation, reflectivity)?	This question identifies the quality of the PTSs' reflective productions in three modes that are investigated by identifying the level of reflection: recall, rationalisation, or reflectivity.	1. RJs 2. IRDs 3. GRDs	- Critical incidents - Class observations - Audio recordings from (IRDs-GRDs) - Field notes	Thematic analysis (i.e., deductive, top-down)
RQ2	2- To what extent can reflection impact the participating PSTs' learning and development as new language teachers?	The answer to this question offers a deep analysis of the contribution of each mode and the development of the PSTs' reflectivity. This is achieved by shedding light on how reflection	1. RJs 2. IRDs 3.GRDs	- Critical incidents - Class observations - Audio recordings from (IRDs-GRDs)	Thematic analysis (i.e., inductive-bottom-up)
RQ3	How the participating PSTs perceive the three reflective modes they engaged in during the practicum?	The answer to this question explores the PSTs' voices regarding the three modes. It reveals a list of benefits and barriers in the implementation of the three RMs reported from the PSTs' perspectives.	Transcribed recorded data from post-/pre-interviews	Pre-practicum interviews Post-practicum interviews Field notes	Thematic analysis (i.e., inductive-bottom-up)

4.3   Research Paradigms

In the applied linguistics and educational research, a number of paradigms guide researchers and their inquiries. Each paradigm underpins number of philosophical assumptions; hence, it is crucial for researchers to understand the paradigm they adopt and their philosophical stance because failure to do so might negatively affect the quality of the inquiry intended (J. W. Creswell, 2003). Merriam (2009) claims that the choosing the appropriate paradigm is the first step, as it guides the researchers' choices during the different stages of their research, they are; the choices about how to do literature review, choose a research design and collect the relevant data and instruments.

4.4   Philosophical Assumptions of the Research

As a mode of inquiry, this study is mainly grounded in the interpretivist paradigm. At the outset, it aims to explore reflective thinking processes with a focus on the comparison of three RMs of the PSTs. It also contributes to the development of a comprehensive insight on the phenomenon of teacher reflexivity in the Saudi context. The study further explores PSTs' perceptions towards the three modes. In the following section, there is a brief account of the theoretical assumptions underlining this paradigm followed by its justification.

The literature informs us that interpretive paradigm tends to be known under various terms like naturalistic and constructivist (Merriam & Tisdell, 2016; Willis, 2007). According to Merriam (2009), interpretive paradigm "assumes that reality is socially constructed, that is, there is no single, observable reality. Rather, there are multiple realities, or interpretations, of a single event. Researchers do not "find" knowledge, they construct it. Thus, interpretive and constructivist are used interchangeably in the literature. The important feature of interpretive research is that researchers are interested in people and the way in which they interconnect. How their world is constructed discursively, what they think of and how they view the world differently" (Willis, 2007).

Similarly, within the interpretive paradigm, there are different types of research, such as; phenomenology, ethnography, hermeneutic, grounded theory, naturalistic/qualitative research (Merriam, 2009). For this purpose, my study adopts qualitative research approach to appropriately serve the research questions. This study aims to investigate PSTs' reflective thinking that entails cognitive processes, personal assumptions beliefs that encourage some actions and practice, in a Saudi context. The issues related to the study are perceived difficult to explore as

they are complex, highly contextualised and can only be explored from what participants say and do (Pajares, 1992). However, given the multipronged nature of qualitative research approach, it allowed me to utilise a variety of data sources, such as reflective journal, post-observational sessions, group discussion seminars, research diary, interviews, and class observations (COs). This enabled me to enhance the quality of the findings and helped me to gain rich data that facilitated a better understanding of the complexity of the different RMs PST engaged in EFL TE program (Cohen-Sayag & Fischl, 2012).

Not only is qualitative approach important to investigate this complex issue, it is also valuable from the readers' perspectives to fully understand the nuances of the phenomenon under investigation. As Lincoln and Guba (1985) said, "if you want people to understand better than they otherwise might, provide them information in the form in which they usually experience it" (p. 120). Qualitative data analysis provides rich detailed explanations from the participants' experiences in their real world that "may be epistemologically in harmony with the reader's experience" (Stake, 1978, p. 5), and thus could be more meaningful for the readers. The following section presents a detailed account of the complexities of the study I conducted.

4.5   Case Study Approach:

This study favours a case study approach. Merriam (2009) states that qualitative researchers use this type of approach when their interest lies with "[...] insight, discovery and interpretation rather than hypothesis testing" (p. 42

One important characteristic of a case study includes examining it in its natural context. Yin (2009) lends credence to this point, stating that a case study is "[...] an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context" (p. 18). In my study, the PSTs' reflective thinking is a complex construct – one that is hugely influenced by their personal characteristics, as well as the sociocultural structures that surround them during practicum. As such, if we isolated the PSTs from their normal lives, it would be impossible to understand them. So, "[...] the data collection methods chosen should do justice to the richness and complexity of the natural context" (Richards, 2011, p. 210).

The present case study focuses on three Saudi EFL PSTs. Therefore, it is **a multiple case study**. Stake (2005) argues that multiple case studies are instrumental in nature. The researcher explores a case with the intention of understanding a broader issue, so the case is not their specific area of interest. Hence, this study is also **instrumental**, since it does not seek to focus on understanding the PSTs per se; rather, it is designed to develop a better understanding of the complexity of their reflection regarding their teaching during practicum, specifically from a situated perspective. In

addition, the present study is **explanatory** as it examines how events happen. Typically, this type of case study is used to identify casual cause-effect relationships. As noted by Duff (2008), the vast majority of case study research "[…] aims to be more descriptive and explanatory than simply exploratory" (p. 44). This study, therefore, endeavours to present a detailed account and develop a comprehensive understanding of the PSTs' reflectivity from a situated perspective, including how they navigated different RMs to reflect upon their practice and hence develop as evolving teachers during the practicum. Further, the study specifically explores two main dimensions of reflection: content and quality, and how complex and dynamic these factors are when it comes to the PSTs' reflectivity and PD. Finally, the study seeks to explain the PSTs' perceptions towards the three RMs they engaged in during the practicum. To sum up, this research is a multiple case study that is instrumental and explanatory by its nature.

4.6   Selecting the Participants

In qualitative research, the focus is more on understanding and describing people's experiences. Therefore, sampling in qualitative studies aims to find individuals who are able to provide researchers with deep, rich, and varied perspectives on the investigated phenomenon, therefore maximising what they can know and learn (Z. Dörnyei, 2007).

The sampling method I followed in my present study falls into the non-probabilistic paradigm, which is also known as the purposeful sampling technique (Z. Dörnyei, 2007), as it helped me to gain a deeper understanding of Saudi EFL PSTs' reflectivity. Within the purposeful sampling technique, I deployed a number of strategies that best served the aim of my study.

4.6.1   Typical Sampling

I selected a number of participants "[…] whose experience is typical with regard to the research focus" (Z. Dörnyei, 2007, p.128). This sampling strategy ensures an accurate connection between the chosen participants and my RQs. All of the participants were Saudi Female EFL PST teachers. These targeted PSTs were believed to be typical and representative of the wider population of PSTs in KSA and other similar contexts, such as neighbouring Arab countries, like the Golf countries (i.e., Bahrain, Kwaite, Oman, Qatar, and the United Arab Emirates). They were prospective English teachers, all of whom enrolled in a compulsory practicum course in their last semester (the eighth semester of the fourth year of the program). With regard to my research, the rationale for choosing this course was that the students were undertaking some authentic teaching experience. Unlike the micro-teaching course, this course served the aim of the present research, which explores how PSTs reflect on their real teaching experience, in which they deal

with authentic student-teacher interactions, classroom problems, and other related issues. This provided a rich environment for the PSTs to practice their reflection skills, linking theory with practice and assessing themselves. More importantly, this is the first time that these PSTs faced the reality of a classroom. Thus, the participants were believed to be a rich data source for the phenomenon undertaken by the present study.

4.6.2   Convenience or Opportunity Sampling

In this method, the participants were purposely selected for the practicality purposes of the data collection process. Indeed, I chose these participants from this particular Saudi university because it is more practical and convenient for me: firstly, I have easy access to the participants as I am a member of the university's staff. Secondly, I have background knowledge about this context, as I used to be a faculty member at this college, and I am still affiliated with it. This enabled easier access to the institution as a whole and to the participants. Moreover, the university supervisor and the cooperating teachers involved in the study were more willing to collaborate with me and, in turn, facilitate access to the participants. In addition, due to the gender segregation in Saudi education, the participants of the present study are all female, as arranging to meet with male participants on campus was difficult. An important detail to mention here is that I taught some general and specialised modules at the Department of English to my participants, specifically when they were at level one during the academic year 2014-2015. Hence, at the time I started collecting my data (at the beginning of the second semester of the academic year 2017-2018, which commenced on the 21st of January 2018), most of these students were enrolled in their eighth level. Whilst I was happy that my participants knew me, as this would, in all likelihood, help me as a participating researcher to establish a trustful relationship with them, it also created an important challenge. Indeed, I was afraid that some of the PSTs would be reluctant to reflect deeply and freely on their teaching training with me, fearing that I had control over their overall grade. Another danger that could have adversely affected the ways the PSTs behaved in this study was the fact that they might have assumed that my friendship with their teachers could have led me to share the data I obtained from the reflective activities with them.

Hence, I thought of different strategies to mitigate the impact of this risk and, in turn, negotiate my power relations with them (Giampapa & Lamoureux, 2011; Patino, 2019). One way I overcame these difficulties, in order to gain my participants' trust, was by understanding their cultural beliefs. Understanding that "[…] the teacher's authority [in Saudi Arabia] is accepted and respected with high reverence, and student-teacher relationships are highly formal" (Alrabai, 2018), I intentionally downplayed this stereotype. For example, I disclosed personal information to my participants, such as the number of children I have and my own failures and successes as a

language learner. In addition, prior to collecting any data, I met them in the college canteen (cafeteria), so I could speak using more colloquial language. Additionally, I fully explained that my role in this study was limited to being a researcher. Also, I assured the participants that their identities would be anonymised and whatever they said or wrote throughout would remain confidential.

I explicitly explained that, just like them, I was also a student, only with more experience. I also explained the aim of my research, and how I was grateful for their role in helping me to attain my data. I also offered them help as a friend, if they required it. This helped me to build a rapport with my participants, which, in turn, played a vital role in establishing a trustful relationship with them, and further facilitated the data collection and increased its validity.

4.6.3 Maximum Variation Sampling

In this strategy, I selected cases with distinctly diverse forms of experience (Merriam & Tisdell, 2016). A great deal of homogeneity existed within the PSTs at SPU: they were all female, Saudi, EFL PSTs, aged from twenty-three to twenty-seven, and had no formal teaching experience. Therefore, maximum variation sampling was employed to hand-pick particular cases with markedly different characteristics, to provide the most-possible maximum diversity in the collected data. This strategy allowed for wider and greater insights into the phenomenon under investigation, specifically by considering all possible variations in the data. In this regard, Merriam (2009) stated that maximum variation sampling can be used to enhance transferability, as this might allow for the possibility to apply the research in a wider context. Moreover, there are definitely good reasons behind looking for variations amongst homogenous contexts. Something can be learned from the uniqueness of each case study, and hence contribute to deepen our knowledge about the PSTs' reflectivity. As Wolcott (2005, p. 167) concludes, "[…] every case is, in certain aspects, like all other cases, like some other cases, and like no other case."

In this study, I attempted to select diverse participants in terms of their motivation to become EFL teachers, overall grade, age, place of the practicum, and study load at college (see Table 4.4 below). This information was collected at the beginning of the data collection through a short demographic survey. This aimed to provide a rich description for the cases and allowed me to employ maximum variation sampling.

The original number of the PSTs enrolled in their eighth level of the program in the academic year 2017-2018 was **twenty-four** student-teachers, divided into two groups. Each group spent the practicum in a separate local school (i.e., intermediate school, in which the students were aged between twelve to fourteen years old, or secondary school, in which students were aged between

fifteen to seventeen years old). At the induction session at the beginning of the semester, I met with all of the students from the three groups, introduced myself, explained my research, and asked who was willing to participate. Sixteen agreed to participate. At the beginning, I was looking for the maximum number of participants for two main reasons. Firstly, a large number of participants would allow me to deploy the maximum variation sampling later, when I started my initial analysis of the data. Hence, I selected those who had sufficiently diverse forms of experience and those who were more representative and covered much of the phenomenon under study. Secondly, due to the practicum demands, I expected withdrawal from some of the participants. Thus, my main criteria when it came to arriving at a final decision regarding the selection of the participants (that will be elaborated upon in the following section) was that they should be representative of a wide spectrum of EFL student-teachers at the department and committed to the practicum demands.

4.7   Sampling Size

The sampling size is another important aspect that I took into consideration whilst deciding upon the number of participants. It has been argued that a small number of participants enhances the rigour of qualitative research (Z. Dörnyei, 2007). Yet, there is no definite answer on how small the sample should be (Cohen, Manion, & Morrison, 2007). Commenting on this aspect, G. Barkhuizen (2014) stated the following: "Choosing the most appropriate number of participants, therefore, requires finding the right balance between achieving the research goals, meeting the requirements of the relevant research methodological procedures, and managing constraints set by practical and human circumstances" (p.5).

I recruited sixteen PSTs for this study. However, due to the in-depth descriptive nature of this study, I chose only three. Following a case study approach, I was looking for three or four cases to deeply analyse, in order to uncover all of the complexity associated with the phenomena. J Creswell (2013) supports using a small number of participants in case study research, arguing that the more cases a researcher investigates, the less depth in each case he/she may get.

First of all, as I mentioned before, I started the data collection process with sixteen PSTs: however, when the practicum started, four participants had withdrawn from the study. Therefore, the process has been completed with twelve participants. Then, after the second week of the practicum, I found that five of them had not submitted work, or had failed to become involved in one or more of the required activities, due to absence and sick leaves. As such, I ended up having seven cases.

Following a multiple-method case study approach, I utilised various tools that involve rich and deep data. However, once the participants started their practical teaching, I encountered different challenges during data collection due to the number of PSTs and the huge amount of data that needed to be collected (more details about these challenges will be discussed in Section 5.1.2 below). I was not able to manage and collect data from all of the seven cases, as I found myself overwhelmed with the amount of data that needed to be collected. The PSTs visited their school, where they trained one day per week: Tuesdays. To serve the aim of the study, I had to spend nearly two hours with each PST on that day.

At this stage, I decided to select fewer representative cases, rather than waiting until my initial data analysis. The first tool that I used to decide on my vocal participants was the questionnaire that I administered at the beginning of the practicum. This gave me an idea of the participants' personal and educational background. I created a spreadsheet, wherein I chose different attributes as my initial criteria: age, grade prior to the practicum, aim(s) upon joining the LTE training program, and if she had any teaching experience (formal or informal). Table 4.2 below shows this information per PST. Firstly, I tried to select four different cases. I tried to make them representative by applying the maximum variation between them in relation to the questionnaire information.

Table 4.2   Personal attributes for the remaining seven PSTs: who is more representative?

PST	Age	Grade	Do you want to be an EFL	Teaching experience	Who was selected
PST 1	23	Pass (low)	No	No	☑
PST 2	22	Good (middle)	Yes	No	
PST 3	21	Very good (middle)	Yes	No	
PST 4	22	Very good (middle)	Yes	No	
PST 5	27	Very good (middle)	Yes	Yes - 5 years' worth of informal teaching	☑
PST 6	22	Pass (low)	No	No	☑
PST 7	21	Excellent (high)	Maybe	No	☑

The first criterion that came to mind was **grades**, so I could choose three cases based on the PSTs' achievement levels (i.e. high, middle, and low). Four cases (i.e. **PST 2, PST 3, PST 4, PST 5**), as seen in Table 4.2 above, their grades were marked as being '**very good' or 'good'**, which belonged to the middle level; however, **PST 5** was special due to her **older age** (the age range was 21 to 23) and previous **teaching experience**, so she was my first potential case. Hence, I excluded the other three cases (PST 2, PST 3 and PST 4). For the highest achievement level, there was only one PST who had an **'excellent' grade,** so **PST 7** was the second I ticked. She was also special due to the fact she was not sure if she will become an English teacher; in other words, she was partially interested in teaching. I looked at the PSTs with the lowest achievement level, **'pass**' grade, as seen in the table above, **PST 1** and **PST 6** almost shared the same characteristics. Indeed, these two had the same grades, were almost the same age, did not want to be teachers in future, and had no prior teaching experience. As such, I ticked both of them and moved to the second screening. So, I now had four cases (i.e., PST 1, 5, 6, and 7).

That is to say that **PST2** and **PST4** had similar profiles, but none of them was selected as a potential case in this study. This was because they both fell in the same level of achievement (i.e. middle) and within this level, there was a more special case (i.e. PST5) who was older than them

and possessed more teaching experience. On the other hand, **PST1 and PST6** had also the same profiles but both were selected in the initial stage. This can be explained by the fact that they were the only two cases that had the lowest achievement grades and shared the same exact profile; hence they both ticked and moved to the second screening stage.

However, having two similar cases made me ask myself why these four cases would be the focus of my study. After all, there should be a practical rationale for choosing the relevant cases that would benefit the current study. At the time, this led me to use my knowledge about the participants to decide which one to choose: PST 1 or PST 6. For example, whether or not they were an extrovert or introverts. However, my continuous reflexivity led me to think of other criteria other than my personal judgment. As a qualitative researcher, although I admit my bias on the study, I tried from the beginning to minimise subjectivity, in order to enhance the quality of the data collected. Hence, I examined the data I collected during the pre-practicum interview. Questions 4 and 5 in that interview (see Appendix FAppendix E) asked about the PSTs' preferred mode of reflection. This was because they all engaged in the three RMs in the practicum, so it would be interesting to know how they navigated other activities. Table 4.3 below demonstrates my findings regarding the preferred RM for the four chosen participants.

Table 4.3   Potential cases' preferred RM

PST	Preferred RM	Who was selected
PST1	RJ	☑
PST5	IRD	☑
PST6	IRD	
PST7	GRD	☑

After applying the two main criteria mentioned above (i.e., **maximum variation** sampling and **commitment**), I selected only three participants: PST 1, 5, and 7 (namely, **Aminah, Sarah, and Layla**), whom I believed to be representative, as they had markedly different characteristics and would hence provide the maximum possible diversity in the collected data. This would allow me to have a greater insight into the PSTs' reflective thinking. Accordingly, this would also enhance the transferability of the findings, potentially making them applicable to a wider context (Merriam & Tisdell, 2016).

As seen above, from the beginning, all of the participants' names were anonymous. This was achieved by giving a number label (e.g., PST 1, 2, …16) to each participant in order to assure confidentiality. These labels were used to replace their original names in all types of data. This was also helpful in tracing, checking, and collecting relevant data from each of the participants. Finally, and after deciding upon the vocal participants, pseudonyms were given to each case: **Aminah, Sarah, and Layla**. The participants chose their nicknames. Personally, I believe using names makes the data mirror real life. After all, by using names for the participants, I can remember them and, in turn, better connect their respective stories to them. Table 4.4 provides more information about the chosen respondents, explaining the diverse patterns they represent.

Table 4.4   Profiles of the selected participants

Name[3]	Aminah	Sarah	Layla
Age	23	27	21
Marital status	Married with no children	Married with two children	Single
Average Grade before the Practicum	2.80 (Pass)	3.94 (very good)	4.92 (Excellent)
Practicum Grade	3.40 Out of 5.00	4.85 out 5.00	4.00 Out 5.00
Motivation to study LTE	Aminah enrolled in LTE with no attention of becoming an EFL teacher. She aimed to obtain a BA degree in English that would offer her wider opportunities in the Saudi work market. However, she changed her mind after two years and wanted to become an EFL teacher	Sarah enrolled in the LTE program with the dream of becoming an EFL teacher	Layla enrolled in LTE but was not sure if she wanted to become an EFL teacher. One main reason she studied English was to pursue her MA in educational psychology abroad

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[3] The vocal participants' real names were replaced by pseudonyms to ensure confidentiality.

Name[3]	Aminah	Sarah	Layla
Studying load at college	Practicum+1 course	Practicum+3 course	Practicum+2 course
Teaching experience	NA	Informal English tutoring to relatives and friends	College leader of extra curriculum activities and community services
Preferred RM	RJs	IRD with a mentor, the researcher	GRD with peers
College supervisor comments	Introvert: a shy and quiet student	Confident and hardworking	Extrovert: outgoing and actively involved in college events

4.8   Conclusion

This chapter illustrated the design of the current study. Firstly, an overview of the study aims and its RQs were presented. Then, the chapter discussed the research paradigms in which this study is situated. Afterwards, the philosophical assumptions underpinning the study were presented. The justification for choosing the case study approach in my study was subsequently explained. Then, a description of the researcher setting, in which this study took place, was presented. Finally, the chapter concluded by explaining the strategies I used to select the participants, hence introducing the three cases that became the focus of the study. Chapter 2 discusses the research methodology deployed in the current study.

Chapter 5   **Research Methodology**

This chapter builds upon the previous one by presenting a detailed description of the methodology implemented in this study. This is followed by an elaboration on the various procedures utilised during the data collection trip. In addition, an account of two pilot studies, which were conducted in preparation of the main study, are discussed. Finally, data analysis procedures, ethical considerations, and issues of trustworthiness are presented.

5.1   **Main Sources of Reflection**

As mentioned before, the aim of this study is to explore how **three PSTs navigated three different modes**: namely, RJs, IRDs, and GRDs. Chapter 3, literature on the PSTs' reflective thinking suggested various tools that can be used to enhance and practise reflection amongst teacher candidates (see Section 3.7). However, the rationale behind choosing these three particular reflective modes (RJ, IRD, GRD) is that they are the most common activities used for individual or collaborative reflection. For example, generally, there are two broad types of reflective activities: individual and collaborative. Within individual reflection, I chose RJ as a tool for two reasons. Firstly, it is the most common tool in this type of reflection (I. Lee, 2008; Nurfaidah et al., 2017; Prikhodko, 2014; Sabgini & Khoiriyah, 2020). Secondly, my participants were aware of this practice, as it had been utilised within their program (my communication with the supervisor). In relation to the activities that involve collaboration reflection amongst PSTs, I found two main broad types of these activities: collaboration with peers and collaboration with an expert. Besides being the most common way to involve PSTs in reflection and based on my knowledge about the participants and the context, I believed that IRD and GRD were suitable reflective tools for the participants, as they used to engage in such activities.

The other and important rationale behind choosing these three reflective modes is related to one of the study's contributions in exploring how and why the participants navigate the three reflective modes in a situated context. As mentioned in chapter 1, these three reflective modes are seen, in this study, as three different contextual actions in which the participating PSTs practised and produced their reflection. In this section, these three main contexts for reflection are explained, as well as the tools utilised to document the PSTs' reflections over a period of six weeks.

Chapter 5

5.1.1 Reflective Journal (RJ)

The first source of reflection is when each PST reflected individually on her own (i.e., self-reflection). Since my goal was to collect self-reflection, regardless of its form (written or oral), in my first meeting with the participants (23rd January 2018), I discussed with them how they wanted to document their self-reflection: written or audio. Most of them agreed on written RJs, whilst others preferred audio recordings of their self-reflection. However, I have only received information in written form from them during data collection. In this study, all of the participants submitted one RJ entry, as a Word document or via email, every week. They reflected on their teaching over a six-week period (Week 8 to Week 13; see Table 2.3 above). Every participant submitted six reflective journey entries, at one entry per week. So, the total number of journal entries that were analysed in the study are as follows: 3 PSTs x 6 weeks = **18 RJs**.

These RJs were a fundamental instrument to elicit reflective data. It was quite important that student-teachers should practise reflective thinking individually. This is because reflection is seen as an individual cognitive process that can be enhanced by collaboration (Kiely, 2012; Warwick, 2007). In other words, the natural way for reflection to happen is by "[…] taking one's thoughts into dialogue with oneself and with others" (Jay & Johnson, 2002, p.7). Hence, without experiencing reflection as an individual skill, their collaboration experience might encounter potential flaws (Dyment & O'Connell, 2010).

In these weekly journals, the participants were provided with guidelines in the form of questions in English (see Appendix C). These were given to them at the beginning of the semester, to help them to reflect upon their teaching experiences. An Arabic translation of this guidance was also offered (seeAppendix D). This guidance aimed to help them to explore and value their experience and try to assess their original views, beliefs, and knowledge through this experience. It is worth mentioning that much research points to the importance of providing student-teachers with a structure to follow when it comes to writing their journals (Dyment & O'Connell, 2010; I. Lee, 2008; O'Connell & Dyment, 2006; Prikhodko, 2014). This can be achieved by providing student-teachers with different prompts, such as specific questions, activities, or written assignments. These prompts stimulate reflection, helping them to avoid what is called "blank journal syndrome" (Dyment & O'Connell, 2010, p. 241).

It is worth mentioning here that I admitted the impact of my power relationship with the PSTs on the nature of reflection produced by the participants. In my data collection plan, PSTs were required to send me one reflective journal after their teaching experience by the end of their teaching day; hence they perceived these RJs as tasks initiated by their mentor (myself), and they found themselves obliged to submit them on time. One can say that reflection here was not

naturally occurring as a normal cognitive process but rather was stimulated by a reflective tool as part of their initial language teacher training. This consequently would inform data analysis and findings.

Moreover, my position as a researcher and a participant in this research allowed me to be aware of my co-participants' context and understood their needs and challenges during the practicum. I realised how the practicum was a very demanding period that required time and effort. Part of my reflexivity and "since there are no prescribed recipes for using particular methods and tools for data collection" (Copland & Creese, 2015, as cited in Pation, 2019), I mitigated this risk by amending the RJs submission deadline, so PSTs submitted their diary by the end of the week they taught in instead of the same day of teaching. This gave PSTs more time to work on their reflection and reduced stress.

5.1.2   Individual Reflective Dialogue (IRD)

This mode of reflection was utilised through a reflective interview between the participating PSTs and an educator (i.e., mentor) on a weekly basis for a period of six weeks. These interviews were conducted in what is called the **post-observation meetings/conferences** that took place after the teaching experience. In these meetings, an educator meets with a teacher candidate, so both are engaged in reflective dialogue about the teaching experience (Walsh & Mann, 2015).

It is important to mention here that methodological reflexivity played an important role in deciding how to gather reflective data from IRDs (Patino, 2019). Hence, the implementation of IRDs in my study has gone through different changes due to my continuous reflection regarding the methods I used. Before the start of the fieldwork, and based on my initial communication with Dr Nada, the PSTs' university supervisor who was known for her friendly personality, I planned that she would take the role of mentor for the participants and conduct weekly IRDs. However, during pre-practicum interviews, three participants told me that their reflection might be negatively affected by who is reading or observing. For example, they might not reflect honestly with their supervisor or cooperating teacher as they have a power relationship over their grades. Therefore, I decided to lead all reflective dialogue (IRDs) with the PSTs myself. In addition, in my initial visit to the SPU, where this study took place, and after communicating with Dr Nada, I realised how heavy her schedule was. Dr Nada was monitoring all the groups of PSTs during the practicum on her own. Therefore, Dr Nada told me that she could not conduct the meetings with the PSTs every week during the practicum, but rather once or twice during the whole semester. At this moment, I decided to help mentor the PSTs and conduct IRDs with Dr Nada for several reasons. Firstly, to hold IRD with PSTs, class observations needed to be completed first, so a

mentor could discuss all the critical incidents that happened in the class. Secondly, these IRDs need to be conducted every week in a systematic way, to ensure data quality. Thirdly, these meetings, by nature, need to be held immediately after teaching. All of these were impossible to fit within Dr Nada's schedule.

Although I observed most of the PSTs' classes, I was not able to conduct all IRDs face-to-face with all the participants at school. This was because the PSTs had their classes taught on Tuesdays only, making this day a very busy one for all of us. Most of the time, the PSTs did not have free time after their classes, or I was busy attending another class observation. Sometimes, more than two PSTs were teaching at the same time in different classes. Therefore, I conducted some of these interviews via Skype for the convenience of both parties.

In conducting these interviews, I used a modified form of a reflective interview schedule, which was adapted from Pultorak (1993, 1996) and (Arikan, 2004), as a guide to interviewing (more details are provided in Section 5.2.3). Although I conducted more IRDs, especially during the first two weeks of the practicum when I had seven cases, I analysed only eighteen IRDs (six IRDs for each PST) after deciding on the three vocal participants. These reflective interviews were audio-recorded, translated, and then transcribed verbatim to be used in data analysis.

5.1.3   Group Reflective Dialogue (GRD)

As mentioned in section 4.6.3, during the academic year I collected my data, the cohort of PSTs was divided into two groups. Each group was assigned a supervisor and a local school. My vocal participants were training in a secondary school (students aged from fifteen to seventeen years old). At the end of their teaching practice day (i.e., Tuesdays), the PSTs met up with each other. During these meetings, PSTs met together informally, without the intervention of the researcher or their supervisor, to reflect upon their teaching experience. From the beginning, the participants were advised to choose a suitable way and time for them to meet every week in order to have a reflective discussion about their teaching experience. These meetings often lasted between fifteen to twenty minutes. They all agreed to meet towards the end of the day in a shared break. However, due to the PSTs' busy schedules, the group discussions for Week 2 and Week 5 were conducted at college the day after (Wednesdays). In this study, six GRDs were held. These GRDs were audio-recorded and later translated and transcribed for data analysis.

5.2   Research Instruments

Yazan (2015) states that the most influential case study methodologists, Yin, Merriam, and Stake, "[…] contend that it is incumbent upon the case study researchers to draw their data from multiple sources to capture the case under study in its complexity and entirety" (p. 142). The use of more than two methods to capture data is known as a multi-method approach (Cohen et al., 2007). The reason I used this method in this study is due to methodological triangulation. Rothbauer (2008) argues that "[…] the phenomena under study can be understood best when approached with a variety or a combination of research methods" (p. 892). Therein, triangulation presents a detailed picture of the participants' reflection and, in turn, helps us to interpret it.

Triangulation helped to provide rich data and also minimised the influence I, as a researcher, had on the whole study. I am well aware of how biases, stemming from my relationships with the participants, could have negatively affected the entire research process. As such, it is necessary for qualitative researchers to consider triangulation as a way to minimise subjectivity in research. A multi-method approach, then, was perfect for this study.

This method was also crucial due to this study's nature. Merriam (2009) contends that the problems and intent of the research determine which tools will be used to collect information. This study aims to understand the PSTs' reflection in three different modes, including how these reflective activities contribute to their reflectivity regarding pedagogy. Yet, as mentioned in Chapter 3, reflective thinking is a complex, multi-faceted phenomenon.

Multiple data collection instruments were employed to collect various, yet complementary data that deeply explores the complexity of the PSTs' reflection on their teaching experience. These included questionnaires, semi-structured interviews, critical incidents, classroom observations, field notes, audio recordings, and documents. It is worth mentioning that although the data collection instruments were mainly developed in English, the respondents were given the freedom to respond in their preferred language, whether it be Arabic or English.

A detailed description of each method of data collection is presented below, along with the justification, merits, and limitations of each. Prior to data collection, a few of these instruments were piloted: classroom observation and interviews (see 5.3 for more information about piloting research tools).

5.2.1   Questionnaires

A questionnaire is frequently used to obtain data in data quantitative research (Cohen et al., 2007). However, it was not used in this study to generate statistical findings. The questionnaire used open-ended questions, all of which aimed to obtain factual information pertaining to the participating PSTs (see Appendix E). The questionnaire was composed of two parts. The first aimed to gain demographic information. For example, the participants' age, name, and place of birth. The second part requested information about the participants' educational and teaching background, such as their date of graduation, grades, how many courses they were taking, and if they had any formal or informal teaching experience. A self-administered, paper-based questionnaire was given out to the participating teachers to complete. This constituted the first step of data collection.

One of the primary reasons a questionnaire is utilised is often due to its efficiency in terms of saving a researcher's time (Z Dörnyei & Taguchi, 2010). Indeed, whilst a one-on-one interview with the participants could have taken a significant amount of time, numbering many hours, completing the background questionnaire took no more than ten minutes. I also used this method of data collection because it reduced my participants' level of anxiety. Indeed, they felt more comfortable answering these personal questions on paper than face-to face. Many scholars regard information, such as educational background and grades as sensitive information (Cohen et al., 2007; Converse, 2009; Z Dörnyei & Taguchi, 2010). A self-administered questionnaire, however, allows the participants time to decide on whether or not they will disclose this information. In this study, the questionnaire provided me with important information, all of which formed the departure point for the first interview with the PSTs. Also, the questionnaire resulted in the first data collected from the participants, who totalled, at the beginning of the data collection, sixteen PSTs.

5.2.2   Semi-structured Interviews

Z. Dörnyei (2007)argues that, in the education and social sciences, interviews are used to understand the lived experience of individuals, including the ways in which they make sense of that experience. As Kvale (1996) states, "If you want to know how people understand their world and their life, why not talk with them?" He argues that interviewing people enables the researcher "[…] to understand the world from the subjects' points of view" (p. 1). Interviews certainly enable a researcher to enter their subjects' inner lives, exposing them to otherwise closed-off information, such as their thoughts, motivations, and intentions. For this reason, interviews are regularly used in qualitative applied linguistics studies, many of which aim to

understand "[…] participants' identities, experiences, beliefs, and orientations" (Talmy, 2010, p. 128). To Merriam (2009), this mode of data collection is "[…] probably the most common form of data collection in qualitative studies" (p. 86).

In the literature, various types of interviews have been categorised in different ways. In this study, I followed semi-structured interviews, which is one of the most popular interview types conducted in Applied Linguistics (Z. Dörnyei, 2007). As suggested by its name, it comprises two types of interviews. Indeed, there is a pre-determined set of questions that guides the interview (i.e., structured); however, its format entails open-ended questions that assist the researchers to follow-up interesting issues, or request the interviewee to elaborate more on some topics (i.e., semi-structured) (Z. Dörnyei, 2007).

Interpretivism was one of the rationales for my decision to conduct semi-structured interviews. As the knowledge is subjective in relation to the participants and the way it is understood, implementing such interviews allowed the participants to present their individual understandings and personal experiences of the concept under query (N. King & Horrocks, 2010).

The second reason for resorting to semi-structured interviews is the fact that, as a researcher, I had an overview about the phenomenon I was investigating, as well as its context. This enabled me to develop general questions for the interview in advance (Merriam & Tisdell, 2016). Another important reason, which is often used in qualitative research, is the high degree of flexibility regarding asking questions and interacting with the interviewees' responses (Talmy, 2010) . An aspect of flexibility existed, as I did not only follow pre-set questions but also included additional ones according to the interviewees' responses and reactions (Merriam & Tisdell, 2016). As I wanted to swim deeper into the participants' stories, such interviews increased the depth and breadth of their responses.

In this study, **each PST completed two one-hour, face-to-face semi-structured interviews**. These were conducted by the researcher and took place before (pre-practicum interview, (see Appendix F) and after the practicum (end-of-practicum interviews, see Appendix H). All of the interviews were audio-recorded, translated, and transcribed. Although the interview protocols were originally created in English, I conducted them using Arabic (the participants' native language), as the participants preferred this (See Appendix G and Appendix I). In addition, I made it clear that the participants had the freedom to reply in either in Arabic or English.

Two semi-structured interviews were administered to each PST in order to establish a deeper understanding of their perceptions towards the RMs they joined. The main aim of these interviews was to record the participants' understandings and views on the process of reflective

thinking during their practicum, in addition to their perceptions towards the various RMs. The pre- and post-interviews enabled me to compare the PSTs' perceptions and views, before and after engaging in reflective activities.

I created an interview protocol for pre-and post-practicum interviews based on my knowledge about the RQs of this study, the reflective activities used, and the research context. In addition to this background, I followed the preparing, planning, and designing guidance offered by some qualitative research experts. Before the actual study, this schedule was pilot-tested. After I obtained feedback from the participants in the pilot study, the necessary modifications were made.

It is worth mentioning here that the data from the pre-practicum interviews informed my decision about methodology. By **continually reflecting** on my methods, I was able to modify the implementation of IRDs to better serve the purpose of the study and, in turn, enhance data quality. For example, as mentioned previously, three respondents, in the pre-practicum interviews, told me that they did not reflect honestly about their teaching with their supervisor, as they saw her as an evaluator. In other words, according to the PSTs, one factor that could hinder their deep and honest reflection, especially during IRDs, was when it was conducted with someone who had authority over their grade. Consequently, I decided to lead all reflective dialogue (IRDs) with the PSTs myself.

Regarding interviewing other staff, which included the university supervisor (Dr Nada) and other cooperating teachers, I was planning to conduct two interviews, before and after the practicum, in order to deepen my understanding of the participants and the context. However, methodological reflexivity played an important role here, specifically when it came to shaping the way I collected my data. After meeting and communicating with the related staff, I realised that a power relation might exist between me (a Saudi staff member who had teaching experience and had nearly finished her PhD), a university supervisor (who was a non-Saudi member of staff), and other cooperating teachers, all of whom only had a BA degree. Hence, I realised that formal interviews with them might impose the danger of making them feel judged (Patino, 2019). Therefore, I preferred to integrate with the staff as one of them. I informally asked them questions, in a friendly context. For example, during a tea or lunch break, or during our morning time prior to teaching.

5.2.3   Critical Incidents

Critical incidents, which have been praised by Tripp (2011), are used to teach critical reflection. A critical incident is an examination of an event in a specific context, as opposed to a general one. These incidents are usually personal and affect an individual. Furthermore, a critical incident only becomes problematic if the individual perceives it as such, and an incident only becomes critical once an individual has reflected upon it. In this study, I utilised the critical incident technique: specifically, as a framework for initiating the reflective process of the PSTs during their teaching throughout the practicum.

As mentioned in section 5.1.2, IRDs were one source of reflection in which I, as a mentor, dialogued with each PST and helped her to reflect upon her practice. In IRDs meetings, I used the critical incident technique as a tool to elicit the participants' reflections about their teaching experience. According to Merriam (2009), a research tool used to collect data should be determined by the purpose of the study. The main aim of this individual dialogue between a mentor and a PST was to enable the latter to engage in deep reflection about their teaching in a supportive environment. Critical incidents have been regarded as one of the most effective tools that help PSTs to reflect critically on their teaching practice (Bruster & Peterson, 2013). In critical incidents, PSTs are able to look at everyday events that they encounter whilst teaching, analyse them, and propose possible resolutions to mitigate the problem and hence enhance their learning (Goodell, 2006).

A reflective interview protocol was used to guide the PSTs' reflection on critical incidents that existed in their classes (Appendix J). This protocol consisted of open-ended questions, along with prompts and some alternative questions, to ensure the interviewees' understanding of the questions. I designed some of the questions in this protocol; however, other questions in the schedule were adapted from Pultorak (1993, 1996) (i.e., Questions 2, 8, 11, 14), whilst the rest of the questions were adapted from (Arikan, 2004). Some modifications and additions were made, to properly fit the focus of my study.

This reflective dialogue aims to capture PSTs' reflective thinking; hence report their **reflective learning**. According to my conceptualization of reflection in this study, critical incidents here was used to record the three types of reflection: reflection-in, on, and for-action. In IRDs, the participants reported any reflective learning that happened during their classroom. To do so, all the first four questions in the reflective interview protocol were aimed to give the PSTs a chance to recall any reflection-in-action that occurred while they taught. This is known as a reflection on reflection, in which practitioners reflect and analyse their live reflection. Then, I stimulated their reflective thinking by recalling some critical incidents, which they did not report, I observed during

their experience. Although reflective thinking, as a cognitive skill, is a complex process to capture; however, critical incident in IRDs aimed to captured most of the PSTs' reflective learning.

In these reflective conferences, PSTs were guided by the researcher as their mentor, to reflect upon their teaching experience in the school setting. These questions in the reflective interviews were mainly focussed on the following aspects of lessons: identify any critical incidents in the lesson, describe its context, and discuss the potential solutions of the dilemma (Bruster & Peterson, 2013). According to the aim of this study, these reflective dialogues were conducted with the participating PSTs, who were invited to attend a post-observation conference (POC) for six weeks, immediately after they finished teaching. These interviews were also conducted in Arabic, as per the participant's request (see Appendix K). I **conducted twenty-one IRDs,**but **analysed eighteen IRDs** after I decided on the three chosen participants. Each participant attended a weekly IRD for six weeks. The approximate time for this reflective interview was about thirty to forty minutes. These reflective interviews were audio-recorded and later translated and transcribed verbatim, so they could be used in data analysis.

5.2.4   Classroom Observations (CO)

Class observations are seen as a valuable tool, as they help to provide "[…] descriptive contextual information about the setting of the targeted phenomenon" (Z. Dörnyei, 2007, p. 185). In this study, I used a semi-structured observation to capture the ways in which my participants experienced their daily lives at the practicum. Conducting semi-structured interviewed allowed me to focus on some aspects in an organised and systematic way. Further, I gained comprehensive knowledge about the events unfolding in observed classrooms. In addition, semi-structured observation is more flexible than structured observation, so it is valuable. After all, it enables the observer to attend to other problems that may arise (Coher at al., 2007). In this study, in an attempt to understand the PSTs' reflection, I focussed on various aspects. These included: personal characteristics, teaching methodology, classroom management, students' behaviours, and interactions with them. However, my focus was not limited to these areas: critical incidents or anticipated events, all of which I thought were relevant to the teachers' learning, were also observed. One disadvantage of semi-structured observation is that it might easily miss some important aspects of the classroom (Z. Dörnyei, 2007). However, this was compensated by my detailed field notes. Although I took most of my field notes during COs, I also had the chance to sit immediately afterwards, allowing me to add more details. This allowed me to reflect and even raise questions as they emerged.

During the observations, I did not evaluate the PSTs. When I met them, I explained that I intended to merely watch and describe what happened, in order to gain an idea about their teaching practice, so I could engage with them in a reflective dialogue about any critical incidents that happened in their classes. Throughout the observations, I sat quietly in an inconspicuous position: at the back of the classroom. There, I took detailed field notes, recording them in a notebook. Although the participants and their students knew me, I did not participate, so my presence would not adversely affect the natural atmosphere and actions in the classroom. In addition, time was important: I arrived early and left a few minutes late, so I would not disrupt the flow of the classroom. Moreover, the observer's dress also influences what happens in a classroom (Wragg, 2013). With this in mind, I always wore casual clothes that were similar to the students' own clothes. I did this so I would not draw attention to myself whilst observing. To minimise "[…] any undesirable consequences resulting from the 'observer's effect'" (Luk and Lin, 2007, p. 7), I used my field notes as the main tool of data collection during COs.

In sum, there were two aims for classroom observation. The first was to understand the context that the PSTs experienced during their teaching and help me to gain more understanding of what they were reflecting on in all of the three modes, hence generating a more complete understanding of the participants' reflection. This understanding of the context assisted me in the process of data analysis, making it easier for me to establish meaning from their reflections. The second aim for conducting COs, as the name suggested, was to enable me to conduct the IRDs with PSTs. As such, these CPs were necessary for me to successfully conduct these individual dialogues, reflecting about critical incidents that occurred during their classes. I managed to **observe twenty-one classrooms**. Each class lasted for forty-five minutes. However, only eighteen of them were related to the vocal participants of this study. Managing to observe PSTs' classrooms, especially during the first two weeks of data collection, when I had seven cases, was one of the challenges I confronted in this study.

5.2.5   Audio-recordings

In this study, audio-recording was utilised as a research instrument to record various data. Firstly, audio-recording was the main tool used to collect data from the two sources of the PSTs' reflection: namely, IRDs and GRDs (see Section 5.1). In IRDs, I used a digital audio-recorder to record the reflective interview. Although the digital recorder was an essential tool for me to record data, it might have limited or altered the participants' contributions, as they became anxious upon seeing the recorder. To mitigate this risk, I placed the recorder (when it was switched off) in front of the participant, so she could see it. Then, as a warm-up for our interview, I spoke with her for a short time, before asking for her permission to turn on the device. I believed

that these steps would make the participants more relaxed and more used to the presence of the recorder. I start the recording by mentioning the day, date and the code of the participant, as being anonymous recording would ensure their privacy and confidentiality.

In GRDs, the group discussions were also audio-recorded and monitored by one of the participants, who volunteered to record the meetings, label them with a date, and return the recorder at the end of their meeting, along with the attendance sheet. This was completed so I could know the members who attended the meetings and therefore facilitate the data analysis.

In addition, audio-recording has also been used as a supplementary research tool in COs. Indeed, regardless of the level of detail in the observer's notes, they cannot catch nor recall every moment. Audio recording, then, can be used to recall events that were forgotten or missed. Another benefit is that when the observer knows the classroom is being recorded, they have the chance to engage in more reflective note-taking. One can argue that **audio or video recording** would be a great supplementary research tool during COs that would capture all visual and verbal aspects of the classroom. However, I was not able to use audio or video recording in my study due to ethical issues: both types of recordings are prohibited in all female education settings for religious and cultural reasons.

I audio-recorded data given from the participating PSTs, all of whom agreed to sign the consent form (see Appendix P) for their data to be recorded, but I could not record the class during COs, as I was not allowed to record the school students during class. In addition, obtaining consent forms from all young school students in the school was difficult. As such, I only audio-recorded data from the vocal participants (i.e., the PSTs).

5.2.6   Field Notes

One important characteristic in qualitative research is that "[…] almost anything can be perceived as potential data" (Z. Dörnyei, 2007, p.160). Hence, field notes are believed to be an important tool generated by the researcher in qualitative research, as they can provide invaluable insights about the issue in question (Cohen et al., 2007; Z. Dörnyei, 2007).

Therefore, field notes were a vital method that I utilised in this study for a number of reasons. Firstly, field notes are the most effective method to collect data during observations (Tavakoli, 2013). Although I could not use audio-recording as an instrument to observe the goings-on within the classroom due to ethical reasons, as I was not allowed to record students' contributions/voices, my field notes were used to highlight visual and other verbal and non-verbal dimensions, all of which could not be audio-recorded. Bogdan and Biklen (2003) define field notes

as follows: "The written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study" (pp. 110-111).

Secondly, field notes were used as a research diary, in which I documented the research-related events every day. Due to my role in this research, I had a very busy daily schedule. Every week, I had to collect twelve RJs, one audio-recording of group reflection, and conduct five reflective interviews on a weekly basis for six weeks. Moreover, they were used to document data collection procedures. In other words, I used them as a record of what I had done and what was missing, to keep the data collection process systematic and organised.

Two types of field notes exist: descriptive and reflective (Bogdan & Biklen, 2003). Descriptive field notes are a factual, word-picture account of what events unfold in in the classroom. This includes the following factors: a detailed description of the setting (a diagram of the classroom layout, including technologies, objects, and resources, plus where the students, teacher, and researcher are situated), people in the setting (their roles, number, and characteristics), behaviours (verbal and non-verbal communication, activities, and interpersonal interactions), accounts of events and their order, and important verbatim quotations.

It is important to remember to avoid using abstract, evaluative language when writing descriptive notes (Bogdan & Biklen, 2003). On the one hand, descriptive field notes should be descriptive. On the other hand, reflective field notes should capture more of the observer's subjective aspects, such as their comments on impressions, assumptions, reflections, speculations, ethical concerns, events, personal feelings, and future plans.

In each classroom observation, I used both **descriptive** and **reflective** field notes. Further, I used a double-page entry to record the notes. On the left page, I wrote down everything I observed, whilst I filled the right page with my reflections. The time, date, teacher's name, number of students, their level, the lesson's topic, and the diagram of the classroom layout were also included. More importantly, it is essential that the format of field notes should help the researcher to easily retrieve the required information (Merriam & Tisdell, 2016). Thus, after careful consideration, I decided to organise my notes according to the week numbers in the practicum (fourteen weeks) in order to document the data collection procedures. Under each week, the day, date, and planned procedures for the PSTs were written. Then, I devoted a number of pages for each week, which were divided into three main sections: research diary, classroom observations, and other comments that included my communications with the supervisor, school staff, and future plans. Most of my field notes were written during observation, or on the same day of the activity, to assist me in following the completion of the required document for this study and keep the whole study paganised.

5.2.7   Documents

To Merriam (2009), documents are "[…] a ready-made source of data easily accessible to the imaginative and resourceful investigator" (p. 139). These can be either electronic or printed, and also include various forms, such as "[…] written, visual, digital, and physical material relevant to the study at hand" (Merrian, 2009, p. 139). Dissimilar to other methods of data collection, documents are always designed independently of the research. Unlike observations and interviews, "[…] the presence of the investigator does not alter what is being studied" (p. 155). Their objectivity and stability make them a valuable, 'unobtrusive' source of data in qualitative research. Another important advantage is that reviewing documents allows for triangulation: data is gleaned from classroom observations and semi-structured interviews. As Punch (2014), "[…] documents can be important in triangulation, where an intersecting set of different methods and data types is used in a single project" (p. 158). Documents are also highly cost- and time-efficient: they do not cost anything and are easily accessible.

Generally speaking, documents have been categorised into two different types: **public** records and **personal** documents (J Creswell, 2013; Merriam, 2009). In my study, I gathered two types (see Table 5.1 below). Firstly, public documents, like a curriculum booklet for the English Department, the Handbook of ELT training program at the education college (seeAppendix T), and an English textbook (see Appendix R). Secondly, personal documents, including the PSTs' lesson plans (seeAppendix U). I used public documents to inform my knowledge about the context of this study: namely, the ELT training program for PSTs. Further, I used lesson plans to assist me in conducting IRDs. PSTs sent their weekly lesson plans before their lesson or on the same day of CO, so I used this document and CO to conduct the dialogue with the participants. Lesson plans were used for the triangulation of the data.

5.3   Pilot Studies

In social research, a pilot study is not only used as a "small scale version" that can be conducted before the main study as a trial (Polit, Beck, and Hungler 2001, p. 467, as cited in Turner, 2010), but also as a testing method for a particular research instrument (Baker, 1994). Before carrying out the main study, two small pilot studies were conducted to further refine and improve the two main research instruments: namely, interview and CO. This was so I could prepare them for the main study.

5.3.1   Pilot Study 1

Turner (2010) points out that the implementation of a pilot test is an essential element in the preparation of the interview. In this regard, Berg (2007) states that researchers do not become skilled interviewers by simply reading about interviewing: effectively, practice is what polishes their interviewing skills. Hence, the interviews were piloted with four participants, all of whom were post-graduate students enrolled in MA or PhD programs at Southampton University: one English PST and three new English teachers. The participants were believed to have similar interests as those who participated in my actual study (Turner, 2010). This pilot study aimed to check the reliability, validity, and clarity of the interview questions, as well as familiarising me with face-to-face and Skype interviews. Two interviews were conducted in face-to-face mode, whilst the other two were conducted via Skype. The interviews took place on the 13th and 31st of May 2017, and on the 2nd and 4th of June 2017.

5.3.1.1   Lessons from this pilot study:

- I realised that the formation of some questions was a bit confusing for the participants. For example, the first question of the pre-practicum interview, "How was reflective thinking introduced to you in the university?" was answered in different ways. I noticed that most of the interviewees hesitated, unsure of what to say. I found myself trying to explain what I meant by the question, so the participants could give me the answer I was looking for. So, I modified the question structure in order to make it more meaningful to the participants. The new modified question was: "At college, did you engage in any activity in which you practised reflective thinking, where you thought over an experience (learning or teaching) to evaluate it and try to improve it?" I also added some alternative questions to help explain this, such as: "While you study at university, which course/s introduced reflection to you?" and "Talk about any reflective assignments/tasks you've completed in this program".

- I found out that some questions in the interview guide were redundant. For instance, one question was, "Why do you prefer to reflect via (their favourite modes of reflection)?" Another question was, "What are the advantages of reflecting via (their favourite mode of reflection)?" I did not notice that the answers from the other questions were redundant. Hence, the second question was deleted, as it added repeated information.

- Furthermore, the interviews were originally developed in English. However, since the native language of the anticipated participants was Arabic, I prepared an Arabic translation (first draft) for the interviews. This pilot study was a great opportunity for me to check the clarity and accuracy of the Arabic versions of the interviews. Therefore, some

modifications were made based on the interviewees' feedback. For example, the Arabic equivalent for the term "supervisor", which is "مشرفة", could refer to both the university supervisor and cooperating teacher. So, to solve this problem with translation, I used "university supervisor", "مشرفة الجامعة", as the cooperating teachers called "school supervisor" "مشرفة المدرسة". Moreover, when I studied abroad, I was not able to practice the Arabic language regularly in a formal context for approximately four years. As such, the participants suggested some more appropriate Arabic words for the words, such as: collaborative, modes, classroom observation, and post-observation conferences. All of these suggestions were considered to improve the Arabic versions of the interviews.

- More importantly, this pilot study helped me to get into the habit of conducting effective interviews with more useful open-ended questions (Merriam & Tisdell, 2016; Turner, 2010) that did not lead to specific responses from the interviewees. Also, I realised that it was very important for an interviewer to be more flexible in asking the questions, as opposed to sticking to the exact questions found in the interview protocol. Some participants provided more information than necessary from a single question and talked about an issue that I planned to discuss with a following question. For instance, when they answered "Which RM do you usually use to reflect about your teaching?", the participants elaborated and answered other questions that I had prepared, such as "What are the benefits/drawbacks of this reflective activity?"

- On a practical level, although I had to ask all of the participants the same questions, I learned that they were not necessarily in the same wording or order depending on the individual respondent's situation. The semi-structured interviews necessitated pre-prepared guidance for the interview – one that consisted of the general questions and their probes. However, one important reason behind my choice to implement a semi-structured interview is the possibility to follow up on any interesting concept, or simply explore a salient content word raised by the interviewees (Z. Dörnyei, 2007). By practising interviewing, I learnt the importance of "follow-up" questions. I also learnt when to add them, and how. For instance, interviewee 2 described RJ as "[…] a beneficial tool for her while studying". When I looked at my notes at home and saw the word "beneficial," I asked myself, "What does she meant by this?" Here, I realised the importance of follow-up questions that prompt participants to elaborate more. The next day, interviewee 3 used the word "effective" twice to refer to the advantages of group reflection with her peers. I asked her, "You have mentioned the word "effective" twice, what exactly do you mean by this word?" These probes helped to provide more rich and precise data.

- In this study, all of the interviews were planned to be conducted face-to-face. However, I had to be ready with Plan B in case it was impossible to meet the participants physically (Patino 2019). With no previous experience with conducting interviews online, I piloted two interviews via Skype. So, I made a Skype call with my sister, prior to the pilot study, to try the recording option, which I had never used before. Therefore, the Skype interviews went smoothly with no technical problems.

- Finally, I found scheduling and conducting the interviews, even for the pilot study, to be harder than I had originally anticipated. The participant was extremely busy, forcing us to rearrange the interviews multiple times. So, in subsequent interviews, I adapted to cope with unexpected changes. Therefore, I kept in touch with my participants and made myself available as much as I could, to capitalise on every possible opportunity to collect data.

5.3.2   Pilot Study 2

Before the start of this study, and during my pre-data collection stage on the 24th of December 2017, I visited the SPU, where this study is implemented, and piloted another research instrument: namely, class observation. Despite the fact that it was only one observation, various issues arose, but these helped me to become a more effective observer, as I explain below.

5.3.2.1   Lessons from this pilot study:

- I was overwhelmed by how busy small social spaces can be. Initially, I attempted to capture every aspect of the classroom, but I soon realised that this was an impossible task. Post-observation, I was able to create a semi-structured observation form that would guide me during my observation later, particularly when I recalled classroom events with the participating PSTs.

- Despite its importance in discussing some of the critical incidents that happened in the classroom, I did not pay much attention to the classroom configuration in this observation. As such, I prepared pre-sketched figures for the following observations, all of which needed to be filled with the classroom set-up.

- Technical issues also emerged when I forgot to bring my recorder. Therefore, I had to use the recording app in my phone, which resulted in an incomplete recording due to a low phone battery. This negative experience, however, taught me an important lesson: to always double-check I had my research equipment prior to heading to the research site.

- • Finally, the teacher did not introduce me to the students. For a large portion of the class, then, the students were looking at me in confusion, wondering who I was and why I was there. From then on, to avoid this issue, I asked the participants to introduce me to their students.

Overall, I admit how significant piloting the instruments for my study was. Aside from helping to refine the research instruments, this experience also boosted my confidence prior to collecting the data for the main study. In addition, it helped me to understand what being a researcher entailed. The pilot study, then, proved to be a vital part of my research.

5.4   Data Collection Procedures

This section provided a description of my data collection procedures from the moment I started my fieldwork, which commenced on the 21st of January 2018. The study was conducted during the second semester of the academic year 2017-2018. Prior to the start of this semester, I was able to travel to Saudi Arabia during the UK Christmas holiday, to visit the English department at SPU on the 24th of December 2017. There, I met Dr Nada, the university supervisor, whom I had contacted before by phone and agreed on the date of the visit. I also pilot-tested one of my research instruments: namely, class observation (see Section 5.3.2). I collected some related documents, checked the PSTs' curriculum, and spoke with the supervisor/teachers about how reflective thinking was implemented at the college. After, I returned to the UK and arranged my data collection trip to Saudi Arabia, which lasted for three months. I started collecting my data on the 21st of January 2018. In this study, I assumed a dual role: that of a researcher and the PSTs' mentor in individual collaborative reflection (IRDs). I conducted these sessions with each PST individually in a post-observation conference after every **teaching experience** during the practicum[4] (i.e., a period of six weeks).

As shown in Table 2.3, p. 18, the duration of the practicum course was fourteen weeks. At the beginning of the semester, during week 2, I met with the whole cohort, introduced myself, and explained my research purpose, along with all of the ethical considerations (for more details about ethical considerations, see5.8 below). **Sixteen PSTs out of twenty-four agreed** to

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[4] Although Practicum refers to the compulsory practical course in ELT program, I used the term "practicum", particularly from Chapter 4 and onwards, to refer to the six-week period, in which the participants' practiced their actual teaching in a local school.

participate in this study. From the beginning, anonymity was maintained by giving each PST a number (i.e., 1, 2, 3...16) that she used to replace her name in all of the data collected.

Then, as mentioned previously in section 4.6.2, I organised a friendly meeting on the 22nd of January with the sixteen participating PSTs in the college canteen, to establish a rapport with them. Then, on the 23rd of January, I administered the first research instrument: namely, the questionnaire. I aimed to collect some of the PSTs' personal information and education background, in the hope it might inform the data analysis. All sixteen participants filled the paper-based questionnaire in one of their classes during college.

Then, I invited them to participate in the pre-practicum interviews (see Appendix F) that were conducted with all of the participants (sixteen PSTs). All of the interviews were face-to-face and conducted in one of the empty classes at college, where it was very quiet and private. Most of these interviews were conducted in Arabic, the native language of the participants. As such, I used the translated version of the interview guide (see Appendix G), which was pilot-tested. Although I planned to sit and interview Dr Nada and other cooperating teachers to gain an understanding of the PSTs and the program, I realised that formal interviews with them might impose the danger of making them feel judged (Patino, 2019). Therefore, I used an informal way of questioning, in which I asked them simple and informal questions during our morning meetings, tea, or lunch breaks. Indeed, informal meetings were one way I negotiated my relationship with the participating staff, to make them more relaxed and honest (see 5.2.2).

Since the aim of this study is to explore the reflective thinking of PSTs upon their real-life teaching, the main reflection data was collected starting from **week eight until week thirteen (i.e., six weeks)** during **the PSTs'** actual teaching experience. All of the participants, who numbered twelve after the withdrawal of four, were assigned to a secondary school (students aged from fifteen to seventeen years old). To facilitate the data collection of this study, Dr Nada kindly agreed to assign all of my participants to one school. They visited this school every Tuesday. So, from week 8, **three types of PSTs' reflection data were** collected every week after every teaching experience for a period of six weeks. An overview of the data collection methods and datasets is shown in Table 5.1 below.

A weekly RJ from each participant. These journals were completed after the teaching experience. Participants had the choice to write them in Arabic or English. They submitted them as soon as possible, but no later than Friday (the same week). Most of the participants submitted the electronic journal via email and within two days of their classes, and most of them were written in Arabic (see some samples of the participants' RJs in Appendix L). The participants were given some written guidance in the form of questions adapted from the literature to stimulate their

self-reflection (seeAppendix C). They also received an Arabic translation of this guidance (see Appendix D).

A weekly IRDs with me, acting as a mentor. To conduct these meetings with the PSTs, COs needed to be conducted first. Every week, I met each participant individually in a post-observation conference after I had observed their classroom. I followed a reflective interview guide (see Appendix J). Some of these conferences were conducted in face-to-face mode, and most were conducted via Skype, depending on the participants' availability. Yet, they were all conducted on the same day of teaching or the day after. Arabic was used in most of these conferences to communicate with the PSTs, following the Arabic version of the schedule (see Appendix K). Each IRD lasted for thirty to forty minutes, in which we reflected upon various critical incidents that happened during the lesson. Depending on the PSTs' needs, I used various prompts, to help them to think deeply about their experience. This dialogue occurred in a trustful, supportive place. As a reflective researcher, as mentioned before, I negotiated my power relations with the PSTs from the start, in order to gain their trust. This helped them to reflect for two reasons. Firstly, they perceived me as "[…] a close friend but with experience in teaching," who was "kind and friendly" and "always supported and advised" them. Secondly, it was explicitly explained to them from the beginning that I had no authority over their grades. This, in turn, made the participants more honest about their reflections.

As mentioned before, PSTs had practical teaching on Tuesdays. Pre-prepared timetables were given to all of the PSTs by the school at the beginning of the **practicum** to allocate their classes. So, I used this sheet to create my observation classroom timetable. However, in the first two weeks of teaching, I found clashes in my observation timetable with seven participants, as two or more were teaching at the same time. To solve this, I attended one class and asked the other PST to write a descriptive report about her classroom. Some preferred to send this report in a voice memo for their own convenience. This raised another challenge, as I found myself spending all day observing teachers' classes; hence, my schedule became very busy. For that reason, I was not able to conduct the IRDs face-to-face at the same day at school. I solved this problem by giving PSTs two options: either conducting a virtual meeting via Skype at the same day during evening time, or arranging a meeting with them at college the day after. To facilitate this arrangement, I created a timesheet (seeAppendix S), which I put next to the sign-out sheet, in which each PST chose her preferred mode and time for IRDs, so I arranged IRDs meetings accordingly.

This was a very challenging period that had personal consequences for me. At the time of collecting my data, I lived in Riyadh, which was a two-hour drive away from the town SPU (i.e., the context of the study). So, I had to travel every morning to access the participants. This was a very

time-consuming task, especially for me as a mother of four children, all of whom joined me in my data collection trip to keep their education going. During the first two weeks of the practicum, when the PSTs' were teaching at school, I planned to visit them one day a week whilst they were at school. However, as all of our schedules were very busy, it was impossible to do COs and IRDs for everyone on the same day. So, I changed my plan and decided to visit the participants two or three days a week to catch up with all of the data collection requirements (i.e., conducting IRDs with all of the participants). My main challenges were, amongst others, the number of participants and the ability to collect high-quality data that helped me to achieve my research goal. Hence, the participant number was reduced to three PSTS only after several considerations (see Section 4.6). Thereafter, these three cases were named **Aminah, Sarah, and Layla.** The amount of data was enormous, but it was manageable with the procedures I created to mitigate all of the unexpected events.

The third main source for PST reflection was **GRD**. After they taught, the PSTs (i.e., the three vocal cases and the other five PSTs who were teaching at the same school and agreed to participate in group discussion) were required to meet together every week during the day of teaching for a period of six weeks in an informal meeting. These meetings were usually conducted at the school at the end of the day. However, sometimes this was not applicable due to time restrictions, so they rearranged a meeting the day after at college. The PSTs used Arabic in the group discussions. These sessions lasted for fifteen to twenty minutes (see Section 5.1.3). To be able to identify the participating three PSTs within the group, every time they spoke, especially at the beginning of the meeting, they mentioned the reference number allocated to them at the beginning of the practicum, so they could be identified when transcribing. Table 5.1 summaries the data sources collected and data collection procedures in a time-ordered manner.

Table 5.1   Overview of data collection methods and datasets

Method	Participants	Frequency
Questionnaire	16 participants	1 questionnaire for each PST
Interview	Dr Nada 3 cooperating teachers	Through informal questioning whilst integrating with them in daily teaching routines.
Pre-practicum interviews	16 participants	1 interview with each PST (total of 16 interviews)
RJ entries	3 PSTs	6 weekly RJs from each PST (total of 18 RJ)
Classroom observation	3 PSTs	6 classroom observations for each PST (total of 18 COs)
Recorded post-observation conferences with a mentor	3 PSTs	6 IRDs with each PST (total of 18 IRDs)
Recorded group discussion with peers	8 PSTs teaching in the same school, including the vocal 3 PSTs	1 GRD every week (total of 6 GRDs)
Post-practicum interviews	3 PSTs	1 interview with each PST (total of 6 interviews)
Documents	- Curriculum booklet for the English Department - Lesson plan from 3 PSTs - Course textbook	

5.5   Data Analysis

In the previous section, I outlined the tools I used to collect data. Qualitative data, though, has little meaning until it is properly analysed. Although most researchers are able to complete the process of data collection smoothly, data analysis is a complicated part of qualitative research. In fact, it is the most complex part of the entire research process(Merriam, 2009). To Merriam (2009), data analysis can be defined as "[…] the process of making sense out of the data" (p. 175-176).

Z. Dörnyei (2007)argues that a crucial part of qualitative research is its diverse approaches when it comes to analysing the data. Yet, it is important to note that "[…] the approach to data analysis will crucially depend on the type and scope of study to be conducted and the conceptual framework guiding it" (Duff, 2008, p. 169). In the study, RJ, IRDs, GRDs, and interviews were the main source of the PSTs' reflection data. I used this to analyse the answers to my RQs. Class observations, audio-recordings, field notes, and documents were used as a triangulation tool,

specifically to confirm and expand my knowledge regarding the identified themes from the PSTs' reflection.

Many scholars claim that qualitative data analysis starts the moment the researcher enters the fieldwork to collect data (Z. Dörnyei, 2007; Duff, 2008; Merriam, 2009). Yet, in my study, the intensive stage of analysis was conducted once the fieldwork had been completed. However, I was able to start translating data whilst data collection was in progress. This was because most of the data originated in Arabic, so I tried to start translation whenever I had the time to do so. The following section explains the steps that helped me to manage and analyse the huge amount of data I collected.

5.6   Translation and Transcribing

Data transcription is defined by J Creswell (2012) as follows: "The process of converting audiotape recordings or field notes into text data" (p. 239). This process is not easy: it is very time-consuming. For example, a one-hour interview can take between four to eight hours to be successfully transcribed (Duff, 2008). The different kinds of systems of transcriptions, depending on the study's purpose, also complicate this matter. In addition, the conventions that are followed, plus how detailed the transcriptions are, are determined by the study's perspective (Duff, 2008; J Richards, 2003). Hence, there does not exist one perfect transcription method that is suitable for all types of studies. Rather, it is the researcher's responsibility to "[…] decide on an approach that will best serve [the] research needs" (Richards, 2003, p. 199).

As a native Arabic speaker, a BA-degree holder (which was obtained from King Saud University in 2001), and a cultural insider for the students, I translated and transcribed the audio-recordings of IRDs, GRDs, and interviews into English. I used the 'Communicative Translation' approach. This approach seeks to "[…] render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership" (Newmark, 1988, p. 47). To confirm the accuracy of my translation, I asked a fellow Saudi researcher to back-translate some selected segments of the transcripts. Finally, in line with the ethical practices of recorded data, I shared the transcribed interviews with the focal participants, enabling them to confirm their accuracy and make any additional comments (J Richards, 2003).

In transcribing, I used simple conventions that did not include any other features, like pauses, overlapping, or intonation. This is because my focus was on the content of reflection (what the PSTs said or wrote about). In transcribing the audio data, I used "InqScribe software," which allows for different speeds, playback, and pausing. Further, I could export the created file into a TXT format only. However, a disadvantage of this software was the unavailability of exporting the

created file into a Word document format immediately. Hence, the contents of the transcribed data needed to be copied and pasted into a Word document.

Transcription should be completed immediately upon completion of the interview (Z. Dörnyei, 2007). As a result, I transcribed and translated the data during fieldwork. Due to my busy schedule during the data collection trip, I could not finish all of the work, but I allocated two days a week to complete six to eight hours' worth of transcribing. The remaining data transcription and translation occurred immediately after I completed the fieldwork.

After translating and transcribing, the data was ready to be organised for easy access during analysis.

5.6.1   Organising Raw Data

After translating and transcribing the data in this study, it was coded and analysed via the use of Nvivo, a computer-assisted qualitative data analysis software (CAQDAS) that manages the data. Many qualitative theorists recommend Nvivo (Creswell, 2013; Duff, 2008; patton, 2002). This is due to its ability to keep data organised in a way that facilitates the communication of the findings later. In case of a huge amount of data, researchers are encouraged to use computerised programs that maintain the flexibility of coding data, including storing, linking, and retrieving it. Having an enormous amount of data could lead to what Richards (2003) deems 'data dominance'. This is "[…] a situation in which the researcher becomes overwhelmed by the sheer weight of accumulated data" (p. 91). An organised system to store and retrieve data, then, is "[…] critical if one expects to keep track of the reams of data that have been collected; to flexibly access and use the data; and to assure systematic analysis and documentation of the data" (Berg, 2007, p. 46).

However, according to Marshall and Rossman (2011), Nvivo is "[…] only a tool to help with some of the mechanical and management aspects of analysis; the hard analytic thinking must be done by the researcher's own internal hard drive!" (Marshall and Rossman, 2011, p. 228). In addition, it is the researcher's responsibility to enter, organise, and maintain data.

In my study, I used NVivo (version 12) to organise, store, and manage my data. First of all, I created a new project in Nvivo, named "PSTs' Reflective Journey". Then, I imported all of the data files into this project. To keep the data organised, a number of files were opened to accommodate the data gathered. I created files representing the data source (i.e., interviews, RJs, IRD, and GRD). Within these files, I stored all of the related data. More importantly, I named all of the data files clearly and consistently which facilitated finding and retrieving the files. Each file's

name started with the participant's pseudonym, data source, and week number (e.g., Aminah, RJ, week1). Figure 5.1 below shows an example of file organising within Nvivo.

Figure 5.1   File naming system in NVivo

The next important step is to assign case classification to the data. To do case classification, attributes, such as the participant's name, data type, week, and the case's preferred mode for reflection, were assigned to each piece of file. This affordance made Nvivo a powerful tool in dealing with my data. After all, it allowed me to retrieve all of the data relevant to one case quickly, and then put them into one file. Also, it allowed me to complete various coding matrices, like checking codes through weeks, comparing different data sources in relation to time or case, and so forth (see Figure 5.2 below).

Figure 5.2   Further file organising in Nvivo (case classifications)

In addition to organising my data, Nvivo was an effective tool that helped to analyse my data. It is important to mention here that Nvivo, as a software, does not analyse data for the researcher, but rather helps to make the analysis faster, more flexible, and more consistent. I used Nvivo tools to create codes and I assigned data to these codes. Using Nvivo added more rigour to this study, especially by making data analysis more effective, systematic, and accurate.

With NVivo, searching, retrieving, deleting, moving, and combining codes took no more than a few clicks. In addition, I could attach memos, insights, and annotations to the data to document reflective thoughts or tentative interpretations to the work. Further, a research diary kept my plans organised.

Another advantage of this program is the availability of adding a researcher's memos, notes, and reports, which can be easily edited at any time and linked to the data (Z. Dörnyei, 2007; C. Marshall & Rossman, 2016)

5.6.2   Coding the Data

After transcribing and organising the data, I started to develop the codes. According to Creswell, "Codes formation represents the heart of qualitative data analysis" (Creswell, 2013, p. 184). Creswell (2012) defines coding as "[…] the process of segmenting and labeling text to form descriptions and broad themes in the data" (p. 243).

Different analytic strategies are used amongst qualitative researchers, one of which is thematic analysis. I used thematic analysis to analyse my data in the current study. Thematic analysis is "[…] a method for identifying and analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail" (Braun & Clarke, 2006, p. 79). The rationale behind resorting to this approach is due to its flexibility, for "[…] it is not wedded to any pre-existing theoretical framework, and therefore it can be used with different theoretical frameworks, and can be used to do different things with them" (Braun & Clarke, 2006, p. 81). In other words, thematic analysis allows researchers to analyse and identify themes, either by adopting a pre-set framework derived from the literature (top-down) or deriving from the data (bottom-up).

Throughout my analysis, I started by closely examining the data. After, I drew upon the literature debate in order to decide how reflection would be assessed for this study. So, the entire process of data analysis draws upon an analytic concept coming from the researcher and a mix of bottom-up themes (i.e., Lee, 2005). I used Nvivo as the main analytical tool for both **inductive and deductive** thematic data analysis to answer my RQs. As mentioned earlier in Section 3.9.1, a specific analytical framework was discussed when I addressed each question.

Firstly, to analyse the **content** of the PSTs' reflection about **'what'** they talked and wrote about, I used **inductive data analysis**. In inductive analysis, I followed Braun & Clarke's (2006) guidelines for thematic analysis (see Appendix B). I first read through the data and assigned themes to various pieces of data. In this bottom-up data analysis strategy, codes were reshaped and reorganised at many rounds, until I arrived at the last version of the codes. Hence, this was one of the affordances that made Nvivo a very useful tool. It facilitated shaping and reshaping the themes and kept a record of all of the stages of coding. In every round, the assigned codes, in addition to the memos attached to them, were grouped into categories, whereupon "[…] similar codes aggregated together to form a major idea in the database" (Creswell, 2012, p. 245). In Creswell's definition, the word "idea" is critical: "[…] categories [unlike codes] are abstractions derived from the data, not the data themselves" (Merriam, 2009, p. 181). Although generating many tentative categories at the start of the analysis is normal, "[…] the fewer the categories, the greater the level of abstraction, and the greater ease with which you can communicate your findings to others" (p. 187). Whilst initial analysis can produce up to thirty to fifty codes, subsequent analysis should reduce these codes to five to seven categories(Creswell, 2012). During the process, "[…] categories may change; they may be added, deleted, merged, or fine-tuned" (Duff, 2008, p. 160).

After all of the data, which came from the three RMs, had been coded, I carried out a quantitative analysis, in order to identify the frequency of these concerns, including how they emerged, during the practicum. This quantitative analysis was completed by counting how often these themes recurred in the data.

It is worth mentioning here that the PSTs' perceptions towards reflective activities were analysed by the same technique: i.e., identify emerging themes from the data. Figure 5.3 below offers an example of this bottom-up analysis, along with the finalised version of the themes, which have been derived from data in relation to the content of reflection.
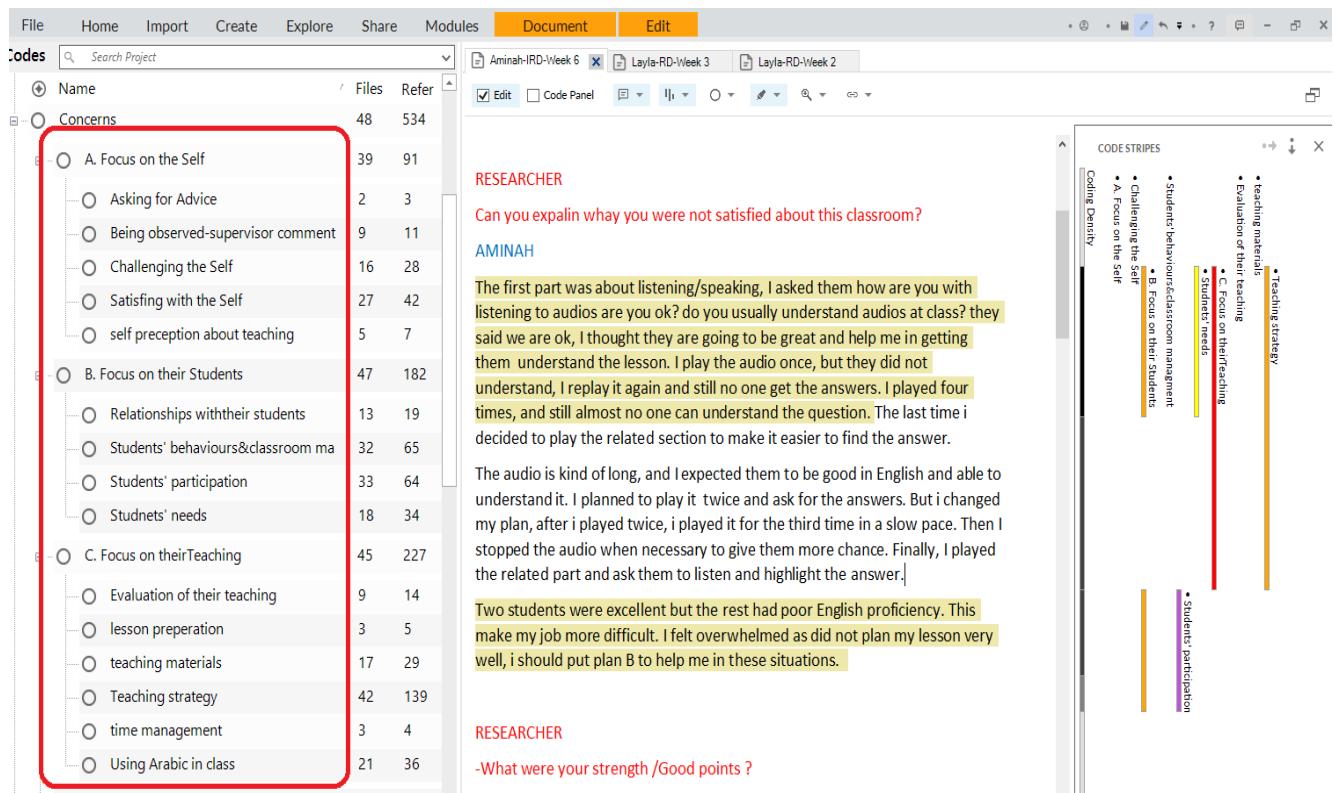
Figure 5.3   Sample of data coding: the content of reflection

Secondly, I aimed to analyse the **quality** of the PSTs' reflection: namely, 'how' deeply they reflected upon their teaching experience. I examined the same data again, to assign it to another coding system according. Hence, each theme that was identified by the bottom-up analytic coding (i.e., content) was assessed again according to the 'level' of reflection. This followed a **deductive coding analysis** based upon Lee's (2005) modified model, which categorised reflection into three levels: **recall, rationalisation, and reflectivity**. I created the three codes first (i.e., nodes) and named them according to Lee's model. Then, I read the data, examined it, decided its level, highlighted the text, and 'dragged and dropped' it inside the nodes according to the definition of each level of Lee's model (see Section 3.9.1.2 for more explanation of Lee's (2005) model and the modification I applied). To sum up, I analysed the level of reflection using deductive data analysis.

Then, I left them for a while as I completed other research-related tasks, like initial analyses. After three months, I went back to check the correct fit between text and codes assigned to. So, deductive was done in different stages, all of which were separated by a good amount of time.

So, each piece of data from the three main reflective activities was coded at two levels: the first analysis was inductive to code the **content of reflection; the second analysis was deductive to code the quality of reflection**. Figure 5.4 below illustrates the coding system.
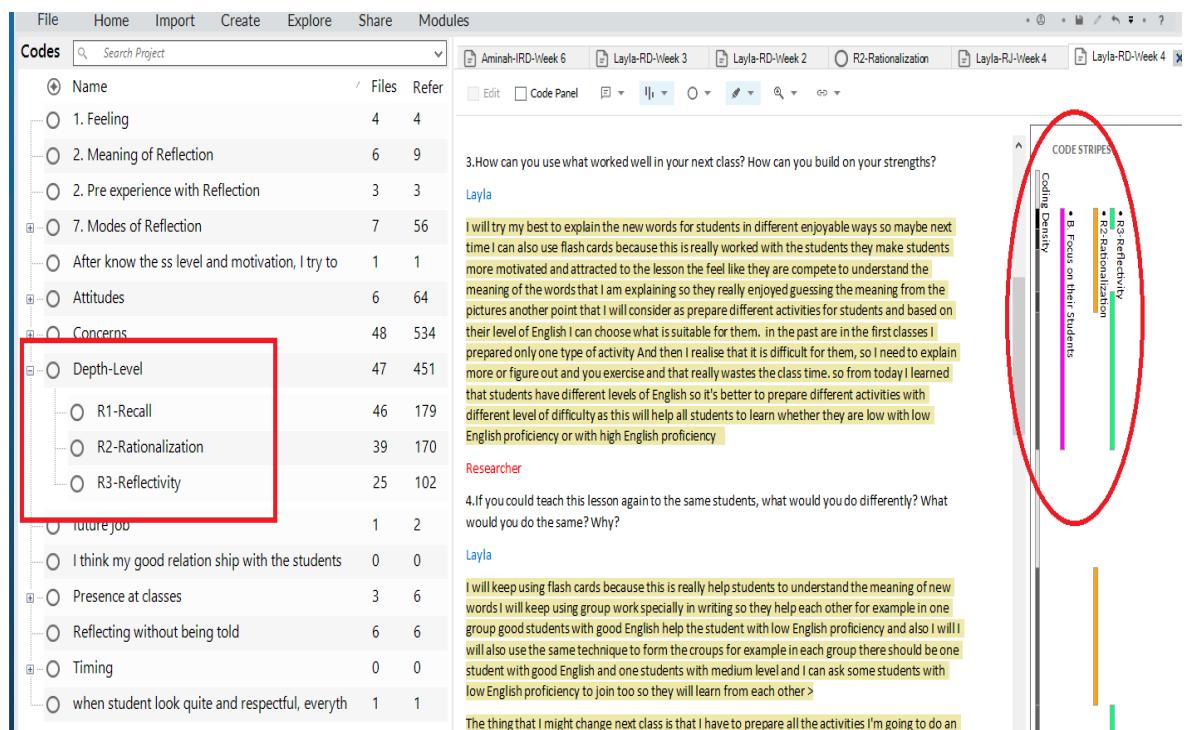
Figure 5.4   Sample of data coding: quality of reflection

After I coded the data, Nvivo software was a great help when it came to comparing and displaying a set of data according to the type of information needed. Matrix coding 'Query' was a powerful, fixable tool that helped me to find patterns in the data, hence helping me to communicate my findings systematically. Figure 5.5 below illustrates an example of the coding query I used to crosscheck Aminah's content of reflection with the level of reflection. Each cell in the table was interactive: if I clicked on it, it displayed all of the data coded in this category. This query helped me to discover the complexity of reflection amongst the PSTs. Nvivo also helped to create graphs and mind maps to visualise the data, all of which supported the data analysis process, making it more accurate and consistent (Dörnyei, 2007).
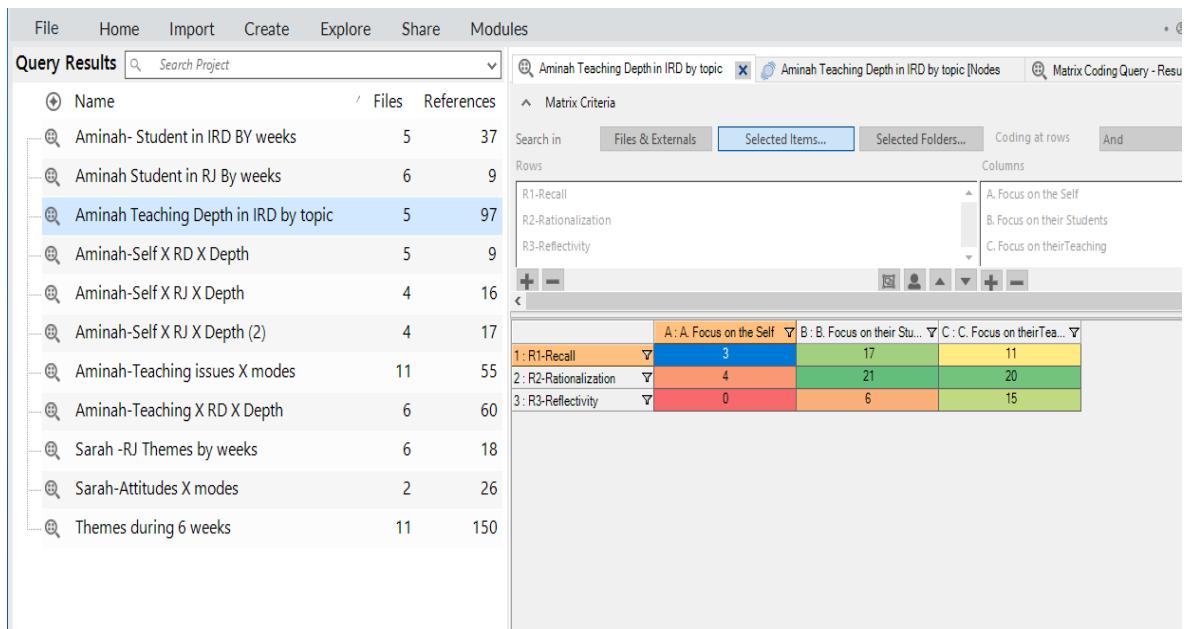
Figure 5.5   Example of matrix coding query: content of reflection by level of reflection

5.7   Issues of Trustworthiness

Since this study is of qualitative nature, I worked on ways to create trustworthiness (Merrian 2009). Trustworthiness has been used to describe the rigour and the strength of the knowledge a qualitative researcher presents (Merriam, 2009). The trustworthiness of qualitative research can be evaluated by following four key criteria: **credibility, transferability, dependability, and confirmability** (Lincoln & Guba, 1985; J Richards, 2003). In this section, an explanation of these four criteria, and the steps I took to ensure each of them, are highlighted.

5.7.1   Credibility

Credibility refers to the extent to which the research findings are congruent with reality in order to establish whether the study has successfully measured what it sought to measure. Credibility can be ensured by following different strategies. Triangulation has been one of the most common means to enhance credibility (Lincoln & Guba, 1985; Merriam, 2009). In my study, I deployed methodological triangulation, by applying various data instruments, and data triangulation, by utilising several sources of data. In addition, I used 'member checks' (also known as respondent validation) (Lincoln & Guba, 1985; Merriam, 2009; Shenton, 2004) as another known strategy to optimise credibility. This means that all of the participants were required to "[…] read transcripts or written reports before they are published, and then researchers incorporate their feedback or corrections," to ensure that the researcher and the participants share the same level of understanding (Duff, 2008, p. 171). In this study, the participating PSTs were asked to check the

transcriptions of the IRDs, GRDs, and interviews in order, so they could read, comment, and edit them if needed.

5.7.2 Transferability

The second criterion that can be used to evaluate the trustworthiness of qualitative studies is **transferability**. This is concerned with the applicability of one study's findings to other situations and is often described as the qualitative equivalent of the quantitative notion of generalisability (Merriam, 2009). Yet, unlike generalisability in quantitative studies, transferability in qualitative research never makes statistical generalisations regarding a larger number of people. In qualitative research, each case is regarded as unique, so generalisation is impossible (Shenton, 2004). Despite this, Merriam (2009) states that "[…] the general resides in the particular" (p. 226). In essence, then, the knowledge we acquire from one situation can be used in others.

To achieve **transferability**, qualitative researchers must provide a detailed description of the studied phenomenon – one that enables their readers to decide what is applicable in their own context (Lincoln & Guba, 1985; Stake, 2005). In the current study, to ensure **transferability**, I attempted to provide dense details in Chapter Two about the context of this study, in order to draw a clear picture of what the context was like, so that readers of the whole study would judge how applicable the study findings are within their own contexts.

Another way to guarantee transferability is to use **maximum variation sampling** (Merriam, 2009). Here, the researcher seeks diversity in the participants, as this might allow for the possibility to apply the research in a wider context. With regard to this sampling technique, as I mentioned in Section 4.6.3, the participating PSTs in my study varied in age, marital status, grades, previous teaching experience, personal characteristics, and preferred RM. This diversity is hugely beneficial, as it represents a wider spectrum of PSTs across different contexts.

5.7.3 Dependability

In qualitative research, dependability is on the same level as reliability. On the one hand, in quantitative research, the traditional view of reliability assumes that if a study was performed again, under identical conditions and in the same context, it would yield similar findings. On the other hand, in qualitative research, this level of replicability is impossible, for "[…] whatever the circumstances, we most certainly cannot make them happen twice" (Wolcott, 2005, p. 159). As such, in qualitative research, the focus should be on what Lincoln and Guba (1985) call dependability, which is the finding's consistency with the data collected. Cohen et al. (2007)

define dependability as "[…] a fit between what researchers record as data and what actually occurs in the natural setting that is being researched" (p. 149).

To improve dependability, besides triangulation, member checks, and triangulation, which were discussed in section5.7.1, an audit trail is considered a common strategy that maximises dependability in qualitative research. An audit trail "[…] describes in detail how data was collected, how categories were derived, and how decisions were made throughout the inquiry" (Merriam, 2009, p. 223). In this thesis, Chapters 4 and 5 provide a detailed description of how the research is designed and executed, allowing the reader to see the processes of data collection and data analysis.

5.7.4   Confirmability

The last criterion in evaluating the trustfulness of qualitative research is **confirmability**. This is parallel to what is known as objectivity in quantitative research. Qualitative researchers are not acknowledged for their objectivity; in fact, they influence the whole research. Confirmability of qualitative inquiry can be achieved through triangulation, so data is reported from different perspectives. Confirmability is also achieved through member checks and a description of the research methodology.

Qualitative research presumes that every researcher brings an element of subjectivity and uniqueness to the research process. Yet, it is important to note that the researcher should always be alert to their subjectivity and, in turn, utilise the appropriate qualitative methodological practices to address their biases. In addition, it is important to report on the 'researcher and methodological reflexivity' that I explicitly clarified throughout chapters 4 and 5, to elaborate upon the various methodological decisions I took, as well as my relationships with the participants and how I negotiated them (Patino, 2019).

5.8   Ethical Considerations

Following the different research ethical guidelines reported in the literature (Dörnyei, 2007; Cohen et al., 2011; Creswell, 2012), this study adhered to the ethical rules of two institutions. The first one was at the University of Southampton, where the study was conducted, by applying to the ERGO online system at the University and uploading of the all required documents. The second institution was the Saudi university, where the fieldwork of the research was to take place. Two permission forms were obtained from the Saudi university. The first was issued by the deanship of scientific research at the university, including the ethical approval code for my research (see Appendix M). Upon this approval, an official permission letter (see Appendix N) was

sent from the Vice Rector for Graduate Studies & Scientific Research, including the time and duration of my work field.

I met with all of the PSTs enrolled in level 8 during the beginning of the semester in an introductory session. I introduced myself as a researcher and a faculty member at the educational college. I explained the purpose of my research and the motivation behind it. Moreover, all of the PSTs were informed about all of the types of reflective activities they would be involved in. For example, the documents they would submit if they agreed to take part in the research, the benefits of participation, and their right to withdraw at any time from the research.

The participating PSTs were given the Participant Information Sheet (Appendix O), to ensure that the informants had all of the necessary information regarding their participation. They were also given the opportunity to raise any questions or concerns they might have had before agreeing to participate. The participants then signed a consent form (see Appendix P), which was also translated into Arabic (see Appendix Q). This form gave me permission to use their data in my research.

The participants' privacy was maintained through anonymity and confidentiality. At the beginning of the study, this was maintained by referring to the PSTs by using numbers (i.e., 1,2,3…16). Each informant was given her label (number) to write and use on all of the data I collected from her instead of her name. This disguised the owner of the document. From the second week of teaching at the school, I decided to choose only three PSTs who best served the aim of the current study. Hence, pseudonyms have been used to refer to the participating PSTs, the university supervisor, and the cooperating teachers, with the aim of protecting their identities. The findings of the study were reported in a specific way – one that ensures no deductive revelation. Further, any certain data excerpts, which could expose the identity of a participant, have been avoided. The university name has been replaced with a pseudonym as well, so no harm may befall the institution or its workers.

Regarding confidentiality, the data has been handled in accordance with the University of Southampton's Data Protection Policy and the Data Protection Act (1998). All datasets obtained in connection with this study have been stored in an encrypted file on a password-protected laptop, with the password known to the researcher only. In addition, printed copies of the data have been securely stored: in a locked drawer in a study space only accessible to me. The researcher alone has access to this data: no one else can access it without the participants' permission. Anonymised versions were given to the researcher's supervisor when necessary. In addition, the participants were assured that the gathered data would only be used for the purposes of this research and would not be shared with anyone else at their university. The researcher orally

emphasised this in Arabic to the participants before they signed the consent forms. This is because audio-recording of females is considered a sensitive issue in a Saudi context; therefore, it was crucial to reassure the participants that their anonymity and confidentiality would be ensured.

To sum up, strictly following these ethical guidelines is vital, as they serve as a safeguard for the participants. As Duff (2008) states, "[…] it is of utmost importance to take measures to protect the cases we do research about or report on from harm or risk" (p. 151).

5.9   Conclusion

To conclude, this chapter demonstrated the main sources of data and the instruments that the research utilised. It also offered a detailed description of the data collection procedures. Further, the chapter explained the steps followed to enhance the study's trustworthiness. This chapter concluded by highlighting how the current study has been conducted by adhering to all of the required ethical procedures. The succeeding chapters, Chapters 6, 7, and 8, present the findings that have been collected from my data.

Chapter 6   **Foreword to the Case Studies' Findings**

In this chapter, I present further information related to the study's context, the participants, and the way I constructed the analytical chapters, which is necessary to better understand the findings. The first section is a recap of the research aims and the RQs that guide the following analytical chapters. In the second section, I introduce all of the participants who were involved in this study. Then, I offer a detailed description of the practicum, where this study was conducted, and, more specifically, the school, where all of the cases were trained during the practicum. In doing so, I provide the clearest possible overview about the setting where the participating PSTs engaged in whilst reflecting upon their teaching.

6.1   Aim of the Study and the RQs

It is important to reiterate that this study explores the learning trajectory of three Saudi EFL PSTs during the practicum: **Aminah, Sarah, and Layla**. This was achieved through an analysis of the development of the EFL PSTs' reflective thinking. There were two main focusses: firstly, the **content (what concerns they wrote/spoke about)**; secondly, the **quality (how deeply they reflected)**. The PSTs engaged in three RMs:

- (c) Self-reflection through RJs
- (d) IRDs with a mentor (i.e., the researcher)
- (e) GRDs with peers

The aim of analysing the findings was to address the study's RQs:

1- How do a group of Saudi English PSTs navigate three different reflective modes (i.e., RJs, IRDs with a mentor, GRD with peers) during their initial teaching training?

    1a. What do they reflect upon?

    1b. What is the quality and extent of their reflection (recall, rationalisation, reflectivity)?

2- To what extent can reflection impact the participating PSTs' learning and development as new language teachers?

3- How do the participating PSTs perceive the three reflective modes?

6.2   Participants

There are four types of participants in this study:

- (a) **Three PSTs** who make the three cases for this study: Aminah, Sarah, and Layla (Table 4.4)
- (b) **One university supervisor**, Dr Nada.
- (c) There are **three main cooperating teachers**: **Mrs Asma, Mrs Suha, and Mrs Leena**.
- (d) **The researcher; PSTs' mentor**. In this study, I took a dual role, as a researcher and a mentor, for the participating PSTs.

More information and discussion about the participant was provided previously in section 2.5.1.

6.3   Context of the Practicum

As stated in chapter 1, Practicum is "[…] one of the biggest influences of the teacher education course" when it comes to teacher development (Farrell, 2008, cited in Trent, 2010 p. 227). After all, it enables the PSTs to witness first-hand students and teachers at work. Spooner-Lane, Tangen, and Campbell (2009) lend credence to this point, arguing that practicum enables PSTs to learn more about teaching, including the demands of the job. Further, by discussing the job and any issues with their respective supervisors, the PSTs gain in-depth knowledge about the ins and outs of teaching. Trent (2010) also regards practice teaching as an important part of TE. After all, the PSTs translate theory into practice, improve their awareness regarding their goals, and gain practical experience, to name a few benefits (Gebhard, 2009).

Before proceeding to the analytical chapters, it is worth offering a reminder of the practicum context that the three PSTs experienced. The practicum took place during the **last semester** of the teacher training program (i.e., ELT BA). As explained earlier, the practicum consisted of three main different stages (see Table 2.3, p. 18): micro-teaching classes, class observations at school, and, finally, real practical teaching, where the PSTs practiced teaching in real classrooms. See2.5.1, p. 18 for a full account of the research context, more specifically about the practicum.

6.4   Organisation of the Finding Chapters

The following chapters, Chapter 7, Chapter 8, and Chapter 9 are devoted to the findings: one chapter for each case presenting their respective stories. In each chapter, The first section, entitled **"Who is..?.",** gives information about the case that will be the focus of the chapter. I introduce each case and provide additional information that will help the reader to follow her story. This information counts for each individual PST's engagement in their respective reflective thinking.

Then, the second section examines "**The Reflective Journey**" of each participant. In this section, the story of the participating PSTs is revealed through triangulation of the different data resources, as this provides a better portrait of the case. This section is the main and the longest section in the findings chapter. So, to facilitate data analysis, this section is divided into two main sections:

(a) **Content of reflective thinking** (answering RQ1a). According to the data, there are three main themes: **self-related issues, student-related issues, and teaching-related issues. One sub-section was devoted to the discussion of each theme**, too, as all of the related subthemes emerged from the data that the participants talked or wrote about during the practicum. I used a bottom-up analytical approach with the assistance of Nvivo, the analysis software, to reveal all of the emerging themes. After coding the themes, I applied simple calculations to count the frequencies of the themes. This was done for various reasons. Firstly, using numbers helped me to visualise the data and see interesting patterns. Also, it helped me to track any changes in relation to the content of reflection over time (decrease or increase). All frequencies and percentages are displayed at the beginning of each section.

(b) **Quality of reflective thinking** (answering RQ1b). This refers to the depth of the participants' reflective thinking to track their reflective process. To do this, I examined the same data again (i.e., the themes in Section A above) to assign it to another coding system. Hence, each theme identified by the bottom-up analytic coding was assessed according to the 'level' of reflection following **deductive coding. This follows** Lee's (2005) model that has three levels which assess the depth of reflective thinking: the **recall level (R1), the rationalisation level (R2), and the reflectivity level (see Section 3.10).** So, each piece of data from the three main RMs was coded at two levels: the first analysis was inductive to code **content of reflection, while the second analysis was deductive related to the quality of reflection.**

Since RQ2 and RQ3 address relevant findings about the three RMs (i.e., the PSTs' perceptions towards RMs and their reflective thinking development), the answers to these two questions are integrated within the above mentioned two sections.

Finally, the "Summary" section concludes the chapter by putting together the main findings presented in each chapter. This section portrays how each case navigated the RMs offered to her during the practicum, therefore highlighting her learning trajectory, which helped each participant to learn and change during the practicum. Understanding these trajectories depends on how each case navigated the different RMs, how and when they improved the content, and the depth of their reflective thinking during their practical training.

To conclude, I enjoyed analysing, engaging with my participants' data and telling their stories. They all helped me to explore the complexity of teachers' learning during the practicum. Unfortunately, the Covid-19 pandemic adversely affected my research. I finished analysing Case 1 and Case 2, then I was forced to stop due to a health problem that was exacerbated by the pandemic. I resumed work on March 2021, but this was not an easy task, as it took time for me to try and engage once more with my research. Ultimately, my work suffered as a result of a hand injury and the pandemic.

Chapter 7   Case Study One: Aminah

Aminah: A quiet, persistent PST

7.1   Who is Aminah?

Aminah was a 23-year-old girl born and raised in a large city in the Eastern Region of KSA. Then, at the age of 14, she moved with her family to the town where this study was implemented. After finishing high school with an average grade, she joined the university to obtain her BA with no intention of becoming a teacher. She dreamed of working in a quiet office dealing with paperwork and online forms. Although Aminah's English competence is excellent, she joined the English department to obtain BA in English, which she thought will enable her to compete in the Saudi job market. In this town, where this study was implemented, only one English department is affiliated with the College of Education. This department, as mentioned in Chapter 2 (see Section 2.5), "aims to improve learners' English competence as well as equip them with related English teacher education" Handbook of ELT training program at SPU, 2018). Although Aminah had no intention to become an English teacher, she had no choice but to join this college to obtain her degree in English.

When reflecting on how she improved her English, Aminah believed that "school is not enough to master English". In addition, "Speaking English is not socially promoted in SA"; therefore, influenced by her main interest in "reading novels", she started to read English novels at an early age at primary school, which helped her to "feel relaxed and enjoy her free time". She believes that "reading is a great way to learn a language".

Aminah's college grade before starting the practicum was 3.02 out of 5, which considered being fairly low grade. Before the practicum, most of her teachers, including her college supervisor, had low expectations of her performance, especially during the practicum. "Aminah seemed to be very shy in classes and rarely talked about her needs or asked me questions about anything she did not understand well, although she never missed an assignment or being absent", her college supervisor (Dr Nada), who thought her also different courses across BA, commented on Aminah. Dr Nada also added that "Aminah usually is very anxious during oral presentations in front of the class, which made me worry more about her performance at the practicum".

During the practicum, she was a committed teacher trainee submitting all the required assignments (i.e. submitted six reflective journal entries, attended six reflective dialogues with me as her mentor, and engaged in six reflective group discussions with her peers). What makes Aminah a relevant case is her preference to **use self-reflection** through her weekly **RJs**. From her data, I noticed that she was more comfortable expressing herself in writing than in talking. Compared to the other participants, Aminah wrote the longest journal entries. She wrote one to three pages for each journal entry after every class she taught, and at the same time, she was the quietest member in all group discussions. **Mrs Asma** became Aminah's cooperating teacher.

7.2   Aminah's Reflective Journey:

This section is presented into two main parts: (1) Content of reflective thinking (Section 7.2.1), presenting findings to answer RQ1a, and (2) Quality of reflective thinking (Section 7.2.2), answering RQ1b. Since RQ2 & 3 address relevant findings of the three RMs, the answers to these two questions are integrated within these two sections.

7.2.1   Content of Reflective Thinking

The following is a general overview of the emerged themes and their frequencies from Aminah's reflection journey via the three RMs throughout her practicum, which lasted for six weeks.

Table 7.1   An overview of Aminah's revealed concerns during the practicum

Topics	Modes of Reflection		
	RJs	IRDs	GRDs
Self-related issues 24 (%18.9)	16 (%66.7)	8 (%33.3)	0 (%0)
Student-related issues 49 (%38.3)	9 (%18.4)	38 (%77.5)	2 (%4.1)
Teaching-related issues 55 (%43.3)	10 (%18.1)	42 (%76.3)	3 (%5.5)

It is apparent from this table that Aminah's reflections during the practicum focused on three main themes:

- **reflection on the self** (e.g. emotions, perceptions and feeling)
- **reflection on her students** (e.g. students' participation, behaviours and needs)
- **reflection on her teaching** (e.g. teaching strategies and materials)

This table also shows how Aminah was very inactive in the group discussions when she met with her peers with only five references in which she talked about her students or teaching-related

issues. After having a general overview of Aminah's three main concerns during the practicum, the following sections present a closer examination of how Aminah navigated each RM differently and how this affected the way she talked or wrote about her concerns during the practicum.

7.2.1.1   Reflection on the Self

The following is a general overview of the emerged themes and their frequencies from Aminah's reflection journey via the three RMs throughout her practicum, which lasted for six weeks.

Table 7.1 above shows that less than one quarter (%18.9) of her reflection during the practicum was devoted to self-related issues. **Talking about herself**, Aminah expressed her **challenging emotions** as well as **her breakthrough feelings**. She also spoke about her **irritated relationships** with her cooperating teacher (Mrs Asma), how she felt when **observed by others** for assessment, and other s**elf-perceptions about teaching** in general. Before digging deep into this theme, it is beneficial to present a visualisation of Aminah's data concerning her reflection on herself during the practicum. Hence, Table 7.2 below contains an overview of this theme and its frequencies from the three reflective modes.

Table 7.2   Aminah's self-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	3	**6**	0	**4**	3	0	**16**
IRDs	2	2	1	1	1	1	8 (%33.3)
GRDs	0	0	0	0	0	0	0 (%0)

This table offers a general overview of how Aminah behaved differently in the three RMs while expressing herself. The numbers represented how many incidents she talked about **self-related issues** throughout the six weeks. Noticeably, she talked about self-related issues, mainly using her RJs with %66.6, and %33.3 of the topics related to herself occurred when she met with me at IRDs. However, she never talked about these issues in GRD with her friends. Another interesting observation from the above table is that in weeks 2 and 4, as highlighted in the table above, Aminah's reflection about herself increased in these weeks when she was observed by Mrs Asma for her formal assessment, as we will discuss later.

When I met Aminah for the first time during the pre-interview, she seemed not interested in the teaching experience itself; she was looking forward to completing "this demanding training just to

obtain the degree" (Excerpt 7.1, Aminah, Pre-interview). Being not interested in teaching, Aminah started her practicum with **overwhelming feelings** about teaching. For instance, she wrote about her first lesson, "Tuesday was my first training day, I was so frightened, scared and nervous, not because of the lesson that I am giving […] but maybe because of the fact it was my first class" (Excerpt 7.2, RJ, Week 1). Although Aminah was not interested in being a teacher, she was aware of her responsibilities as a teacher. This was perceived through her definition of a teacher as someone who "helps pupils learn new knowledge" (Excerpt 7.3, Aminah, RJ, week 1). Aminah was aware of her new demanding responsibility from the first week of teaching, "I am the teacher now, it is a big responsibility for sure. I have to explain and transfer knowledge to all of the students regardless of their levels. I also need to manage the classroom and students' behaviours" (Excerpt 7.4, Aminah, RJ, week 1).

This limited understanding of teachers' duty in the classroom influenced Aminah's emotions and how she dealt with her classes. For example, in week 2, Aminah seemed to be more focused on the lesson itself and ignored the students and the class's contingencies (Aminah, CO, week 1 & 2). She was more concerned about the lesson's content and conveyed it more than the students' needs. This tension made her even more nervous than the first week that she forgot to do a simple routine that every teacher does when entering a classroom, i.e. greeting students. Aminah talked about this again in her reflective journal in week 2, saying,

> I entered the class without any greeting or how are you. I was too nervous and shaking. I think I was overthinking how am I going to explain it to the students. The lesson I have to explain was a cover of the new Module, only one page I was not comfortable with. There is nothing to explain, only discussions, and it obviously will not take the whole 45 min. (Excerpt 7.5, Aminah, RJ, Week2)

From this excerpt, one can assume that Aminah was overwhelmed by the new experience. She further mentioned during her RJ that she felt she sometimes "was doing something wrong, [by] not praising" her students when they answered correctly. More interestingly, Aminah described her feelings in detail, pointing to the reason behind this confusion. Not only did she feel stressed about being a teacher for the first time, but she was also worried about her teaching responsibilities inside the classroom; transferring knowledge and managing student behaviours (Richards, 2020).

Aminah was more comfortable in expressing herself in writing more than talking. Compared to the other participants, she clearly stated her preference toward self-reflection through RJs. She also justified her preference for self-reflection, saying that "I will not feel embarrassed from myself" (Excerpt 7.6, Aminah, pre-interview). Even after the practicum and after experiencing the

three different modes of reflection, Aminah still believed that "self-reflection is better than other modes". She explained the reasons behind this preference in the following excerpt,

> Usually, in my diary, I take more time to reflect on almost everything I did in class. I still remember everything I wrote in my journal entries as if I carving them in my brain. I feel them; I think about them and then write them down. As a result, I remember most of my reflective thinking in my diaries. I wrote my concerns because I want to get them out of my chest. Also, since my diary is written, I usually go back to my previous ones and compare my concern and how I dealt with them. It is like a record of my development in practicum. (Excerpt 7.6, Post-interview)

Here she mentioned some of the affordances of writing RJ. She admitted that she took her time to retrieve all critical aspects she went through, and she also perceived RJ as a written record t help her release all her worries and track her development. Hence, Aminah mainly wrote about her **challenging feelings** during her RJs. This explained why Aminah wrote the longest RJs' entries among all other PSTs. This preference was also very evident when she reflected with me during IRDs. Although she did talk about her challenging feelings, she did not talk directly about them the same way she did in her RJs, even with my prompts. For example, When I asked about her feeling in the first class, Aminah replied with a shy smile: "I was unhappy with my performance at this class" (Excerpt 7.7, Aminah, IRD, Week1) and stopped. I challenged her and asked why she thought that she was not sure about the reason. However, in the second week, when I asked her the same question, she was able to justify her feeling saying that she believed that she failed to explain the lesson successfully. Although Aminah trusted me and "felt secure" when talking during the individual reflective dialogue, she did not talk about herself as much as she did in her RJs. Compared to her RJs, she was very brief and seemed careful about expressing her feelings. In addition, she told me about how she felt about not being assessed on her reflection's content,

> I liked the idea that the cooperating teachers or supervisors do not assess the reflective production; if I know that my cooperating teacher would read my reflection, I will not be honest in my reflection, especially when she is strict, has negative attitudes, and not supportive. (Excerpt 7.8, Aminah, IRD, week 3)

That is to say, offering PST a safe place to reflect would give them more opportunity to reflect on any concerns they might have to try to seek suitable solutions (Dyment & O'Connell, 2010).

Another self-related issue Aminah talked about in her reflective journey: her **irritating relationship with her cooperating teacher** caused her "many problems and ruined" her "teaching training experience". This concern, interestingly, did not appear in other modes of Aminah's reflection except in RJs, in which she talked about this frustrating relationship and how she was disappointed at it. For example, in her RJ in week 2, Aminah described the first time she went to her cooperating teacher to ask for advice before planning her lesson. Aminah sought Mrs Asma's advice regarding her lesson plan to make sure she was doing the right thing. However, Aminah thought that Mrs Asma was not supportive enough of her. Aminah talked about this relationship and how she was disappointed about her not offering sound advice to improve her teaching and also to be so harsh in criticising Aminah's class,

> After I finished my lesson, I went to [cooperating teacher]. She told me that it was not even a proper lesson, and it should at least took 44 min, and I was not creative. I told her I asked her what to do before class, and she did what she told me. She said you should be more creative, and that is your business. That was harsh; indeed, that made me felt so bad. I will not trust her anymore. I need to work out my teaching problems by myself. (Excerpt 7.9, Aminah, RJ, Week 2)

This incident negatively affected Aminah's relationship with her cooperating teacher, leaving her to decide not to ask her again for advice but to resolve her problems by herself. What made the situation even worse was what happened in the same week (i.e. week 2) when Mrs Asma,

> Out of the blue is knocking on the class's door to attend and assess my class. Attending by surprise and toward the end of class, only 15 minutes left, made me more anxious, but I did not want to be nervous […]I repeated the discussion section with the students, Mrs Asma thanked me and left the class. (Excerpt 7.10, Aminah, RJ, Week 2)

Towards the middle of practical teaching, Aminah's experience considerably changed and improved as a trainee. In week 4, she reflected on her feelings about one of her classes, but she was **satisfied with her performance this time.** Interestingly, Aminah talked a lot about her relieving feelings for the first time in week 4 in her RJ,

> In this class, my lesson was grammar and vocabulary in the 3rd Secondary
> class. I came to my class prepared. I felt better than in the previous classes. I
> felt more relieved than last class because my students were more engaged
> with me. I was prepared for the lesson. Also, I love teaching grammar and
> vocabulary; they are my favourite skills to teach. (Excerpt 7.11, Aminah, RJ,
> Week 4)

Here Aminah demonstrated her confidence as she was well-prepared for the class. This was the first time Aminah was relieved and talked about her **breakthrough reflections** on herself, especially after what happened to her in week 2, when her cooperating teacher visited her without any notice. Teaching for the past three weeks helped her gain more experience in dealing with her classes, improving her confidence. Aminah admitted that she became more prepared for the classes to cope with any surprising visit from her cooperating teacher. This preparedness contributed to her breakthrough feeling and increased her confidence. Aminah also discovered that her feeling of self-assurance might not have only stemmed from her experience but also her preference of teaching grammar and vocabulary over the other lessons. She discovered that she was more interested in teaching grammar and vocabulary. Trying to teach different skills helped Aminah to know what her favourite skill was to teach. She mentioned this preference in IRDs, and when I asked about the reason, she replied,

> When my class was about grammar and vocabulary, I enjoyed doing some
> games and fun activities with my students. These games would make them
> more motivated as I am good at teaching while playing. I liked this strategy.
> (Excerpt 7.12, Aminah, IRD, week 4)

Aminah again had a surprise visit from her Mrs Asma. Aminah wrote in her RJ that she did not "like being observed without permission" (Excerpt 7.13, Aminah, RJ, week 4), especially that she knew that "other cooperating teachers allow other PSTs to choose which class they want to be observed" (Excerpt 7.14, Aminah, RJ, week4). However, she showed a firm commitment that the cooperating teacher attendance without an advance notice made her "improve a lot by making sure" that she is always "prepared for any unexpected observation". However, despite her perceived preparedness and confidence, she noticed that Mrs Asma still did not appreciate her effort and "always talk about negative issues in my teaching and never refer to the good points" (Excerpt 7.15, Aminah, RJ, week 4). These are good examples in which Aminah talked freely about **her frustrating relationships** with Mrs Asma using her RJ and not in other reflective modes.

When I asked Aminah during IRDs about her feeling when she was observed by two assessors (i.e. Mrs Asma and Dr Nada), She seemed satisfied and happy. This was because she did not care about Mrs Asma's negative comments as she believed that she was "unlucky this semester to have this cooperating teacher, who was known for her negative attitudes towards teacher trainees and teaching in general" (Excerpt 7.16, Aminah, IRD, week 4).

As can be seen, Aminah talked about feeling and emotion in both reflective modes **RJs and IRDs**; however, she did not talk at all about this issue in GRD when she met with her peers. Aminah seemed very cautious in these group discussions. Although there were discussions, among the group members, about their challenging feelings among weeks 1 and 2, she chose not to talk about how she was overwhelmed with the teaching experience. Aminah did mention in the interviews that she did not prefer to reflect with a group of peers as she thought that "all other PSTs were learner teachers and not experts", so she did not "trust their advice" (Excerpt 7.17, Aminah, post-interview).

Even though Aminah does not reflect with peers, she got some knowledge from them. She knew other cooperating teachers are different, so she compared Mrs Asma with other cooperating teachers and realised that her cooperating teacher was strict. Therefore, group discussions influenced Aminah expectations about her cooperating teacher. Moreover, knowing that Mrs Asma was also strict with her other trainees helped Aminah be more relieved by ignoring all negative feedback from Mrs Asma. Instead, Aminah tried to improve her performance by seeking guidance and advice from the people she trusted like Dr Nada and her tutor (myself), as she believed that they "are always being supportive and helped me to improve" (excerpt 7.18, Aminah, IRD, week 5).

Toward the end of the practicum, Aminah felt even **more releveled**. She wrote again about these feelings mostly in her RJs with no explanation. However, when I asked her in IRDs about the reasons behind these satisfying feelings. She said, "I felt satisfies and I enjoyed the class; students at the end of the class asked me to teach them again. They seemed to enjoy the class too". (Excerpt 7.19, Aminah, IRD, week 5). Compared to week 1, Aminah enjoyed her class and helped her students enjoy the class.

7.2.1.2   Reflecting on her teaching

The second theme revealed from Aminah's data is her reflection upon her teaching. In this regard, she discussed her **teaching methods and materials** used in classes monitoring her progress, **self-assessed** what she was doing, and talked about **the use of Arabic** (students' L1) in her English teaching. Table 7.3 below shows that Aminah talked about this theme in her RJs (%18.18), IRDs (%76.3), and Group Reflective dialogue (%5.5). By adding up all the references of this theme (i.e., 55 times), it can be seen how reflection on her teaching was a topic that demanded a lot of her time.

Table 7.3   Aminah's teaching-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	1	2	1	3	2	1	10 (%18.18)
IRDs	12	12	7	11	5	7	**42 (%76.3)**
GRDs	1	1	0	1	0	0	3 (%5.5)

Unlike self-related issues, which mainly appeared in RJs, Aminah talked about teaching concerns mostly with me in IRDs with more details. **Self-evaluation** of what she was doing inside class was one of the teaching-related issues she reflected upon. In her first week, for instance, Aminah was teaching a round-up lesson, in which Aminah evaluated her teaching as being boring and she "was unhappy with her performance" (IRD, week 1); when I asked about the reason, she said,

> we finished very early than expected; it was a boring class. I just asked the
> students, and they answered. They all gave me concise answers and resisted
> participating. I do not know. (Excerpt 7.20, Aminah, IRD, week 1)

In this excerpt, there was a piece of evidence that Aminah was overwhelmed by the new experience. She evaluated her way of teaching and seemed unhappy with her first performance. She told me that she was worried about conveying the lesson content and getting students involved in the lesson, which was a round-up lesson that mainly depended on speaking and discussion; she believed that the lesson was uninteresting.

In the same week, in her RJs, Aminah also **evaluated her teaching method** when she was confused about the most effective teaching methods and was not focused enough on her students. Aminah wrote,

> After like 20 min, I realised that I am doing things I should not have done, like, when a student answered correctly, I was not giving any feedback like 'good job, well done'. Also, there is a moment during the lesson when I did not know how to act. (Excerpt 7.21, Aminah, RJ, week 1)

> However, in week 2, when she taught grammar "passive voice", she thought she was successful in that class.

> Personally, I think I did really well, because all my friends, who thought the same content, told me that they the class time was not enough at all, they could not finish what they were supposed to finish[...]The lesson was too long, about two pages long. I think I succeed in finishing on time. (Excerpt 7.22, Aminah, IRD, week 2)

We can see that Aminah's perception of being successful in a class was based on the ability to deliver the entire lesson content within the designated time (45 minutes). However, in week 5, **her criteria for a successful class** dramatically **changed**. Aminah believed that she was a successful teacher when she helped her students "learn how to write an essay starting from writing a word" (Excerpt 7.23, Aminah, IRD, week 5). She was also more considerate to her students' language proficiency when she described her "multiple skills lesson" as being "interesting, but the students were fragile in English, which makes it very difficult for me to teach" (Excerpt 7.24, Aminah, IRD, Week 5).

Another teaching-related issue that I found in Aminah's reflection was talking about **teaching strategies she employed**. This issue was a dominant teaching-related concern. As seen in the previous section, being overwhelmed by the new experience in week 1, Aminah started to look at her teaching practice from the 2nd week of the practicum. She used her RJ entries to recall her teaching experience describing what she has done in class. For example, in her RJ in week 2, she described some of her strategies when she brought pictures to explain the new vocabulary; however, for abstract words, she wrote that "I acted the ones I did not have pictures for them" (Excerpt 7.25, Aminah, RJ, week 2).

Aminah did mention another strategy she employed when she was running out of time and wanted to save her class time. Consider the following Excerpt,

I divided the class into four groups and gave each group a worksheet to do some exercises. I explained the rule, which was about reported speech, then asked students to discuss the exercises. There were four questions on the worksheet, so I asked every group to do one question. (Excerpt 7.26, Aminah, RJ, week 5)

However, as Aminah dialogued her reflection with me **during IRDs**, she was able to go beyond describing stage to analyse and understand her teaching practice. An excellent example of this, in weeks 3 and 5, when she described how she chose to divide the class into groups, I asked her why she did that. She was able to justify her decision by saying, "I think using group work would save my time because there is a quite big number of students in each class" (Excerpt. 7.27, Aminah, IRD, week3). Furthermore, "group work would help save the class time and help other students with low English proficiency or low self-esteem" (Excerpt 7.27, Aminah, IRD, week 5).

Table 7.3 above illustrates that **%76.3** of her teaching concerns appeared in **IRDs**. Aminah admitted that she liked the idea of talking about her teaching to an expert (me) in "an informal way", where there was no need for preparation, and there was no assessment. She also told me at the end of the practicum that these meetings with me, as her mentor, were "great and beneficial" (Aminah, post-interview) as she "can ask questions about any concern, discuss any classroom incidents with an expert, who gives you the correct feedback" (Excerpt 7.28, Aminah, post-interview). She followed this statement with an example in which she applied one of my advice by using visual aids to explain new words that might be more effective than oral explanations. She also liked the idea that these reflective meetings with a mentor were not graded.

Aminah found herself in a continuous **conflict with Mrs Asma**. The pedagogical and teaching perspective differences between Aminah and her cooperating teacher might contribute to these conflicts. Mrs Asma graduated from the teacher institution 20 years ago (field notes); since that time, EFL TE has changed dramatically in KSA. There were various incidents in which Aminah disagreed with Mrs Asma. For instance, Aminah found herself in need to **use Arabic (L1)** to explain the important part of a lesson; however, she remarked, "Mrs Asma told me not to use L1. I do not know why, I need to use L1 sometimes. For me, as a student teacher, it is frustrating when the students cannot understand my explanation or my instructions" (Excerpt. 7.29, Aminah, RJ, week 3). At that week, Aminah, after CO, appeared quite upset. It seemed she was given a grade that was not justifiable, and she was frustrated, so she talked about that in IRD with me. She commented on her disagreement with Mrs Asma regarding L1 use,

> I do not know what to do; what I have learned in college is different from what
> she wants me to do. The problem is, that if I do not do what she wants me to
> do, I will get a bad grade or even fail. She had graduated a long time ago from
> college. I am sure she does not know about the new teaching theories.
> (Excerpt 7.30, Aminah, IRD, week 3)

Here she struggled to apply what she has learned in college. Institutional issues seemed to pose a challenge in Aminah's teaching decision. Despite Mrs Asma's feedback regarding the lesson, Aminah stated that she was happy about her teaching decisions.

From her journal entry, week 3, Aminah raised **the use of Arabic** in her classroom. She was warned not to use L1 in her classroom. However, she believed that L1 was essential for her students, especially those with limited English proficiency because she believed that her main job was to make sure students understood the lesson. Even if most of the class members were good in English and can understand Aminah well, she reflected on her preference to use L1 to ensure that the whole class understood the lesson.

In some situations, the overuse and incorporation of L1 was the only criticism mentioned by Dr Nada, with whom Aminah and most PSTs have a trusting relationship. As their university supervisor, Dr Nada had a positive and supportive attitude towards her trainees (field notes, COs). This was also revealed by Aminah when she wrote in her RJ:

> Dr Nada is very supportive, and when she criticised my teaching, she was
> honest and realistic. She told me not to use L1 if I do not need to, but if my
> students could not get me after trying several ways, I can use Arabic (Excerpt
> 7.31, Aminah, RJ, week 4).

This Excerpt shows how vital support is for PST in their first teaching experience, mainly if it was provided by their trusted and respected person. This support helped Aminah to improve and reduce the unnecessary use of L1. For example, she wrote in week 5, They wanted me to translate the grammar for them, but I did not. I want them to work harder to get it (Excerpt 7.32, Aminah, RJ, week 4). This entry offered evidence that Aminah accepted what her supervisor told her about L1 use and built on it. She stated that even though their students asked her to translate, she used another activity to ensure their understanding. The positive encouragement received from the supervisor in week 4 affected the focus of Aminah's reflection in her diaries.

Toward week 5, there was another piece of evidence that Aminah tried to **plan and scaffold her teaching strategies** according to her students' needs. She has to teach a writing activity in week 5 to a new class she has not met before. This class had a reputation of being an excellent class. That

is, school teachers and PSTs who taught them said that they were excellent students. As a result, Aminah prepared their lesson with high expectations of the student's level; however, she was shocked by the students' low proficiency in English when she taught them. She told me, "maybe others mean the class was excellent in their behaviour but definitely not their English level" (Excerpt 7.33, Aminah, IRD, week 5). Aminah here performed reflection-in-action (D. Schön, 1983) in which teachers do "real life, online refection that teachers get engaged in as they confront a problem in the classroom while teaching" (Akbari, 2007, p.7). When Aminah follow her prepared lesson plan, she noticed that most students "resisted and felt confused", she then changed her planned activities by showing them some pictures of different cities and asked them to describe these pictures using simple words (Aminah, lesson plan, COs). Then she put them "into groups to help each other write sentences about the pictures" (Ex. 7.34, Aminah, IRD, week 5).

In the last week, Aminah adjusted **her teaching strategies** to make her students more active and enjoyed the lesson. She was teaching Listening and Speaking, which she was not interested in teaching them as she told me before in week 3. She noticed that listening classes appeared boring for students as they fell asleep quickly, so she tried to make it "more enjoyable and interesting". She integrated some vocabulary games. She also "brought chocolate for those who gave me answers or win the games" (Excerpt 7.35, Aminah, IRD, week 6).

If we look now at how Aminah engaged in GRD with her peers, it has been shown by Table 6, p. 23, that Aminah had a limited contribution with group discussion reflecting on teaching-related issues with only three references (in weeks 1,2 and 4), in which she talked about using L1 in classes. All Aminah contributions to group discussions have been found as a recall of the incident she experienced. It is worth saying that **the use of Arabic (L1)** was the most dominant topic in these weeks. Most of the discussion. It has appeared that most of PSTs, during their GRDs, preferred to use L1 when needed; hence this might influence Aminah way of using L1 in her classes as she mentioned in her RJ, that all of her friends were supportive of using L1 even their cooperating teachers did not agree to them.

7.2.1.3   Reflecting on her Students

The third central theme revealed from Aminah reflective production is talking about **her students**.
As shown in Table 7.4 below, Aminah talked about this topic 49 times during her practicum. It
offers an overview of this theme and its frequencies in the three reflective modes throughout the
six weeks. Similar to teaching-related issues, it is apparent from this table that Aminah talked the
most about her students' issues with me during **IRDs** (38 references).

Table 7.4   Aminah's student-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	1	1	3	2	1	1	9 (%18.4)
IRDs	3	3	11	4	11	5	**38 (%77.5)**
GRDs	0	1	0	0	0	1	2 (%4.1)

If we start with how Aminah explored this theme when she reflected with herself via RJ, although
Aminah stated that she preferred to use RJ as a reflection tool, Table 7.4 above shows how her
reflection in RJs about student-related issues only counted for %9. The data in weeks 1, 2 and 3
demonstrated how she tried to **know her students**. For instance, Aminah tended to describe
them in the first week as being "very active and participate well in class" (Rj, week 1). In contrast,
in week 3, they were "passive and not fully responding to her (RJ, week 2), or "they were not able
to understand my English explanation" (RJ, week 3).

By the time, Aminah knew that they were very passive, so, in her reflection, she moved from
describing her students to solving her students' problems such as **students' low participation** by
"calling their names and giving them marks when they participated" (RJ, Week 4). Aminah
appeared happy with the result of this strategy that she implemented again in week 5,

> I used the grading book and call names randomly because I want to increase
>
> their motivation; I know that students usually scared when it comes to marks.
>
> They got more active if they see that I give or deduct marks. However, I only
>
> did this during the exercises. (Excerpt 7.36, Aminah, RJ, week 5)

Based on her previous learning experience as a learner, Aminah, in the above example, applied
what she believed is the best way to **increase students' participation**. She used to take the
involvement in the classroom more seriously when their teacher graded them; as a student,
Amianh "was scared of losing marks" (IDR, week 5). She did not only talk about her students'
participation but also **described her relationship with her students** and how she was happy with
this relationship. Aminah narrated,

> I finished […], and I said to the students, if you have any questions, just ask I
>
> am here to help. They said are you going to teach us again? I told them that I
>
> have no idea. They said please 'teach us again'. I said I would see. I thought
>
> like, WOW did they loved me. (Excerpt 7.37, Aminah, RJ, week 5)

she was thrilled by the students' reaction to her at the end of the class. However, Aminah did not reflect or discuss intensely why the students liked her. She was more engaged in describing how happy she felt without a precise analysis of why the students liked her. In week 6, Aminah seemed happy with her relationship with the students. She asked them to reflect on her teaching. "and the result was magnificent. They loved me and my teaching," Aminah wrote in her last diary. Although Aminah did not impress Mrs Asma, she appreciated her students' reactions and took it as an indicator of her successful teaching. Interestingly, she tried to implement what she was doing and asked her students to reflect on her teaching as a perfect way to say goodbye to her students. This is because she believed that reflection is beneficial for both students and teachers and "help us learn better and hence improve our experience" (Aminah, post-interview).

Compared to her RJs, Aminah explored this theme deeply with me during **IRDs**. Most of her students-related issues, around % 77.5, occurred during IRDs, in which she went beyond describing her students' behaviours to **discussing and understanding the reasons behind these actions**. For example, in IRD, week 1, she told me that "after I taught my first class, which was a round-up lesson, I noticed that the students were active and good in participating" (Excerpt 7.38, Aminah, IRD, week 1). However, in the second class, which was about grammar, Aminah was shocked by the students' level. They were passive and resistant, and "they were bored and could not understand" Aminah's explanation as if she was "speaking a strange language that they have never heard of it" (Excerpt 7.39, Aminah, IRD, week 2). It is worth mentioning that they had another important test immediately after Aminah's class. Some of them tried to hide another book in their drawer and peaked on it to read when Aminah was not looking at them (CO, week 2). Aminah spotted some of them, asked them to close these books, and paid attention to the class. While dialoguing in IRD, she proposed two explanations for the passiveness of the student in that class, saying:

1. The students had very low English proficiency, and the content was difficult for them. They did not understand, or they were shy to ask

2. The other interpretation from their strange reaction was maybe because they had an exam right after my class on that day. They were stressed about the exam hence did not pay attention. (Excerpt 7.40, Aminah, IRD, week 2)

Aminah knew that low English proficiency was a common problem among the students; however, she also thought of another possible reason for their poor participation, like being shy or worried about an exam. In week 3, Aminah learnt another fact about **students' engagement in the classroom**. Active students participation in class did not mean that they understand, but they might copy the answer somewhere in advance. So, she applied a new strategy by walking around and checking the students' books. In week 3, the lesson was *reading*; Aminah asked one student to read aloud for the new passage for the whole class. When she was walking around, she noticed one student had written the answers for the new lesson in advance. Aminah told me,

I asked her, when did you write the answers? She said, now I just answered and wrote them now. Of course, I did not believe her; it was impossible for them to follow their friend while reading and answer ALL questions simultaneously. They hardly read and understand the new words. I said, "OK", good. I pretended that I believed her; I did not want to embarrass her t in front of the class. I must maintain a good relationship with my students". (Excerpt 7.41, Aminah, IRD, week 3)

In this example, there was a shred of evidence that although she was looking for students active engagement, she was more interested in building a good relationship with her students, especially if they were mainly displaying troublesome behaviours. That is to say that during the first three weeks of IRDs, Aminah also raised some **students' behaviours issues** that Aminah perceived as a "very annoying attitude" (IRD, week 1) when students were showing no respect to her as PST. When I asked her to elaborate on that, Aminah was able to provide me with some examples like "showing a lack of respect to PSTs," "being naughty and talking in class", and "not doing their homework" (IRD, week 3)

In the beginning, she was so frustrated with students' behaviours. Therefore, her reflection during IRDs mainly focused on the student's behaviour. Aminah was annoyed by some disturbing behaviours; however, at the same time, as seen in Excerpt 7.41, she was more concerned about not to embarrassed students. I noticed that Aminah sometimes explained low participation as

being shy to participate or other reasons, such as being shy or distracted by the following exam, rather than just being low achievers (see Excerpt 7.40).

However, toward the end of the practicum, Aminah got closer to her students. Besides getting to know them, she tried to **build a good rapport** with them. In weeks 5 and 6, she talked a lot about this relationship. She told me that she "felt happy when the students enjoyed the class". She also explained that "a teacher's personality is vital; if you become more friendly and try to understand them and respect them, they will be more cooperative" (Excerpt 7.42, Aminah, IRD, week5).

In weeks 5 and 6, there is a significant **shift** in how Aminah talked about her students. She moved from describing **students' behaviour** and engagement in class **to** looking at **their needs** and how to adapt her teaching to meet these needs. A good example of that was when she talked about her reading class, which was the last period, and how she made her students more awake after noticing the boredom in their eyes. She turned on all lights, open the curtains, and asked her students to rearrange the seating plan. She commented, "They felt energetic and ready to learn". In addition, in week 6, she taught listening and speaking classes. Knowing that her students quickly get bored and sleepy in listening class, and at the same time knowing that they enjoyed technology, she used her "Ipad to show them related videos and explain new words. This is because I knew that they enjoyed technology as it attracts their attention[…]so they learn more in class" (Excerpt 7.43, Aminah, IRD, week 6).

Despite the fact that Aminah did not actively engage in these group discussions, they influenced the way she thought of her students. For example, when she said, "We all (PSTs) experience this problem. The first time we attend a class, students try to act politely and get to know us, but the second class, they act weirdly with no respect" (IRD, week 3). She knew that students did not only show a lack of respect for her particularly but almost to all her PSTs colleague; it was not a personal issue. This helped her gain more self-confidence and shift her attention from describing her students to planning how to gain their trust and build a good relationship with them.

7.2.2 Quality of Reflective Thinking

This section examines Aminah's level of reflection; how deep she reflected on her teaching experience in the three RMs. To facilitate data analysis, I organized this section according to the main three themes revealed from Aminah's data: **reflection on the self, reflection on her students, and reflection on her teaching.**

7.2.2.1 Reflective Journal (RJs)

Table 7.5 below offers a general overview of the depth of Aminah's reflective thinking when she wrote about her different concerns via self-reflective journals. First, Table 7.5 below is divided into three main columns representing the three key concerns revealed from the participants' reflective data. Then, each topic is divided into three different levels starting from the lowest to highest (i.e., R1. R2, and R3), describing the quality of the reflective production.

Table 7.5   Levels of Aminah's reflection in RJs

Themes	level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	R1*	3	6	0	1	2	0	12 (%75)
	R2	0	0	0	2	1	0	3 (%18.7)
	R3	0	0	0	0	1	0	1 (%6.2)
Student-related issues	R1	1	1	3	2	2	1	10 (%76.9)
	R2	0	0	2	0	1	0	3 (%23)
	R3	0	0	0	0	0	0	0 (%0)
Teaching-related issues	R1	1	2	1	3	2	1	10 (%100)
	R2	0	0	0	0	0	0	0 (%0)
	R3	0	0	0	0	0	0	0 (%0)

*R1= Recall Level, R2= Rationalization Level, and R3= Reflectively Level

Although Aminah preferred to reflect on her own via RJs, all of her self-reflections mostly occurred at the R1 level. At this level, she recalled her teaching experience and feelings with no rationalization or reflectivity.

As shown in Table 7.5 above, when Aminah wrote about different concerns (i.e. **self, students, or teaching issues**) during her RJs, all her reflections were recall-oriented (R1). It is noticeable that she started every RJ reflection by recalling what she has done in class, and talking about different teaching strategies she deployed. Aminah remained very **descriptive** when talking about her teaching in her RJ entries. From week 1 to 6, every RJ entry she submitted began with a recall of her experience. One example was when she described her grammar and vocabulary class,

> Today's lesson was about grammar; it was about how to form exclamatory
>
> sentences. I introduced this grammatical topic by drawing on the board an
>
> exclamatory mark. I printed 40 worksheets, including exercises about the
>
> grammatical rule. Moreover, for the vocabulary, I explained every new word
>
> by using flashcards to show its meaning. (Excerpt 7.44, Aminah, RJ, week 4)

As we notice from the above example, Aminah, in her RJs, was simply describing her teaching strategies with no further explanation. She wrote about the way she introduced new words, a grammatical rule or conducted group work. She believed that writing down all details that happened in class would "helped in remembering all the class details and functioned as a record of my development. I can go back and track my development and see how things changed in my thinking and teaching" (Excerpt 7.45, Aminah, Post-interview). She perceived RJs as a record that she can refer to it to see how she dealt with different classes. She also talked about how RJs were her best way to reflect on her teaching, saying," I think self-reflection is better for me as I take my time to retrieve all essential aspects I did in my class, no time pressure" (Excerpt 7.46, Aminah, post-interview).

However, in weeks 4 and 5, her reflection in RJ **slowly extended** to R2 level, in which she was asking herself, "why do I feel happy" or "dissatisfied about the lesson". For example, she wrote that she "enjoyed teaching vocabulary and grammar" and how she felt happy as she helped her students to understand the lesson. That is to say that the content of reflection here affects the deep of Aminah's reflection. This is because, toward the end of the practicum, there was a growing tendency toward R2 level in her RJs only when she wrote about herself or her student-related matters. At the same time, remain very descriptive when discussing teaching concerns.

A close look to Aminah's reflection via RJs (see Table 7.5) shows that she produced only one entry that I coded at the highest level (R3). She was at the highest level of reflection (R3) for the first time using her diary when she talked about a self-issue (i.e. **her irritating relationship with her cooperating teacher**), making a significant change in Aminah's reflective thinking in her RJs. Aminah wrote, "I did not feel comfortable asking Mrs Asma for advice because I do not trust her anymore, so I decided to work out my teaching problems by myself" (Excerpt 7.47, Aminah, JR, week 5). She believed that this determination would help in the future when she graduates and teaches in real situations.

Although RJs was Aminah's preferred way to reflect upon her teaching experience, the level of Aminah's reflection primarily descriptive, occurring at the lowest rank (R1), with some at Level R2

and only one entry coded at Level R3. Besides time, the content of reflection and the reflective mode used (i.e. RJs) were significant factors affecting the depth of Aminah's reflection. In other words, she was reflective at **Level R3** via RJ only when she wrote about her **feelings and emotional** issues.

7.2.2.2 Individual Reflective Dialogue (IRDs)

While the depth of Aminah's reflection in RJs mostly occurred at level R1, her reflection during **IRDs** spanned all three levels (**R1, R2, and R3).**

Table 7.6   Levels of Aminah reflection in IRDs

Themes	Level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	**R1**	1	1	1	0	0	1	4 (%44.4)
	R2	1	0	0	0	3	0	4 (44/4)
	R3	0	0	0	0	1	0	1 (%11.1)
Student-related issues	**R1**	4	2	2	3	1	1	13 (%24)
	R2	8	5	5	2	3	2	25 (%46.3)
	R3	2	1	1	6	3	3	16 (%29.6)
Teaching-related issues	**R1**	6	8	8	0	2	1	25 (%43.9)
	R2	3	4	4	3	8	3	25 (%43.9)
	R3	0	1	1	1	2	2	7 (%12.3)

R1= Recall Level, R2= Rationalization Level, and R3= Reflectively Level

As in the previous mode (i.e., RJ), Aminah was predominantly descriptive when I asked her about any classroom incident. However, throughout the dialogue sessions with me, she grew a skill in navigating her teaching experience deeply and rationalising her answers from different perspectives. I usually asked her "Why" questions to dig deeper and help her be more critical in her reflective thinking. For example, at the beginning of the practicum, when I asked Aminah "why" questions like "Why do you feel unsatisfied with this class?" she replied by saying, "I do not know". However, when I challenged her and asked the same question, she was able to justify her feelings or reactions, which made her reflection go to higher levels. As I encouraged her during IRDs by asking questions, I notice that her ability to Justify her reactions or feelings grew faster during IRDs. A representative example of what she talked about in week 4:

> I think I know why my class went wrong; there were different possibilities:
> Poor time management, boring teaching aids, poor lesson preparation and lack
> of knowledge about passive voice rule. Next time, I will prepare my lesson
> more carefully, considering students' needs and integrating more technology
> to make lessons more enjoyable. (Excerpt, 7.48, Aminah, IRD, week 4)

In Aminah's case, it was not only the time factor and the reflection modes but also **the content of reflection** that was a factor influencing the depth of her reflection. For instance, as shown in Table 7.6 above, When Aminah talked about students and teaching concerns during IRDs, her reflections registered considerably more at levels R2 and R3, making her reflections deeper over a short period, while her reflection about self-related issues such as challenging or breakthrough feelings were mainly limited to level R1 and moved more gradually with experience and toward the end of the practicum. She was able to go to Level R3 only once in week 5 when she talked about how happy she was when her students asked her to teach them again. She explained why the students liked her, saying,

> they like the idea when they, at the end of the class, asked me to teach them
> again. I was so happy now; this meant they liked me and my teaching, which
> means I successfully taught them. I think this was because I become more
> friendly with them; I helped them ask more questions than they used to do
> before and facilitated group work, in which they helped each other in a
> friendly setting. This compliment motivated me to do better in the next class. I
> will try to understand my students' needs, help them get over their fears of
> making mistakes, and make the class as enjoyable as possible. (Excerpt 7.49,
> Aminah, IRD, week 5)

In the case of Aminah, IRDs with me facilitated her reflection better than RJs. In other words, her quality of reflection during IRDs spanned all three levels, and the reflection I coded at levels R2, and R3 increased significantly toward the end of the practicum.

7.2.2.3   Group Reflective Dialogue (IRDs)

Unlike RJs and IRDs, Aminah has not been involved actively in GRDs with only six short excerpts during the practicum.

Table 7.7   Levels of Aminah's reflection in GRDs

Themes	level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	R1	0	0	0	0	0	0	0
	R2	0	0	0	0	0	0	0
	R3	0	0	0	0	0	0	0
Student-related issues	R1	1	1	0	1	0	0	3 (%100)
	R2	0	0	0	0	0	0	0
	R3	0	0	0	0	0	0	0
Teaching-related issues	R1	0	1	0	0	0	0	1 (%100)
	R2	0	0	0	0	0	1	1 (%100)
	R3	0	0	0	0	0	0	0

R1= Recall Level, R2= Rationalization Level, and R3= Reflectively Level

Table 7.7 demonstrates that most of her reflections during GRDs were at Level R1, in which she was very descriptive and brief compared to her Level R1 reflection via RJs and IRDs. Aminah admitted that group discussion might be helpful. "But this depends on the group. Do I know them? Are they close friends? If yes, I would trust them and hence reflect with them" (Excerpt 7.50, Aminah, Pre-interview). Aminah also added another reason not to reflect within a group saying, "I did not like reflecting with my friends[...]They were not serious at all". She added, "some of the group members were not close friends of mine. They were laughing and making jokes about their experience". She felt they were not close to her enough that she disclosed her feelings to them.

Moreover, she had had a bad experience reflecting with peers before the practicum, which might affect her group discussion participation. She did mention to me in pre-interview that, "Before, I loved discussion in groups, but not anymore. I have had some terrible experiences in this regard; if I discuss a problem with them, they always blame it on me, and make me feel even worse. So I like to keep my problems to myself (Excerpt 7.51, Aminah-Pre-interview).

This could explain why Aminah mainly remained quiet in group discussions with limited contributions coded primarily at Level R1. Being her least favourite reflective mode, GRDs affected Aminah's depth of reflection, making most of it at the descriptive level (R1).

7.3   Conclusion

Interestingly, analysing and tracking Aminah data from different resources revealed an interesting story in which Aminah engaged in the three modes differently, leading to a considerable development in her practice as a teacher. In her RJs, Aminah started the practicum by writing, "Tuesday was my first training day, I was so frightened, scared and nervous. I am not too fond of teaching, but I have to do this training to get my degree. (Excerpt 7.52, Aminah, RJ, week 1). She started her practicum talking about her challenging feelings and how she hoped "to finish this demanding training just to obtain the degree". She also suffered from a poor relationship with her cooperating teacher that made her teaching training even worse. However, toward the end of the practicum, she hoped to "become an English teacher". She summarized why she was happy, saying, "I felt satisfied, and I enjoyed teaching English, the students at the end of the class asked me to teach them again. They seemed to enjoy the class too. (Excerpt 7. 53, Aminah, IRD, Week 5) .

In addition, she felt more comfortable "when doing things alone with no engagement of others", especially reflection, as this helped her "to be more focused and honest". Nevertheless, she believed that group discussions were not enjoyable or beneficial to her. At the same time, she admitted that dialoguing with a mentor helped her analyse her teaching, hence developing her teaching and confidence. While group discussions were an extra burden that she did not enjoy.

Regarding the content of reflection, Aminag mostly explored self-related issues like challenging feelings and her poor relationship with Mrs Asma through RJ, while teaching and student-related issues were more explored during IRD. She mostly started her thoughts with a recall of the incident. Interestingly, although RJs were her favourite tool for reflection, Aminah went to the highest level (R3) only once in week 5 when she wrote about herself. While during IRDs, Aminah's reflective thinking, since the first week, spanned all three levels; R1, R2, and R3 but mainly R2. Notably, her quality of reflection was affected by the mode she used and the topic she discussed.

Chapter 8　　Case Study Two: Sarah:

Sarah: An experienced PST

8.1　　Who is Sarah?

Sarah, an outgoing 27-year-old, dreamed of being a teacher since she was in high school. However, she got married after high school, so she decided to stay home as she got pregnant with her first baby. At the time I met her, she had two boys aged four years and 1-year. As a result, Sarah had not joined the university until after around five years of high school graduation.

During these five years, Sarah was practising English teaching through private tutoring to family members and friends. Sarah discovered her teaching talent when she was in high school. She was "always getting the highest grade in her class" (pre-interview), and English was her favourite subject at school. She was always keen on how to improve her English proficiency. She also told me that her friends believed that she has a friendly personality. As a result, some of her friends at school suggested to her to give private tutoring to help them pass high school exams as these exams are crucial and might determine students' future. "you should definitely become an English teacher, you are great and helped us to understand easily" (Excerpt 8.1, Sarah, pre-interview). This was one of Sarah's friend feedback on Sarah tutoring

While staying at home, she was doing some private English tutoring. Although she regretted not joining the university immediately, Sarah was happy that she did something beneficial for herself and others. In this regard, Sarah commented, "I feel happy when I teach and help others, and become happier if they understand and get better grades in their exams" (Excerpt 8.2, Sarah, pre-interview). The more she teaches, the more she becomes more interested in the teaching profession that became her "dreamed job".

To become an official teacher and improve their theoretical and practical knowledge, Sarah decided to join the university at the college of education to receive her formal teaching training. She was so excited about going to university and more excited when she started her practicum. When I first met her, the first sentence she said, "I am so excited, I will eventually join the teaching profession, real profession" (Excerpt 8.3, Sarah, pre-interview).

Although she was a mother of 2 boys, Sarah was always seen as a hard worker, a determined student with excellent grades in most courses" (Dr Nada). Before the start of the practicum, Dr

Nada stated that she and all other teachers had a very high expectation of Sarah's performance during the practicum. Dr Nada also added that Sarah "looked very confident with loud voice during all presentations at the college".

In relation to the practicum context, Sarah was assigned to teach English in a local public secondary school (see Section6.3 for more details about the school). In addition, Sarah was assigned to one of the school English teachers to be her cooperating teacher (Mrs Suha). Besides the practicum, Sarah had three other courses that she studies at the college.

During the practicum, she was a committed PST submitting all the required assignments. She submitted six reflective journal entries, attended six reflective dialogues with her mentor (researcher), and engaged in 6 reflective group discussions with her peers. What makes Sarah a relevant case was her preference to reflect via **IRD with a mentor who has experience in teaching.** Unlike Aminah, Sarah wrote the shortest RJs among the participants' data; some entries consisted of only two sentences. Although she also showed a positive attitude towards reflecting via RJs before the practicum, this significantly decreased after the first week of the practicum, as we will discuss in the next section. However, compared to her RJs, she was more comfortable expressing herself during IRDs with me. Before and after the practicum, showing her preference to reflect upon her teaching experience via IRDs made Sarah, a vocal participant in the present study. In that respect, Sarah stated, "I prefer to reflect with an expert who can provide me with beneficial feedback" (Pre-interview), and she also admitted, "I learnt a lot from our IRDs, it my favourite reflective moments during the practicum" (Excerpt 8.4, Sarah, post-interview).

8.2   Sarah's Reflective Journey:

Sara's reflective journey is presented through two main sections: (1) Content of Reflective thinking, presenting findings to answer RQ1a (i.e. Section 8.2.1, and (2) Quality of reflective thinking, answering RQ1b (i.e. Section 8.2.2). Since RQ2 & 3 address relevant findings of the three reflective modes, the answers to these two questions will be integrated within these two sections.

8.2.1   Content of Reflective Thinking

The following is a general overview of the themes revealed and their frequencies from Sarah's reflection journey via the three reflective modes throughout the practicum, which lasted for six weeks.

Table 8.1   An overview of Sarah's revealed concerns during the practicum

Topics	Modes of Reflection		
	RJs	**IRDs**	**GRDs**
Self-related issues 22 (%18.2)	3 (%13.6)	14 (%63.7)	5 (%22.8)
Student-related issues 45 (%37.2)	8 (%17.8)	37 (%82.2)	12 (%26.7)
Teaching-related issues 54 (%44.7)	6 (%11.1)	48 (% 88.9)	23 (%42.6)

As shown in Table 8.1 above, Sarah's data related to the concerns she wrote or talked about during the 6-week practicum can be grouped into three main themes: **reflection on the self, reflection on her students, and reflection on her teaching**. This table also shows how Sarah was more engaged in **IRDs** than in the other two reflective modes (i.e. RJs and GRDs). Among all the three concerns, talking about her teaching was a topic that demanded a lot of her time. After having a general overview of Sarah's revealed themes and their frequencies during the practicum, the following sections analyse how Sarah engaged in each reflective mode differently and how she talked about her concern during her practical teaching. These sections are organized according to the revealed themes from Sarah's data.

8.2.1.1   Reflecting on herself

During the practicum, Sarah did not reflect on herself as much as other participants did. However, Table 8.2 below shows that Sarah was able to reflect more on self-related issues like expressing her emotions or personal perspectives about teaching only during IRDs with my prompts as her mentor. In other words, she did not explore this theme enough in her RJ entries neither in GRDs.

Table 8.2   Sarah's self-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	1	0	1	0	0	1	3 (%13.6)
IRDs	5	4	1	1	1	2	**14 (%63.6**
GRDs	1	2	1	1	0	0	5 (% 22.7)

Unlike Aminah, Sarah rarely **expressed her feelings and emotions,** such as her challenges or breakthrough feelings in her RJs. As seen in Table 8.2 above, she used her RJs to write about self-related concerns only three times throughout the whole practicum. (in weeks 1, 3, and 6). "I have not written much in my RJs I submitted to you […] I was so brief" (Excerpt 8.5, Sarah, post-interview); that was what Sarah told me at the end of the practicum. Although she submitted all the weekly RJ (i.e., 6 RJs), Sarah wrote the shortest entries in her RJ compared to other participants. This can be evident in her first RJ in week 1, the longest entry with fourteen sentences. This first RJ was the first reflective product Sarah produced in her practicum. However, her interest in writing weekly RJs significantly decreased, from the second week of the practicum, as she submitted short reflective entries, some of which contained only two sentences. She explained the reasons behind this, saying that "At the beginning, I liked to reflect in my RJ too much, but then I felt like it is more demanding with no benefits. I need more time to remember and write about every concern. Especially after our first IRD" (Excerpt 8.6, Sarah, post-interview). In the same vein, she commented,

> I am a visual person, so I like writing things down to help me identify my
> weakness and strength to work on them. I tried to write all my notes in my 1st
> RJ; however, after I meet with you in our first IRD, I have not written much in
> my RJs. So, instead of writing my RJ, I record all your comments and feedback
> after we meet. I summarized everything we talked about. I found this helpful
> in writing my RJ I need someone to talk to. (Excerpt 8.7, Sarah, Post-interview)

In the above excerpt, Sarah believed that writing a summarization of the main points in our discussion during IRDs was more beneficial than writing her own RJs. She also mentioned that with all the busy schedule PSTs had during the practicum, Sarah found that writing RJ was an extra burden for her "it was a waste of time, as it was difficult for me to sit and remember everything" (Excerpt 8.8, Sarah, post-interview), especially with her mother duties at home. These might explain why Sarah Sarah lost her interest in writing weekly RJs. However, being so excited about becoming a real teacher, Sarah started her first RJs in the practicum with an energetic and enthusiastic attitude. She wrote, "In my first class, my experience was excellent, and I was so

excited. I always loved to be a teacher, but after my first class, I become more obsessed with the teaching profession" (Excerpt 8.9, Sarah, RJ,week2).

Unlike other PSTs, Sarah seemed **very happy and satisfied with her first class ever**. This was the longest she expressed her feelings via RJs. Her informal teaching experience could influence Sarah's self-confidence, hence, her performance in class (CO). She "offered private tutoring to individuals, groups of students, young and adult English learners" (Sarah-Pre-interview). This informal teaching experience might affect her first real teaching experience. Sarah seemed confident, more mature than the others, and had more control over the whole class. I had not noticed any students' behavioural issues, such as side talking, laughing, or unrelated questions raised by students, that happened in other PSTs classes (CO, week 1).

This was also evident in her first IRD; she talked about her **satisfying feelings** and how she was excited to start her formal journey of being a teacher. Usually, other participants talked about the challenging feeling they experienced in their first week. However, Sarah was different in this situation. She seems confident and full of enthusiasm. She described her teaching during practicum, saying, "I feel I am doing the same teaching I used to do but in a different setting" (Excerpt 8.10, Sarah, IRD, Week 1).

When Sarah expressed her feeling, she provided extra details during IRDs more than she did in RJs. For example, she told me why she was delighted with her first class,

> Regardless of the lesson's content, I have to make it more attractive to my students as a teacher. I always strive to make my class more interested and make my students more engaged. I believed I succeed in doing that by the tone of my voice, way of teaching, variety of activities I used, and being creative in teaching […] I always tried to make the class more enjoyable and attractive to my Ss. This is the best thing I appreciate about myself. (Excerpt 8.11, Sarah, IRD, week1)

Here, Sarah believed she accomplished her goals in the classroom. She had control over the class (she explained the lesson with a high-pitched voice showing dominance in class), she also believed she used effective teaching strategies and conducted various activities, making the classroom more enjoyable. This was Sarah's way of defining **satisfaction** in her classroom. However, after teaching for three weeks for different classes, Sarah became more concerned about her "successful" delivery of the classes. For instance, she mentioned that she felt "**sad and depressed**" as she could not help her students to understand the grammatical rule "reflexive

pronouns". Failing to explain a grammatical rule made her feel unhappy. She also commented on this issue when I met her in IRD in week 3, saying that "I was **not dissatisfied** about the lesson because I could not explain it very well […] I noticed some students did not participate well, which means they did not understand the grammatical rules" (Excerpt 8.12, Sarah, IRD). During IRDs, Sarah was able to explain the potential reason behind this lack of participation as "the activities were difficult for them, I failed in planning the lesson activities, I should make activities that match different students' levels" (Excerpt 8.13, Sarah, IRD, week 3), so they did not engage in the classroom as she expected.

Although Sarah was willing to express both her satisfying and challenging feelings in RJ and IRDs, she elaborated more on these issues while dialoguing with me in the IRD meetings. According to Sarah, this was due to two the following reason,

> I am more comfortable to open up to you; you are an expert and so friendly; I feel that you are like my sister. There are some issues that I could not discuss with others. Also, I trust you to talk about any concerns, and I like the idea that our reflection is not graded or seen by our assessors. (Excerpt 8.14, Sarah - Post-interview)

In excerpt 8.14, the evidence presented thus far supports the idea that establishing a **good rapport with PSTs** affected how they talked, discussed their teaching experience positively, and made them more open to their mentors (Dyment & O'Connell, 2010). Sarah also believed that I (as her mentor) could see and highlight more critical incidents in her classroom than she can do as a teacher; as such, she was impressed by how many issues, to which she did not even pay attention, we discussed in each IRD.

However, the way Sarah talked about her **feelings** was different in GRD. For example, she mentioned to her friends that she was so excited, happy and satisfied by her performance in the first week; However, in week 3, when she felt unhappy about her teaching performance (see Excerpt 8.12 above), she did not discuss this challenging feeling during group discussion. This can be explained by Sarah's attitudes towards group discussion when she told me,

> I like group discussions, as I benefit from other experiences, but I do not like to talk about everything the same way I did with you. I just embarrassed myself. I will expose myself […] They cannot help. They are not experts. They are just students like me. (Excerpt 8.15, Sarah, Post-interview)

Sarah seemed willing to share her strength with her peers but not her weaknesses. She perceived herself as PST with teaching experience; hence wanted to discuss her concerns with an expert rather than with her peers. Sarah also found IRD as an excellent opportunity for her to talk about the impact of GRDs in building false expectations about classes and how this may make her worried before the class. Towards the middle of the practicum, she commented on that,

> Before teaching my class, I was nervous and worried as I heard wrong and negative comments about this class; I heard my friends saying that the students in that class were low achievers and hardly participated in class. They also have some behaviour issues. However, as I started teaching, I realised that the students were good and not like what I expected them to be. (Excerpt 8.16, Sarah, IRD, week 4)

Once she became more accustomed to the students' needs, her challenging feeling decreased significantly in all reflective modes. Sarah had not written or talked about her feelings until the last week when she showed her **satisfying feeling again** when she saw her "students were actively engaged in the class" (Sarah, RJ, week 6). Although Sarah was very brief in expressing her feeling via RJs, our dialoguing during IRD encouraged her to talk more about this situation. She was able to elaborate more in her last IRD with me saying,

> I really like this class. The students were not excellent, but they worked really hard to understand, which is enough for me. My friends had a bad experience with this class as their English level was low, but I was satisfied with the outcome. I am happy and satisfied as I did my best to help them understand. (Excerpt 8.17, Sarah, IRD, week 6)

Here, Sarah was able again to rationalize her feeling and provide more information during IRDs but not in RJs. As seen in (Excerpts 8.11 and 8.12), Sarah, at the end of the practicum, confirmed her definition of **satisfaction** as a teacher: being able to help students understand the lesson. She also went more profound in the last IRD and talked about her **self-awareness** as a teacher, saying,

> An effective teacher has good knowledge about the lesson content. This
> teacher would also use a variety of activities and make learning more
> enjoyable. I think I am an effective teacher because I try my best to help my
> student learn and enjoy the class at the same time. (Excerpt 8.18, Sarah, IRD,
> week 6)

This Excerpt shows how the focus of Sarah's reflection during IRD changed from talking only about emotions and feeling to **evaluating her teaching**. She defined an "effective" teacher and how she positioned herself as an effective one. This was clear evidence of her growing self-confidence in teaching.

8.2.1.2 Reflecting on her students

If we now turn to the second theme, Sarah's data revealed that when she wrote about her feelings, she linked them to her students and how they engaged and understood lessons. From the data in Table 8.3 below, it is apparent that **student-related issues** were the most explored during IRDs.

Table 8.3   Sarah's student-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	2	2	1	1	1	1	8 (%14)
IRDs	6	7	6	6	7	5	**37 (%64.9)**
GRDs	3	1	1	4	1	2	12 (%21)

In the beginning, it has been noticed that Sarah was concerned about **students' participation and engagement in class**. For example, in week 1, she was teaching grammar and vocabulary. She was delighted about her performance in that class, especially since most of the students were engaging with the activities she deployed. She wrote in her RJ that the students were participating "so well and they were so active" (RJ, Week 1). Most of the students, who were **29 in number**, were engaging in the activities, which included some games and role-play (CO, week 1). While, in weeks 2 (i.e., reading class) and 3 (i.e., grammar class), she was worried about the class engagement as half of them were not participating as expected. Students seemed confused; most of them resisted taking part in classroom activities like answering teacher questions, doing textbook exercises, or working effectively in groups. Therefore, she was not yet satisfied even if half of the class still participating. That is to say, Sarah in RJs and IRDs was following a pattern in which she expressed her feeling about a class followed by a comment on students' level of

participation. However, she tended to provide more details and elaboration during IRDs. For example, in week 1, Sarah believed that "if students participate well in class that means they understand, which in turn means that I am doing a good job as a teacher" (Excerpt 8.19, Sarah, IRD, week 1). Hence, she felt unhappy when the student showed some resistance in weeks 2 and 3, which could mean she did not teach successfully.

However, she explained to me the **possible reasons** behind the students' low participation in weeks 2 and 3, saying,

> I noticed that more than half of the students did not understand. I gave them a worksheet to evaluate their learning, but most of them did it wrongly. I do not know why! I did my best to explain it. Maybe because it was my class was the last period of their school day. So, they were bored and tired and wanted to go home. (Excerpt 8.20, Sarah, IRD, week3)

After teaching her first class, in which the students were so active and engaging. Sarah attempted to explore why the students from other classes during weeks 2 and 3 were less active. She had a sort of **reality check** in which she had tried to acclimate herself to the new teaching environment. She used to teach one, two or a maximum of three students when teaching at home. However, a classroom with around **40 students** was a challenge for her. This was reflected in her reflection during IRDs in weeks 2 and 3 regarding how it was difficult for her to make sure all students understand of lesson's content, mainly that they all belong to different English proficiency levels.

Therefore, some reflections appeared in her RJ in week 4 about Sarah **getting to know her students' needs**. She noticed that "they were fine in learning vocabulary, students were actively engaged in the class, but they struggled in listening" (Excerpt 8.21, Sarah, RJ, week4). She also added in IRD, in week 4, that she knew that the English level of some of the students was low. She also talked about her best way to know her students' English levels, "by giving them the evaluation worksheet to do was great as it helped me to know who did not understand, so I worked on these and gave them extra activity before moving to next part of the lesson" (Excerpt 8.22, Sarah, IRD, week4). In her IRD week 5, Sarah believed that "knowing students' levels in advance helped me to prepare well for the next class" (Excerpt 8.23, Sarah, IRD, week 5). She also added in her IRD week 5 that to make sure that every student was actively engaged in the lesson, she "prepared some extra activities that were easier than the book, thoroughly explained the vocabulary, used pictures and drawing and used Arabic sometimes to make sure they understand (Excerpt 8.24, Sarah, IRD, week 5).

Another students' issue that only appeared on her IRDs is talking about her **students' behaviours**. For the first time, Sarah talked about classroom management. This happened in week 4 during IRDs when she said,

> I taught 3rd secondary for the first time, and I heard from my friends and Mrs
> Suha that most students of this class were with low English proficiency, and
> some have destructive behaviour issues. I did not notice any behaviour issues,
> except for two students who were talking and laughing together. I looked at
> them and talk to the class in general with a louder voice and reminded them of
> the class rule regarding side talks. I keep moving and looking all around. I
> controlled the class very well. (Excerpt 8.25, Sarah, IRD, week4)

Sarah had a pre-set expectation about the students' behaviour; however, she only noticed these two girls having a side talk. Sarah managed to control the class and had no other issues. In the same week and during GRD, she admitted that what she heard about the class behaviour last week was untrue, as she "did not encounter any serious behavioural issues that could disturb the class" (Excerpt 8.26, Sarah, GRD, week4). Interestingly, one of the PSTs during one group discussion replied to Sarah saying,

1- **PTS 4:** I know why they behaved well in your class because you have a loud voice and sharp eye contact that made you so serious, which might scare them. When I attended your class in week 2, I noticed your high pitch voice."

2- **Sarah**: Oh really! I do not want them to be scared of me; I am not too fond of that. I did that to control the class, but I am trying to be closer and friendly. I am afraid they might be scared of asking me any questions or talk about their problem. I feel bad.

3- **PTS 5**:It is a good thing, though, so you can stay focused on your lesson without any disturbance; I wish I were you. You should be proud; students lack of respect is a very annoying problem for me.

4- **PST2**: me too.

5- **Sarah**: I really! I love to have control of the class but in a friendly way. I wish I become closer like a friend whom students respect and love (Excerpt 8.27, GRD, week4).

This interaction during GRD enabled Sarah to understand why she has not encountered any behavioural issues from her students despite the warning. In T (Turn) 1, one group member pointed out that Sarah's confident personality and being strict reduce her concerns regarding students' behaviour.

However, this resulted in a change in her reflection content to be more focused and worried about building a **good relationship with her students** while controlling the class. This happened mainly during IRD week 5, in which she explored her concerns about how to establish a good rapport with her students and shed them that she was here to help. In the last week, she told me,

> I think I improved my personality. I tried to be more friendly with my students. Get to know them, move around and smile to help if they need me. I created a good relationship with my students; although they were not high achievers, they tried so hard to participate and learn. Students usually want their teacher to be more friendly rather than being stricter. My friendly personality influenced their learning and helped them a lot. Everyone, including my supervisor, told me that I am kind of harsh and strict with the students. This made them afraid of asking or making mistakes. So I worked to improve this part of my personality. I notice that I succeeded in this class, and I am happy about that. (Excerpt 8.28, Sarah, week 6, IRD)

This excerpt offers another piece of evidence where Sarah's reflection led to a **change in the way she approached her students**. Hence, she discussed this problem, its potential reasons and her solution to gain students' trust. Therefore, towards the end of the practicum, there was a significant change in how she talked about her students. She was not concerned about class participation because she focused on **building a trusting relationship** with her students. Here Sarah admitted that she had a problem with her students' relationships. Her PSTs friends and supervisor noticed her authoritarian personality inside her classroom that she did not like much although this reduced behavioural issues that she might encounter compared to other PSTs. Sarah wanted to be more friendly and close to her students. This is also supported by her comments during the post-interview.

> In the beginning, I was so concerned about my relationship with my students. I am so strict inside the classroom. I noticed this problem from the beginning; as I have been told by my friends, I tried to work on it by finding ways to establish a good relationship with my students. But at the end of the training, I felt that I improved. (Excerpt 8.29, Sarah, Post-interview)

In addition to that, she talked about **her concerns about students' participation**. However, how she talked about it was different from the beginning of the practicum. Consider the following excerpt,

Not all of them responded as I expected. I usually prefer to challenge those
with good English by engaging them in strenuous activities; however, I
prepared easy ones for low English students, so everyone participated and
learned in class. (Excerpt 8.30, Sarah, IRD, week6)

It has been noticed that she admitted students' low participation in class. Since she was teaching
different classes every week, she arrived at class prepared for this problem by having different
activities with two levels of difficulty. Unlike the beginning of the practicum, the focus of Sarah's
reflection increased dramatically **toward the preparation of the lesson**. During class observation
during week 6, I noticed Sarah put two groups of worksheets on the table teacher, and she
distributed one of them to the whole class. When I asked her what these papers were, she told
me I prepared two worksheets with two different difficulty levels to suit their English proficiency.
She used the easy activities first, and then four students finished quickly. So Sarah collected the
worksheet from these four students and gave them the other worksheet to challenge their
understanding. **Activities planning** was another change that resulted from reflection as a solution
to low student participation.

While in her last RJ in week 6, Sarah did not write about her relationship with students, but she
was able to **make a conclusion about** what was **the best way** to teach vocabulary and listening
according to her **students' needs** saying that "I think the best way to teach vocabulary is through
fun activities." Similarly, in GRD, and based on her experience, she talked to and advised her
fellow students about different strategies to help students understand more effectively. For
example, using "fun activities and visual aids to teach vocabulary", "unscramble sentences to
warm up for a writing activity", "group work for speaking activities", and "explaining new words
before they listen to a new audio would increase their chance to understand the audio" (Excerpt
8.31, Sarah, GRD,week6).

The way she talked in the group discussion in her last week (i.e., week 6) about considering
students' needs indicated that she was the expert who portrayed herself as a "**natural teacher**".
That can be explained by her attitude toward RGDs when she said, "I do not prefer reflecting on
groups, not all of the members are experts, I might know more than they do, so they might not
add to my knowledge" (Excerpt 8.32, Sarah-pre-interview). That is to say that Sarah first was
concerned about students' participation, then she moved to write about their needs and finally
reflected on her solution to addressing their needs.

8.2.1.3   Reflecting on her teaching:

The third theme revealed from Sarah's data is about her teaching: teaching strategies, materials or the way she uses L1 (Arabic) to support her teaching. Sarah expressed her teaching concerns differently in each reflective mode. Although Sarah mostly used IRD to talk about her teaching more than other reflective activities, as shown in Table 8.4 below, some issues have not appeared much in her IRDs, like the use of L1.

Table 8.4   Sarah's teaching-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	1	2	0	2	0	1	6 (% 7.8)
IRDs	10	9	6	5	8	10	**48 (%62.3)**
GRDs	5	4	2	2	4	6	23 (%29.9)

If we have a closer look at her RJs, a pattern has been found in her entries. As explained above in section 8.2.1.2, Sarah started most of her entries by expressing her feeling toward the class, then a comment on a student's participation. After that, she linked all this to her way of teaching. For instance, in week 1, as seen above, she was so happy about her performance then she explained the reason behind that as she noticed most of the students were participating. Then she commented on **the teaching strategy she implemented,** saying, "I think my teaching methodology was the reason behind the engagement of the students and resulted in increasing their motivation by making the lesson more attractive to them; I think I succeed in doing that" (Excerpt 8.33, Sarah, RJ, week1). In this example, Sarah was satisfied with the active engagement of her students in her first class; However, in week 4, she thought that lack of technology might be the reason behind students' lack of participation. Generally, Sarah's reflections on her teaching using her RJs were limited only to **teaching strategies** inside the classroom.

In IRD, during the first two weeks, she was following the same pattern as in RJ; however, she elaborated more on her "**teaching methodology**" that she believed to be the reason behind active students' engagement.

I think using different teaching strategies helped me achieve my goal. Using variation in teaching strategies and activities would keep my students more engaged in the lesson. For example, every 10 minutes, I asked students to do different activities not to feel bored or lose interest in the class. (Excerpt 8.34, Sarah, IRD, week1)

Besides reflections on teaching strategies, Sarah explored other teaching issues like **teaching materials**. From week 1, she reflected on the importance of teaching materials for student learning. She thought that implementing "some fun activities" helped students enjoy the lesson as such understand better than when they did ordinary textbook activities. She also reflected on the textbook activities saying that,

The class was about reading, and I think the activities were not related to students' lives. It was about advertisements for different shows, like basketball matches in the USA. So it was not related to my students. So because they did not recognize the American basketball team, I asked them to talk about sports shows from Saudi Arabia. (Excerpt 8.35, Sarah, IRD, week1)

Here, Sarah reflected on how **she adapted textbook materials to match her students' needs**. She believed that for classroom activities to be effective and practical, they should be related to the students' real lives. She also simplified some of the textbook tasks as not all of her students were able to understand. Sarah wanted to teach her students the way she was taught. As an English learner, she believed that "if a student can do the exercise correctly, that means she understands the lesson, so the teacher needs to simplify or change some of the textbook tasks, so everyone is engaged" (Excerpt 8.36, Sarah, IRD, week 1). However, all this "good adaptation of the textbook" now posed a **problematic issue** to PSTs. According to Sarah,

I love to add fun and more accessible activities to my lesson. However, I have to be careful regarding the time. We are required to cover all the book activities. I cannot delete any of them, but I can bring extra ones. My supervisor and the cooperating teacher insisted on doing all the book activities. I wish I could delete some book activities, but I do not have the freedom to do so. (Except 8.37, Sarah, IRD, week1)

This excerpt highlights a conflict between 'Sarah's personal beliefs about teaching and the reality confronting her as a teacher. For example, she wanted to add more fun tasks, simplify some textbook activities, and delete unrelated ones; however, she got a specific criterion that needed

to be followed, covering all textbook activities for the lesson within a limited time (i.e., 45 minutes). Moreover, she has been told that this criterion would be considered in her grading during CO.

After that, her reflection focused on finding a **solution** to this conflict by trying different activities and assessing their effect on time and students' learning. For instance, she told me,

> guessing the meaning of new words from context will not work with them because most of them have low English proficiency and will talk more time. In class, there was not much time as I have to finish other book activities; otherwise, I will lose marks in my evaluation. (Excerpt 8.38, Sarah, IRD, week2)

Concerning lesson preparation, Sarah's reflections at the beginning of the practicum showed that she planned activities according to what she believed was necessary to deliver the lesson content successfully. Nevertheless, now, she was thinking of other institutional matters that she found herself forced to consider while preparing her lesson, such as time restrictions, covering all textbook activities. This thinking resulted in a shift in Sarah's reflection from talking about adapting material to **adapting pedagogical techniques**, which increased significantly over time. Sarah was trying to explore the pros and cons of her teaching styles. For example, in week 3,

> I noticed that students were passive. The lesson was about grammar. I asked them during the lesson explanation different questions, but they were resisting to participate. I do not know if it was because they were tired or because the lesson content is complex. So, when I asked them yes/no questions, I saw some extra hands raised. This made me continue doing that to keep things simple. I think this kind of question helped some of them gain more confidence. When they answer Yes or No, I praised them. However, when I asked information questions, most keep quiet. So for the following classes, I will start with yes/no questions and then move gradually to WH questions. (Excerpt 8.39, Sarah, IRD,week3)

During weeks 3 and 4, her reflections implied her intention to know which **teaching strategy** would be **the best** to teach different skills within the allocated time. In the above example, she learned about her students and tried to test students' responses to her teaching strategy. Another example in week 4, she stated that "learning through games" and asking students to write their answers on the whiteboard" made her students more "active, excited, and happy" as her students "love to move around". (IRD, week4). The following example also shows her way to adapt her teaching style to match **students' needs.**

> I knew my students, who had low English proficiency, would not use the new
> words in sentences independently. Hence, instead of asking them to work
> individually, I used group work to do this task. It was beneficial and saved my
> class time. (Excerpt 8.40, Sarah, IRD, week 5)

She used what she believed was the best for her context. In addition to this, Sarah reflected on **L1 use (Arabic)** inside the class. She believed that "English teachers should not use L1 (Arabic) in a classroom, as is considered to be the only place for most of the Saudi students to practice English" (Excerpt 8.41, Sarah, IRD, week1). This belief was very noticeable in weeks 1 & 2 classes as she only used Arabic to explain a rubric for a task when she saw a confused student (COs, week 1 & 2).

Although most cooperating teachers and supervisors did not support the use of L1 inside classrooms, most of the PSTs felt the need to use Arabic due to students' low English proficiency. However, Sarah told her friends in the first GRDs, "I do not prefer to use Arabic, so students have the chance to increase their English input" (Excerpt 8.41, Sarah, GRD, week). In other words, Sarah's belief about using Arabic was different from her peers, who believed that using L1 is necessary in some situations., In week 2, Mrs Suha, who surprisingly commented on not using Arabic when needed, observed Sarah and said, "Why you did not use Arabic [...] you can use some Arabic to help students understand after trying your best in English". Here she discovered that her cooperating teacher was different from others. During IRD, she tried to negotiate Mrs Suha's point of view regarding using L1 inside the classroom by offering an alternative that can be used instead of using L1.

In the following week, she taught grammar about "reflexive pronouns" for a class of 40 students. In this class, she met new students with new challenges, i.e., "low English proficiency, large class, and complex lesson content. She narrated,

> I used Arabic when I felt they were not with me, I heard them saying to each
> other, "what she is saying?" I saw their faces confused trying to understand. I
> felt that it was vital to say it in Arabic. I could not find any other way besides
> there is not enough time. The level of their book is beyond their English
> proficiency level; it was difficult for them […] I noticed that when I used Arabic,
> they paid attention more to me and tried to make some extra effort. Using
> Arabic help them to understand. (Excerpt 8.42, Sarah, IRD, week 3)

In addition to this excerpt, some other reflections found in GRDs week 3, 5 & 6 indicated that Sarah believed that using Arabic was essential to help students understand some aspects of the

lessons. Knowing her students' needs and abilities helped Sarah **change her practice** regarding L1 use inside classrooms.

Not only did Sarah learn from her teaching experience, but she also did learn from dialoguing with peers during GRDs. After the practicum, Sarah admitted that her peers' discussion about how they suffered from students' low English proficiency and how they found themselves forced to use Arabic to explain lessons made her feel a bit relieved and easily convinced by her cooperating teacher's advice about using Arabic when needed.

Besides L1 usage in the classroom, Sarah's concerns about **instructional skills and strategies** increased during GRDs and reoccurred every week. She was recalling or sharing her methodology styles or techniques, for example, "I found that explaining new words before they listen to a new audio would increase their chance to understand the audio" and "Me too I like the idea of explaining new words with pictures. It saves time" (Excerpt 8.43, Sarah, GRD, week 6).

Generally, compared to her RJ and GRD, Sarah was very engaged in **IRDs** while talking about her **teaching-related concerns**. She seemed very interested in these meetings and told me that she was "looking forward to meeting me". This might be due to her preference to reflect with a "supervisor or someone who has an expert in teaching and know more in teaching because [she] trusted them more than friends". Also, she admitted that one-to-one dialogue with an expert would be more focused, hence more beneficial (post-interview).

8.2.2   Quality of Reflective Thinking

We now turn to look at Sarah's level of reflection. It is organised according to the main three main reflective activities she engaged in during the practicum: RJ, IRD, and GRD.

8.2.2.1   Reflective Journals (RJs)

Table 8.5 below demonstrates the levels of Sarah's reflection through her RJs when she talked/wrote about the three main concerns during the six-week practicum.

Table 8.5   Levels of Sarah's reflection in RJs

Themes	level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	**R1**	1	0	0	0	0	1	2 (%66.7)
	R2	0	0	1	0	0	0	1 (%33.3)
	R3	0	0	0	0	0	0	0
Student-related issues	**R1**	1	1	1	2	1	1	7 (%63.6
	R2	0	1	1	0	1	1	4 (%36.4)
	R3	0	0	0	0	0	0	0
Teaching-related issues	**R1**	1	2	0	2	0	1	6 (%75)
	R2	1	0	0	0	0	1	2 (%25)
	R3	0	0	0	0	0	0	0

An interesting observation that stands out in the detailed analysis of the above table is the occurrence of most of Sarah's reflections at **level (R1),** then at level R2. Additionally, none of the reflections is coded at level R3. When Sarah wrote about her students, a significant proportion of these reflections occurred at level R2. In Sarah's RJs entries, her reflections were mostly recall-oriented (R1), but fewer entries occurred at level R2.

Initially, Sarah's reflections at level R1 were mostly accounts of **describing** her **teaching experiences.** At this stage, Sarah could not critically examine and analyse issues at a deeper level of reflection; instead, her accounts only gave descriptive accounts of her teaching experience. Sarah started her reflective thinking journey with a recall of her teaching experience. For instance, in her reflective journal of the first week, Sarah wrote, "In my first class, I had a great experience. It was fascinating. I loved to be a teacher. After the first class, I built an obsession with the teaching profession" (Excerpt 8.44, Sarah, RJ, week 1).

This extract from Sarah's RJ from the first week renders a clear image in which Sarah shared her excitement and feelings towards her first class experience in the practicum. However, she

completely missed specifying reasons or trying to decipher reasons for her satisfaction. She could not reconstruct how her excitement and satisfaction from her first experience might impact her future interactions with students. Similarly, in the sixth week, while writing about the last lesson, she painted a less detailed picture by writing that it was "Generally a good lesson".

Another example from Sarah's RJ entry in the second week demarcated the characteristics of Sarah's reflection at level R1 when she described her way of lesson delivery. "Firstly, I used brainstorming technique with students. I asked them questions about how they report a speech. Then, I used some fun-games, and at the end, I gave them evaluation sheet" (Excerpt 8.45, Sarah, RJ, week2).

Sarah, in this excerpt, recalled only some main events without any analysis or evaluation. Although I observed plenty of interesting incidents in her class during CO in the second week, Sarah was only able to reflect upon the main parts of the lesson, from the warm-up activity to the evaluation exercise at the end. The above passage highlights another fact about Sarah's reflective thinking, i.e. she remained brief, cogent and concise in her description of teaching experience through RJ entries, a fact that she admitted during post-interview.

This explains that Sarah was not comfortable with writing RJs to reflect on her teaching experience. This stand is corroborated by her negative remarks about the use of RJs. She said, "[reflecting via RJ] is a very demanding task, and it took a lot of my time in thinking and writing down. Also, I have two kids. So I do not have all day at my home […] RJ was an extra burden on my shoulders as I have other courses and assignments too"(Excerpt 8.46, Sarah, post-interview). Sarah also recommended that it would be beneficial if PSTs focussed on practicum during their last semester.

As the practicum proceeded, Sarah's reflections showed a greater projection towards **level 2 (R2),** especially when she talked about her **student concerns**. This trend became more evident at the terminal stages of the practicum. To elaborate, in week 3 of RJ's entry, Sarah tried to explain why some of the students were sleepy during her writing class. She thought it was "because of the class time. As the class was the last session of the day, students seemed tired and exhausted" (Excerpt 8.47, Sarah, RJ, week 3).

Sarah's reflections at level R2 can be further traced from another below-mentioned extract. She pondered over students' needs and issues confronting them and proceeded to draw a conclusion based on her experience from her last week's classes, saying, "I think the best way to teach vocabulary and listening is through engaging students in fun activities like games" (Excerpt 8.48, Sarah, RJ, week 6). This example clearly shows how Sarah generalised her teaching experience

and remodified her strategy to engage students through fun activities and make learning a cherishing experience for her students.

In a nutshell, RJ's entries regarding student-related issues better facilitated Sarah's reflective thinking process. Most of Sarah's reflections during RJ entries were traced on level R1 but her reflections regarding her students were more pronounced on level R2.

8.2.2.2 Individual Reflective Dialogue (IRDs)

As compared to other reflective modes of reflective thinking, Sarah's reflections in IRDs clearly encapsulated all three levels over this practicum (see Table 8.6 below).

Table 8.6   Levels of Sarah's reflections in IRDs

Themes	level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	**R1**	4	2	1	0	0	1	8 (%47.1)
	R2	1	2	1	1	1	3	9 (%52.9
	R3	0	0	0	0	0	0	0
Student-related issues	**R1**	4	2	2	4	3	2	17 (%32.1)
	R2	3	2	3	2	4	2	16 (%30.2)
	R3	1	4	4	4	3	4	20 (%37.7)
Teaching-related issues	**R1**	8	6	4	3	1	4	26 (%37.1)
	R2	5	8	2	0	5	3	23 (%32.9)
	R3	3	7	3	3	2	3	21 (%30)

As the practicum proceeded, by virtue of the overtime learning experience, Sarah's reflections during IRDs clearly exhibited a progressive improvement in the quality of reflections. This can be explained by tracing Sarah's attitude towards IRD.

> In this dialogue [IRD], I will be the focus. I would be the focus of attention. A
> supervisor will make an all-out effort to train and equip me well, thanks to her
> experience. She will help me out, extending her advice. If I have any ambiguity,
> I can get it clarified. (Excerpt 8.49, Sarah, pre-interview)

This observation about Sarah's preference for IRDs was also reconfirmed at a post-practicum stage when she compared IRD to writing RJ, "Unlike IRDs, you have no experienced expert to talk to in RJ. You have no one to help you find solutions, respond to your queries and extend help when you get disoriented or confused" (Excerpt 8.50, Sarah, post-interview).

Although Sarah's reflective thinking showed significant refinement over time, the extent and degree of refinement substantially varied vis-à-vis the topic she talked about. For example, during IRD meetings, Sarah's reflections on **self-related concerns** like her emotions and feelings occurred at Levels R1 and R2 to the total exclusion of any reflection complementing level R3. This was an interesting observation. Unlike other topics, Sarah was not much poised to reflect on herself during IRDs. Nevertheless, her confidence did not waver (as witnessed in CO), raising little or no challenges during the practicum, which can be attributed to her personality and previous informal teaching experience.

Conversely, while discussing students- and teaching-related issues, Sarah's reflections displayed significant development in the quality of her reflective thinking over time. Data presented in Table 8.6 above undoubtedly establishes a significant decrease in R1. However, on the flip side of the coin, the number of excerpts coded in R2 and R3 had shown an incremental development of reflections in these two levels from the low level for R1. This explains how Sarah's responses showed considerable improvement in the quality of reflective thinking over the practicum, especially when she talked about student issues and teaching complexities.

To bring the point home, an excerpt from week 1 is presented and analysed here. At the initial stages, Sarah's reflections were recall-oriented while describing her students' reactions and their behaviours. However, at this stage, Sarah's responses clearly lacked a critical approach that might have helped her to decipher and better understand the processes operating behind these behaviours.

1- **Me**: How do you feel about your class?

2- **Sarah**: The class was so motivated and excited about the class.

3- **Me**: Why do you think that?

4- **Sarah**: They were enthusiastic and actively participating. I noticed they were pretty motivated, and almost all of them remained engaged in the lesson. (Excerpt 8.51, Sarah, IRD, week 1)

This reflection during IRD helped her understand the underpinnings of her satisfaction with student reactions during her first interaction with students. Upon being challenged to deeply analyse the reasons behind her satisfaction with a follow-up question (T3 in the above excerpt), Sarah's response was another **descriptive** reflection. This lack of critical approach towards having a deeper understanding of the class setting was further evident from Sarah's talk during IRD meetings surrounding what she did and what students did. This shows that, in the initial course of

practicum, Sarah's approach of reflective thinking clearly missed a deeper analysis and reading of the class-setting, in which she could rationalize classroom incidents or build upon what worked well to improve her performance. Sarah was quite frequently and consistently prompted to analyse her description. At times, these questions were rephrased to give her another chance. The purpose was to calibrate her reflective thinking at a higher level. To contextualize, in week 3 of the practicum, she taught grammar (i.e., Reflexive pronouns) to a class of 40 students in the last period of the school day. She used a worksheet to practice some exercises with the students, who seemed very sleepy and bored. She was further enquired as:

1- **Me**: Q1-How did you feel about your class?

2- **Sarah**: I noticed that more than half of the class did not understand the lesson taught.

3- **Me**: Q2-Why do you think so? What is the reason behind this?

4- **Sarah**: I do not know. I gave them a worksheet to evaluate their learning, and most of them did wrong. I noticed that the SS were exhausted and bored.

5- **Me**: Q3-Do you think they were resisting? Was it something related to the lesson itself, activities, or the students themselves?

6- **Sarah**: I do not know if it was because they were tired or because the lesson was challenging. The lesson was about grammar, so I think it was not easy. It needed more effort to grasp the rules completely. I asked students, but they were resisting to participate. I believed they were also tired and exhausted at the end of the day. (Excerpt 8.52, Sarah, IRD week 3)

This excerpt shows that after Sarah responded to my questions in T1 and T3 **descriptively,** the questioning pattern was changed. The question was rephrased, and she was offered two possible explanations. It was expected that Sarah would build upon these two possibilities and would try to decode the reasons behind the student's behaviour. So reframing the query enabled Sarah better to explain her reading of the students' low participation. Our dialogue during IRD enabled Sarah to think deeper about this incident. For instance, she admitted that she did not effectively plan the classroom activities, which were very difficult for them (see Excerpt 8.18). She was able to talk about her reflection-in-action. In other words, she mentioned what she did at the time of

the lesson to help students be more engaged, for example, by asking yes/no questions (see Excerpt 8.39) or using Arabic to help them understand (see Excerpt 8.42).

The continued consultative dialogue with Sarah over the practicum helped unveil another interesting observation; progress in the quality of reflection level, especially in student and instructional issues. As the practicum elapsed, Sarah's recall-oriented reflection (R1) underwent a diminishing trend, and **rationalization-oriented reflection (R2)** exhibited an incremental trend.

More important was the transition in Sarah's ability to **interpret, re-read, analyse and rationalize** the incidents and student behaviours without any follow-up questions. To elaborate, the following excerpt from week 5, in which Sarah commented on her students' reactions to a listening activity, can be presented as evidence to better understand the evolution of her reflective thinking capabilities.

> **Me**: Which part of the lesson did not go well with students?
>
> **Sarah**: In listening, some students (ss) had difficulties in listening. First, I need to figure out why they cannot understand this task. Then I would try to make it easier and comprehensible for them. I asked them to listen to it three times. When I noticed that they still did not get it, I read it slowly. After this, they started answering some of the questions. I realised that it was the speaker's accent that was unsettling for them as they did not understand. (Excerpt 8.53, Sarah, IRD, week 5)

This reflection shows Sarah tailoring the description of her situational reading to conceive the reasons obstructing effective student understanding and impacting learning outcomes expected from the listening task. Sarah was able to successfully establish the strange phonetical construction of the speaker being the reason behind low learning outcomes.

While analysing Sarah's reflective trajectory and its quality about students and teaching issues, it becomes clear that she exhibited faster progress in **instructional concerns** than her analysis of the student behaviours. This might be established through Sarah's content of reflection in the previous section (8.2.1). At the beginning of the practicum, Sarah was more focused on teaching issues, and then her focus has significantly shifted towards her students and how to build a good relationship with them. This analysis undeniably sets forth a correlational linkage between the content and quality of Sarah's reflections. In other words, when she focussed on teaching concerns, there was a higher likelihood of Sarah evolving a deeper reflection upon this subject.

Presented below is an example of Level R3 from the second week of practicum, where Sarah deliberated upon her teaching of a writing lesson about travelling.

> The content [of the lesson] itself was interesting and related to students' lives. Students were able to identify themselves with the contents of the lesson. The way the book presented the ideas did not invite student attention and was boring too. So I re-arranged the lesson by adding some extra activities; a warm-up activity and another group game activity. This helped me steer my students' engagement. They worked hard. Next time I prepare a lesson, I will add more activities so that students can cherish the lesson. Also, I will use short video clips. This will save my effort, and time and will help attract students' attention. (Excerpt 8.54, Sarah, IRD, week 3)

An analysis of this excerpt illustrates Sarah's response embodying a **high level of reflection (R3)** in her pedagogical concerns. She successfully evaluated her teaching approach and was able to see its impacts on students' learning. She was also able to put those inferences into action successfully. Drawing upon her analysis, she coupled her future lessons with engaging activities to drive student attraction.

Additionally, Sarah's reflections at the highest level (R3) transited towards the end of the practicum. She talked more about **her students** and developed an analytical insight into student issues. In the 4th week of the practicum, Sarah tended to change her pedagogical method and reset the contours of student-teacher interaction. She commented,

> […] also, my personality helped me in controlling the class. My friend was of the opinion that my students behaved well in my class because of my strict nature and the fear that such nature inspires. However, I want to be their friend so that they start to enjoy learning. In the next lesson, I will try to be more friendly towards them, smiling, cracking jokes, and paying less attention to simple behavioural issues. (Excerpt 8.55, Sarah, IRD, week 4)

This excerpt reflects that Sarah was now more concerned about her **relationship with her students.** She started to appreciate students' reactions towards her teaching style as such, she had a good control of the classroom with no serious behaviour issues. She proceeded to synthesize the reasons behind this dilemma as she was perceived as a "strict teacher. After identifying the problem, she transformed her pedagogical approach by exhibiting deeper reflection for her next class (i.e. week 5). She changed her approach to assimilate with students by

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being closer to her students and winning their trust in the process to learn more effectively. I also clearly observed this change as Sarah tended to smile more often in class and have one-to-one conversations with students during classroom activities. She was also seen having small talks on the school corridor after class to answer students' questions. (CO- field notes).

8.2.2.3 Group Reflective Dialogue (GRDs)

During GRDs, most of Sarah's reflections occurred at Level R1; however, her reflections gradually extended to levels R2 and R3 while discussing teaching issues in her interactions with peers. That is to say not only did the mode of reflection impact Sarah's level of reflection, but the topic of reflection also had a bearing on the quality of her reflection. See the following Table.

Table 8.7   Levels of Sarah's reflection during GRDs

Themes	level	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
Self-related issues	R1	1	2	1	1	0	0	5 (%100)
	R2	0	0	0	0	0	0	0
	R3	0	0	0	0	0	0	0
Student-related issues	R1	3	1	1	2	0	1	8 (%66.7)
	R2	0	0	0	1	1	0	2 (%16.7)
	R3	0	0	0	1	0	1	2 (16.7)
Teaching-related issues	R1	3	2	2	2	3	1	13 (%48.1)
	R2	2	2	1	0	2	4	11 (%40.7)
	R3	0	0	0	0	1	2	3 (%11.1)

When Sarah reflected upon her **emotions**, most of her reflections were **recall-oriented**. She started with an account of her experience and explained how she felt during her classes. For instance, in the 2nd week of the practicum, and during CO conducted by Dr Nada to evaluate Sarah's performance, Sarah expressed her feelings saying, "Dr Nada attended my class this week for evaluation. At first, I was nervous; but now, I am generally so happy that Dr Nada attended this class to evaluate me" (Excerpt 8.56, Sarah, GRD, week 2). In this example, it is quite clear that Sarah shared her perceptions with her peers, stating her opinions about the visit of the college supervisor. She felt anxious in the beginning, but then she grew more comfortable with these evaluations. But, in the above example, Sarah did not try to explain what was worrying her; the classroom large size (38 students), being observed for evaluation, or the lesson content. But after expressing her discomfort, she immediately commented that she was "generally" satisfied with the lesson and the timing of the evaluation.

Even though she did not explicitly cite **reasons** for her satisfaction, Sarah tended to stay at level R1 all the time when she talked about her feelings with her peers. Sarah remained very descriptive throughout the practicum, as illustrated by looking deeper into Sarah's outlook on

GDRs. Sarah expressed her convictions and apprehensions about group discussions. In one instance, she thought she,

> did not benefit from these meetings because they [her peers] did not take these GRD sessions very seriously and exhibited a callous attitude. It was a mere talk about what they have done in class, and it was entirely descriptive. (Excerpt 8.57, Sarah, post-interview)

Regarding GRD sessions, Sarah proposed another alternative that she thought might improve the quality of these sessions. She proposed that "it is a good idea if a leader is assigned to control, direct and steer discussion every week." She added,

> or if [the researcher as a mentor] or our supervisor attended these discussions [GRD sessions], then the whole exercise can be more productive and rewarding. You could observe participants and approve or reject any solutions or strategies that we propose or discuss. Sometimes, we exchanged our opinions about an issue, but I found it difficult to work out which perspective or approach is the correct one. (8.58, Sarah, post-interview)

Additionally, Sarah also drew a comparison between GRD sessions and her meeting with me during IRDs and expressed her reservations in these words, "they [peers] do not have enough experience to offer her advice. Contrarily, a supervisor can offer me solid advice. Moreover, I do not trust their [peers'] advice" Excerpt 8.59, post-interview). The aforementioned analysis presents sufficient evidence to suggest that GRD was not Sarah's preferred mode of reflection, and she was a strong advocate of modification in the format of these meetings and expressed scepticism towards the utility of GRD meetings.

When Sarah talked about **student-related issues** during GRDs, her reflections can be mostly extrapolated at **Level R1** with a few reflections showing levels R2 and R3 of reflective thinking. Looking at what was observed during Sarah's self-reflection, she exhibited a similar pattern while describing her reflections about her students, their reactions and behaviour in general. For instance, she commented, "students behaved themselves well during class and participated in the class discussion" (week 1), "they were sleepy" (week 3), or they were fine, except there was one student who put her head on her desk and slept. I tried to keep her busy in class." (week 4).

However, towards the end of the practicum, in the fourth week, an entry was found in level R2. A look at the below-mentioned excerpt sheds some light on this point:

> Particularly in listening, I noticed that [students] did not understand the audio because it was fast-paced. The speaker was speaking very fast. So, I let them listen to it three times, starting from a fast speed to a slower speed at the end. To give everyone the challenge that they need to learn. They had difficulty answering the listening comprehension questions. (Excerpt 8.60, Sarah, week 5)

In this excerpt, Sarah tried to explain the reasons for low participation. This was an improvement in her response in comparison to her previous reflections. Moreover, another example of Sarah's reflections about her students was coded at the highest level of reflection R3. In this reflection, she approached her teaching technique to change her pedagogical method according to students' needs. Consider the following example,

> For me, listening is the most difficult skill to teach. [students] found the audio very difficult to understand, so for the next classes, I have to repeat it many times while taking pauses. Also, I need to explain new (tricky) words before they listen to the new audio. This explanation would increase their chances to understand the audio. (Excerpt 8.61, Sarah, IRD, week 5)

> Although GRDs were not the preferred tool for Sarah to reflect upon her experience, she navigated teaching issues differently as she exhibited more engagement and focussed participation. Despite the limited number of Sarah's reflections in GRDs, the most recurring themes in her reflections were about teaching-related issues and spanned all three levels of reflective thinking.

In Sarah's case, the **mode** of reflection and **content** of reflection were elements that were contributing towards the trajectory of change and defining the depth of her reflective thinking. Interestingly, from the very first week of the practicum, as can be earmarked from Table 8.7 above, Sarah's reflection entailed the explanations for her not using group work in her class (Level R2).

PST: 4: I think group work is a must in every class.

Sarah: No, not always. I would like to disagree. Sometimes group work does not work. In one of my classes, the room was very tight. Students cannot move easily, and the space was so narrow that even I could not walk around the class and check or help students. So, it created a chaotic situation and wasted class time. (Excerpt 8.62, Sarah, GRD, week 1)

In this passage, Sarah articulated why she thought group work was not always a good idea. She corroborated her argument with an example of practical experience she earned from one of her classes, based upon which she disagreed with her friend regarding the utility of group work. She learned from her experience that group work is not suitable in all situations. She learned that class size hindered the effective implementation of learning activities she had planned and consequently impacted student learning outcomes. That is to say, group interaction here might have facilitated Sarah in raising her reflection level to go beyond simple genesis and offering solutions for students' problems.

Moreover, Sarah's reflective thinking exhibited **steady progress** when she talked about **teaching issues** in her group meetings. Towards the practicum's culmination stages, Sarah's recall-oriented reflections abated, and her reflective thinking tilted more towards the R2 reflection level. In the last two weeks of the practicum, Sarah's reflections slightly improved to touch level R3. Sarah was successfully able to work out an instructional alternative to the group work for her next class. "So I decided not to use group work with this particular class. I replaced it with other beneficial activities like student pairs (working on dedicated assignments or activities)." (Sarah, GRD, week 5).

8.3   Conclusion

Sarah was perceived, by herself and others, as an expert PST. Having some informal teaching experience, She started with high self-confidence. However, she was able to reshape her teaching practice when she checked the reality through the practicum. Teaching a big number of students was a situation she was not accustomed to. Hence, reflection helped her identify the flaws in her teaching method. She successfully decoded the lacunas in her approach and changed the focus of her reflections. Resultantly, she also fixed the way she approached her students and find solutions to students' problems.

While reflecting on her teaching style, Sarah steered through the three reflective modes differently. This affected both the content as well as the quality aspect of her reflections. Sarah's RJs' content was mainly circumscribing her **students' concerns**. She started her RJ entries with reflections on student behaviours and reactions during classroom interactions. On the quality parameters, Sarah's RJ reflections fell in level R1 with a limited number of reflections occasionally stretching to level R2 only when she wrote about her students, as this is the topic that consumed her effort during RJ. Sarah expressed a positive attitude towards RJs' use at the beginning of the practicum, but she started expressing her reluctance in RJ entries after the first submission in week 1. She expressed her apprehensions about RJ entries questioning their utility and the extra burden these entries put on her shoulders compared to IRDs.

At the start of the practicum, Sarah used to express her satisfying emotion a lot. As the practicum progressed, her focus shifted to **students' participation** in class. Her **teaching-related concerns**, at this point, stemmed from and were deeply intertwined with student engagement during lessons. This stands substantiated because when she reflected on her student reactions, she subsequently commented on teaching concerns. She further developed her reflective thinking over the length of the practicum and conceived the importance of better lesson preparation and a higher degree of a student-teacher relationship.

Generally, the quality of Sarah's reflections during IRDs spanned all three categories (R1, R2 and R3). However, over the practicum, her reflections tilted towards levels R2 and R3. This tilt was more pronounced in her reflections about **student-or teaching-related issues**. Hence, both the topic and mode of reflection facilitated Sarah's reflections. Nevertheless, throughout the practicum, IRDs remained Sarah's preferred mode of reflection. She believed that IRDs were more beneficial than other modes of reflection.

While during GRDs, Sarah tended to reveal **satisfaction** emotion when she reflected on her feelings but hid the **challenges** she faced during her classes. At the initial stages of the practicum,

most of her reflections concerned **student-matters,** but as the practicum elapsed, the foci of her reflection inclined significantly towards **instructional concerns**. Concerning Sarah's level of reflection during GRDs, it primarily fell in level R1. However, when Sarah talked about **student-related matters**, her reflections occurred at level R2 and gradually extended to R2 and R3 when she discussed **teaching issues** with her peers. In this category, the quality of reflection was affected by mode and the content of reflection. Despite conceding that GRDs benefited her, Sarah did not prefer GRDs as a mode of reflection. She felt that she was better experienced than her peers; hence her peers would not add to her knowledge. This aspect made GRDs less of an attraction to Sarah. Moreover, Sarah did not feel comfortable and was not openly expressing her opinions which greatly limited her capacity to benefit from GRDs. Sarah recommended that an expert should supervise GRD meetings.

Chapter 9   **Case Study Three: Layla**

9.1   Who is Layla?

Layla was 21 years old at the time of collecting the data for this study. She was an exceptional student at high school, who then decided to enrol at a university to obtain a BA degree. Layla chose to study English not mainly to become an English teacher, but her main goal was to have a degree in English that would make her eligible to apply for a scholarship to study abroad for a master's degree because she believed studying English was her only possibility to pursue graduate studies abroad. She also told me that this major would help her to gain an in-depth understanding of the language learning process, which was triggered by her interest "in psychology and what goes in the minds of EFL learners while learning the language" (Layla, Post interview).

Layla is regarded as very competent in spoken and written English by her teachers. Moreover, Layla is a highly active student in extracurricular activities. She is known for her enthusiasm for moderating seminars and giving talks about psychological issues, in English and Arabic, both to her peers at the college and in other places such as local schools and community agencies in her town and other big cities. Her image as an exceptionally successful and enthusiastic individual led most of Layla's teachers at the college to have very high expectations of her performance during the practicum.

Concerning the practicum context, Layla was allocated for teaching English in a local secondary school, in which students were all girls aged from 15 to 17. She was assigned to work with a cooperating teacher (Mrs Leena) who taught English at the same school. During the practicum, she was a committed PST and satisfactorily completed all required assignments. She turned in 6 RJs, attended 6 IRDs with her mentor (the researcher), and engaged actively in 6 GRDs with her peers. What makes Layla a **relevant case** for the present study was her preference to reflect via group reflective dialogue (**GRD**). When she was asked about her preferred mode to reflect on her teaching experience, she answered, "I prefer reflecting in a group. My mind works better when I work in groups" (Layla, pre-interview). Unlike Aminah and Sarah, Layla was the most active member in group discussions, leading the meetings, asking questions, and commenting on others' notes. The data revealed that she acted as the group leader, although no leader was officially assigned to these informal group meetings.

9.2   Layla's Reflective Journey:

This section will be presented in two main parts: (1) Content of Reflective thinking, presenting findings to answer RQ1a (i.e., Section 9.2.1, and (2) Quality of reflective thinking, answering RQ1b (i.e., Section 1.2.2). Since RQ2 & 3 address relevant findings of the three reflective modes, the answers to these two questions will be integrated within these two sections.

9.2.1   Content of Reflective Thinking

Table 9.1 below presents an overview of the themes that emerged from the analysis and how frequently they were referred to within Layla's reflective journey via the three reflective modes throughout her practicum, which lasted for six weeks.

Table 9.1   An overview of Layla's revealed concerns during the practicum

Topics	Modes of Reflection		
	RJs	IRDs	GRDs
Self-related issues (38; %22)	6 (%15.8)	19 (%5)	13 (%34.2)
Student-related issues (62; %35.8)	7 (%11.3)	40 (%64.5)	15 (%24.2)
Teaching-related issues (73; %42.1)	6 (%8.2)	49 (%67.1)	18 (%24.7)

Like previous cases, the content in Layla's reflection can be grouped into three main themes: **reflection on the self (38), reflection on her students (62), and reflection on her teaching (73)**. As seen in Table 9.1 above, the analysis also revealed that Layla reflected most frequently during IRDs, and she mainly reflected on issues related to her students and teaching in the classroom. The following sections will analyse how Layla engaged in each reflective mode differently and how this affected her initial teaching experience.

9.2.1.1 Reflecting on herself

Layla did not spend much time talking about her feelings during the practicum, as it only counted %22 of all her reflection. However, t below shows that Layla reflected more on self-related issues, such as expressing her emotions more frequently during IRDs with my prompts as her mentor and in GRDs with her peers.

Table 9.2   Layla's self-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	total
RJs	1	1	1	1	1	1	6 (%15.80)
IRDs	4	2	3	2	4	4	**19 (%50)**
GRDs	2	3	3	4	1	0	13 (%34.21)

Her descriptions demonstrated her **general feelings**, especially at the beginning of the class. For example, in her first class, Layla started her teaching experience a bit anxious. She was teaching vocabulary and grammar to 3rd-grade secondary, who were about 38 students. Layla wrote in her first RJ, saying, "This is my first class in my teaching training. I was a bit nervous" (Excerpt 9.1., Layla, RJ, week 1) with no extra explanation about why she felt nervous.

However, as an observer, I had not noticed any remarkable nervousness during the CO, and she seemed confident. Instead, I noticed that she was always standing in front of the class, and, on some occasions, she was not responding to students appropriately. For example, while teaching new vocabulary, she asked students to use "sad" in a sentence. One student smiled and said, "I feel sad on Friday because we do not have English." Layla repeated the sentence with no further reaction.

Hence, I touched upon what I saw in her class, and considering what she had written in her first RJ entry, I encouraged her to elaborate more on her feelings by asking her why she thinks she was a bit nervous. She replied,

> Usually, I am at ease with myself around others. However, this time, I was
> nervous and confused. Not because I was not confident but because of the
> new situation. First, it was my first class. More importantly, I heard that most
> students in this class were weak and naughty. This made me more nervous. I
> do not want my students to make fun of me. (Excerpt 9.2, Layla, IRD, week 1)

From this excerpt, Layla was able to rationalise her actions, saying that this feeling was not due to her lack of confidence. Layla had "been chosen" by the department of English due to her "confidence and her skills in giving presentations" as well as leading seminars and delivering lectures to different groups of audiences such as students, teachers, and members of the public, as part of the college extra curriculum activities (Layla-pre-interview). It was because she was worried about losing her face in the classroom in front of her students.

She also talked about an incident with her students in the first week and expressed some of her **challenging feelings,**

> I had a problem with the students' participation. Most of them refused to
> answer me many times, which made me even more nervous. I felt scared and
> nervous. I felt that I did not have enough power to control the class. I tried to
> ignore them and do other activities. (Excerpt 9.3, Layla, IRD, week1)

Here we can see her understanding of being a teacher that required her to control the class. More importantly, her way of keeping control in her first class is very interesting. After she experienced lousy behaviour when she realised that the students refused to answer "easy questions with obvious answers". She thought this was a "fun way to humiliate teachers". Hence, she pretended that there was no problem and went back to her teacher's table to look at her notes (CO, week 1), hoping they would pay more attention.

Besides being nervous, Layla was also **not happy with her performance,** saying, "I was not satisfied with my class. I felt like I did not achieve my goal" (Excerpt 9.4., IRD,week1). Layla was challenged further during IRD to discover her definition of satisfaction in teaching, to which she replied,

> I am not satisfied at all. I did not succeed in teaching the lesson, and the
>
> students did not achieve what I was expecting. They did not understand the
>
> lesson well. Most of them did not know how to form WH questions correctly. I
>
> saw that from the evaluation activity I administered at the end. that is a
>
> shame. (Excerpt 9.5, Layla, IRD, week 1)

According to Layla, "satisfaction" is related to accomplishing a goal. For example, she started her teaching in her first week expecting the students to know how to use WH question formation rule correctly. Being unsuccessful in achieving this goal, she felt unsatisfied.

Unlike previous cases, Layla likes to talk to other people when reflecting on her teaching experience; therefore, besides sharing her feelings with me, she also revealed her **feelings** to her peers during **GRDs (%34.21, see** Table 9.2**), which was** more frequently than she did RJs but less frequently than during IRDs. During GRDs, Layla was clearly one of the most active participants. Moreover, she sometimes took up the role of a facilitator rather than a participant, and she was the one to start most of the meetings. For example, she started the first GRD meeting by saying, "This is our first week of training and actual in-class teaching. I think we should discuss how it is going and share our experiences so that we can benefit from each other" (Excerpt 9.6, Layla. GRD, week 1).

Moreover, she asked many questions to her peers, and at times, she selected some of them to encourage their participation in the meeting through prompts. She was also very active when it comes to sharing her opinions about relevant themes and making comments on her peers' experiences in the classroom. Having listened to the audio recordings of GRD meetings, I was under the impression that Layla was appointed as a leader for the discussion sessions, although no leader was assigned. In this study, GRDs were designed and introduced as friendly meetings where group members could reflect informally on their teaching and give suggestions to each other.

Quite similarly to her narration in IRDs, she shared what challenged her in Week 1 with her friends. That is to say, I realised that, unlike what she did in IRDs, Layla showed a tendency to talk about her feelings with no further explanations and details about why that made her uncomfortable and unsatisfied in the classroom, especially in the first GRD meeting. For example, although she described her negative feelings and her disappointment in Week 1 in depth during her private meeting with me, she only made very a shallow introduction to the same challenge

saying, "It was not that good. I felt nervous as soon as I entered the class" (Excerpt 9.7, Layla, GRD, week 1).

After displaying negative feelings in the first week, Layla was more satisfied with herself as a teacher in the following week with a new group of students. As mentioned previously (see Section 6.3 Context of the Practicum), all PSTs, including Laila, visited a different class according to the timelines set randomly by their cooperating teacher. The new class was 1st-grade secondary, and they were 35 students in the class. She was teaching them grammar (sentence connectors) and speaking (visiting a doctor). Her students were focused, polite, and attentive toward Layla. They seemed to be enjoying the class, especially the sentence matching game they played to practice grammar points (CO, Week 2). My observation was further supported by her argument that she felt "This class is much better than my first class. I felt like I have more experience" (Excerpt 9.8., Layla, RJ, week2). While in IRD, she searched for potential reasons behind this satisfaction, saying "I was happy with this class. I felt pretty comfortable and much better now than in the first class. I do not know why. Maybe because the lesson content was exciting, or the students were good, well behaved, and participating well" (Excerpt 9.9, Layla, IRD, week 2).

With this statement, she was still in a searching state, as she was not sure why exactly she was happy. But, generally, she argued that her increased satisfaction with the lesson was a consequence of a new experience with a different class, in which students behave in accordance with her instructions, and the lesson flows according to her plan.

In week 3, when she had to teach the same group she taught in week 1, she experienced some difficulties regarding students' behaviours in her class again. Layla knew that they were naughty students and did not display enough enthusiasm to understand the lesson content as she had expected. She revealed her feeling briefly in her RJ, saying, "I feel I did not do very well in this class"(Excerpt 9.10, Layla, RJ, week3). Generally, when talking about her **emotions and feelings** in RJs, Layla maintained a reserved attitude. She admitted that she did not prefer to reflect on her own (Lala, pre-interview). After the practicum, she also confirmed this fact when she told me that "Writing the weekly journal is my last preference. When talking about my experience, **I like talking to people**" (Excerpt 9.11, Layla, post-interview).

Therefore, she elaborated more during IRD on this challenging experience with her students, who showed a lack of interest in what she was explaining. As I mentioned earlier, Layla was admired by her audience for her presentation skills and performance as a public speaker. However, maintaining the interest of her new audience (i.e. students), which was not a scene she was accustomed to, emerged as a site of struggle for her at the beginning of the practicum (this will be discussed further in the following section). So far, Laila's self-evaluation of her skills as a

teacher in the first three weeks was closely linked with satisfaction with the extent to which she could teach the lesson according to her plans and how the students behaved in class.

Towards the middle of the practicum, Layla was able to talk more about her negative feelings with her peers towards students' misbehaviour and lack of respect with more explanations. She commented that this situation made her job as a teacher more difficult. Her inclination to give more details when narrating her experiences was accompanied by her willingness to encourage her peers to go beyond the simple descriptions of their feelings and ask them follow-up questions to reveal their experiences in depth. For instance, in Week 3, she started the meeting by saying,

> We want to discuss how each of us feels about her class, and I believe we can
> learn more from each other if we discuss in detail why we have a feeling we
> have. We can also discuss any related issues and support each other to
> become better teachers. (Excerpt 9.12, Layla, GRD, week 3)

The fluctuation in **Layla's satisfaction** levels continued in Week 4 as she worked with another new class (2nd-grade secondary) she considered to be "really nice" (Layla, IRD, Week 4), emphasizing how much she enjoyed teaching them. During IRD, Layla also mentioned that her first observation experience went quite positively:

> I taught them writing and vocabulary. Mrs Leena observed me for the whole
> class today. I felt I was prepared well for this class. Also, the students were
> very friendly and helped me a lot. This made me really happy about the
> outcome of their class. (Excerpt 9.13, Layla, IRD, Week 4)

As revealed by the above excerpt, Layla was quite optimistic about her observation session. Layla's satisfaction was still closely linked with how students behaved and how they were respectful in class during her teaching. And because she felt that she matched the cooperating teacher's expectations by covering all lesson content, reduced L1 used, class management, and engaging students (CO, field notes, week 4)

Layla continued to share in detail her feelings during peer meetings (GRDs). In week 4, there was a long discussion about **how they felt about students' lack of respect** towards PSTs. Most of the PSTs expressed their concerns about not receiving respect from students due to their unofficial and temporary role in the classroom.

1- **Layla**: I wish students can understand that we are here to help them understand, so we would really appreciate it if they helped us learn how to teach and enjoy our training.

2- **PST 2**: Do you remember when we were students. How do you behave towards your pre-service teachers or trainee teacher? Do you remember what you did in their classroom?

3- **Layla**: Yeah, I know, and I feel too bad when I remember that. I do not know why we did that. When we knew that trainee teachers would teach us in the next class, we would get happy as it would be an entertaining class in which we laugh we talk a lot. We did not even do our homework.

4- **PST 5**: Not all of them would be very fun. Some trainee teachers were so strict that we were scared of them.

5- **Layla**: I remember. If the training teacher looks scared and nervous, we would get more naughty; do you remember? So, girls, my suggestion is that we should not be anxious in the classroom because they will see this. This will make them understand that you are not confident. (Excerpt 9.14, Layla, GRD, week 4)

This was the first instance in which the group members tried to explore a common problem in-depth, understand what might be causing the challenge, and how they could overcome this problem. While doing so, they recalled their previous experience as learners to interpret their new teaching experience (T2, T3, T4, and T5). Moreover, they also argued that if PSTs acted more strict and did not show that they were nervous, students might respect them more, because the PSTs themselves were more respectful and less naughty in classes taught by strict PSTs when they were learners (T4 and T5).

Toward the end of the practicum, Layla was more settled in her classes. However, the way she expressed her **feeling of satisfaction** was different according to the mode she used. For instance, using her RJs, she remained very brief, "The class was interesting" (Excerpt 9.15, Layla, RJ, week 5) and " The class was interesting. I was pleased about it" (Excerpt 9.16, Layla, RJ, week 6). However, She was able to explain and rationalized these feelings during IRDs more. For example, Layla explained why she tended to make only brief notes in her RJ, saying, "I have to write it [RJ entry] because it was a requirement, I always late in submission, I felt like it is an extra burden."(Excerpt 9.17, Layla, post-interview). It might be understood from this excerpt that Layla would not reflect

through RJ by herself if she were not told to do so. Hence, her data from RJ did not reveal much of Layla's story.

A critical event happened last week when Layla had a visit from her cooperating teacher to her class in week 6 without any notice. Layla chose IRD to talk about her hesitation and nervousness feelings toward this surprise visit among all the three reflective modes. That said, during the meeting, similar to case 1 (Aminah), Layla indicated how she felt frustrated for the second time when her cooperating teacher visited her without prior notice:

> I would not say I like the idea of being observed by my cooperating teacher without notice. She told me she would observe my previous class, but suddenly she attended my class today without any notice […] The lesson worked out quite okay. I am always prepared for my class. However, I am not too fond of the idea that she asks me about my favourite class to be evaluated, and then she picks another day. I do not know if it was an accident or on purpose. Still, I feel good about my teaching, and I always try my best to be prepared to teach successfully, not because of observation or evaluation but because I believe it is correct. (Excerpt 9.18, Layla, IRD, week 6)

Although Layla did not like what happened, she showed that she was always ready to teach successfully. Layla explained that "to teach successfully" (Excerpt 9.19., Layla, IRD,week6) means to spend more time and effort in lesson preparation (this will be discussed further in Section 9.2.1.3) to meet all students' needs. She asserted that she paid more attention to lesson preparation not because her cooperating teacher could visit her anytime during her practicum but because she believed that that lesson preparation was essential for effective teaching. Hence this helped her to be more satisfied with her way of teaching. It can be seen that Layla used to link her **satisfaction** with how **students behaved** in the classroom. Now she grew more **satisfaction with her classroom practices** as she felt she was gaining competence as a teacher.

9.2.1.2   Reflecting on her students

As Table 9.1 above shows, around one-third of Layla's reflection was related to her students and her relationship with them. When reflecting on student-related issues, Layla used the three modes at varying rates (see Table 9.3 below).

Table 9.3   Layla's student-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total
RJs	1	1	1	1	1	2	7 (11.3%)
IRDs	6	6	6	5	8	9	**40 (64.5%)**
GRDs	4	1	3	5	2	0	15 (24.2%)

In her RJs, compared to other reflective modes she used, she reflected less about students' topics. In other words, she missed a lot of essential events that happened in her classroom. Although I observed some critical incidents concerning students' behaviours, Layla did not mention how her students behaved in her first two classes in her reflection in the RJ. For instance, in Week 1, I observed that some students displayed disruptive behaviours, talking and laughing with each other. I also noticed that two students talked during most of the class, and Layla tried many times to stop them, about which she showed frustration. Layla used her RJs to referred only to how **students participated in her class**: and barely mentioned any negative feelings about students' behaviours, "My students were nervous, too, and they did not participate because I talked in English most of the time" (Excerpt 9.20, Layla, RJ, week1).

As mentioned before, when it comes to Layla's reflections during **IRD**, she was considerably more active as she believed in her ability to reflect when talking with other people with similar interests. Unlike her RJ, which included only 11.3% of her reflection on students, her involvement in IRD gave her a valuable opportunity to talk about student-related issues (at %64.5) (see Table 9.3). As a result, Layla had a positive attitude towards IRD, which was reflected by her comment on the effect of IRD, which said, "I liked reflecting with you in IRDs. it made me think about the things that I had not even paid attention to and the reasons behind any choice I made in teaching" (Excerpt 9.21, Layla, Post-interview).

Layla's data from IRDs uncovered the most interesting aspects of her journey as a language teacher as she explored all students' challenges through these meetings. For instance, in Week 1, six segments were coded related to the unsatisfactory students' behaviours, such as disobedience and lack of attention. Layla then tried to give an explanation by drawing on her memories as a student when a PST taught her. Moreover, she argued that these behaviours negatively affected

her teaching performance by hindering her ability to explain lesson content and help her students learn.

Layla did not use the IRD meetings only to complain about her problems. She was also able to think of some strategies that she could use to increase **student participation** in class: "Yes, group work helped them to engage more in the learning process. Good students helped weaker ones. They enjoyed it very much, and I noticed it" (Excerpt 9.22, Layla, IRD, week1). This example shows that although Layla co front with a challenging situation during her first week of teaching, she still presented herself as a person who could solve problems.

Layla's favourite reflective mode is reflecting with other peers. Consequently, Layla took the first peer group discussion (GRD1) as an opportunity to dig into her concern regarding this student's misbehaviour. In the first week, as stated on page 9, Layla shared her difficulties with her peers. The following example illustrates how she uses group discussions to learn from them. She changed the topic from a general description of their classes to students misbehaviours.

1. **Layla**: The students were very disrespectful. I could not control the class.

2. **PST7**: What were they doing?

3. **Layla**: They talked together and laughed. In group work, they did not work on the task I asked them to do but talked about random stuff.

4. **PST1**: The same happened to me. They were talking, laughing, and making fun of each other.

5. **PST5**: I think this is a common problem for all PSTs. They know that we are trainers, so they do not show much respect for us.

6. **PST6**: My class has only two students that I could not control. Some classes have a higher number of naughty students.

7. **Sarah**: I do not have significant issues with students' behaviour. They mainly were respectful.

8. **Layla**: My students were very naughty. Their teacher also told me and warn me about it before.

9. **Sarah**: In my class, they were so grabbed by the lesson that they paid all their attention to the class, so they were not really naughty.

10. **PST1**: Yes, you are right. If they love the lesson, they will pay more attention.

11. **Layla**: What kind of activities do you use?

12. **Sarah**: I use games and role-play. (Excerpt 9.23, Layla, GRD, week 1)

Layla was so interested to know if her peers faced the same problem she encountered regarding students misbehaviour. Their dialogue showed that Layla, having attended the meeting following a teaching experience that had left her unsatisfied and disillusioned, paid particular interest to Sarah's experience in the class. Unlike other group members, Sarah seemed quite satisfied with her teaching experience (T7 & T9). Although Layla had initially appeared to have relaxed as most PSTs were experiencing challenges with disruptive students, she was interested in finding out the activities Sarah used in her class (T11) as they proved to be effective.

Although no group leader was officially assigned as it was supposed to be an informal, friendly meeting, Layla showed signs of leading the weekly discussions. She suggested that

> if there is a discussion leader assigned for every week, this would make it more
> effective and give all of us equal chances to talk. I noticed some quiet peers in
> my group; some group members thought I should lead the meeting. If I had
> not led the discussion, you would not have heard anything interesting. With
> my lead, the discussion got better every week. (Excerpt 9.24, Layla, post-
> interview)

During the group meetings, she asked questions to other peers, especially to the quiet ones as seen in the previous excerpt (9.23) in T1, T3, and T5. She later stated that she relied on my questioning and interviewing style when leading and managing the group discussions. To see how other group members thought of Layla leading the discussion, in post interviews, I asked Aminah and Sarah about how did they feel about Layla's role in the group meetings. Aminah said, "[Layla] was dominant on the discussion, some leaders do not give you a chance to talk […]so I always feel left out" (Aminah, post-interview). However, Sarah had a positive attitude toward the role of Layla in group discussion, saying that "she helped the conversation going and interesting. However, it would be better if [a mentor or supervisor] was leading the discussion, to offer trustful advice, we all still PSTs and lack experience" (Excerpt 9.25, Sarah, post-interview).

Moving to week 2, as mentioned earlier, Layla experienced a new group of students, who were quiet, attentive and well-behaved by showing respect to Layla (CO, week 2). In addition to student participation and behaviour, Layla talked about a new theme in Week 2; **Her relationship with students,** which she considered to be a critical issue that needs to be taken into consideration:

> I try to be friendly and not too strict with my students. At the end of the day,
> some students told me that they had enjoyed the class with me because I was
> friendly with them and smiled most of the time. Maybe this made the students
> more motivated. In my previous class, I was too strict after hearing some
> negative comments about the class, so I entered the class with a serious face. I
> now realise that being too strict may result in disrespectful behaviours.
> (Excerpt 9.26., Layla, IRD, week 2)

We can learn from this example that Layla constructed a new belief as a prospective teacher, which suggested that being nice and friendly with students made a difference in her relationship with the students, affecting their behaviour and engagement positively. It is worth mentioning that I was told later that this class were known as a well-behaved class. I also attended this class

for observation with other PSTs; the students showed discipline most of the time. During my observation, when I entered this class with Layla, all students were sitting quietly in their chairs and showed respect to us; no side talk and all looking at their teacher respectfully. This was quite a different scene compared with her class in Week 1. This made Layla feel relieved, which could be understood by her smiling face while looking at them during the attendance check. I challenged Layla during IRD and asked if the students' behaviour affected the way she acted or whether her being friendly and smiling affected students' behaviour. She responded to this question by saying, "When students look quiet and respectful, everything will be fine" (Excerpt 9.27, Layla, IRD, week 2), which suggested that positive attitudes from learners made her quite pleased with the teaching experience. She also argued that teacher attitudes towards students might affect their behaviour as well. She believed it was essential to have a good relationship with students, positively influencing their motivation, behaviour, and engagement in class. She indicated that she was planning to try new rules and bring a new approach to the following classes so that students would be even more interested in her classes.

As mentioned earlier, Layla's students in the second week were rather polite towards her. During the GRD meeting, she compared them to her previous class: "The new students were not very naughty, but I am not sure whether it was because I was more relaxed and friendly or the students were more polite and respectful" (Excerpt 9.28, Layla, GRD, week2). She asked her peers if they had taught the same class to check if it was thanks to her or the students' characteristics that the class had gone very beautifully. However, no one in the group had taught this class, so Layla said, "I will try to be more friendly to students and see if this also works in my next class" (Excerpt 9.29., Layla, GRD, week 2).

In Week 3, having a useful background about her students, she wrote in her RJ for the first time about **student behaviours** saying, "On Wednesday, I entered my class. It was with 3rd-grade learners at the secondary level. I already knew them because I had had a class with them. They were very naughty students and had very low English proficiency" (Excerpt 9.30, Layla, RJ, week 3). However, in her RJ, she did not give any details about what kind of behaviours they displayed, why they behaved this way, or her reaction to these behaviours.

This week, Layla went to the class to apply and test what she had learned in the previous week about being "more friendly to students" (Excerpt 9.31, Layla, IRD, week3), hoping that she would not go through the same negative feelings again. However, the new approach, which had yielded entirely satisfactory results in the previous week, did not entirely work with this group of students. Therefore, in her new IRD meeting, she focused on students' behaviour again and mentioned how disappointed she was. Her experiences of teaching the same class in Week 1 and

Week 3 were quite similar because she focused on how negatively students' behaviour could negatively affect her teaching performance and mood. Having reconstructed her belief that positive attitudes from the teacher could lead to positive attitudes from learners based on her experience in Week 2, she now told me no matter what a teacher does in the classroom, "students' behaviour is a critical factor that can improve the effectiveness of teaching or make it worse" (Excerpt 9.32, Layla, IRD, week3).

In addition to students' behaviour, Layla also commented on **their participation**, arguing that they were unwilling to participate in in-class activities. For example, after talking about how the students were disruptive in the class, she also said, "most of them were not cooperative at all. They felt like they were being forced to take part in activities, and they were not motivated at all" (Excerpt 9.33., Layla, IRD, week3). Hence, Layla was trying to reflect on other potential reasons behind their low motivation and misbehaviours to solve her classroom dilemmas. This resulted in a shift in Layla's reflection towards students' needs and how to meet their needs.

Therefore, from Week 3 and onwards, a new theme, **students' needs**, emerged in our conversations during IRDs. Layla started to understand that it was essential to know about students' level of English to be able to teach them properly:

> Personally, I think it is essential to know the students' level. I did not do well in
> my teaching because I do not know the students' level or their ability in
> English. I felt like I needed to repeat what I was trying to teach and figure out a
> new way to explain it. This was a complete waste of my time. (Excerpt 9.34,
> Layla, IRD, week3)

This was yet another attempt by Layla to understand the reason behind her dissatisfaction and disillusionment after some classes. So far, these reasons related to her status as a PST, which referred to her lack of authority in class, and now she started to think their low level of English might be a barrier making most of them unmotivated to learn:

> Maybe I need to change my teaching strategy to match their level and
>
> motivation, and I can add some things that can increase their motivation like
>
> giving them candies and chocolate bars after they give a correct answer, doing
>
> funny activities like games, or tell them if they finish earlier, I will let them
>
> leave earlier for their break. Things like that can actually work. (Excerpt 9.35,
>
> Layla, IRD, week3)

This excerpt represents the **transformation** that happened in Layla's reflection. Instead of blaming her unsuccessful teaching to students misbehaviours, she tried to implement ways to motivate her students as well as to discover her students' self-perceived needs and interests from the start of the lesson by evaluating their background during warm-up activities, see what they already know, and build on that. As a problem solver, she suggested that she "needed to prepare two sets of activities; one easy and other more difficult to match students' needs" (Excerpt 9.36, Layla, IRD, week3).

The group discussions continued to talk about students' behaviour. Most of PSTs had to deal with a lack of respect from their students. Layla sounded frustrated during the group discussion, having tried applying Sarah's advice of using some games to no avail. She continued to talk about how **negatively undesired student behaviours** influenced her sense of teaching and the quality of her teaching. In addition to talking about it, Layla continued to ask almost every member how their students behave. She also seemed interested in the remarks of two of her peers, who had suggested that their students behave well during their classes because they were observed by their cooperating teacher teachers. She used this information to generalise that students may behave well in the presence of their teacher only and that students' lack of respect towards them stemmed from their lack of official authority in the class, which their teachers had. Besides negative student behaviours, Layla also talked about **low participation levels** during the GRD meeting.

Interestingly, it was becoming clear that Layla was following a pattern in GRD meetings. She first talked about the challenges she dealt with in the class and then inquired whether other members were experiencing similar issues. Hearing that other members had to deal with similar issues was relieving, as this indicated that her challenge was a common issue in the group. When she heard other teachers or one teacher did not have the same problem, she considered this an opportunity to learn about techniques or strategies that could help her overcome the struggles in her classes. Moreover, as the volunteer facilitator of the group meetings, Layla assumed an active responsibility in everyone's learning and PD by directing questions to especially to silent members

and concluding meetings by presenting a summary of the discussion at that day, an example of which was as follows:

> From our discussion today, we found that there are two main problems that we are facing. Low English proficiency levels of students make our job more complex, and their lack of respect for us and our lessons make our job even harder, but we are still learning, and we will see what we can do in our next weeks. Maybe we can find some new methods or ways to deal with these problems, and we might discuss how it goes next week. (Excerpt 9.37, Layla, GRD, week3)

In week 4, there was a dramatic change in Layla's reflection about students' behaviour. Although, as previously mentioned, at the beginning of the practicum, she complained from her students' misbehaviours and believed that this would have a negative influence on the quality of her teaching, in week 4, she argued, "I feel that students' behaviours are a crucial factor that helps a teacher be more effective. So, our priority as teachers should be to manage students' behaviour in the class to do effective teaching" (Excerpt 9.38, Layla, IRD, week4). This is an apparent transformation in Layla's reflection throughout the practicum regarding our conversations on student-related issues. At the beginning of the practicum, she thought students' behaviour was the main factor determining all lesson outcomes; if students misbehave, they will not be engaged. In this context, she believed that she failed to successfully teach when she lost her control over the class. However, by the end of the practicum, she believed that a teacher's job was to control student behaviours. Layla now became more aware of her role as a teacher in controlling students' behaviour, not the way around. Layla applied various teaching strategies and material to manage her students' behaviours that will be discussed in detail in the following section (i.e., teaching-related issues).

This new understanding reflected on the content of her reflection in IRD, which indicated her desire to **explore students' needs** before starting a teaching session and adapting her lessons to address those needs. In this class, as a problem solver, Layla applied what she had suggested to me during our last IRD meeting and started with a warm-up activity in which she asked her student to describe a photo so that she could test their relevant background knowledge and "evaluate their level of English" (Excerpt 9.39., Layla, IRD, week4). She referred to that instance, saying, "I felt I was prepared well for this class" (Excerpt 9.40., Layla, GRD, week4). She also reflected upon how she solved students' low levels of engagement by implementing activities that

addressed different proficiency levels and different areas of interest. She believed they worked beautifully and helped her to meet the needs of students.

In group discussion that week, the dominant theme in Week 4 was, once again**, students' behaviour**, which they had already accepted as an ordinary, persisting problem. Layla seemed excited telling her peers that she finally managed students' behaviours and was happy with the class outcome; however, three of her peers attributed this immediately to her cooperating teacher, who had attended the class to observe Layla's teaching performance. This incident made Layla had some doubts regarding her teaching skills, telling her friend, "I cannot wait until next week to see if the students were behaving nicely because of the presence of their real teacher or because they like to my class" (Excerpt 9.41, Layla, GRD, week4). Despite the fact that she sounded disappointed, she became more motivated to test her new teaching skills next week to prove what she claimed. Compared to her earlier classes, Layla used a considerably wider variety of activities, resulting in much engagement on the students' part. For example, she used an online game to teach vocabulary where students needed to come to the board, click on an option, and drag it into a box, followed by a celebration sound if the answer was correct. Students were happy, and they all wanted to come to the board (CO, week 4).

Towards the end of the practicum, Layla also showed signs of acclimating to the profession of teaching. She was growing more satisfied with her students. Using her RJs, in Week 5 and 6, she described her **students' behaviour** as respectful, interactive and engaging in classroom activities. Layla admitted that all students' behavioural challenges she faced at the beginning of the practicum were solved. However, again, based on her RJ only, it was impossible to understand the reasons behind this change in satisfaction about students' behaviours.

However, through dialoguing with me during IRDs, Layla was very active and able to illustrate how she found a balance inside her classroom after going through mixed feelings and contrasting experiences week after week, which made her happy and satisfied as an emerging teacher. Although her focus of reflection remained the same as she mainly talked about how **students behaved in the class and how well they participated**, the tone of her voice was positive enough to reflect the optimistic attitudes she started to develop towards the profession of teaching. More importantly, there was a clear shift in the content of her reflection toward talking about her **positive relationships with her students**,

> The students are getting better with me […] At the beginning of my teaching,
> they did not want to learn anything from me [...] However, now they are
> getting better, perhaps because I am bringing much chocolate (Laughing) […] I
> employed fun games and activities, and I noticed that students were very
> attracted by them and worked very hard to win the chocolate bar. I learned
> that if you keep your students very engaged in your classroom, they will be so
> busy that they will not have time to display those disruptive behaviours. So, in
> my future classes, I will focus on creating fun activities that ensure my
> students' engagement inside the classroom. (Excerpt 9.42, Layla, IRD, week5)

In this excerpt, Layla told her story with her students and tracked her development in this context. She admitted that attractively deploying fun activities would make students more engaged in class, hence less disruptive. She also saw the impact of rewarding students on the quality of lesson outcome and **building positive rapport** with the learners. This positive attitude resulted in Layla paid more attention to how she **built constructive relationships** with her students.

In the final week, during IRD, Layla **draw a conclusion** from her teaching experience that she believed will guide her future teaching,

> Measuring their background knowledge, I can personalize their learning and
> provide different exercises that address different difficulty levels. Also, I plan
> to use the KWL strategy (what you know, what you want to learn, and what
> you have learned). What helped me was that I understood my students' needs
> and tried to find different teaching methodologies to address their needs.
> (Excerpt 9.43, Layla, IRD, week6)

This excerpt was the most impressive piece of Layla's reflection, in which she came up with a general teaching rule that she believed will help her adapt to all different teaching contexts. She confirmed that it was crucial to explore students' background knowledge **to meet their needs** and adjust classroom teaching practices and activities accordingly.

Although GRD was Layla's preferred reflective mode, surprisingly, Layla's reflections regarding her students stopped almost immediately in the GRDs. This can be linked to her increased satisfaction with students' behaviour in the last two weeks, which, according to her, was a direct consequence of her increased awareness of learners' needs and her attempts at modifying her lessons considering students' needs. Although she seemed very pleased to have found a solution to her challenges, I noticed that Layla did not reflect in sufficient depth concerning student-related

issues compared with our discussions during IRDs. She argued that her occasional hesitation in going deep about her issues related to other group members:

> Some PSTs might not accept my comment and feel like I am providing
> discouraging criticism. I had a negative experience during a group discussion in
> which one PST took our discussion too personally. I did not mean to say that I
> was better in any way. We are all in the same boat, and we are all learning, so
> why not exchange ideas and learn from each other? Also, some students were
> very silent and added almost nothing to the discussion, which also made me
> lost interest in GRDs. (Excerpt 9.44, Layla, Post-interview)

9.2.1.3   Reflecting on her teaching:

The other theme that emerged from Layla's data was related to her teaching practices, including the techniques, strategies, and materials she adopted as well as the decisions she made to this end. Her reflection on teaching-related issues corresponded to 42.19% of her entire reflection during the practicum (see Table 9.1 above). Considering the three reflective modes, Layla reflected most about her teaching-related experiences during her meetings with me in the IRDs. She also played an active role during the group meetings by not only taking part in the group discussion but also inviting and encouraging other group members to contribute to the discussion by revealing their relevant experiences, as shown in Table 9.4 below.

Table 9.4   Layla's teaching-related concerns in the three RMs

RMs	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total
RJs	1	1	1	1	1	1	6 (%8.21)
IRDs	7	6	6	9	7	14	**49 (%67.12)**
GRDs	5	5	1	1	3	3	18 (%24.700

As shown in the Table above, Layla rarely reflected on teaching issues in her RJs, which her least preferred reflective mode. Although she implemented many strategies and presented various engaging activities, she tended to write about only one **teaching strategy** in her RJ, as I observed in her classes. When asked why she did not write in her RJ in-depth, Layla said she could hardly find time to sit down and write a reflection. Therefore, she wrote very briefly without giving any details and explanations or presenting any solutions to the challenges she was dealing with. Her comments were composed chiefly of one or two sentences giving a very shallow description of what she did in the class and which strategy she used when teaching. For example, "I used body language and the grammar-translation method" (Excerpt 9.45, Layla, RJ, week1) and "I used fun activities, like games" (Excerpt 9.46, Layla, JR, week2).

Hence, the remaining story of Layla teaching journey revealed mostly from IRDs and GRDs. Layal's data revealed that her reflection via weekly RJs was very limited. A possible explanation could be that she used her RJ only to talk about the most interesting experiences in her class and left the details out to discuss them in the GRDs (Layla, post-interview).

The main focus of Layla's reflection during the IRDs was **on teaching strategies**, with a growing intensity towards the final weeks. However, in IRDs, she tended to give sufficient details about her experiences and how she made sense of those experiences. Unlike other participants, Layla tended to provide more information and need fewer prompts.

Early on, Layla started her teaching experience with a deliberated attempt to implement what she considered valued teaching practice. Most of the relevant knowledge was constructed through what she believed was a good practice and what she learnt at college. To illustrate, consider the following example,

> We learned that 'group work' is an effective way of teaching. It helps
> students to engage more in the learning process. Good students helped
> weaker ones. I used it today, and students enjoyed it very much [...] although
> students did side talks in the groups, I might use group work again in the next
> lesson as it saves time and helps me ensure that all students are engaged
> (Excerpt 9.47, Layla, IRD, week1).

It is clear in this example that Layla was trying to test what she leant in college. She used a group work activity because she always considered group work fun and helpful activity. After the lesson, her experience using group work was very positive, despite her quite negative overall experience in her first lesson.

Another important teaching dilemma that Layla tried to test out and see how it might be applicable in real teaching was the **use of L1 (Arabic) in the classroom**. As a prospective English teacher, she was expected to use English in a class all the time; however, according to Layla, this deemed impossible. So when she confronted with the student resistance and disturbance behaviour in the classroom especially when teaching grammar, she used Arabic (L1) to solve her problem and attract their attention.

Layal told me that as PSTs, they were not allowed to use L1 in English classes; their cooperating teachers warned them to do so. Layla reflected on this issue by giving details about the dilemma it

created on her part by rationalized why she used L1. While doing so, Layla was also testing some of the theories she had learnt in college during her theoretical teaching training.

> I felt that using Arabic is a good strategy, without which I would fail in achieving my lesson objectives [explain WH question formation rule]. In college, they advised us to avoid using the native language associated with the grammar-translation method, but I do not think it is true. Today I realised that it is crucial in English classes, especially when teaching grammar. Students need to understand what I am saying, so they can make sense of it. (Excerpt 9.48, Layla, IRD, week1)

This excerpt revealed that Layla, who had been a supporter of using the target language in the lesson to increase students' exposure to it, started to embrace the use of L1 when she found her students were not able to understand or expressed themselves in English (García & Wei, 2015). Although it was not allowed, Layla used L1 to explain some parts of the lesson when she realised that her students had not understood her English explanation. Hence, When meeting with her friends in week 1, Layla took this opportunity to deeply examine the issue of using L1 in the classroom; most of her teaching-related reflection in Week 1 was about using L1 in the classroom.

Most PSTs at their first meeting were surprised by the low level of students, and they found out how important it was to talk in Arabic to understand what they are trying to teach. The following excerpt illustrates this discussion,

1. Layla: I have difficulty in explaining grammar, so I use some Arabic. I think using Arabic is important. I do not know why our cooperating teachers told us not to use Arabic.

2. T5: Yes, she [Mrs Asma] told me not to use Arabic, as well. However, I used it to explain what I need them to do; otherwise, they would not do the activity correctly.

3. Layla: Anyone who did not use Arabic at all?

4. Sarah: I did not use Arabic much. I gave them some fun activities that I believed they enjoyed. If they enjoy learning, they will learn easily and engage in the class.

5. Layla: Maybe it depends on the lesson content. I feel grammar is hard to explain without using Arabic. It also depends on whether the cooperating teacher uses it regularly.

6. Sarah: My cooperating teacher is different. She told me why I should not use Arabic. She said you might use some Arabic to help them understand. I use Arabic when I feel like they will never understand without it

7. Layla: You are right; I agree. (Excerpt 9.49, GRD, week1)

We see that Layla expressed her concerns regarding using L1 when she was supposed to avoid it (T1). She tried to **rationalize L1 use** and connect it to lesson content (i.e. grammar) (T5). Noticeably, Layla asked other members of the group to check if anyone had a different view or was carrying out a different practice when it comes to using L1 in the class so she can compare and contrast (T3). Although Sarah did not use L1 in her first class. Layla attributed her use of L1 to the lesson content arguing that grammar is hard to teach without using L1(T5). In addition, knowing that Sara's cooperating teacher was supportive of using L1 when needed (T6), made Layla felt relieved and reinforced what she believed about L1 use.

That being the case, Layla still believed that using Arabic for instruction should not be her first choice. However, when asked whether she was planning to lecture in Arabic in her following class, she said, "I will try to find alternative ways to explain things other than Arabic. I might use Arabic if needed in teaching grammar" (Excerpt 9.50, Layla, IRD, week1). This instance shows that Layla was trying to balance what she had been taught as a teacher candidate and what she was experiencing in a real classroom.

In week 2, she met a new class but teaching grammar (i.e. sentence connectors
) so she was worried about using too much Arabic (L1). Hence, most of her reflection was focused on teaching strategies that she explored to test and find a more effective way to teach grammar without using L1. For instance, differently from the first week, she tried playing games with a new group of students to see if they would be more engaged in the lesson. She looked for and found games that would allow them to practice and present using the target language form instead of translating them directly into L1. In my observation of her lesson in Week 2, I noticed that learners were quite engaged with the lesson content.

Layla was also able to come up with alternatives to teach grammar with less L1 use. Hence, she was pleased with the students' engagement. Nevertheless, her teaching strategy raised another class problem that was **time management**:

> I have a problem with time management. I run out off of time. Students asked so many questions that interrupted the class. Maybe I should consider doing more group work, so students will be engaged in learning at the same time, and at the end of the activity, I might listen to some groups or a student from each group depending on how much time I have left. (Excerpt 9.51, Layla, IRD, week2)

This excerpt reveals that similar to her conclusion in Week 1; she showed another deliberate attempt not only to identify but also **propose a solution for a challenge** she had encountered during her teaching. In addition, she shows determination to find out novel strategies that she could implement to overcome those challenges, and she uses the IRDs as well as the GRDs as platforms that can provide her with input from like-minded or more capable peers.

Therefore, Layla was always looking forwards to meeting her peers to discuss her concerns and learn from others. As we know, Layla had no behavioural issues with her class in week 2 (see Table); however, the group seemed more interested in a discussion on disruptive student behaviours and their effect on their teaching performance. Interestingly, Layla used her leading role to change the topic, saying, "What about our teaching strategies? Let us share our teaching techniques. For me. I use games and interactive activates to teach grammar. The students loved it, and they were so happy" (Excerpt 9.52, Layla, GRD, week2). Layla might have wanted to change the topic into teaching strategies because she had no particular concern with disruptive student behaviours in Week 2. Upon her prompt, the group members also joined her and started talking about what strategies they had used in their classes that week. Next, Layla introduced the topic of **teaching materials** about integrating technology in the classroom, and other members followed again:

1- **Layla**: Did anyone use technology in her teaching? I used the projector to display pictures and some materials to help explain my lesson.

2- **Sarah**: I like using technology, too. It makes my classes more enjoyable.

3- **T6**: I used some online vocabulary games where students need to go to the board to click and answer.

4- **Layla**: Interesting! How did you make these online games? It sounds fun.

5- **T6**: I used an app called (English games). I downloaded it on my iPad. I prefer to connect my iPad to the smartboard. It is easier and more fun for students.

6- **Layla**: I will download it and see how I can use it for my lessons. Does it help to teach all skills or only vocabulary?

7- **T6**: It focuses on all skills and components of the English language

8- **Layla**: I like using games in my classes to make students more motivated and attracted to the lesson. I think it would be better if they play online games. It adds more fun to the lesson. Anyone else used interesting technology tools?

9- **T7**: I used YouTube in my warm-up activity. They loved it. And then I asked them some questions about what they had watched. They liked it, too. (Excerpt 9.53, Layla, GRD, week2)

Layla was interested in learning about other technological tools that she could use with her students (T1). This was because one of the benefits that she hoped to get from GRD, as she told me about during our pre-interview, was exchanging ideas and learning from other group members. To this end, Layla did not hesitate to guide the group discussion to learn more about areas that she felt she needed help with. She said this was why she continued to ask follow-up questions about the tool used by her peers (T4) to learn more.

In week 3, she wrote, "I tried different ways, but I think I failed. Most of the lesson time was wasted because I need to repeat explanations over and over" (Excerpt 9.54, Layla, RJ, week3). Here, she mentioned that she implemented different teaching methods to help students understand and engage them more with the lesson, but she did not reveal how she attempted to

achieve them. In week 5, she said, "Thanks to the activities I used, the class was so fun that I think I am getting better in teaching now. I am learning new things every day" (Excerpt 9.55, Layla, RJ, week5). Finally, in the last two weeks, and for the first time, her focus included **evaluating her teaching**. Instead of briefly explaining what she did in class, she made an overall evaluation of her teaching, saying, "I think I am getting better in teaching now I am learning new things every day" (Excerpt 9.56, Layla, RJ, week5). Last week she also said, "During the practicum, I learned something new every day. I think my teaching has improved a lot. I feel more confident in helping students learn better and enjoy my class" (Excerpt 9.5, Layla, RJ, week6).

After teaching a couple of classes in Week 3, Layla had started to get accustomed to students. This impacted her way of teaching. She now understood that there is no one-size-fits-all approach for teaching and that it is important to know students from the beginning so the teacher can adopt suitable strategies for a given group of students. During IRDs, she enjoyed reflecting on her **teaching strategies** trying to explore them in practice. She told me about how she had applied the KWL (Know" what you know", What "What you want to know", and Learn "the things you are going to learn) strategy that helped her to know her students even though she had not met them before:

> I use a strategy called KWL. It is very interesting and effective. It makes
> the class very organized. First, I check their background, and then we
> discussed what they want to learn as well as the things they will learn in
> class. This helps me understand their preferences and interests and
> make quick decisions to address them as much as possible. I always
> followed the book, but now my strategies changed a lot as they depend
> on students, and I add a little extra touch that increases their motivation,
> like giving them candy and chocolate, having fun activities, playing games. I
> choose them based on what students want or prefer to have. (Excerpt 9.58,
> Layla, IRD, week3)

By the time, she showed a deliberate attempt at identifying what students had needed, wanted, and preferred, and she was doing her best to address whatever is going to be a better fit for them. To this end, she was not only identifying what is not living up to her expectations but also finding out strategies that could help her minimize the gap between her expectations and reality.

This understanding of her students' needs influenced the focus of Layla's reflection that showed projection towards **materials and activities** she used for teaching and how important it is that the activities and materials are relevant to students. To illustrate, in Week 3, she was teaching

speaking through a discussion on 'the neighbourhood'. She was unhappy with the activities in the book. After she noticed that her students were not actively engaged, she decided "to manipulate the activity to make it more relevant to students, instead of describing your neighbourhood, they would learn how to order coffee or how to meet a new friend. Something useful to them" (Layla, IRD, week 3). She added that she was already working on the next class and would try to develop some interesting activities to make the class more relevant.

Toward the middle of the practicum, she realised that students' low English proficiency was a challenge to Layal; hence she tried to amend her teaching strategies to solve this problem. (Layla, IDR, week3). She introduced this challenge as a focus for discussion in the next GRD. From GRD 3, she learned that L1 and group work were among the most effective ways to deal with low students levels of English (GRD, week3).

Group discussion in week 3, resulted in Layla paying more attention to group work strategy and reflected on its beneficial,

> I prepare different activities that can be done in a group so that
> students can help each other in writing. For example, in one group,
> good students with good English help those with low English
> proficiency. I will also use the same technique to form the groups. For
> example, in each group, there should be one student with good English
> and one student with medium level, and I can ask some students with low
> English proficiency to join them so that they will learn from each other.
> (Excerpt 9.59, Layla, IRD, week4)

Layla followed her friend (Sarah) advice in creating a "safe environment" for students to help each other. Such a suggestion helped Layla recall what she learned at college about group work application and its benefits in the classroom. She tried here to link the theoretical aspect of teaching training to the practical part (practicum) by implementing this technique. Layla was pleased with the result of the group work and the positive impact on her students.

> I noticed there were so many students with a low level of English, so it is tough
>
> for them to write correct English sentences. Some of them have perfect ideas,
>
> but they cannot put them in writing in English. So, I thought that group work is
>
> an excellent idea for them. When I was a student, I remember when I worked
>
> in a group, I felt more confident about my answers and felt freer to ask my
>
> friends questions. I usually asked my friends more than I did my teacher.
>
> (Excerpt 9.60, Layla, IRD, week4)

This example indicates Layla's ability to examine her **teaching strategies and see their influence on her students**. More importantly, she used her previous experience as a learner to explain the benefit of group work, as she had benefitted a lot from her partners in pair- and groupwork activities and considered them to be very effective in learning.

On the other hand, Layla was trying to find a conclusion to her dilemma regarding using L1 in class. In this regard, Layla at this week, went through a critical teaching moment when teaching a grammatical rule that students need to use in writing their essays. She said one student had raised her hand and asked, "Please, teacher, talk in Arabic" (Excerpt 9.61, Layla, IRD, week4). Layla interpreted that if a student were willing to ask her to talk in Arabic when their teacher was also present in the class, this would mean that the teacher usually uses Arabic with her students. At this moment, Layla was wondering "why the cooperating teachers told [them] not to speak in Arabic when they speak in Arabic in the class." She added that "the students had also told her that their teacher sometimes explains in Arabic" (Excerpt 9.62, Layla, IRD, week4). She was convinced that it was important not to use L1 as a teacher so that students would be forced to use English and get more input. That was why the cooperating teacher and her college supervisor had asked PSTs to avoid L1. However, considering her experience in class explaining different language skills, Layla started to believe that she needed to make her decisions considering the learner profile she was working with as well as what other more experienced teachers suggested, "In vocabulary lesson, I used flashcards to avoid using Arabic [...] However, in reading and grammar classes [...] I have to speak in Arabic; otherwise, students would not understand my explanation" (Excerpt 9.63, Layla, IRD, week4).

Her conclusion to her dilemma was that she would decide based on learners' needs and preferences. Nonetheless, she decided that what mattered most in her classes was to ensure her students' understanding. So, she decided to use English as long as her students could understand her and change to Arabic when students cannot do so. After arriving at a conclusion, she noticeably stopped reflecting on that issue. This resulted in the recurring of another theme, i.e. **lesson preparation**, that emerged only towards the end of the practicum, when she argued that

her continuous attempts at understanding students' preferences and needs started to yield desirable outcomes: "I think I really did well in the preparation of the class. Since they are learning a lot of new vocabulary, I use flashcards to explain all the difficult words to the students. It worked really well" (Excerpt 9.64, Layla, IRD, week4). In a similar vein, she argued that developing a lesson plan was essential for successful teaching:

> I think high-quality lesson plan preparation is essential for me in reaching my objectives. I now know what to prepare and why. For example, I changed some of the coursebook activities to make the content more relevant to students. I also try to prepare good games and fun activities to make students more active and awake, especially at the end of the day. (Excerpt 9.65, Layla, IRD, week4)

By saying so, Layla revealed her determination to design her courses in line with students' expectations, needs, and preferences as identified by Layla's observation of them as well as their remarks at specific parts of the lesson.

Another important change in the content of Layla reflection was a greater tendency to **self-evaluate her performance** as a teacher. She included, in week 5, for the first time in her RJs, a brief overall **evaluation of her teaching, saying,** "I think I am getting better in teaching now I am learning new things every day" (Excerpt 9.66, Layla, RJ, week5). Last week she also said, "During the practicum, I learned something new every day. I think my teaching has improved a lot. I feel more confident in helping students learn better and enjoy my class" (Excerpt 9.67, Layla, RJ, week6). While in IRDs, she explored this issue by commenting on every relevant aspect of classroom teaching. By doing so, she interestingly evaluated her way of teaching, highlighting strengths and weak points and suggesting ways of improvement.

In addition to that, Layla's ability to overcome classroom surprises developed. She also gave details about the **teaching materials** after an incident happened in Week 5. During CO, I noted that she told her students that she could not find the audio for the activities in a listening class, so she recorded the text herself so that they could listen to it. This incident was a clear indication of not only the struggles she had to deal with but also her determination to overcome any challenge she might face by coming up with solutions that might even surprise a qualified teacher (Mrs Leena) who thought she was doing too much.

At the same week, and unlike previous weeks, Layla navigated GRDs differently as she was not interested in finding out what other group members were doing about what was an area of challenge for her. She talked about her experience when she could not find the audio track for

her listening class and how she recorded the track herself to make the lesson as effective as possible. She was happy about her **the teaching strategy** and her way of approaching teaching: "For me trying to find alternatives is really important for an effective class" (Excerpt 9.68, Layla, GRD, week5), but again she was not interested in what other group members would do in a similar situation or whether they had other suggestions for similar cases.

By the end of the practicum, she admitted the positive influence of practical training in preparing for classes. She also reinforced her readiness to any surprises that might happen in the classroom concerning **time management** issues by preparing extra or time saver activities.

Being an active member of GRDs, the most striking result to emerge from Layla's data during GRDs is that Layla was getting quieter during these meetings than at the beginning of the practicum. Layla's contribution to the group discussion decreased significantly. However, she was able to reflect more critically about her experience consider the following example,

> I believe a good point in my class was asking students to read aloud in class to correct some of their pronunciation mistakes. Some of them mispronounce quite simple words like hate or become. However, the bad point was that my cooperating teacher said I was not supposed to ask them to read aloud, which is really a shame because I believe it is a very good exercise for students. However, she said this would waste my lesson time, which made me think that in future classes, I might ask them to read aloud in small groups to practice together, and I will walk around to support them when needed. (Excerpt 9.69, Layla, GRD, week6)

Here she deeply analysed a classroom incident that happened in her last class. She was able to point out both the positive and negative aspects of an incident and how to improve it, which was according to Lee (2005) was at the highest level of reflection.

Although Layla's content of reflection decreased towards the end, she maintained her role as a facilitator to the group discussion. Interestingly, I noticed that the nature of her questions to her peers changed significantly from the early weeks to the last meeting. More specifically, whereas she tended to ask simple transition questions in the initial weeks, she started to ask questions that inquired their practices and beliefs to a deeper extent and encouraged other participants to make more in-depth reflections on their decisions and practices. Here examples of her questions from different stage of the practicum (i.e., beginning, middle and end),

What about you, Sarah? (Excerpt 9.70, Layla, GRD, week1)

What about you, Aminah? What did you do to make them understand easily? (Excerpt 9.71., Layla, GRD, week3)

If you could teach your last lesson again to the same students, what would you do differently? Why? (Excerpt 9.72., Layla, GRD, week6)

I understood that she was trying to adapt my way of questioning during the IRDs. At the post-interview, I was interested in exploring why and how she changed the content and wording of her questions. Her response was in line with my expectations:

Well, I feel like when I meet you after every class, there were not a lot of interesting incidents that happened in my classroom. However, when we start our discussion, and you start asking me a lot of interesting questions, I understand that many things happened in my class that I had not been able to realise. So, your way of asking questions encourages me to reflect more and see the reason behind every action as well as how this action might affect my future plans or teaching. So, all these questions were kind of printed into my mind. Even when I prepare a lesson plan, I used to ask myself the questions you asked me during the meeting. (Excerpt 9.73, Layla, post-interview)

9.2.2 Quality of Reflective Thinking

We now turn to look at Layla's level of reflection. It is organised according to the main three main reflective activities she engaged in during the practicum: reflective journal, individual reflective dialogue, and group reflective dialogue.

9.2.2.1 Reflective Journals (RJs)

Layla's reflection through her reflection journals mostly found in levels R1 and R2. The following table (Table 9.5)offers an offer view of how deep her reflection was during RJs.

Table 9.5   Levels of Layla's Reflection in RJs

Themes	Level	W1	W2	W3	W4	W5	W6	%
Reflection on the self	R1	1	2	1	1	1	1	8 (%77.7)
	R2	0	0	0	0	1	1	2 (%22.2)
	R3	0	0	0	0	0	0	0
Reflection on the Students	R1	1	1	3	1	2	1	12 (%69.2)
	R2	1	0	1	0	1	1	4 (%23.1)
	R3	0	0	0	0	0	0	0
Reflection on the Teaching	R1	1	1	1	1	1	1	6 (%66.6)
	R2	0	0	1	0	1	1	3 %(33.3)
	R3	0	0	0	0	0	0	0

An interesting observation that stands out on the detailed analysis of the above table is the occurrence of most of Layla's reflections mainly at level (R1), then less frequently at level R2, with no reflections is coded at level R3. When Layla wrote about her the three themes in her RJs, her reflections were mostly recall-oriented (R1), but fewer entries occurred at level R2.

Like previous cases, it is noticed that Layla's reflections in RJs were mostly recall-oriented (R1), which is accounts of describing her teaching experiences. For example, when talking about her feeling during the practicum, around %77.7 of **self-related issues** in RJs were fallen at R1 level. she briefly described her general feeling without any further rationalization or examination. For example, In Excerpts (9.1), (9.10) and (9.16), from the beginning, middle and end of the practicum, she painted less detailed pictures by writing about her feelings. This renders a clear image that Layla's reflection in her RJs was mainly descriptive and lacked a deep analysis of these feelings.

Similarly, when writing about **her students'** issues, Layla stayed at the same level of reflection (R1) with a percentage of 69.23%. A good example that captured Layla's reflection about her students at level R1 when she complained about the level of students as shown in excerpt (9.30) above when she described her students' English level with no further explanation like why they were like

this or how this could effect her future way of teaching. Even at the end of the practicum, when Layla felt better and more satisfied with her students' behaviour and teaching performance, she still tended to describe her student behaviour in general without further elaboration. For instance, she commented on her students during the last class, saying, "I noticed the students became more respectful and focused on their learning" (Excerpt 9.74, Layla, RJ, week6). She shared a general overview of how her student behaved without deciphering the reasons for this behaviour. She was also not able to reconstruct any lessons or generalisations she learnt lead to this satisfaction.

Reflecting on her **Teaching** using RJs also appeared mostly at R1 with a proportion of %66.6. An illustrative example was what she wrote in week 3 about how she dealt with her students' low level of English, "Student did not understand my explanation, this is because they did not participate as I planned to. I tried different ways, but I think I failed" (Excerpt 9.75, Layla, RJ, week3). This excerpt highlights another fact about Layla's reflective thinking, i.e. she remained brief and concise in her description of teaching experience through RJ entries, the fact that she admitted during both pre- and post- interview.

This can be explained by the fact that Layla did not prefer writing RJs to reflect on her teaching experience. This was understood by her negative attitudes towards using RJs. She told me before the practicum predicting that [writing Rjs] is not going to be deep enough. I might overlook some important issues that I might think are insignificant. I do not like talking to myself" (Excerpt 9.76, Layla, pre-interview). This stand corroborated by her negative evaluation of RJs after the practicum,

> Being a written form, I can go back to see my concerns and how I dealt with
> them, but when I read them now, they were so brief. I wrote them because
> you asked us to write something. I did not enjoy it much. (Excerpt 9.77, Layla,
> Post-interview)

Although most of her reflection in RJs fell into level R1. There were some entries coded under Level R2 when Layla tried to offer the rationale behind her actions. However, Layla's reflections showed a slight projection towards level R2 right from the beginning of the practicum, especially when she talked about **her student concerns** (%23.1). To illustrate, in week 1 RJ's entry, Layla tried to explain why her student felt nervous in her first class; she thought it was "because [she] talked in English most of the time" (Excerpt 9.78, Layla, RJ, week1). Another example of Layla's

reflection at R2 can be found in week 6, as this trend continued until the terminal stages of the practicum when she explained she was happy about her students' reaction,

> I think my teaching is improved a lot. I help students learn better and enjoy the class. This is because I got to know these students more, and I became closer to them by enhancing my relationship with them. (Excerpt 9.79, Layla, RJ, week6)

This example clearly shows how Layla went beyond describing the event by providing a rational thought behind her student reaction towards her teaching.

However, When talking about her **self-issues and teaching concerns**, she did not progress to R2 level until toward the end of the practicum. Some entries were coded at R2 in weeks 5 and 6. For example, in week 5, Layla was able for the first time to use her RJ to explain the reason behind her satisfaction when she wrote, "the students are participating and engaging with my activities, and this makes me happier" (Excerpt 9.80, Layla, RJ, week5). Here she admitted that she was happy about her performance due to students' positive reactions in her classroom.

In a nutshell, RJ entries regarding student-related issues better facilitated Layla's reflective thinking process. Most of Layla's reflections during RJ entries were traced on level R1, but her reflections regarding her students were more pronounced on level R2 from the start of the practicum.

9.2.2.2   Individual Reflective Dialogue (IRDs)

As compared to reflective journals, Layla's reflections in IRDs clearly captured all three levels (R1, R2, and R3) over this practicum (see Table 9.6 below).

Table 9.6   Levels of Layla Reflection in IRDs

Themes	Level	W1	W2	W3	W4	W5	W6	%
Reflection on the self	R1	4	2	3	2	0	2	13 (%50)
	R2	2	1	2	0	2	2	9 (%34.6)
	R3	0	0	0	0	2	2	4 (%15.4)
Reflection on the Students	R1	3	2	3	1	2	3	14 (%22.2)
	R2	2	3	6	5	4	6	26 (%41.3)
	R3	1	3	1	4	8	6	23 (%36.5)
Reflection on the Teaching	R1	4	3	1	2	3	5	18 (%26.1)
	R2	4	2	5	8	1	6	26 (%37.70)
	R3	2	3	1	5	6	8	25 (%36.23)

As seen from the table above, Layla's reflections exhibited a progressive improvement in the quality of her reflection during IRD. Like other cases, when asked, Layla started with a recall of the incident; however, throughout the dialogue sessions with me, she grew a skill on how to navigate her teaching experience deeply and rationalize her answers from different perspectives.

Noticeably, the topic she was talking about is clearly affecting how deep she reflected. From the table above, it has been noticed that when Layla was reflecting on **self-related issues**, her reflective development exhibited slower progress with only %15. she remained at level R1 (%50) and R2 (%43.6) to the total exclusion of any reflection complementing level R3. She was only able to produce four entries at a high-level reflection (R3) in the last two weeks. Consider the following excerpt when she talked about her satisfaction feelings,

> This week is my best week of teaching so far. I felt so happy because the
> students were so motivated to learn, so for the next classes, I will try my best
> to keep up their motivation and imply the same elicitation method as a warm-
> up and use KWL strategy as I notice its effects on students, engagement.
> (Excerpt 9.81, Lyla, IRD, week5)

This example shows how Layla moved beyond only describing her feeling in general by offering deep thinking that enables us to know why she was satisfied and how this incident would affect her future teaching and lesson planning.

Unlike other cases, Layla, when asked a question during IRD, provided much information (she talked for a while and elaborated on different topics, she talked for 5 to 6 minutes long without stop). Hence, I supported her differently as she required less prompting during dialogue, especially towards the end of the practicum.

More importantly, the way she answered me during IRDs, became deeper over time. For example, in week 1 when I asked her how you feel about your class today?", Layla would answer by describing her feeling and talked about different related incidents happened without any rationalization or reflectivity. However, at the end of the practicum, when asked the same question, she could recall her feeling, explain why this happened and become more reflective by seeing the impact of what she did on her students or planning how to change or improve her teaching.

As the practicum proceeded, by virtue of overtime learning experience, Layla's reflections clearly exhibited a progressive refinement in the quality of reflections although there were differences in

the quality of her reflection according to the topic she talked about. For instance, she was more reflective when talking about her **teaching or students' topics**. Her reflectivity developed dramatically over time in a steady way. In other words, when talking about these issues, she started the practicum producing more reflection at R1 more than R3 level. Then by the end of the practicum, it was the way around; entries coded under R3 were more than R1 (see Table 9.6 above). Even the ratio of the levels progressed significantly. For example, under the **student theme,** the frequency went from R1 (3), R2 (2), R3 (1) in week 1 to R1 (3), R2 (6), R3 (6) in the last week.

In other words, as the practicum proceeded, Layla developed more critical reflective skill that enabled her to approach her experiences with the intention of improving in the future, analysing her experience from various perspectives, generalising her experiences, and see the influence of her teaching on her students' values/behaviour/achievement. To contextualize, the following excerpt fell in the highest level (R3), in which Layla told me,

> As I gained experience in the classroom, my lesson plan strategy changed. When preparing my lesson now, I put alternatives in case the 1st one did not work well, or I think it would not work for any reason. Or even if my students did not respond as I have expected, e.g., in the vocabulary class today, I thought they knew some words, but they don't, so I used another simpler activity I prepared before. They all participated and understood the words. I will always try to be ready for any surprises. like lack of time, extra time supported exercises. (Excerpt 9.82, Layla, IRD, week6)

In this extract, Layla analysed her experiences in more reflective way. She explained how her teaching experience and what she learnt made her change the way she planned her lessons. She also observed the impact of her teaching on her students' engagement. Layla finally set the intention of improving her teaching by being ready for different unexpected situations.

This can be explained by tracing Layla's attitude towards IRD. In post-interview, she told me that she would like to talk to a tutor as she has "more experience so she might give me advice" (Excerpt 9.83, Layla, Pre-interview). She also mentioned a benefit of dialoguing with an expert about her teaching saying,

> I used to ask myself the questions you asked me during our meetings. For example, when I created a plan, I ask myself: why did I choose this specific activity? and after the lesson, I also asked myself how I can improve this kind of activity. Your questions are always in my mind when I'm doing my Lesson plan […] your meetings are really affecting my way of thinking about teaching and made it more analytical. (Excerpt 9.84, Layla, post-interview)

Here she admitted that dialoguing with someone who is an expert would facilitate her reflective thinking. She believed that the IRDs meetings helped her to analyse her teaching experience deeply and critically. More importantly, these meetings set a road map that guided her in planning for her future classes.

To sum up, So in IRD, Layla's reflection spanned all three levels. Topics about **teaching and students** facilitate the quality of her reflection that improved significantly over time.

9.2.2.3   Group Reflective dialogue (GRDs)

Layla navigated GRDs differently from previous cases. She was more engaged in these peers' meetings by leading these meetings and contributing to their content. See Table 9.7 for a general overview.

Table 9.7   Level of Layla's reflection in GRDs

Themes	Level	W1	W2	W3	W4	W5	W6	%
Reflection on the self	R1	1	3	0	2	1	0	7 (%63.64)
	R2	0	0	2	0	0	0	2 (%18.18)
	R3	0	0	0	2	0	0	2 (%18.18)
Reflection on the Students	R1	2	1	3	2	0	0	8 (%57.14)
	R2	0	0	1	1	0	0	2 (%14.29)
	R3	0	0	0	2	2	0	4 (%28.57)
Reflection on the Teaching	R1	2	3	0	0	2	0	7 (%36.84)
	R2	2	2	2	0	0	2	8 (%42.11)
	R3	0	1	0	0	1	2	4 (%21.05)

Looking at the table above, we can see that there was a pattern in Layla data during the first two weeks. Layla reflection occurred mostly at level R1 when she talked about her **self-related issues or her students**. However, when talking about **teaching topics**, her reflection spanned all three levels. In other words, she produced more deep reflection, **four** entries at R2 and **one** entry at the highest level. An example of R3 level reflection was when Layla was impressed about an online application one of her friends used to teach vocabulary, and she asked many questions about this

application. She then decided to "download it and learn more about it to see how can [she] use it for [her] future lessons" (Excerpt 9.85, Layla, GRD, week2). This example offers evidence in which Layla approached her teaching intending to improve by integrating more technology at her classes as she believed it would enhance her students' learning.

Moving to the middle stage of the practicum i.e., weeks 3 and 4, it becomes clear that Layla exhibited faster progress in the quality of her reflection about students concerns as compared to other issues. As see in section 9.2.1.2, the dominant discussion in these weeks was more focused on students' behaviour issues. This analysis undeniably sets forth a correlational linkage between the content and quality of Layla's reflections. That's to say, when she focussed on students concerns, there was a higher likelihood of Layla evolving a deeper reflection upon this topic.

Presented below is an example of Level R2 from the fourth week of practicum where Layla discussed with her friends the reasons behind their students lack of respect toward them as PSTs and how they can deal with it based on their experience as learners.

> Back in days, when we know that trainee teachers will teach us next class, we
> get happy as it will be a very fun class we laughed, talked, and even didn't do
> our homework. I remembered an important thing that comes to my mind now.
> If the trainee teacher teachers looked scared and nervous, we get more
> naughty, do you remember! So, ladies! do not be anxious because if you do,
> this will make students feel that you are not confident. (Excerpt 9.86, Layla,
> GRD, week4)

This excerpt demonstrated Layla's ability to interpret, analyse and rationalize the incidents based on her experience as a learner. She also offered a generalisation that they can follow to solve the disrespectful students' behaviours. This can be attributed to Layla attitudes towards the benefits of GRDs when she said, "i like the group discussion more where we shared our experience and learn from each other. we are all trainees and teach at the same school. We use our group discussion to ask about our students (their proficiency- behaviours. Etc). (Layla, GRD, post-interview). This example demonstrated that students issue one of the main topics that were discussed during GRDs. In Layla's view, one benefit of GRDs was sharing important information about students as all PSTs share the same contextual aspects.

As I discussed earlier, Layla's contribution to group discussion has been reduced significantly, especially about self and students' issues towards the end of the practicum. However, Layla and her peers shifted their attention to **teaching-related topics**. This resulted in the fact that most entries found under the teaching theme. The data from the last two weeks showed an interesting

finding concerning Layla's quality of reflection. Layla's critical reflection about her teaching developed dramatically as most of it was coded at Level R2 (two entries) and R3 (with three entries). As a result, Layla was able to produce a deeper reflection in which she was able to rationalize her experience and had an intention to improve or change it.

To bring the point home, an excerpt from week 6 is presented and discussed here. Layla was discussing with her friend different teaching tools and how they might affect students learning outcomes. She commented in flashcards that she used by saying, "Another good point was the use of flashcards; I really loved them. They helped students to be more attractive to the lesson. They love visual aids, so I will keep using them and work in making them more attractive" (Excerpt 9.87, Layla, GRD, week6). This excerpt was a good example of how Layla's reflective thinking improved over time. She was able to introduce the teaching strategy she used, explained why she preferred them and the effect of these strategies on her students. Finally, she set her intention to keep using them as an essential teaching tool and improve the way she implies them in the classroom to make this tool more effective for her students' learning.

To sum up, GRD data showed that There was a correlation between the content and quality. When the group discussion focused on a topic, Layla had a higher chance to engage in a deeper reflection. Content like teaching topics also facilitated Layla quality of reflection. However, other topics required more time to be classified as deep reflection.

9.3   Conclusion

She was very **confident** and known for having **good presentation skills** as a public speaker. She started the practicum by not being very interested in teaching as a career, as she wants to pursue her master degree in psychology abroad. In the beginning, she encountered two main students challenging issues; **lack of respect** they show to Layla as PST and **low English proficiency**. She tried throughout the practicum to **solve these problems**. Unlike other cases, she navigated **GRD** differently, in which she led the conversation during GRDs to find solutions to her classroom dilemmas by comparing her practice to others learning from other experiences. She also used practicum to test all the theoretical knowledge she used, and she showed evidence that practicum helped her bridge the gap between theory and practice. In the beginning, she believed that students behaviour would affect teaching quality; however, in the end, this belief changed through a generalisation she drew from her experience and put in action, saying, "[…] if you keep [the students] engaged they will be too busy to disturb the class and misbehave"(Excerpt 9.88, Layla, IRD, week5).

In a nutshell, Most of Layla's reflections during **RJ** entries were traced on level R1, but her reflections regarding her students were more pronounced on level R2 from the start of the practicum. While in **IRD**, Layla's reflection spanned all three levels and showed steady improvement. **GRD** data showed that there was a correlation between the content and quality. When the group discussion focused on a topic, Layla had a higher chance to engage in a deeper reflection. Topics about **teaching and students** facilitated the quality of her reflection that improved significantly over time. However, other topics, expressing her **feelings and challenges,** required more time to be classified as deep reflection.

Chapter 10   **Discussion and Conclusion**

10.1   **Introduction**

Thus far, through a contextualised qualitative analysis, chapters 7, 8, and 9 have respectively explored the reflective journey of Aminah, Sarah, and Layla during the practicum in a Saudi context. Although the participants were similar, they were all Saudi PST teachers engaging in the same reflective activities during the practicum; their journeys were neither similar nor unidimensional. Indeed, the participants were different in their previous learning experience, personal attributes, preferences towards reflective modes, levels of teaching experience and their contexts. Therefore, weaving together the reflective data derived from the three reflective activities (i.e., Self-reflection through reflective journals (RJs), Individual reflective dialogue with a mentor, the researcher (IRDs); and group reflective dialogue with peers (GRDs)) and other resources (i.e. interviews, classroom observations, and field notes) was of great value understanding how the participants' made sense of their complex reflective journeys.

In this chapter, I revisit those findings. Then, through cross-case analysis, I point out common and unique themes that run across the three cases. By so doing, I first compare and contrast these findings within the themes of the relevant literature. In this context, the discussion is structured according to the study's research questions.

1- How a group of Saudi English PSTs navigate three different reflective modes (i.e., RJs, IRDs with a mentor, GRD with peers) during their initial teaching training?

    1a. What do pre-service teachers reflect upon?

    1b. What is the quality and extent of reflection (recall, rationalisation, reflectivity)?

2- To what extent can reflection impact the participant teacher learning and development as new language teachers?

1- How the participating PSTs perceive the three reflective contexts they engaged in?

10.2   Discussion of the Study Findings

10.2.1   How a group of Saudi English PSTs navigate three different reflective modes (i.e., individual reflection, individual reflective dialogue with a mentor (the researcher), and group reflective dialogue with peers) during their initial teaching training?
A**.**What do pre-service teachers reflect upon?

This question, which was answered in the first section of chapters 7, 8, and 9, aimed to identify the vocal participants' concerns during the practicum while engaging in three reflective context (i.e. modes). This study showed that the three participating pre-service teachers were concerned with three major themes during the practicum: **reflection on the self, reflection on students, and reflection on teaching**. The majority of participants' concerns in this study were generally similar to those reported by other researchers in the literature review, especially challenging feelings like stress and anxiety (Canh, 2014; J Richards, 2022; Teng, 2017; Ulum, 2020), students' disruptive behaviour (Donyaie & Afshar, 2019; I. Lee, 2008; Riyanti, 2020) and teaching issues (Afshar & Farahani, 2015; Khanjani et al., 2018; Nurfaidah et al., 2017).

However, as suggested by Farrell (2018), there is little research on the complexity of reflection as an individual skill in a situated context, especially during practicum in initial training, in which reflection is examined based on the individual's abilities within a particular context. Hence, this piece of research aims to contribute to this body of knowledge that pays attention to the situated process of reflection. Furthermore, the analysis of the data collected within this study suggests that the concerns that PSTs talked or wrote about differed not only according to personal backgrounds but also according to the reflective modes (i.e. contextual actions) they engaged in during the practicum.

For example, Aminah's participation in the group dialogues was very brief and limited in scope; however, Layla led the group discussions during GRDs and made a rich contribution. On the other hand, Sarah did not discuss the challenging feelings she had during GRDs, but she explored them in detail, individually, with me during IRDs. In accordance with the present results, previous studies have demonstrated that some practitioners could benefit from a reflective activity more than others based on their individual skills and preferences (Chirema, 2007).

To further support this argument, the findings demonstrate that **the content** of the participants' reflections **varied** based on **the mode of reflection**. It shows that throughout the study, Aminah made the highest number of reflections in her RJ when mentioning self-related issues, especially her challenging feelings of anxiety and lack of self-confidence upon the start of the practicum. At the same time, she was less active than the other participants on the same theme during IRDs and

did not even talk about it once during GRDs. A possible explanation for this result may be her attitudes toward these reflective modes. Aminah asserted that she preferred to reflect by herself using RJ and not with the group as she has some bad experiences in working with a group of peers. She claimed that the group member tended to blame her for any negative feeling or practice, which made her feel even worse (see Excerpt 7.50, Aminah-Pre-interview). So, she preferred to keep her problem to herself and not share it with others. Reflecting frequently on her emotions, especially the negative ones, using her RJs helped Aminah to evolve as a teacher and lead her to develop her identity as a language teacher although it was not her aim when she started the practicum. This finding confirms the association between reflection on emotion and teacher PD and identity, as the former ensures teachers' PD and leads to positive transformations (Aragão, 2022; Chen, 2016; J. Kim, 2018; Nguyen, 2018; Richards, 2022; Teng, 2017).

Moreover, Aminah seemed to be shy in the presence of others. I noticed that she had a tendency to avoid eye contact while talking to her during IRDs and has a very low voice. She also seemed very nervous when I met her for the first time during the pre-interview. She told me about this before the practicum that she was really worried about this teaching training as she needed to be in front of students. These factors impacted the way Aminah expressed her concerns and where she revealed them. She felt more comfortable when she reflected alone; as such she expressed herself more individually via RJs.

Concerning the **content of reflection**, it is vital to highlight the importance of understanding the concerns PSTs reflect on during their journey of becoming teachers because these initial concerns were linked to how they learn about teaching and construct their beliefs and knowledge as prospective teachers (Loughran, 2002). As mentioned at the beginning of this section, three main themes were derived from the data. A closer examination of these themes revealed that the three cases expressed these **concerns in different order and frequencies.** More importantly, engaging in three reflective contexts, the participants reflected on these concerns in **different ways and for different reasons.**

Even when Aminah used the **same reflective mode** (i.e., RJs), her reflection differed according to her context, emotions and other constraints. For example, Aminah, who was the most worried PST about teaching as a social activity, started the practicum with more focus on **herself** as she was nervous and anxious about the new experience as a teacher while dealing with the challenging relationship with her cooperating teacher. Unlike Sarah, who had some teaching experience and Layla, who was extroverted and more social, Aminah had to wait for four weeks before starting to feel comfortable in the practicum. After Week 4, her concerns became more

directed at her **students' behaviour** because they emerged as the main reason for her stress. She realised that lack of teacher authority made her more vulnerable and negatively affecting her teaching practice (Kanno & Stuart, 2011). Some evidence was found in Aminah's reflection indicating that reflecting upon her experience helped her to construct her authoritative teacher role (He & Lin, 2013; Kanno & Stuart, 2011). In accordance with the present results, previous studies have demonstrated the role of reflection in the development of language teachers' identities in helping them to understand the meaning of being a language teacher in general, especially their professional role as a language teacher (Freeman, 2020; Miller, 2009)

Then, she became more focused on dealing with students by being more active and determent to identify problems and keep trying solutions. After she understood her students and their needs, she started to focus on different **teaching methodologies** and how to improve or modify them to match their students' needs. In this sense, the way Aminah explored her concerns during the practicum (Self, students, and then teaching) is due to her unique personality and particular teaching circumstances, like her challenging relationship with her cooperating teacher and misbehaved students,

On the other hand, the analysis of Sarah's data about the practicum issues she went through revealed that she also experienced these concerns in a different sequence. With the informal teaching experience she had, since she has taught privately for five years, Sarah started the practicum with relatively less stress and went through a shorter survival period. Instead, she was more focused on **pedagogical issues**, and then she explored her **self-related issues** when she was worried about her relationship with her students. Next, she explored the reality of teaching, recognizing that good relationships with students were something that she needed to work on. Finally, she moved later to talk about **students** when she became more concerned about them and how she was happy with having a good rapport with them.

Lastly, Layla also had a different pattern while reflecting on her experience as follows; **self, students, and then teaching**. She was familiar with listeners who were all ears; however, her new group of listeners did not seem to be paying enough attention to what she said. This made her worried about losing control over her listeners. Layla case showed us how the concerns for pupils' learning emerged before that for teaching. In this context, this can be taken as a piece of evidence that teacher learning and the content of reflection that will emerge as a result of the professional learning process cannot be generalised but rather depends on the individual characteristics of a teacher candidate or an institution brings to the process. This supports Farrell's (2018) claim that "reflective practice, in reality, takes place along a continuum of

opportunity, where teachers will vary in the opportunity to reflect given their context and their own personal psychological makeup" (p. 2).

The relevant literature suggests that there are different modes through which PSTs can reflect on their teaching experience, and all of these ways of reflection have advantages and disadvantages according to individuals and contexts (Farrell, 2002; 2018; Riyanti, 2020). Some researchers consider that **self-reflection** through journal entries would help PSTs' professional development (PD) (Nurfaidah et al., 2017; Tavil, 2014)). Other advocate of **collaboration with peers** and believed that would ensure teacher learning through practicum (Benko et al., 2016; Jones & Ryan, 2014), while other group of researchers suggests that **"critical incident"** is the best way to enhance PSTs reflectivity upon their teaching; hence help them develop (Mpofu, 2019; Tan, 2013).

It should also be noted that PSTs' individual skills as well as the personal and external factors that were critical in learning stage as teachers play a vital role in shaping their reflective characteristics. For instance, Aminah benefited from RJs when exploring self-related issues more in her RJ when no one can judge her, while Sarah enjoyed reflecting on her teaching with an expert during IRDs as she perceived herself as well as others as an expert among her peers. Like talking to other, Layla was a person who tend to learn from other experiences and hence enjoyed searching for remedies to her classroom dilemmas during GRDs. This finding indicates teacher candidates should be offered a variety of modes through which they can reflect on issues that concern their teaching. This confirms that "[i]t is up to each individual (or group) teacher to decide which method would be most beneficial depending on the purposes of their reflections" (Farrell, 2018).

Another noteworthy finding of the study is that reflection is **a dynamic process**, which means that each reflective context can influence the nature and content of reflection in other activities. For instance, when Sarah realised that her students were scared in her classes, she changed the focus of her reflection. As a result, she became a lot more concerned about students in the IRDs. In a similar vein, during the first group meeting, Aminah discovered that most of her friends had a good supportive relationship with their cooperating teachers. Hence, she became more concerned about her relationship with her cooperating teacher, whom she perceived was tough with her. Aminah did not talk about this issue during the GRDs, perhaps to avoid positioning herself as an outlier in the group. This resulted in a significant impact on the content of her reflection via her RJ and the IRDs, where she started to talk more about the challenges she had with the cooperation teacher and how her behaviours had upset her.

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This impact was a result from engaging in GRDs, which were two-way communication where PST did not only reflect but also did listen to others comment and discussion. Hence, one can say that the participants' identities as teachers were believed to be constructed and reconstructed not only through reflection but also during socialization (Freeman, 2020; Miller, 2009; Sang, 2020).

All three cases navigated the reflective modes more dynamically, in which content in one mode could affect the focus of reflection in other reflective activities as if the reflective activities work together to support PST learning. Previous literature indicated the effectiveness of engaging PST in a dynamic approach (Kyriakides, Christoforidou, Panayiotou, & Creemers, 2017). Although the application of this experimental study is different from my study, as Kyriakides' study explored reflection among in-service teachers, there were similarities reported about the dynamic of reflection, such as the positive impact of engaging teacher candidates in different reflective activities in their teaching quality.

10.2.2   How a group of Saudi English PSTs navigate three different reflective modes (i.e., individual reflection, individual reflective dialogue with a mentor (the researcher), and group reflective dialogue with peers) during their initial teaching training?
B.What is the quality and extent of reflection (recall, rationalisation, reflectivity)?

As part of my desire to seek an answer for the second question (exploring **the reflection quality** of the participants who engaged in the **three reflective modes**), I tracked the level of the participants' reflection throughout the **practicum** using three levels: **Recall (R1), Rationalization (R2), and Reflectivity (R3)** (Lee, 2005) (see Section3.9.1). It is evident from the findings that the **level** of the participants' reflection **varies** across the **cases** as well as the **reflective modes**.

However, it is interesting to note that all three cases in this study shared a common practice: they started their reflection with **a recall (R1)** of the experience first. In some cases, they remained at the same level, but, in other cases, they accelerated their reflection to a higher level. In other words, reflection amongst PSTs starts with R1. In other words, despite the topic, they talked about or the reflective mode they used, or the participants' abilities and preferences, all three cases begin with recalling an incident. More importantly, this is because there is evidence from the findings that some of these descriptive reflections (R1) were not always an indication of the low reflective ability. Indeed, PSTs typically started by recalling an incident. This started the critical thinking process, allowing participating cases to enter the first stage of their reflective journey. Therefore, these descriptive accounts of reflection are considered as "[a] necessary prerequisite for a deeper reflective" (Farrell, 2010, p.36). Then, depending on each case, the quality of reflection differs according to how PSTs navigated each reflective mode. For example, Layla using

her RJ and in her first week of the practicum, **(see** Excerpt 9.78, Layla, RJ, week1), recalled her experience with her students (R1), then moved immediately to a higher level (R2) when she offered a rationalisation for this action. Although these results, indeed, match those observed in earlier studies like Budi (2020); Collier (1999); Dyment and O'Connell (2010); Körkkö, Kyrö-Ämmälä, and Turunen (2016); I. Lee (2007) in which the large account of PST reflection is merely **descriptive**, they do not support the claim that these descriptive accounts are perceived as a negative/weakness aspect in PSTs' reflection, as this descriptive reflection, according to the finding, is the **natural starting point** that might lead to deeper reflection.

The complexities of reflection regarding the **relationship between the content and quality** of PSTs' reflection during the practicum was an interesting finding that should be brought to the fore. The findings suggest that the **quality** of reflection was **affected** by its **content**. For instance, in this study, when Aminah used RJs (her favourite tool), she was able to produce reflection at the highest level (R3) only when she spoke about her self-related issues (see Excerpt 7.47, Aminah, JR, week 5). Yet, Sarah's data showed no single entry of self-related issues coded under level R3 in all three modes. The fact that Aminah was a shy, inexperienced PST who joined the teacher training program with no intention of becoming a teacher, in contrast to Sarah, who is a confident, experienced PST who dreamt of becoming a teacher, might explain this finding. Thus, we can see that the way PSTs navigated reflective activities was mainly based on their needs. Aminah was trying to survive the practicum, as she perceived it as a compulsory component, she needed to pass to obtain her degree. The emotional aspect, then, was the main topic for Aminah that accordingly impacted the quality of her reflection. As mentioned in a previous section (i.e., Content of reflection), this content is significantly linked to the ways PSTs learn about teaching. As such, it is more likely that they engaged in deep reflection when it was more meaningful to them. The finding's current study mirror those of Lee (2005) and Chamoso et al. (2012), both of whom confirm that the quality of PST reflection may be affected by the content reflected upon. Although these studies were not conducted during the practicum, they were all conducted in initial teacher education.

More importantly, the reflections of the three cases tended to **decrease at the lower level R1**, while the frequency at the **higher levels increased** towards the end of the practicum as the participating PSTs gained more experience in the field. I agree with Nurfaidah et al. (2017) that PSTs need time to understand how to reflect and hence engaged in deeper reflection. The amount of time needed **varies according to the practitioners** as well as the **reflective mode**. For instance, during dialoguing with me as a mentor, it is interesting to note that the three cases showed a

steady and significant improvement throughout the time. As mentioned in chapters 4 and 5, my role and relationship with the participant created a friendly, supportive place for them to reflect on their practice. In addition, my theoretical and practical knowledge about the reflective practice was of great value, in which I utilized them to promote their reflection by the way I prompt their thinking. However, this was not the case when they reflect individually using their RJ. Aminah, for example, was the only one who displayed some improvement, although this improvement was slow and steady.

This finding corroborates the ideas of Anderson (2020) who suggested that "Reflection is simply thoughts" (p. 24), and the only way to uncover these thoughts is by asking practitioners to tell us about these thoughts (Borg, 2015). Therefore, reflective dialogue was created as a rich reflective context, in which PSTs reflected-in-action, on-action, and for-action (see Section 3.4.2, p. 32).

In contrast, the other two cases displayed descriptive reflection (R1) whilst reflecting individually in most of the entries throughout the practicum. This might be explained by their attitudes towards RJ, as both Sarah and Layla saw RJ as an extra burden as it was time-consuming and required effort to sit and write about their thought (Hatton & Smith, 1995). Both confided in me that they would not complete RJs if they were not required in their training program. Hence, it is important to be wary of any potential inaccurate reflections. Therefore, reflection needs to be a positive, meaningful experience, not a 'chore' (Mann & Walsh, 2013). More importantly, this finding sheds light on the importance of the fact that PST requires training, guidance, and prompting for their reflective thinking. Hence, This study produced results that corroborate the findings of the previous work in this field (Khanjani et al., 2018) (Körkkö et al., 2016; Ottesen, 2007; Pedaste et al., 2015).

This leads us to argue that reflective practice cannot be taken for granted in teacher education training programs; it should be a construct that is purposefully integrated into the entire TE curriculum. A synthesis of the study findings indicates that, from the first week of the practicum, all three PSTs shows a steady improvement in relation to the quality of their reflection during dialoguing with their mentor (the researcher) via IRDs. It can be argued here that **creating opportunities for PSTs** to inquire about most of the critical moments they experienced in **a safe, guided** way would enhance their reflectivity. This, in turn, would improve the quality of their reflection and significantly improve their critical reflection, all of which has a positive impact on their practice. Noticeably, despite the participants' backgrounds, personal characteristics, and needs, they were all eventually able to engage in deep reflection. The findings of this study are also in alignment with Bruster and Peterson (2013), Mpofu (2019) and Tang (2013) all of whom

believe in the important role of "critical incidents" that helps PSTs to identify, describe, and infer important lessons from these incidents.

Mentors' questions and comments could act as a provocation to enhance the quality of the PSTs' reflections (Tang, 2013). In this context, although all three cases showed consistency in the development of their refection through dialoguing with me as a mentor via IRDs, the way they engaged with each of them was different. For example, Aminah was the most challenging PST (it was difficult to make her elaborate on her teaching experience).

I used different types of prompts to help Aminah identify an incident and reflect on it. Although I was trying to guide Aminah to reflect, I found myself talking more than her. When I asked her "What do you think?" questions, especially during the first two IRDs, she replied with neutral responses, such as "maybe" and "I do not know"; however, with my prompting, she was able to produce deeper reflection (see Excerpt, 7.48, Aminah, IRD, week 4). In contrast, Sarah was better at articulating her answers, though at times, she needed prompting. Layla needed the least prompting to talk. Sometimes, when I asked her a question, she would answer but then proceed to talk about other topics (Layla sometimes discussed classroom issues that I had not mentioned. I needed to stop her at some points in order to comment or elaborate on an issue she mentioned). This behaviour might be linked to her history as a public speaker and other people's appraisals of her presentation skills. That is to say, the role of a mentor in prompting PSTs' reflection is essential. The finding observed in this study mirrors those of previous studies which have examined the effect of mentors as a key factor in providing insights to assist PSTs in their reflections during initial training (DeCapua, Marshall, & Frydland, 2017; Playsted, 2019; Weiss & Weiss, 2001).

Although collaboration in RP has been acknowledged by previous studies (Alvarado Gutiérrez et al., 2019; Benko et al., 2016; H. T. M. Nguyen & Ngo, 2017), the current study suggests that individual attitudes, preferences, context and other personal attributes impact its effectiveness on reflection. The three cases portrayed different trajectories, representing the inconsistency in the influence of collaboration on the quality of PSTs' reflection. For example, Layla perceived GRDs as a useful resource in which she compared her practice to others, such as friends, and learnt from them. Layla was the most engaged PST in these meetings and benefited a lot from GRDs in her journey as a teacher. As previously mentioned, a possible explanation for this might be due to her past history as a speaker. GRDs enhanced Layla's reflection, especially in relation to **teaching issues**. Layla perceived GRD as a learning resource as she was looking for different strategies to control students' behaviours (for example, an online vocabulary game in Excerpt

9.53, Layla, GRD, week2) and help her as a problem-solver. As such, this engagement impacted the quality of her reflection. In addition, emotional benefits emerged: participants discussed how talking and recognising common challenges increased their confidence and reduced their stress levels. For example, Layla realised that student misbehaviour was a common problem for most of her peers. This made her feel better, so instead of panicking, she paid more attention to the solution rather than focusing on the problem.

On the other hand, Sarah presented herself as an expert amongst her peers, so she did not ask the group about any issues and preferred to give advice during GRDs. Having said this, a "critical friend" had an impact on Sarah's way of approaching her students, specifically when she commented on her strictness with students. This enhanced Sarah's reflection towards her students as well as her practice (Excerpt 8.28, Sarah, week 6, IRD). Indeed, Sarah became more concerned about her students, including establishing a rapport and building trust with them. Unlike IRD, Layla and Sarah's reflection occurred at level 3 towards the end of the practicum. Therefore, they needed some time to learn how to reflect collaboratively.

Aminah was more introverted and preferred not to engage in group discussions. As such, she had a very limited descriptive contribution during GRDs, as there was no deep reflection coded in these meetings. Aminah was not comfortable within the group as she admitted that some of the group members are not close friends of her; therefore, she has not disclosed her feelings/problems to them. Aminah was attending GRDs because she was told that these meetings were part of the training program. These findings further support the idea that trusting, safe and non-judgmental relationships is crucial for PSTs to engage in deep reflection (Farrell & Kennedy, 2020; Riyanti, 2020). More importantly, Findings showed that reflective collaboration with peers inhibited Aminah to reflect on her actions. It was believed that RP at PST education could be ineffective if inappropriately implemented and can even damage PSTs' confidence (Akbari, 2007; Alvarado Gutiérrez et al., 2019; Walsh & Mann, 2015). In contrast to earlier findings, however, there was an evidence that GRD with peers offered Aminah emotional support that boosted her self-confidence and helped her survive during the practicum (more detail is presented in the next section).

10.2.3   To what extent would reflection impact the participant teacher learning and development as new language teachers?

This section observes **how** the participating PSTs explore the three reflective contexts differently resulting in both **positive and negative** impact on their learning as evolving teachers the during practicum. More specifically, it examines how they navigated the three reflective modes in order to analyse their teaching experience; examine their attitudes and beliefs and actions to improve their practice and engaged in learning during their training (Korthagen, 2004; J Richards & Lockhart, 1999). The first indication from the three case studies reported that individual differences were observed in how the PSTs engaged with reflection and how they developed as teachers. However, there are, interestingly, some connecting points throughout their reflection journeys. To make the text easy to read, and via analysis and tracking the PSTs' development, I highlight three main themes: **emotional support, problem-solving, and being open to change**. These themes refer to the way the PSTs developed throughout the practicum.

10.2.3.1   Emotional Support:

Emotions emerged as a salient issue in every case in this study. Emotions are an important part of the journey of learning to become a language teacher as this experience, according to Richards (2022) is "emotionally-charged activities" (p. 225). The PSTs struggled with some practicum-related issues that, at times, triggered their anxiety (Ulum, 2020). The stage when these emotions emerged and how long these feelings lasted for, varied according to each case and context. For example, Aminah, who perceived herself as shy and suffered from social anxiety issues, struggled with settling into the practicum, which lasted longer than the other cases. Her poor relationship with her cooperating teacher, which was negative and unsupportive, added to the problem. Aminah mainly depended on her self-reflective writing in RJs (i.e., her favourite reflective mode) to express these feelings. Although Aminah was active during IRDs, she did not uncover those emotions as much as she did in RJs.

In contrast, Sarah, who perceived herself and by the others, as the most experienced PST, did not show any challenging feelings until after the middle of the practicum, when she realised that her students were well-behaved because she was too strict with them. As such, Sarah developed an unsatisfied feeling and desired to develop a good rapport with her students. Moreover, from the beginning of the practicum, Layla was shocked when she had difficulty maintaining the interest of her new audience, as she was used to presenting in front of an engaged one. This made her

question her professional skills as an emerging teacher, and whether she had made the right career choice.

It is clear from the above, then, that each and every case had their own individual need of **emotional support** and found their way to express those feelings. Indeed, most of Aminah's emotions were discovered through her individual writing via RJs, whilst Sarah's emotions were revealed through IRDs. Layla's were shown mostly from dialoguing with her peers in GRD. It is worth mentioning that the way that the three cases navigated the three reflective modes (RMs) in relation to their emotions is significantly associated with their attitudes and perceptions towards these modes, which is something that will be expanded upon in the next section (**Error! Reference source not found.**).

One main contribution of reflection on the PSTs' PD is how it provides **emotional benefits** to all participants. Despite the fact that the GRDs was Layla's favourite reflective mode, there is evidence from the findings that **peer collaboration** through GRDs was critical when it came to providing emotional support for **every participant** in this study, but in different ways. Discussing and reflecting on common challenges with their peers increased the PSTs' confidence and reduced stress. This was particularly evident in Layla's story: she was very active during discussions, such as being curious about whether her peers encountered similar problems to her own, especially regarding the students' behaviour. Layla felt better when she knew that disrespectful behaviour was a common problem that most group members faced. This stance is corroborated by the ideas of Alvarado Gutiérrez et al. (2019) and Harlow and Cobb (2014), both of whom argue that reflective collaboration, especially with peers, enables participants to feel more satisfied and relaxed about their teaching, since they know that they share common challenges. Therefore, it can be assumed that the collaboration with peers in this context enabled the participants to learn from their negative feelings and experiences, which, in turn, allowed them to feel better and more confident about their PD.

Yet, Sarah is one of the PSTs who had no issues or concerns regarding misbehaviour. The group discussion enabled Sarah to understand why she had not encountered any behavioural issues. A friend pointed out that Sarah's strictness was the reason why her students were well-behaved in her classes (GRD week 4). This knowledge made her realise that "she is the best in the group in classroom management".

Contrary to expectations, this study also found a significant contribution to GRDs, which was not Aminah's preferred reflective mode. Whilst analysing Aminah's verbalised reflective product during GRD, I found that it was very limited, and there were no entries coded in level R2 or R3. Despite Aminah's reluctance towards GRDs, these meetings did contribute to Aminah's emotions

negatively and positively. For example, at the beginning of the practicum, GRDs added to Aminah stress when she knew that other cooperating teachers were supportive to their trainees. However, these group discussions from week 4 contributed to her development, specifically by providing concealed emotional support that helped her throughout. Indeed, knowing that her cooperating teacher was tough with all her trainee students made Aminah feel relieved, as she realised that this was not a personal matter. Aminah proceeded to ignore all the negative feedback and focused on improving her teaching skills based on her students' needs: "Now I know she [the cooperating teacher] is not doing that for a personal reason, it is okay – I will avoid her and seek advice from [the researcher] or my supervisor" (Excerpt 10.1, Aminah, IRD, week 4). However, GRD did add to Aminah stress at the beginning of the practicum, when she knew that other cooperating teachers were supportive

Although non-verbalised reflection is beyond this study's focus, the above-mentioned finding sheds light on the methodological contribution of the present study that explores the complexity of reflection via the examination of the three main reflective modes. This hidden benefit was revealed through Aminah's reflection with me during IRD. We can argue here that the reflective modes in this context are dynamic: in a way that non-verbalised reflection happened through listening to discussions in GRDs. Within this line of reasoning, Donyaie and Afshar (2019) argue that reflection can happen through an array of means, such as "[…] acting, writing, speaking, listening, etc." (p. 37). Aminah was more of a listener in GRDs than a speaker, yet she was able to collect some related data and examine them in other reflective modes (i.e., IRD), and then accordingly reflect on practice to improve it.

Indeed, although Aminah was reluctant to participate in GRDs, engaging in social interactions with her peers benefited her, as she improved her practice and reflection on pedagogy. The indirect benefit of reflection was uncovered when Aminah mentioned this aspect whilst dialoguing with me via IRDs. This finding could challenge the claim of (Alvarado Gutiérrez et al., 2019), who argues that collaborative reflection with strangers (not close friends) might inhibit PSTs' reflection, harm their learning, and even damage their confidence. Aminah admitted that one reason she preferred not to reflect with her colleagues is because they were not close friends. Through the initial data analysis, I observed that Aminah was very quiet in GRDs, which could be due to the fact that they inhibited her ability to reflect. However, these sessions helped Aminah to gain self-confidence and reflect on pedagogy using other reflective modes (i.e., RJs and IRDs). This was another example of the value of collaboration, as the improvement in Aminah's identity as a teacher might not be a direct impact of reflection on her teaching practices but rather occurred as

a result of her collaboration with people around her, which entails that people can "develop meanings of themselves, their understanding about the world, and their places in the world by participating in communities of practice" (Wenger, 1998, p.12). Adopting sociocultural perspective, I believed that learning to be a teacher is conceptualizing as a social and complicated event which is extremely influenced by the teacher's relationships with others (Vygotsky, 1978).

As discussed above, active collaboration offered the participants some level of emotional support. Other emotional benefits also emerged from PSTs' reflections during IRDs, specifically through **dialoguing with an expert**. One drawback of reflective thinking is that it can sometimes be destructive if teachers continuously blame themselves for factors beyond their control, such as a lesson not going according to plan. Indeed, perhaps the students were not in the mood to study, which has nothing to do with the teacher's planning and delivery (Farrell, 2019). However, there was evidence from this study that reflection can be effective if appropriately scaffolded and, in turn, promote the PSTs' confidence. In this case, the role of a mentor (the researcher) during IRDs, and the way critical incidents in which PSTs identify and describe their everyday events in order to question and reflect on the decisions they took, were discussed. This was a great benefit to all of the participants.

Dialoguing with PSTs through IRDs was essential, not only to focus on the negative aspects of their teaching, but also to discuss their strengths. After all, this helped the PSTs to build confidence. Aminah commented the following: "[The mentor] helped me [to] reflect on my strengths, too, which make[s] me feel better" (Excerpt 10.2, Aminah, post-interview). Having said this, there might be a possible bias in Aminah's response, as the mentor was the interviewer (the researcher) and had asked the PSTs about their attitudes towards their own reflective journeys. However, there is evidence that could be used for triangulation here. Layla saw herself as the group discussion leader and tended to adapt the way of questioning I used during the IRDs, in which she asked other PSTs about their strong points first. Layla admitted that "[…] focusing on strength first enabled me to see what I did well and build on that for my future classes. This made me more satisfied with my progress as a teacher" (Excerpt 10.3, Layla, post-interview).

Another factor that contributed to the emergence of emotional support during IRDs is the creation of a **supportive environment**. Indeed, a trusted relationship with a mentor is an important factor, as IRDs offer emotional support, allowing the trainees to feel safe in a trustworthy environment, which, in turn, allows them to improve (Martínez, 2018) .

On the one hand, Aminah's relationship with her cooperating teacher, who was supposed to provide constructive feedback and support her learning during the practicum, was negative. As such, Aminah stopped asking her cooperating teacher for advice and instead sought help from the

Mentor (researcher) or supervisor. However, Sarah and Aminah had a good relationship with their cooperating teacher, but still felt more comfortable talking during IRDs. In a nutshell, the **supportive mentoring relationship** was vital to all of the three cases: to Aminah, who did not have a supportive, cooperating teacher, as well as to Sarah and Layla, who believed that their cooperating teachers were nice. This finding confirms the association between a trusted and supportive environment and the development of reflection (Dyment & O'Connell, 2010; Martínez, 2018; O'Connell & Dyment, 2006).

10.2.3.2   Problem-solving

The three participants showed how the reflection during the practicum was closely connected to the improvement of their classroom practices and also helped them to find a **solution to their problems**. As stated by Goodell (2006), reflective practice is, in essence, an intentional act – one where a person considers their thoughts and actions when faced with a problem. In this regard, the three cases portrayed different scenarios, showing that they were taking responsibility for problem-solving as part of their role as teachers.

As previously mentioned, Aminah had an uneasy start, which was exacerbated by her poor relationship with the cooperating teacher. When she felt overwhelmed, Aminah used her RJ to explore her classroom dilemmas. Although Aminah preferred self-reflection, she realised that this is not always enough, so she found another way to improve her performance, specifically through seeking guidance and advice from those she trusted – namely, the college supervisor and her mentor (the researcher) – as she believed that they "[…] were always supportive and helped me to improve." Amongst all of the three cases, Aminah tended to ask for the most advice, especially regarding implementing different classroom activities. This was evidence that collaboration is needed to combine individual efforts of reflection. Therefore, I agree with (Martínez, 2018); Wright (2010) when he highlights how it is important for language teacher education programs to enable teachers to introspect and collaborate in a safe place, in which they learn about teaching through social interaction with others such as mentors, supervisors, cooperating teachers, and colleagues (Khanjani et al., 2018; Larochelle et al., 1998).

One of the essential principles of this view is **collaboration with others**. In this sense, RP entails reflecting on relevant experiences to construct socially meaningful knowledge (Larochelle et al., 1998), in which learning about teaching occurs during social interaction with others, including colleagues, mentors, supervisors, and cooperating teachers. Unlike Aminah, Sarah had some informal teaching experience (private tutoring) and displayed an interesting story. After all, she

presented herself as a problem-solving advisor during GRDs: she gave advice to her peers and enjoyed various compliments from group members. Noticeably, Sarah never mentioned any negative feelings or discussed any problems she had encountered. Hence, Sarah saw IRDs as a place to talk about the classroom problems her peers faced and help them to find solutions. Although Sarah liked to reflect with me during IRD, collaboration with her peers helped her to solve her students' issues regarding building trusting relationships (see Excerpt 8.27, GRD, week4). Unlike others, Layla navigated GRD more actively. She approached GRD as a source of solving her problems. Further, she asked the group members questions, checked if anyone had experienced similar problems, then discussed possible solutions. After, Layla used the test and trail method until she found a good fit.

So, all three cases portrayed a different story when it came to solving their classroom problems. However, they all shared one experience: that collaborative reflection linked to actions lead the PSTs to engaged in higher-order thinking skills that resulted in professional learning during the practicum. This finding is in agreement with Borg's (2003) idea that teaching is a cognitive task, in which "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized and context-sensitive networks of knowledge, thoughts and beliefs" (p. 81).

This result is consistent with those of other studies and suggest that collaboration in reflection enable practitioners to improve their ability to solve emergent problems in their workplace (Farrell & Kennedy, 2020; Wetzstein & Hacker, 2004). Through collaboration, they gained a deep understanding of their work and formed a sense of knowing that initiated them into the profession (Conway, 2001; Singh, 2008). By promoting PSTs' problem-solving capabilities, student teachers prepare for a real-life classroom setting. This is mainly a strategy to manage classroom crises, and it has four steps: to define, plan, confront, and accordingly resolve the problematic situation(Çelik, 2008; Clayton & Thessin, 2017; Ulum, 2020; Waaland, 2014).

10.2.3.3   Open to Change

Reflection helped all three cases, specifically by making them more aware that learning to be a better teacher could allow them to become more **open to self-criticism and change**, much like the benefits associated with problem-solving. There was evidence in all three cases of reflection, especially during IRDs, in which the PSTs implied self-criticism, identified the problem, found potential solutions, and then became more open to change.

One aspect of change is related to **change in the PSTs' beliefs**, which leads to an improvement in their practices around teaching. At the beginning of the practicum, Aminah believed that her

essential role was to control students. However, in time, reflection helped her to change this belief, and she became more concerned about learning outcomes. Aminah believed that, as a teacher, her main role was to help students learn. Accordingly, Aminah deployed many changes in pedagogy in order to control the class and meet her students' needs. Educators who use reflective practice are able to benefit from it in a variety of ways: they will improve their confidence, reflect on their professional growth, and incorporate decision-making skills into their teaching, to name a few benefits (Farrell, 2018).

As soon as Sarah knew that her teaching style made her students perceive her as a 'strict, scary teacher', she displayed self-criticism during one of our meetings (IRDs). Indeed, although she was in control of class, Sarah was not happy about this perception. Hence, towards the end of the practicum, it was evident from her reflection that she changed her way of approaching her students. This significantly impacted Sarah's way of teaching: she became concerned with building a good rapport with them (see Excerpt 8.28, Sarah, IRD, week 6). One way Sarah achieved this was by preparing more engaging activities for her students, which they appreciated, and Sarah was satisfied.

Conversely, at the start of the meeting, Layla believed that students are the ones who control the quality of teaching: if they are "good", then the teaching will be "good", and vice versa. Layla kept complaining about the students' disruptive behaviour and looking for solutions. By the end of the practicum, Layla drew up a generalisation from her experience: "a teacher is the only one responsible for good teaching". So, Layla changed her teaching style and activity types to control her students' misbehaviours. The cases, then, have different trajectories, but they all connect, specifically in how reflection made them more open to self-criticism and change. This result agrees with Farrell and Bennis (2013) belief that the practice of reflection and reflective practice goes far beyond a mere method, since it is a way of life. Indeed, teachers develop throughout their professional lives, which, in turn, affects their practices.

Noticeably, all the cases appreciated the discussions with their mentor during IRDs, which were based on analysing critical incidents. These meetings impacted their journey to become teachers positively. For example, the way we discussed different issues shed light on some aspects of their teaching, such as the implementation of classroom activities to meet the students' needs. Although the PSTs might not be aware of this development, there was further evidence found in their reflection that represented the contribution of these critical incidents on their learning. The present findings seem to be consistent with other research, which found the critical incidents and

collaboration have helped PSTs be more critical about their experiences and enhance their learning as emerging teachers (Mpofu, 2019).

In addition, reflection helped the participants to examine **their previous learning experience**, as such helped them in their learning to change their teaching practice (Gary Barkhuizen, 2014). The PSTs spent more time in the classroom as learners than in college as PSTs, so reflection is essential, as it helps them to link theory to practice. For example, from a learner's point of view, Layla acknowledged the benefits of group work for students, especially low achievers. However, from the teacher's perspective, she learned that group work is not always a good choice. Yet, Layla needs to decide when to implement this mode of teaching, including how to form it (a group structure). Another example in which the participants used their previous experiences as a starting point for their learning is when they discussed their experiences towards their PSTs when they were at school. They understand why their students were disrespectful and discussed solutions from their point of view as learners (to be very strict). However, as problem-solvers, they managed to change the way they taught in order to meet their students' needs. This also accords with my earlier observations, which showed that reflection has a crucial role in connecting what PST learn in TE programs with what they confronted as trainee teachers in a real classroom ((Gary Barkhuizen, 2014; Jenset et al., 2019). Therefore, I concur with Wright (2010), who states that past experiences and lessons form a starting point when it comes to learning new things.

10.2.4   How the participating PSTs perceive the three reflective contexts they engaged in during the practicum?

It has been assumed that training PSTs to reflect during their education program will help them to become involved in critical reflection and therefore improve their PD (Budi, 2020). However, exploring the reflections of the three PSTs, all of whom had different preferred reflective modes, made me realise that even though all three cases underwent training in RP, they displayed some degree of reluctance to a few of the reflective modes, which can be explained for different reasons. Hence, PSTs need to be offered a variety of reflective activities, so they can choose the ones that are best suited to them (Farrell, 2018; Kyriakides et al., 2017). The findings of this study show that PSTs' perceptions and attitudes are closely linked to the way they benefit from the reflective activities offered. This leads to different practical implications that can be taken into account to enhance the PSTs' reflections during the practicum. This section will be presented according to the reflective modes the PSTs engaged in: RJs, IRDs, and GRDs.

RJ*:*

Prior to the study, Aminah stated that she preferred to reflect individually through **RJs**. The finding illustrates how Aminah reflected and learned a lot by engaging in individual reflection through RJs. Aminah's case, then, corresponds to Donyaie and Afshar (2019) claim that when PSTs verbalise their thoughts in writing this increases their understanding of the issues discussed in class and accelerates their PD. Indeed, she wrote the longest reflective entries among the participants (i.e., 2-3 pages long). Aminah stated that she is more comfortable expressing herself in writing than speech, for she perceives the former as a safe place to reflect, as there is no judgment, allowing her to be honest with herself. It's interesting that she does not feel judged or assessed when she engaged in self-reflection. This indicates that she felt some sort of intimidation or fear to be assessed by others. Hence, she preferred RJ as her main tool of reflection during the practicum. This finding is in agreement with Al-Ahdal and Al-Awaid (2014) findings which showed that some teacher candidates prefer to reflect individually because they do not get annoyed by hearing unfriendly questions or feedback from others (i.e., supervisor or peers), and they do not shy away from talking about uncomfortable topics

However, Sarah and Layla challenge this claim: they did not prefer this tool for reflection. Instead, they regarded it as an extra burden, as the additional time for preparation was seen as a boring activity and they had difficultly recalled everything. Both were writing and submitting weekly RJs only because it was required. There are similarities between these attitudes expressed by Sarah and Layla in this study and those described by I. Lee (2008)

IRD:

Prior to the start of the practicum, the only one who expressed her preference to **IRD** was Sarah. However, by the end, **all cases** held positive attitudes towards **IRD**. For instance, although Aminah mentioned before the practicum that she did not like talking to others about her experiences and instead preferred to reflect via writing using her RJs, she had changed her mind by the end of the practicum, admitting her positive perceptions towards IRDs. She summarises her reasons for this change as follows:

> I see that reflecting with my mentor is a good way to reflect on my teaching
> with a friendly expert. But, if I reflect with the cooperating teacher, I do not
> think I will like the idea. I felt she was very picky and strict and focused more
> on the negative stuff. Also, I think that I will not talk about any of my weak
> points or any concerns. She is a very strict evaluator, and this would affect my
> final grade. So, it depends on who I reflect with. I saw you as a friend who is an
> expert and tries to help us and advise us (Excerpt 10.4, Aminah, IRD, post-
> interview).

This made me realise that despite the cases' individual preferences towards reflective modes, there is one shared way to enhance reflection that can be tailored to address their individual needs: specifically, IRD – if it is appropriately implemented. Indeed, all the cases enjoyed IRD. Also, from analysing the data, I found that all the participants' reflections improved during IRDs.

One important factor that contributed to the effectiveness of these meetings is the relationship between the PST and their mentor, whom they reflect with. All the participants concurred that seeing their mentor (the researcher) as a friendly expert, who helped them to examine their teaching experience, was a beneficial experience in this practicum. Another important aspect is tailoring this dialogue in order to make it more meaningful and hence supportive to the practitioners (Martínez, 2018). The way I engaged with reflective dialogue was different according to each case's circumstances and needs. Moreover, according to all the three cases, the fact that these meetings were not graded, nor seen by their assessors, made them a perfect place to deeply reflect about their practice and talk about any concerns, without the fear of being judged or losing marks.

GRDs:

Layla was an extroverted PST, as she preferred to reflect on her experiences with her peers in **GRDs**. Indeed, this was Layla's favourite reflective mode, and it allowed her to share her experiences and, in turn, learn from others' experiences. Further, Layla liked the fact that GRDs were informal, ungraded meetings in which PSTs spoke about their teaching experiences.

On the other hand, Aminah and Sarah did not like to reflect in GRDs, but for different reasons. Aminah had a negative perception towards GRDs. This negativity might be explained by the fact that others (i.e., her supervisor) could be critical. Also, Aminah saw herself as a shy person, especially during presentations. Moreover, Aminah believed that GRD was not a safe place for her, as she did not like to be judged by others. Yet, Aminah commented that if all the group members were close friends she might have participated more. While Sarah believed that GRDs

were not so beneficial because she presented herself and perceived by others as an expert amongst her peers; hence she was advice provider rather than seeker (see Excerpt 8.32, Sarah-pre-interview).

During data collection, and specifically for the feasibility of data collection, all PSTs teaching in one school often reflect together. Also, all three participating cases I eventually decided on were training at the same school. In fact, this situation could happen in a real-life situation. This is because PSTs or in-service teachers might be asked to reflect with their colleagues in the same institution; sometimes, they do not have a choice on whom they reflected with. Engaging in this kind of group meeting during the practicum would not only help the PSTs to learn from other experiences, but also help them to prepare for real teaching experiences in the future, making them more willing to work and reflect with their colleagues. Teaching is a social activity, so developing a willingness to collaborate with other colleagues is an important facet of a teacher's PD (Akbari, 2007; Korthagen, 2004).

Sarah's negativity towards GRDs resulted from the fact that she believed she had more knowledge than her peers. Indeed, Sarah was willing to offer advice but never accepted it. Although Aminah and Sarah had negative attitudes towards GRD, their respective reflective journeys showed that they benefited from peer collaboration, as it helped them to build their confidence and become more open to change.

Taken together, these results suggest that the reflective activity (i.e., the context) had a great impact on the nature of the participants' reflections. For example, reflecting on written self RJs, which are one-way communication, is different from real-time collaboration with a mentor (IRDs) or peers (GRDs), which are two-way communication involving listening to other reflections, ideas and advice. In addition, all these reflective contexts are significantly affected by who is reflecting/observing, how and why she is reflecting. All these factors have an impact on the nature of reflection produced by teacher candidates in relation to content and quality.

10.3   Contributions of the Study

The main assumption of this study was that pre-service teachers' learning experience is complex and should not be underestimated. I believe that what they all need to learn to be teachers is to **practice teaching** and the need to be **reflective and build upon,** in a **supportive place**. This study shows that PSTs have the ability to be reflective about their teaching experience and that offering them various opportunities to reflect on their practice could be of advantage in undertaking reflection. However, in reality, educators are required to show support and responsiveness while applying reflection during the practicum. This means that educators' practices need to adapt to PSTs' reflective journeys as they are not similar nor unidimensional.

When examining the empirical studies in the literature review, it suggests two important issues: firstly, the **practicum experience** as an opportunity to professionally develop EFL pre-service teachers through reflection still remains unplumbed (Alvarado Gutiérrez et al., 2019; Riyanti, 2020). Secondly, there is little research on the **complexity of reflection as a situated process**, in which reflection is examined based on the individual's abilities and background within a particular context (Farrell, 2018). Hence, the first main contribution of the current study is highlighting the **complexity of reflection from a situated perspective during the practicum**. In the following, I will explain this contribution by referring to the main findings in this regard.

The participating PSTs revealed three different trajectories. They have their own preferences and attitudes toward utilized reflective modes. Their interests, previous experiences, and particular circumstances around them are different factors that impacted and shaped the three cases reflective journeys and the way they evolve as teachers. Some previous studies, which acknowledge the individual differences among PSTs, suggesting that it is up to an individual or group of PSTs to decide which method would be most beneficial depending on their preferences (Farrell, 2018). However, this study challenges this by offering evidence that **engaging PSTs with various reflective activities,** as such offering them more opportunities to reflect helped them to enhance their reflection hence their learning. Each reflective mode had some advantages and disadvantages, yet they all contributed to the PSTs PD. So the idea that engaging them in different modes of reflection in a systematic way did benefit them even if they show some kind of reluctance. The PSTs were not necessarily aware of the positive impact. Like Aminah, for example, although she perceived reflecting with peers in GRD as a non-pleasant experience and wished not to participate, these meetings did help her by providing some emotional support that helped her keep going. Although, she did reflect on her experiences during GRDs, but she benefited from listening to others' reflections and discussion. As mentioned above, teaching is a social activity and not only a rational one. It involves people coming together in a social space, in which

emotions can influence both the teachers' pedagogical practices and the learners' reactions to the experience of teaching and learning (Dornyei, 2005).

Another good reason to engage PSTs in different reflective activities instead of asking them to pick, which was revealed by this study, is the fact the mode of reflection has an impact on the nature of reflection and the topic PST reflect upon. This was clear in Sarah's case when she was able to talk about her challenging emotions only with me during IRD, while in GRD, she explored teaching and student-related issues. This means that all reflective modes, individually and collaboratively, benefited the participating PSTs' reflectivity and PD. Hence, **the second contribution** of this study is towards the current **debate between individual and collaborative reflection**. The findings of this study suggest that there is no better way to enhance PST reflectivity, yet it is important to

Another contribution of the study is by exploring two common aspects of reflection, yet complex: **content and quality of reflection**. These two dimensions of reflection have been analysed in the literature as two main aspects that can be used to assess PST reflection and track their reflective development (Farrell, 2010; Ho & Richards, 1993; Nurfaidah et al., 2017). However, the present study adds to this existing knowledge by shedding light on the complex relationship between these dimensional aspects. The qualitative analysis of the cases was of great value in highlighting that this relationship is **complex** highly **dynamic**;

- The relationship between content and quality of reflection dose not only differ according to reflective mode used but also differs according to the individuals
- Content and reflection give educators good background about PST needs and hence, help support them better.
- Content and quality of the PSTs reflection improved over time. Although the study was not long enough, the data did show evidence of improvement. However, different cases show different stories in how they improve, within different times, in different modes and topics.
- All three cases connected in one point in which content and quality of their reflection improved significantly and steadily over time, during IRDs when dialoguing with an educator; hence this enhanced their reflectivity on pedagogy and, as a result, helped them learn and solve their problems.
- In relation to the quality of reflection, it is found in the study that PSTs' start their reflection with recalling and describing the incidents first, and this is seen as a starting

point for their reflection and not a weakness in PST reflection as what Budi (2020) and I. Lee (2007) believe.

A fourth contribution of the current study to the wider field of **language teacher education** is by looking at teaching as a social activity that highly influenced by the teachers as individuals and their contexts. It is worth noting here that the participating PSTs' teacher learning and development in this study were not completely the result of their own reflective thinking on their own practices but were influenced by the cultural and social context of their teaching. Teacher learning as a cognitive capacity is too complicated to be a unified construct to research nor easily to be identified. Although my aim is to explore how and why PSTs reflect upon their experiences and how this can influence their teacher learning, yet their learning to be language teachers was not only impacted by their own reflections but also did influence by their active engagement in their context.

A final contribution of this study is related of research methodology. The present study addresses an important gap in the literature in understanding the complexity of reflection during the practicum. These issues seem to be difficult to explore, as they are complex, highly contextualized and can be only explored from what participants say and do (Pajares, 1992). By doing so, the study implemented a **qualitative case study**, in which three PSTs navigated **three reflective modes** namely: Self-reflection through reflective journals (RJs), Individual reflective dialogue with a mentor, the researcher (IRDs); and group reflective dialogue with peers (GRDs). These reflective modes are explored in relation to **content and quality of reflection** and how would these reflective activities promote PSTs' PD and the way they evolve as teachers during the practicum. Weaving together the reflective data derived from the three reflective activities as well as from other resources (i.e. interviews, classroom observations, field notes, and personal communication with supervisors and cooperating teachers) was of great value in addressing the aim of the study. In addition, the amount and variety of data that enable me to observe and document the phenomenon was quite significant and gave this study more rigour. Moreover, data analysis was mainly based on a bottom-down approach (inductive data analysis). Although I adopted a deductive analysis approach (i.e., Lee's (2005) model), at the beginning of my data analysis, to explore reflection quality, I soon found out that a single model cannot capture the complexity of reflective thinking; hence, I used this model as a road map to make analysis more systematically and organized.

Hence, triangulation of the data did not only give this study more rigour but also helped me further explore the complexity of reflection among PST. This resulted in **another contribution** to the knowledge of PST reflection in relation to the notion of **unverbalized reflection**. Although it is

beyond the scope of my study, the methodology used helped me to find evidence for unverbalised reflection, hence challenge the tendency view in the literature that asserts that inability of verbalizing reflection could be accepted as evidence of absence of reflective skills in practitioner (Chirema, 2007; Beauchamp, 2015). One example of unverbalized reflection found in Aminah story. She was a quiet member in GRD with very limited contributions; however, her reflection during IRDs showed evidence that she was reflecting during GRD, but while listening only, she was listening to her friend talking about disrespectful behaviours of students. When she met me in IRD, she reflected on her silent reflection during GRD at that time and told me how this made her felt better when she knew it was a common challenge for everyone.

10.4   Implications of the Study for L2 LTE

Considering the findings of this study, several areas need to be addressed and to which this research study can contribute to the initial PST education during practicum. Consistently with the relevant literature, this study found that the three areas of concern that the PSTs had to deal with included challenges related to themselves as emerging teachers, challenges associated with learners, and challenges that addressed various domains in their teaching practice.

Based on the finding reported, educational leaders and teacher educators should focus on **creating opportunities** for PSTs to engage with constructive reflection with their peers, supervisors, and mentors. When offering this opportunity to PSTs, it is essential to **maximize the mediums of reflection** through which they can reflect upon their teaching practices by taking part in various reflective activities. In addition, **guiding PSTs** on a reflective journey can help them identify how they prefer to reflect and hence support their PD and learning during the practicum by offering various opportunities rather than sticking firmly with a particular way of reflection.

In this sense, the present study showed that **all reflective modes did contribute to the reflective characteristics of PSTs** and reinforced their learning during the practicum. In this sense, it was found that offering reflective opportunities that accounted for their individual differences as well as the experiences they went through during the practicum was a helpful technique in encouraging them to reflect on themselves, their students, and the teaching practices they adopted. This is especially critical considering that the participants engaged in the three modes of reflection in varying extents, frequencies, and sequences within the same program, depending on their individual backgrounds and preferences. Moreover, it was found that two of the PSTs had only little reflective content with low quality in their reflective journals. They believed that due to the workload they had in their teacher education programs and the practicum program, writing in

reflective journals felt like an extra burden for which they had little time. Teacher educators and curriculum designers should consider this finding to find a balance between university-based activities and practicum activities so that PSTs will benefit from both processes equally.

The second implication of the present study is relevant to the participants' quality of reflection; they portrayed different quality levels during their reflective journey. Although they were all able to recall relevant incidents, they engaged in rationalization and reflectivity to varying extents. Based on the findings, it can be said that the **reflective capacities of PSTs should not be taken for granted**. As pointed out quite commonly in the relevant literature, reflection is not an inherent asset, which means individuals should learn to reflect through experience and receive constructive feedback on their reflective abilities. Therefore, school leaders and teacher educators should create purposeful, meaningful, and relevant opportunities to help PSTs learn to reflect on their practices as prospective teachers and ensure that they develop the necessary skills to go beyond recalling instances and master rationalization and reflection to an upper extent. In this context, it is of paramount importance to ensure a **safe and supportive environment** for PST to reflect in because PSTs need to understand that reflection carries a developmental purpose rather than a judgemental one. Hence, ELT training programs, it needs to be ensure that PSTs understand the role of reflection, in any from, during their training, as a crucial aspect in their PD, not as a required component of their training that has to be done to please their educators or to obtain a degree.

Besides, the findings indicated that the PST's reflective capacities improve over time in both content and quality. Hence, it is important that program administrators **introduce reflection in teacher education programs at an early stage of PSTs' education**. This can be achieved by asking students to reflect on their professors' teaching and that of their peers during microteaching sessions, focusing on what they liked, what they would have preferred to do differently, and how to improve certain practices. This approach might prepare PSTs to reflect on their teaching when they start the practicum. Also, it is vital that **teacher educators model reflection** to their students and share their strategies for reflection. In addition to helping PSTs find their strategies on how to reflect, this decision can make teacher educators more aware of any challenges student teachers face when reflecting on relevant practices and assist them to support their students accordingly. More importantly, by adopting a reflective attitude, teacher educators demonstrate professionalism by appreciating reflection and reflective practice in their classes and give PSTs the message that "we can do what we ask our students to do" (Gillespie, 1991, p.40).

Furthermore, this study showed that the participants lived through diverse experiences in terms of the content and quality of reflection depending on the reflective modes. For example, whereas

some participants tended to talk more broadly with the researcher, others preferred to talk more with their peers. Therefore, **PSTs should have the option to work with different individuals during the reflection process,** such as their peers, supervisors, or mentors. In this context, it is also necessary that supervisors and mentors pull themselves away from the authoritative position they have and adopt a friendly attitudes towards PSTs when guiding them on their reflective journeys. This can be ensured by bringing flexibility, responsiveness, and the facilitator role into the process of reflection, rather than judgment, assessment, and forcing them to take specific steps and make certain decisions.

Another important implication related to **creating a safe environment for reflection** is that reflective activities should not be assessed based on the content of reflection alone. The findings showed that one of the main reasons they were open and honest in their reflection was because it was not graded. In cases when grades need to be used to create an external source of motivation for PSTs, it might be a better idea to grade them upon the completion of the activity rather than assessing the content.

10.5   Limitations of the Study

The first limitation of the present study is that the **number of participants** was low. Although having a higher number of participants could have helped me explore individual perspectives more widely, having only three participants ensured that I go more deeply into their experiences and focus more on the reflective thinking while engaged in three RMS during the practicum.

Another limitation concerned that all participants were **female** due to the governmental restrictions that do not allow members of different genders to participate in the same cohort. Therefore, it was not possible to bring the perspectives of other genders about reflection and hence reveal any differences that could be associated with gender characteristics. Similarly, all three PSTs were citizens of and residents in KSA, which means that they were educated in the same political and educational context, which might have played a crucial role in constructing their individual and professional selves. Therefore, the experiences and preferences of the PSTs regarding reflection might be related to the unique characteristics associated with the Saudi context.

Another limitation of this study was related to the **span of data collection**. As explained in section 4.6 in detail, the practicum program lasted for 14 weeks; however, the present study collected data for six weeks during which the PSTs practiced actual teaching at a local school. As the study

focused on PST reflection upon their teaching in a practicum program, the only period when relevant data could be collected was these six weeks.

In addition, COs were conducted initially to help me as a mentor to reflect with PST after they teach. In other words, I visited the PSTs in their classes so that my observation notes would give me input and prompts that I could use during the interviews. In this sense, the observations did not aim to evaluate PSTs on their development; nevertheless, while analysing data, I used some of my classroom observation notes to support what they talk or write about but not to make judgments about their change in practice (patino, 2019).

As investigating the phenomenon of reflective thinking and its impact on their teacher learning, I realised that teacher learning is complex construct. Although data showed the positive impact of reflective thinking on teacher learning; some other data displayed that the participants' learning was not a direct result from reflective thinking on experiences but rather happened as a consequence of the PSTs engagement in their "community of practice" (Sang, 2022; Wenger, 1998). This is because teaching is a social event that is substantially influenced by teachers' relationship with other people around them (Dornyei, 2005; Johnson & Golombek, 2003; Vygotsky, 1978). Hence, it is worth mentioning here that the focus of this study was exploring contextual verbalized reflection (what they talked or wrote about navigating three reflective modes during the practicum while reflecting on their own practice) among PSTs and how it affected their learning as teachers. Therefore, there was no attention was given to other forms of learning, happened beyond these contextual actions, created to the participants as part of their LTE program, that could be captured by comparing PSTs' relevant practices or other ethnographical elicitation methods. So, I mainly focused on their reflection, in-, on-, and for action, as indicated in their reflective journals, during their one-to-one conversations with me, and during group work.

A final limitation is related to my role in this research; I assumed a dual role: that of a researcher and of the PSTs' mentor, who created and managed the three reflective contexts in this study. Hence, the reader should bear in mind the effect of my power relationship on the nature of data collected. Although, through my research reflexivity, I did my utmost to mitigate the risk of this relationship, yet I could say that the PSTs' reflective performance was not naturally occurring as a part of their normal human cognition in a normal situation, but rather their reflection 'reflective practice' was initiated by those with the power as a situated tool of initial teaching training and learning.

10.6   Further Research

Considering the limitations of the present study, there are certain aspects on which future research should focus:

1- Studies that are larger in scale, both participant-wise and timewise, should be implemented to capture more precise and comprehensive images detailing the relevant experiences and feelings of PSTs when reflecting on their professional affairs. In a similar vein, future studies should include members of other genders from different countries and contexts and document if there are gender or nation related considerations whose role should be addressed when studying reflection in pre-service teacher education.

2- Future research should address concerns identifying the mutual relation between written and oral reflection. Although this was not an aim of the present study, the analysis showed that it was necessary to explore the reflections of PSTs in terms of content and quality by making comparisons between the written and oral reflective output they created. This exploration might give a clearer picture representing their preferences of reflection, the extent to which they are willing to engage in written and oral reflection, and their reasons for doing so. Finally, although they are situated as two unique fields of study and practice, I believe that pre-service and in-service teacher education processes are two domains that should continuously inform each other. Therefore, I strongly suggest that further research address how in-service teachers reflect on their teaching practices in terms of content and quality and explore the role of the pre-service teacher education process in shaping their relevant experiences and preferences as reflective practitioners.

3- This study main goal to explore PSTs' teaching practice; hence it stands to focus on one component of PST training, since it involved only PSTs' reflective thinking during their authentic teaching practice at local schools (i.e., practical period, 6 weeks). Whereas initial teacher education cannot be considered fully without the involvement of the entire components of the program. According to Reid and O'Donoghue (2004), it is important that inquiry-based LTE should be extended to cover all stages and parties in the program. Therefore, it is crucial that a further study should be conducted to explore PSTs throughout the whole semester including the three main components of the program (i.e. micro-teaching at college, classroom-observation at local school, and then authentic teaching at schools). This would offer a more holistic understanding of reflective thinking during initial teacher education.

4- Implications of social and cultural foundations on reflection and on reflective development in ELT merit further investigation.

5- In the present study, the reflective thinking and developmental process of PSTs was analysed in a more structured and guided environment. In other words, the PSTs were producing their reflection as a part of their initial teacher training that was controlled and monitored by their mentors who, by nature, portrayed power relationship with them. Nevertheless, a similar study on language teachers who are more likely to produce their reflection in more natural way as a part of their human cognition would provide immense contribution to the literature.

10.7   Concluding Remarks

In this study, I have endeavoured to investigate the reflective thinking of three EFL Saudi PSTs upon their practice during the final and major milestone of their initial teacher training program. Engaging with Aminah, Sarah and Layla, and being part of their reflective journals, via my dual role in this study, have been a rewarding learning experience that has broaden my insights as a reflective researcher and educator. Investigating the complexity of PST reflective thinking enabled me as a researcher to witness their tremendous trajectories; hence, I believe I have enough understanding of this phenomenon, as such, this will be the based of my next focus in this field, namely promoting reflectivity among PST. Having completed this explanatory study, I feel like I have just started out investigating a subject of critical importance to ELT educators. While as an educator, interacting and supporting the participating PST to reflect upon their practice was of great value in sharpening my skills as a reflective educator. I practised what I asked my the participants to exhibit, as such I was in constant reflexivity throughout this project, from designing the methodology in my proposal until the analysis of the data. Finally, I would like to conclude my thesis with this quote; a lesson that I believed my participants and I have learned from this project,

> "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."

(Posner, 2005, p.21)

Appendix A Historical and Philosophical Foundation

Early recognition of reflective thinking is traced back to Plato and other great thinkers like Aristotle in Greece. For example, reflection identified in Platonic theory in the form of Socratic dialogue and questioning. That means, dialogue is seen as an important key to reflection, which involves deep interest in the topic of dialogue (Brockbank & McGill, 2000; Haroutunian-Gordon, 1998). In addition, Aristotle highlights the importance of practice and doing in learning, and he criticizes those who "discuss virtue" instead of "doing virtuous acts,' putting more emphasis on the latter (McKeon, 1941, cited in Brockbank & McGill, 2000, p. 21).

However, in education, reflection has its root with the seminal writings of the American educational theorist John Dewey (1933) and philosopher Donald Schön (1983), who are the two most widely known theorists developed the concept of reflection and reflective practice in education. Hence, the first part of the literature will be devoted to the analysis of the nature of reflection and its constructs according to Dewey's and Schön's framework of reflection.

A.1 Dewey (1933)

As mentioned above, while the concept of RP was not coined by Dewey, he was amongst the first 20th century educators to term "reflective action", in which he links education and reflective thinking. When he was at school, Dewey believes that the schools were not providing genuine learning experiences. He states that schools provided "only an endless amassing of facts that were fed to students, who gave them back and forgot them" (Atherton, 2002).

Therefore, Dewey offers a new approach in education that believes in humans' ability to learn from their own experience. He also considered life itself as an education that can grow with time. Hence, he stated that the main aim of education is to make this growing overt (Dewey, 1933). In teaching context, Dewey (1933) claimed that reflection begins when teachers encounter a problematic event in their classroom, promoting them to analyse their experiences whether in the middle of the event or after it.

An important contribution done by Dewey is distinguishing between routine action and reflective action. Routine action refers to actions influenced and guided by factors such as impulse, habits, tradition and authority. Often, these were set in accordance with expectations done at each teaching institution. Contrary to this, *reflective action* consists of what Dewey called "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, p. 118).

Thus, we infer that reflective action is the search of solutions to more practical problems. Dewey outlines five phases of thinking for tackling problems in his seminal work "How we think: a re-statement of the relation of reflective thinking to the educational process". These are:

a. Suggestions, in which the mind leaps forward to a possible solution.

b. An intellectualisation of the difficulty or perplexity that has been felt in a problem to be solved.

c. 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.

d. The mental elaboration of the idea, or supposition as an idea or supposition.

e. Testing the hypothesis by overt, or imaginative action. (Dewey 1933, pp. 199-209, summarised by Smith 1999).

Dewey's work influenced several other theorists, including Schön (1983/1987); Wallace (1991), and Farrell (2007) amongst several others. These theorists sought to adapt teaching to be a process rather than a product. This means that rather than providing ready to follow solutions to practical problems for trainee teachers to handle problems, reflection allows teachers the potential to find their way out of problems in the classroom. Dewey views 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, p. 2).

However, some critics (Smith, 1999) point out the limitations in Dewey's model. One of the limitations noted was the use of the word "phase". This term can be seen to imply that the five phases are to be tackled in a purely linear fashion. In practice, one would not necessarily go through each of these points one by one, and some could be by passed. Smith also believes that in education, "no set rules may be laid down" (Ibid, 1999, p. 2).

As I read in the literature about reflection, I realised how confused it is. Therefore, it is important to stop here and think about Smith's criticisms as they are worth looking at. We see how Smith (1999) considers Dewey's five steps as being completely linear, which would suggest that they do not reflect the natural way of solving every problem. However, Zeichner and Liston (1996) offer 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 a teacher" (p. 9). Therefore, it can be argued here that the interpretations of how Dewey sees the nature of reflection is kind of contradictory.

Whether or not reflection should be treated as an interactive or dialogical process is another confusing issue raised in the literature. For instance, Cinnamond and Zimpher (1990) suggest that Dewey's work centres on the idea that "the individual student teacher learns to reflect on a particular experience individually" (p. 58). Zimpher and Cinnamond consider collaborative learning to be a fundamental part of learning how to teach, and as such, for these writers, Dewey does not pay enough attention to this aspect of teaching. However, it must be noted that closer examination of Dewey's work demonstrates that he put a significant amount of emphasis on the collaborative aspects of learning. Dewey specified two criteria for learning from practice. These are continuity and interaction. For Dewey, continuity refers to the fact that "every experience both takes up something from those which have gone before and modifies in some way those which came after" (Dewey, 1938, p. 35).

Therefore, for Dewey, building knowledge is more effective than the absorption of subjects. That means that Dewey was interested in building experiences so that teachers able to produce a meaningful and relevant knowledge to them (Douglas, 2006). However, continuity is necessary but not sufficient; it needs to be accompanied by interaction. For Dewey, interaction means the interaction between the student and the learning situation or learning environment. A learning environment refers to "whatever conditions interact with personal needs, desires, purposes and capacities to create the experience which is had" (Dewey, 1938: 44). Douglas (2006: 23) adds to this, saying that factors of a learning environment could include other people or learning materials.

There has been some confusion surrounding Dewey's writing; this resulted from its inaccessibility, and the fact that many interpretations can be made of it (Sewell, 2008: 39). More recent work has attempted to convert Dewey's writings to more user-friendly language (Douglas, 2006). Unfortunately, this means that some of Dewey's complex ideas have been misrepresented and have suffered from increased superficiality.

Despite this, Dewey has long been considered a founder of twentieth century RP in education. His writings have provided the foundations for other theorists' work on models and ideas of RP. Dewey's five stages suggest that when teachers face 'perplexity', (a) they suggest some spontaneous ideas, (b) then the perplexity is turned into a problem that requires teachers, (c) to generate various interpretations for the problem. Afterwards, (d) hypotheses need to be developed and explained according to the context of previous experiences, (e) and then tested through creative thinking.

Appendix A

One of the principle tenets of Dewey's work is that reflection means the solving of practical problems. Ixer (1999: 515) interprets this to mean that "reflection can only occur when the issues faced are problematic". This could go some way in explaining why Dewey used the phrase "reflective action" to describe reflective teaching; the reflection (for Dewey) comes when problematic action needs to be taken.

Intuition plays a fundamental role in solving problems. The holistic view of Dewey's phases, seen in stages 1 and 2, are then followed by an analytical one (stage 4). On the other hand, it does not always work this way; some parts of the problem-solving process can be fused together, some may also be omitted or recur (Ixer, 1999). The intuitive holistic reaction to a problem may come first, which would lead to some serious consequences i.e. teachers coming to false conclusions that are not reflected upon during the reasoning stage. However, the entire process can be seen to be self-corrective if a solution is thought through before analysis. It is the determining stage where the ideas are truly put to the test.

Finally, Dewey also posited three qualities that are characteristics of reflective teachers. These consist of open-mindedness, responsibility and wholeheartedness (Dewey, 1933; Ross, 1990). 'Open-mindedness' indicate recognising multiple ways to view events and being flexible to reconsider other opinions(Akbari, 2007). In addition, 'open-mindedness' creates the possibility for questioning that is triggered by doubt (Dewey, 1933), leading to further inquiry, thinking and learning. In addition, 'open-mindedness' may take the form of introspection, which is a kind of self-observation (Bergsgaard & Ellis, 2002), through which we can gain insights into our own thinking and actions. The second quality that might fosters reflection is 'responsibility', as responsible teachers are the ones who reflect carefully about the consequences of their actions (Zeichner & Liston, 1996). The last quality needed for reflection is "wholeheartedness" that shows one's 'willingness' and commitment to reflection and be socially responsible about one's decisions and actions (Littky & Grabelle, 2004). Willingness also implies having an open heart and acknowledges the importance of carefulness and mindfulness (Noddings, 1984). Dewey (1933) admits that having these qualities, teachers can confidently analyse their practice and be responsible for their future actions.

These characteristics are the very foundations for our understanding of reflectivity and reflective teaching. However, it's important that we look further than Dewey's work in order to gain a more detailed understanding of reflection.

A.2   Schön (1983)

After half century, Schön (1983) expands on Dewey's theory of reflective thinking as the key to artistry of professions. Dewey (1933) developed the idea of reflective thinking; however, the idea of "reflective practitioner" was developed by Donald Schön. In his seminal book "the reflective practitioner: how professionals think in action" (1983), Schön discusses the limitation of Dewey's concept "the technical rationality" (p. 37) in which Dewey sees reflective thinking as an intentionally and consecutively ordered.

Donald Schön's (1983 and 1987) contributions paid particular attention to the understanding of RP. Schön's work provides understanding of the complicated relationship between theory and practice. Schön (1983) states that RP is used as a means of assuring continuous improvement and development for professional practice. He defines RP as a dialogue of thought and action that allows a person to become more skilful (1987). For Schön (1987), professional practice in an 'everyday' context is complex and cannot be easily understood through more traditional rational models, which view reflection as top-bottom process. Schön refers to everyday practice as being messy, complex, unpredictable, stressful and challenging. He then makes the distinction between two main processes within reflection: **reflection-in- and reflection-on-action**. Schön (1983) also offers a debate concerning the framing and reframing of problems. The following section will discuss these contributions in details.

For Schön (1983, 1987), there are two different schools of thought when it comes to the relationship between theory and practice. He refers to these schools of thought as technical rationality and reflection-in-action. Schön states that technical rationality considers theory as being completely distinct from practice. He goes on to state that the theories developed in universities and research centres are then applied by teachers that may not actually have the knowledge necessary for these theories. As such, for Schön, this relationship between universities and teachers does not offer any guidance on dealing with any problems that may arise.

Schön also describes tacit knowledge with respect to practitioners. He argues that practitioners engage in a number of actions, with no clear understanding of why they are doing them. Practitioners will undertake these actions automatically and without any justification for doing them. For Schön, this tacit knowledge can be criticised and improved on by practitioners, as long as it is properly understood and explored. Thus, we can see the foundation for Schön's "knowing-in-action" or "theories-in-use". In Schön's view (1983), "knowing-in-action" (p. 50) refers to the implicit knowledge behind our actions, and defined as the kind of tacit knowledge that

experienced professionals can draw from when performing their actions spontaneously. If a teacher is met with a problem, they must be reflective in order to understand and be aware of the situation, as well as the actions needed, rather than falling back on one-size-fits-all solutions created by researchers. Once teachers are able to do this, they begin generating theories for their own classroom dilemmas.

Therefore, for Schön (1983), if we want to overcome the separation of theory and practice in teaching, we must use reflection to deal with classroom problems. This is can be done during and after the teaching experience. Schön (1983) then coined the terms reflection-in-action (p. 69), and reflection-on-action (p. 267). Reflection-in-action is simply the reflective form that results after knowing-in action, in which the practitioner directly involves in the situation and uses his previous experience. It "is the real life, online refection that teachers get engaged in as they confront a problem in the classroom while teaching" (Akbari, 2007, p. 149); Schön (1983). This kind of reflection occurs when "professionals are faced with a situation which they experience as unique or containing an element of surprise. Rather than applying theory or past experience in a direct way, professionals draw on their repertoire of examples to reframe the situation and find new solutions" (Griffths, 2000, p 542).

Reflection-on action, on the other hand, is the type of reflection that intellectual activity teachers get engaged in after of the event to analyse their performance in order to gain a new knowledge from their experience (Schön, 1983). The divide between theory and practice creates the implication that teachers must be aware of their practice which will therefore help them to theorise their actions rather than following theories developed by researchers. Therefore, it is essential for teachers to engage in knowing-in-action so they can understand the tacit theories that drive their way of teaching. Then they can pause and question their experience to examine and solve the everyday problems they confronted so that they can improved their teaching.

It can be argued here that "reflection-on-action" is an extension of "reflection-in-action". If teaching has been accomplished which required reflection and has potentially been adjusted as a result, teachers then take time to analyse what took place in their classroom. Being aware of their tacit knowledge, teachers could find this type of reflection more informative.

Major criticism raised by some scholars like Eraut (1995) and Akhbari (2007) of Schön's work is choosing not to include reflection for future actions. I would like to point out that reflection-on-action entails reflection-for-action. For example, if reflection-on-action occurs after teaching has taken place, in order to plan future classes, this is already an example of reflection for future actions. In other words, reflection-on-action occurs after a teaching event and before the next one. Moreover, (Killion & Todnem, 1990) state that reflection-for-action is the goal of both

actions: reflection-in- and reflection-on-action. It can also be argued that reflection-in, -on, and – for actions are considered as a continuum, in which they occur in a cyclic process (Wallace, 1991). For instance, teachers usually reflect during their teaching and think about quick solutions or decisions. Then, after their classroom they set and reflect on that classroom that passed. This in turn will include some thoughts and insights for the future classes.

Schön (1983) also contributes the idea of framing and reframing problems. His opinion was that practitioners need to be constantly reflecting on their work. The practitioner must go through stages of appreciation, action and re-appreciation. **Appreciation** refers to thinking about or 'framing' a problematic experience, while making good use of their knowledge, values, practices and theories. This is followed by action, and then a reframing period. Therefore, teachers allow themselves to look at problematic scenarios from different perspectives and use this experience to help them in their future practices. However, knowledge provision, the act of moving forward and not routinizing old beliefs, may prove difficult for trainee teachers. Therefore, appreciation must not just be based on personal theories but rather on up-to-date information. This should be given real consideration in a reflective repertoire of trainees.

Schön's work (1983, 1987) is considered to be the most important contribution to RP. Nevertheless, it has not escaped criticism from other scholars. Zeichner and Liston (1996) argue that there are two distinct criticisms to be made of his work. The first concerns is the role of other people in creating and shaping practitioner's views of teaching. If carried out individually, reflection is often challenging; when the task is undertaken with others, it can be significantly more rewarding. However, this is not without its risks; Dewey's (1933) qualities of open-mindedness, responsibility and wholeheartedness must be employed here at this point. Additionally trust and rapport must be established between educators and their trainees. That means when a teacher is in a classroom they are on their own, tackling their own teaching dilemmas, and after the class, teachers can reflect collaboratively with educators or colleagues. As such, we cannot underestimate the importance of the individual mode. There is little point working well in a collaboration if you are unable to be reflective on your own.

The second criticism levelled by Zeichner and Liston (1996) is that reflection needs to be focussing not only on problems in a classroom setting but also on social factors that influence, create and frame these problems (Zeichner and Liston, 1996). The more teachers are engaged in discussion, the more they become aware of what is taking place around them. As such, Zeichner and Liston's (1996) idea requires a social dimension. On the other hand, an individual might put themselves in danger if they reflect on external factors against the will of context in which the person is

working. Hence, it is important to understanding how the external factors work and avoid exaggeration.

As we discussed above, Dewey's (1933) work should be viewed as a vital introduction and starting point when connecting reflection and education. Schön (1983) builds upon Dewey's work and introduces us to the concepts of reflection-in- and reflection-on-action, as well as his framing and reframing systems. There are similarities to be drawn between the two theorists; for Dewey, reflection occurs when teachers are met with a problem. This idea, arguably, is still present in Schön's work – he stresses that teaching is complicated, and as such, when teachers are confronted with a practical problem, they reframe the more ambiguous challenges, test out different interpretations and then modify their actions accordingly (Hatton and Smith, 1995). As we can see, the nature of reflection centres itself around problems. In addition, a unique characteristic of RP is the importance of prior beliefs and experience when attempting to evaluate problems. Another similarity between Schön and Dewey is the shared belief that the traditional view of developing knowledge that is receiving without questioning, is not adequate, and reflection is the way to fix it. Lastly, Dewey and Schön have triggered plenty of debate about RP, and it is one of the most written-about concepts in teacher education literature.

As far as my present study is concerned, Schön's (1983, 1987) approach of reflection suggest that reflective thinking can benefit student teachers and allow them to generate their own theories-in-use. This means that student teachers draw upon their own experiences and beliefs and then reflect in order to create theories about teaching to improve their practice. When it comes to English teaching, Ur (1996) is of the opinion that the RP model has been used by "teacher development groups and in some recently designed training courses" (P. 5).

As explained above, Schön (1983) identifies two reflective actions; reflection-in- and reflection-on-action, my research will be looking at the "reflection-on-action". This is because it is seen as the base of reflective thinking, as such, it is considered to be a continuous process resulted from reflection-in-action (Griffths, 2000), that, in turns, leads to reflection-for-action and inform the future actions and beliefs of the practitioners (Killion & Todnem, 1990). Hence, I am interesting in looking at how they view, analyse and evaluate their teaching after their practical experience.

For Zeichner and Liston (1996), Schön ignores the role of collaboration in reflection. It could be argued here that the nature of reflection-in-action makes it merely an individual activity, while reflection-on-action can be individually and collaboratively (Akbari, 2007). The present study focuses on two modes of reflection; individual and collaborative, and reflection-in-action is merely an individual cognitive process. This is, hence, clearly explains the rationale behind making reflection-on-action as the main concept for my study. Further to this, Jay and Johnson (2002)

argue that reflective thinking is a cognitive process that begins with the individuals and enhanced with collaboration with others. Taking this into account the study will be looking at these two different modes, observing, comparing, and evaluating them, in order to enrich our understanding about reflective thinking in initial teacher education.

Appendix B **Braun and Clarke's guidelines for thematic analysis**

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire dataset, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic „map" of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Adopted from (Braun & Clarke, 2006, p. 87)

Appendix C **Suggested Questions for Reflective Journal**

Dear student teacher,

You are required to keep reflective journal during the practicum as a way to explore your thoughts about your teaching experience. Reflective journaling is an excellent tool to encourage you to explore different concerns at both personal and/or professional level (Dyment & O'Connell, 2010; Elder & Paul, 1994; Minott, 2008; Valli, 1997)

Please consider the following questions while writing your journal. The following questions aim to stimulate your thinking and help you engaged in more productive reflection. Please consider them and keep them in your mind while reflecting-on-actions (thinking about the events after your teaching experience).

These questions are not ask-answer questions, as the reflection process is an endless process. Therefore, please feel free to write about any issue or concern you have about your teaching experience. For example, you might think about your learners' needs, your views and beliefs about teaching and learning, teaching pedagogies, the curriculum, classroom environment, etc.

Three main questions that will guide you while thinking and reflecting on the weekly journal as follows:

1. **What happened in your classroom?**
2. **How did you feel about it?**
3. **What did you learn from it?**

    Other specific questions you could consider are:
1. *How do you feel about your teaching today?*
2. *What were the most important events (incidents) of the lesson?*
3. *What were your strongest impressions of the lesson?*
4. *What were your most positive teaching moments of the day? (positive moments for you, your students, your class, your relationships with colleagues)*

5. *Do you recall any memorable comments from students or colleagues today?*

6. *What were the most difficult moments of the day? Reflecting on them, would you handle them differently in the future?*

7. *Write down some thoughts you have about a student or students you have in your classes.*

8. *What will be a focus for you for tomorrow?(professionally and personally)*

9. *Do you have any final reflections about today?*

Note: You are not required to answer all questions on about one day of teaching. Some of the questions do not necessarily apply to all your classes. So, please feel free to include in your journal anything that causes concern or surprise in your teaching and anything else you could consider worthy of discussion.

Appendix D **Arabic version: Suggested Questions for reflective journals**

اسئلة مقترحه لكتابة مذكرة تأملية

عزيزتي الطالبة المعلمه:

كأحد متطلبات التدريب الميداني سيطلب منك كتابة مذكرة تأملية اسبوعية (مقال واحد كل اسبوع بعد اي درس) ، هذه المذكرة تمكنك من التأمل في تدريسك وتقييمه وبالتالي تطويره، إن كتابة مذكره تأمليه تعتبر أحد اهم الوسائل التي تمكنك من اكتشاف مختلف التساؤلات والاهتمامات والمفاجئات التي تواجهك سواءا على المستوى الشخصي او الوظيفي.

ولمساعدتك في كتابة مذكرة تأمليه تحقق الغرض المنشود منها، ارجو منك قراءة الاسئلة التالية واخذها بعين الاعتبار اثناء الكتابة. الهدف من هذه الاسئلة هو تحفيز تفكيرك و مساعدتك للوصول الى أعلى درجات التفكير التأملي حول تجربتك التدريسية.

هذه الاسئلة وضعت لتحفيز تفكيرك ومساعدتك ع كتابة المقال لذلك ارجو منك **عدم** كتابة المقال بشكل سوال وجواب. حيث ان لديك الحرية الكامله للكتابة عن اي موضوع او اي مشكلهة واجهتك أثناء تدريسك، مثلا قد تتحدثين عن احتياجات طالباتك – رأيك ومعتقداتك حول تدريس وتعلم اللغه- طرق التدريس- ملائمة المنهج الدراسي- الجو العام للفصل الدراسي- الخ.

ملاحظة: هناك ثلاثة اسئلة مهمه يجب اخذها بعين الاعتبار اثناء تفكيرك باي حدث تسترجعينه من درسك؟

1- ماذا حدث في درسك؟

2- ماذا تشعرين تجاه هذا الحث؟

3- ماذا تعلمتي من هذا الحدث؟

اسئلة اخرى مساعده على تحفيز التفكير التأملي حول تجربتك التدريسية:

1- ماهو شعورك تجاه تدريسك اليوم ؟

2- برأيك ماهو اهم حدث (واقعة) حدثت لك في درس اليوم؟

3- ماهو انطباعاتك السائده عن تدريسك اليوم؟

4- تحدثي عن اللحظات الايجابية في درسك اليوم؟ (لحظات ايجابية لك انتي كمعلمه او لطالباتك او للصفك او مع زميلاتك) .

5- هل تتذكرين اي تعليق مميز لاينسى من احدى طالباتك او زميلاتك؟

6- ماهي أصعب اللحظات التي مريتي فيها اليوم خلال تدريسك؟ تأملي فيها قليلا، هل ستتعاملين معها بشكل مختلف في المستقبل؟

7- اذكري بعض الافكار التي جالت في ذهنك حول احدى طالباتك او عن الطالبات بشكل عام؟ ولماذا فكرتي بذلك؟

8- بناءاً على ماسبق ماهو هدفك للدرس القادم (على المستوى المهني والشخصي)؟

9- هل لديك اي تعليق او اضافات اخرى حول تدريسك اليوم؟

ملاحظه: ليس مطلوب منك الاجابه عن جميع الاسئله حول درس واحد، حيث ان بعض الاسئله قد لاتنطبق على أحد دروسك. لذلك لكي مطلق الحرية بان تتحدثي في مذكرتك التأملية عن أي شي يثير اهتمامك او قلقك أو لم تتوقعيه ان يحدث أثناء تدريسك ، أو اي حدث اخر ترغبين في طرحه ومناقشته

Appendix E **Questionnaire-general**

PSTs' Demographic and educational Information

Please complete the following table:

Demographic Information	
Name	
Age	
Place of birth	
Marital status	
If married, how many children	
Educational/teaching background	
When did you graduated from Secondary	
Where did you completed secondar education	
Overall grade before practicum	
How many courses you are taking with practicum	
Any teaching experience(formal/informal)	
Why did you join English language training program (BA)	

Appendix E

Appendix F **Pre-Practicum Perception Interview**

Welcome the interviewee and explain the general instruction of the interview:

The aim of this interview is to obtain your beliefs and feelings about reflective thinking in teaching. This is not a test so there is no "right" or "wrong" answers and you do not even have to write your name on it. I am interested in your personal opinion that will be used for research purposes only. Please keep in mind that your answers to these questions will be kept confidential, and they will NOT be used to evaluate or used against you in any way. Please answer them carefully and be as honest as you can, as only this will guarantee the success of this investigation that will contribute then to the improvement of your teacher education program.

Interview opening: *(e.g. are you excited for the practicum, how many courses you have this semester, how was your weekend, the weather is too cold today...etc.)*

The questions:
1. *How would you define reflection for English teachers?*
   - *Can you give me example, please?*
2. *Can you describe the way reflective thinking was introduced to you in the college?*
   - Which course introduced reflection to you?
   - Talk about some of the reflective assignments you've completed in this program.
   - What kinds of things have you been asked to reflect about?

3. *Would you reflect on your own teaching during practicum if you were not asked by your supervisor to do so?*
   – Why do think that?
4. *If you would be asked to reflect during the practicum on your teaching do you prefer to do it*
   a. *Individually,*
   b. *Collaboratively.*
   c. *Both*

- *Why do you choose that?*

5. *(If the interviewee chooses B or C): In collaborative reflection which mode do you prefer to use for reflection on your own teaching:*
   (If the interviewee chooses a): If you would be asked by you supervisor to reflect collaboratively, which mode do you prefer to use for reflection on your own teaching:

   a. *An informal dialogue with your supervisor.*
   b. *An informal group discussion with your friends*
   - *Please explain the reasons for your choice?*

6. *What are your expected benefits that you might get from each of the following modes?*
   a. *Self-reflection.*
   b. *Reflecting with your supervisor.*
   c. *Reflecting with your friends.*

7. *What are your expected difficulties/ drawbacks that you might encounter in the following modes of reflection:*
   a. *Self-reflection.*
   b. *Reflecting with your supervisor.*
   c. *Reflecting with your friends.*
8. *Would you like to add anything else?*

End of the Interview

Thank you for participating in this interview.

Appendix G **Arabic version: Pre-practicum perception interviews**

<div dir="rtl">

مقابلة شخصية قبلية (مجموعة *1* و*2*)

تهدف هذه المقابلة الشخصية القبلية (قبل البدء بالتدريب الميداني) الى التعرف على رائك ومعتقداتك تجاه تطبيق نشاط التفكير التاملي اثناء التدريس. تأكدي ان هذه المقابلة ليست اختباراً لذلك لايوجد اجابة صحيحة او اجابة خاطئة ، كما انه لايتوجب عليك حتى ذكر اسمك.

إن هدفي من المقابلة الشخصية هو التعرف على رائك الشخصي والذي سوف يستخدم لاغراض البحث فقط، وتأكدي بان جميع جميع المعلومات التي ستدلين بها ستعامل بسرية تامة من دون ذكر اسمك أو أي بيانات تدل على هويتك، كما أنها لن تستخدم لتقييم ادائك الدراسي او الميداني ، ولن تستخدم ضدك باي شكل من الاشكال.

لذلك ارجو منك التكرم بالاجابة على الاسئلة بدقه وصدق لان هذا حتماً سيأثر على نجاح البحث الذي من بدوره سيساهم في تطوير برامج تهيئة معلمات اللغه الانجليزية في السعودية.

اسئلة افتتاحية:

1- ماهو شعورك وقد وصلتي لهذه المرحلة (التطبيق الميداني)؟

2- ماهي توقعاتك لهذا الفصل الدراسي؟

3- كم تدرسين مقرر بالاضافه الى التدريب الميداني؟

4- اي اسئلة مناسبه للوضع مثل (كيف كانت اجازتك لنهاية الاسبوع – سؤال عن الطقس... الخ).

الأسئلة:

1- أثناء دراستك في الكلية هل سبق وان طُلب منك الانخراط في نشاط يعتمد على التفكير التاملي حيث تسترجعين تجربة معينة قمتي فيها (نشاط تعليمي – تدريسي- اختبار) وتقيمينه من خلال التعرف على نقاط قوتك ونقاط ضعفك ومن ثم تقترحين حطط مستقبليه للتحسين؟

2- ماذا يعني لك التفكير التاملي كمعامة لغة انجليزية؟

- هل تعتقدين انه نشاط ضروري للمعلمات؟ لماذا؟

- هل من الممكن ذكر مثال للتوضيح؟

3- لو نفرض بان مشرفة التدريب الميداني لم تطلب منك الانخراط باي نشاط يتضمن تفكيراً تأملياً، هل تعتقدين بانك ستمارسين التفكير التأملي اثناء التطبيق الميداني؟ لماذا؟

</div>

4- لو طُلب منك القيام بتطبيق التفكير التأملي أثناء التدريب الميداني، برأيك أي الانماط تفضلين:

أ- بمفردك،

ب- مع أشخاص اخريب،

ت- كلاهما.

5- (إذا اخترت المشاركة فقره ب او ج): بما انك اخترتي مشاركة الغير في التفكير التاملي مع من تفضلين التفكير تامليا؟

أ- مع مشرفتك ف يحوار ودي

ب- مع زميلاتك ف يحوار ودي

مع ذكر السببب لاختيارك.

(إذا اخترت المشاركة فقره أ): لكن لو طلبت منك مشرفتك الانخراط في نشاط يتضمن تفكير تاملي مع

من تفضلين:

أ- مع مشرفتك في حوار ودي.

ب- مع زميلاتك في حوار ودي.

مع ذكر السبب لاختيارك.

6- برأيك ماهي الفوائد او الايجابيات التي تتوقعين ان تتحقق من انماط التفكير التأملي التالية:

أ- تفكير التأملي من خلال نشاط فردي.

ب- تفكير التأملي من خلال حوار مع مشرفتك.

ت- تفكير التأملي من خلال حوار مع زميلاتك.

7- ماهي المشاكل او السلبيات لهذه الانماط؟

أ- تفكير التأملي من خلال نشاط فردي.

ب- تفكير التأملي من خلال حوار مع مشرفتك.

ت- تفكير التأملي من خلال حوار مع زميلاتك.

8- هل لديك اي تعليقات اضافيه او معلومات ذات صلة لم تذكريها؟

نهاية اسئلة المقابله الشخصية.

شكرا جزيلا لمشاركتك

Appendix H **End-of-Practicum Perception Interview**

Introduction: *We are almost now at the end of the semester. First of all, I would like to express my thanks for your contribution and commitment that will contribute to the success of my research.*

During the practicum course, throughout the semester, you have been involved in three different activities to reflect on your own teaching in schools. These activities aimed to help you reflect on your learning and develop yourself as a teacher. This interview intends to obtain your feedback on these reflective activities you involved in.

Please bear in mind that this interview is anonymous, and your answers to the questions will not be used to evaluate you, nor will affect your success on this course.

The Questions

1. *At the end of the practicum, do you think your understanding of reflection has changed/ hasn't change since the beginning of this semester?*

   - *Why do you think that?*

   - *How can you define it now?*

2. *Do you think that you will continue reflecting in the future when you become a teacher?*

   - Why do you think this?

   - How do you feel about reflecting on your classes in the future?

   - Can you tell me more about that?

3. *During the practicum course, which reflective modes do you prefer more?*

   a. *Self-reflection.*
   b. *In an informal dialogue with your supervisor.*
   c. *In an informal group discussion with peers/friends.*
   (you can choose more than one RM.
   - *Why do you think that?*

- *How do you feel about it?*

4. *How do you feel about keeping **weekly journal**?*
   - *Why is that?*

5. *Tell me what the benefits that you gained from these **weekly journals***
   - *Give me example.*
   - *How is that happened?*
   - *Tell me more about this.*

6. *How do you think this reflective activity (Keeping weekly **reflective journal**) can be improved?*
   - *What are the difficulties you had during this activity?*
   - *Can you give me example of that?*
   - *What are the disadvantages of this activity?*
   - *How do you feel about them?*

7- *How do you feel about post **observation conferences/meetings with your supervisor** effective?*
   - *Why is that?*

8- *Tell me what the benefits that you gained from **post observation conferences/meetings with your supervisor**?*
   - *Give me example.*
   - *How is that happened?*
   - *Tell me more about this.*

9- *How do you think this reflective activity (meeting with your mentor) can be improved?*

   - *What are the difficulties you had during this activity?*
   - *Can you give me example of that?*
   - *What are the disadvantages of this activity?*
   - *How do you feel about them?*

10- *How do you feel about reflecting in a group with* **your friends***?*

- *Why is that?*

11- *Tell me what the benefits that you gained from reflecting in a group discussion with your friends?*
- *Give me example.*
- *How is that happened?*
- *Tell me more about this.*

12- *How do you think this reflective activity (reflecting with your friends) can be improved?*
- *What are the difficulties you had during this activity?*
- *Can you give me example of that?*
- *What are the disadvantages of this activity?*
- *How do you feel about them?*

13- *Would you like to add anything else?*

End of the Interview

Thank you for participating in this interview.

Appendix I **Arabic version: End-practicum perception interviews**

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مقابلة شخصية قبلية

تهدف هذه المقابلة الشخصية القبلية (قبل البدء بالتدريب الميداني) الى التعرف على رائك ومعتقداتك تجاه تطبيق نشاط التفكير التاملي اثناء التدريس. تأكدي ان هذه المقابلة ليست اختباراً لذلك لايوجد اجابة صحيحة او اجابة خاطئة ، كما انه لايتوجب عليك حتى ذكر اسمك.

إن هدفي من المقابلة الشخصية هو التعرف على رائك الشخصي والذي سوف يستخدم لاغراض البحث فقط، وتأكدي بان جميع جميع المعلومات التي ستدلين بها ستعامل بسرية تامة من دون ذكر اسمك أو أي بيانات تدل على هويتك، كما أنها لن تستخدم لتقييم ادائك الدراسي او الميداني ، ولن تستخدم ضدك باي شكل من الاشكال.

لذلك ارجو منك التكرم بالاجابة على الاسئلة بدقه وصدق لان هذا حتماً سيأثر على نجاح البحث الذي من بدوره سيساهم في تطوير برامج تهيئة معلمات اللغه الانجليزية في السعودية.

اسئلة افتتاحية:

5- ماهو شعورك وقد وصلتي لهذه المرحلة (التطبيق الميداني)؟

6- ماهي توقعاتك لهذا الفصل الدراسي؟

7- كم تدرسين مقرر بالاضافه الى التدريب الميداني؟

8- اي اسئلة مناسبه للوضع مثل (كيف كانت اجازتك لنهاية الاسبوع – سؤال عن الطقس... الخ).

الأسئلة:

9- أثناء دراستك في الكلية هل سبق وان طُلب منك الانخراط في نشاط يعتمد على التفكير التاملي حيث تسترجعين تجربة معينة قمتي فيها (نشاط تعليمي – تدريسي- اختبار) وتقييمينه من خلال التعرف على نقاط قوتك ونقاط ضعفك ومن ثم تقترحين حطط مستقبليه للتحسين؟

10- ماذا يعني لك التفكير التاملي كمعامة لغة انجليزية؟

- هل تعتقدين انه نشاط ضروري للمعلمات؟ لماذا؟

- هل من الممكن ذكر مثال للتوضيح؟

11- لو نفرض بان مشرفة التدريب الميداني لم تطلب منك الانخراط باي نشاط يتضمن تفكيراً تأملياً، هل تعتقدين بانك ستمارسين التفكير التأملي اثناء التطبيق الميداني؟ لماذا؟

</div>

12- لو طُلب منك القيام بتطبيق التفكير التأملي أثناء التدريب الميداني، برأيك أي الانماط تفضلين:

ث- بمفردك،

ج- مع أشخاص اخريب،

ح- كلاهما.

13- (إذا اخترت المشاركة فقره ب او ج): بما انك اخترتي مشاركة الغير في التفكير التاملي مع من تفضلين التفكير تامليا؟

ت- مع مشرفتك ف يحوار ودي

ث- مع زميلاتك ف يحوار ودي

مع ذكر السببب لاختيارك.

(إذا اخترت المشاركة فقره أ): لكن لو طلبت منك مشرفتك الانخراط في نشاط يتضمن تفكير تاملي مع

من تفضلين:

ت- مع مشرفتك في حوار ودي.

ث- مع زميلاتك في حوار ودي.

مع ذكر السبب لاختيارك.

14- برأيك ماهي الفوائد او الايجابيات التي تتوقعين ان تتحقق من انماط التفكير التأملي التالية:

ث- تفكير التأملي من خلال نشاط فردي.

ج- تفكير التأملي من خلال حوار مع مشرفتك.

ح- تفكير التأملي من خلال حوار مع زميلاتك.

15- ماهي المشاكل او السلبيات لهذه الانماط؟

ث- تفكير التأملي من خلال نشاط فردي.

ج- تفكير التأملي من خلال حوار مع مشرفتك.

ح- تفكير التأملي من خلال حوار مع زميلاتك.

16- هل لديك اي تعليقات اضافيه او معلومات ذات صلة لم تذكريها؟

نهاية اسئلة المقابله الشخصية.

شكرا جزيلا لمشاركتك

Appendix J **Reflective Interview Schedule**

Adapted from Pultorak (1993, 1996) & Arikan (2004)

Please answer the following questions as completely as you can. The questions seek information. There are no right or wrong answers. All your answers would be considered appropriate for your teaching practice.

Reflective Questions:

1. *How do you think the class went?*

2. *What were essential strengths of the lesson?*
   - *(Alt.1) What were the good points of the lesson?*
   - *(Alt.2) What do you think worked very well in that class?*

3. *How can you use what worked well in your next class? How can we build on your strengths?*

4. *If you could teach this lesson again to the same students, what would you do differently? What would you do the same? Why?*

5. *What do you think would happen if you [describe a strategy]?*

6. *Could you have asked something different besides, [quote question] to get the response you desired?*

7. I noticed that you [describe a strategy, e.g. you moved all around the classroom, lectured from your notes, did not write on the board]. Why did you choose that strategy? Did your students respond as you have expected? Were you satisfied with the student response?

8. Which conditions were important to the outcome?

    ▪ (Alt.3) During your lesson, what tasks/activities/conditions helped you achieve your lesson objectives?

    PROMPT:

    Teaching methodology

    Classroom management

    Types of activities

    Questioning techniques

    Feedback & error correction

9. What did you think about student behaviours?

10. You seemed [describe perceived attitude, i.e. negative, positive, distracted, enthusiastic] about [describe activity]. What was going through your mind?

11. Do you think that the content covered was important to students? Why?

    ▪ (Alt. 4) How would you justify the importance of the lesson

content you covered to a parent administrator, and/or student?

- *(Alt.5) Do you think that the content of your lesson was interested to the students?*

12. *Did any moral or ethical concerns occur as a result of the lesson?*

- *(Alt.6) Do you think that moral or ethical concerns were part of the outcome of this lesson? Why? Why not?*

- *(Alt.7) Do you think that your students in this lesson, learnt any moral or ethical lessons? Why? Why not?*

Appendix K **Arabic version: Reflective Interview Schedule**

اسئلة الحوار التأملي مع المشرفه

هذا حوار تاملي يفيدك بالتفكير في درسك لليوم وتقييمه وبالتالي تطويره، لذلك لاتوجد اجابة صحيحه او خاطئة كما انه ليس اختبارا، جميع الاجابات مقبوله تبعا لطريقة تدريسك. لذلك ارجو منك التعاون في هذا الحوار ليحقق فائدته المرجوه.

1- ماهو إنطباعك العام عن الدرس؟

2- ماهو برأيك أهم نقاط القوة في الدرس؟

- ماهي الأشياء التي اعجبتك في الدرس؟

- ماهو برأيك أهم الاشياء التي ساهمت في نجاح هذا الدرس ؟

3- كيف يمكنك الاستفاده من هذه النقاط الايجابيه التي ذكرتيها في درسك القادم؟

- كيف تستفيدين من نقاط قوتك التي ذكرتيها في التجهيز لدرسك القادم؟

4- لو طلبت منك تدريس هذا الدرس لنفس الطالبات، ماهي الأشياء التي ستغيرينها في خطة الدرس؟ وماهي الأشياء التي ستكررينها بنفس الأسلوب ؟ ولماذا؟

5- ماهو برأيك قد يحدث لو انك (صفي استراتيجيه تدريسيه)؟

6- لقد سالتي الطالبات عن .... وقلتي.....(اذكري سوال الطالبه المتدربه)، هل هناك طريقة مختلفه لتسألي نفس السؤال يزيد من تفاعل الطالبات معك؟

7- لقد لاحظت (صفي اي استراتيجسه قامت بها الطالبه المتدربة، مثلا : لقد كنتي تتحركين في جميع ارجاء الصف، كنت تقراين من مذكرتك أثناء شرح الدرس ، لم تكتبي على السبوره.....الخ)

- ماهو السبب لقيامك بهذه الاستراتيجيه؟

- هل تفاعلت الطالبات مهك مثلما كنتي متوقعة؟

- هل انتي راضية عن رده فعل طالباتك؟

8- ماهو برأيك أهم العوامل المهمه التي تساهم بنجاح الدرس؟

- أثناء شرحك للدرس ماهي العوامل التي قد تساعدك على تحقيق أهداف الدرس؟

- هل هي مثلا استراتيجسة التدريس

- إداره الصف

- نوع الانشطة والتمارين

- طريقة الاسئله المستخدمة

- التغذية الراجعه وتصحيح أخطاء الطالبات.

9- مارأيك بسلوك طالباتك لبيوم اثناء الدرس؟

10- لاحظت أنك (صفي سلوك قامت به الطالبه المتدربة مثلا: متحمسه- سلبيه- ايجابيه- مشتتة الذهن) اثناء (صفي النشاط الصفي) ماذا كنت تفكرين فيه في تلك اللحظات؟

11- هل تعتقدين ان محتوى الدرس كان مهما لطالباتك؟ ولماذا؟

- هل تعتقدين بان محتوى درسك كان ممتعا لطالبات؟

12- هل نتج عن درسك اي دروس اخلاقيه استفادت منها الطالبات؟

- هل تعتقدين انك حققتي اهداف متعلقه بالادب والاخلاق من ضمن اهداف درسك اليوم؟لماذا؟

- هل تعتقدين بان طالباتك اليوم تعلمو اي درس متعلق بالادب والاخلاق؟ لماذا؟

13- هل لديك اي تعليقات اضافيه او معلومات ذات صلة لم تذكريها؟

Appendix L **Sample of PSTs' reflective journals**

Code PST 7|
 Layla – week 2
School; X secondary school
<u>Class :</u> 1 secondary "b"

تجربتي هذا الاسبوع جداً متعبه .. كنت عند فصل اول ثانوي ب .. من البدايه الاستاذه قالت لي مشاغبين ولكاعين . جدًا
اتعبوني وماخلوني أعطي ماعندي صحيح تحكمت شوي بالفصل لكن الطالبات كانو جايين يلعبون وكنت أسألهم اذا كان
عندهم طموح لو شوي والاغلب قالو ما عندنا كأننا جايين يلعبون
قالو ما يعرفون انقليزي لكن استخدمت بكتشرز للكلمات الصعبه مع عرض بروجكتر و body language اكيد
على الاغلب هذا اكثر فصل راح ادخل عليه بالتطبيق . اتمنى اغير فيهم شوي وراح احكي لك عن تجاربي الجايه وبكون
اثرت فيهم وغيرت منهم ان شاء الله

Code: PST 1|
Week 4-
Aminah
2 year secondary
Vocabulary & writing

الاسبوع اللي فات دخلت على فصلين لأني بدلت بنت مع كلاسي هالاسبوع .

يوم الثلاثاء دخلت على ثاني ثانوي درس كان فوكابلري ورايتنق
الدرس كان جدًا ممتع استخدمت صور للكلمات الصعبه لأني سألتهم قبل ادخل كيف تفهمون التيتشر لآن ممنوع نستخدم العربي
والمعلمه بتحضر قالو بالصور و body language
الدرس كان جدًا ممتع معاهم وكانو حابين بنات الجامعه
لم استخدم العربي ابدا اذا اجبرتيهم على التحدث بالعربي بيضطرون يستخدمون اللغه الانجليزية ويتعلمون اكثر .
حصل بنص الدرس موقف وترني كنت مخليه تمرين كامل واجب عشان الوقت ولما كنت بنتقل لرايتنق نادتني المعلمه وقالت
ارجعي لتمرين حليه يمكن يدخل بالاختبار قلت ذا واجب ما يمدي ع الرايتنق قالت عادي ارجعي وانا للآمانه ما حضرته قريته
سريع كان سهل بكل خانه تكتبين اربع نقاط والمشكله كان في بالي ٣ نقاط فقط قلت للبنات يعطوني النقطه الرابعه لكن كلهم
قالو فبالنا النقاط المكتوبه وخليت الرابعه واجب😊
بس اشواء ما علقت قالت م الومك ما حضرتيها فطبيعي الموقف
بس الحمدلله درسي كان ممتع لآن البنات مرا كانو حلوين ويبون يجاوبون حتى لو غلط جدًا متفاعلين

Appendix M   **Ethical Approval form**

kingdom of Saudi Arabia	المملكة العربية السعودية
Ministry of Higher Education	وزارة التعليم العالي
Majmaah University	جامعة المجمعة
Deanship of Scientific Research	عمادة البحث العلمي

Dear Abeer Alharbi

Project title: The Reflective Journey of Saudi EFL Pre-service Teachers: An Analysis of Three Reflective Modes.

Approval No.: MUREC- Nov27/COM-2017/24

Thank you for submitting the complete application form for ethical approval of your research project. The Deanship of Scientific Research has gone through the project and considered all the issue pertaining to ethical guidelines. On behalf of the Deanship of Scientific Research, I am pleased to confirm a favorable ethical opinion of the above research on the basis described in the application form and supporting documents as revised. You are requested to consider the code of the ethics released by the national ethical committee, King Abdul Aziz for Science & Technology, Kingdom of Saudi Arabia.

Importantly, the scientific evaluation of application form should be reviewed by pertaining party. Additionally, an approval from related parties must be obtained to be able to arty out the research method/tool on the target group.

Dr. Thamer Shuleih Alharbi

Dean of Deanship of Scientific Research

Disclaimer statement: The information contained herein is provided as a public service with the understanding that Deanship of Scientific Research makes no warranties, either expressed or implied, concerning the accuracy, completeness, reliability, or suitability of the information. Nor does Deanship of Scientific Research warrant that the use of this information is free of any claims of copyright infringement.

Appendix N   **Permission letter for conducting fieldwork of the study**

Appendix O   **Participant Information Sheet (PIS)**

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Southampton

PARTICIPANT INFORMATION SHEET

Study Title: The Reflective Journey of Saudi EFL Pre-service Teachers: An Analysis of Three Reflective Modes.

Researcher: Abeer Alharbi   **Student number:** 28135741
ERGO reference number: 31068
Approval Date: 21/12/2017

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?
My name is Abeer Alharbi. I am a doctoral student at the University of Southampton, UK. This research project is conducted as part of the requirements needed for PhD degree in Applied Linguistics. The present study is about the investigation of reflective thinking of Saudi female EFL pre-service teachers (PSTs) during their practicum course. I am interesting to know how the different reflective thinking modes (i.e. individual, one-to-one dialogic, and group reflection) can promote reflectivity and hence promote their professional development. It also uncovers the complexity of reflection during practicum how it might affect prospective teachers' learning. Another purpose of this study is to explore the participants' perception toward the three different modes they engaged in.

Why have I been chosen?
You have been chosen to take part in this study as you are currently enrolled in practicum course at your last level at the educational in a Saudi University and your reflective production and your point of view are consequently of high interest for this study.

UNIVERSITY OF
Southampton

What will happen to me if I take part?
By participating in this study,
1. You will attend two semi-structured interviews. These interviews will take place before (pre-practicum interview in week 1 & 2) and after the practicum (end-of-practicum interviews in week 14). The main aim of these interviews is to record your perceptions and views on the process of reflective thinking during their practicum. These interviews will be audio-recorded.
2. During the practicum and starting from week 5, you will be writing a weekly reflective journal (one entry) reflecting upon your teaching. This assignment will be one of the course requirements; however, you will not be evaluated on the content of the journal. Instead the evaluation will depend on respecting the submission deadline and following the given guidance. These journals entries will be anonymised by using pseudonyms to maintain the participants' confidentiality.
3. I will observe your classrooms during you real teaching practice. This could happen from week 8 to week 13. The researcher will take notes and there is no recording of any type for classroom observations.
4. For the purpose of this study, you will be involved in the following oral activities:
a. Weekly Reflective dialogue: This procedure will be implemented in the post-observation meeting between you and your mentor. It will take place from week 8 to week 13 (in total 6 weeks). You will be asked to attend weekly post observation reflective conference immediately following your school teaching experience. This one-to-one dialogue will be audio-recorded.

b. Virtual meeting for group reflection: You will be advised to choose suitable space and time to meet once every week to write a reflection of you teaching experience. While doing that, you will be also asked to comment and express your thoughts about your peers' experiences and messages. This group discussion will be audio-recorded.

5- I will ask you also to submit your lesson plans before or same day of the teaching.

Are there any benefits in my taking part?
Participating in this research will offer you more explicit opportunities to reflect on your teaching experience. These opportunities will help you to use conscious reflection that makes you more critical about your teaching, raises your awareness about language teaching and makes you more responsible about your professional development in the future. As far as teacher educators are concerned, the findings of this study will create a bridge into the world of prospective teachers,

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helping educators understand PSTs' feelings, concerns, and dilemmas during their practicum. In addition, it is hopefully that this study will provide practical inputs to local practice for improving language teacher preparation as well as other similar EFL situations. It will allow educators, instructors, and curriculum designers in language teacher education to design more suitable and effective programs that will assist pre-service teachers to become reflective practitioners.

Are there any risks involved?

Regarding your evaluation in the practicum, you will NOT be evaluated on the content of the reflective activities (reflective journal, reflective dialogue with the mentor, group reflective discussions). Instead your marks for these activities will depend on respecting the submission deadline and following the given guidance. In addition to that, all the data are anonymous, by using pseudonyms, so you will not be identifying from your comments made in all the above-mentioned activities even by your supervisor.

Will my participation be confidential?

All the data collected will be anonymised. The researcher will use pseudonyms from the beginning of the data collection. For example, each participant will be given a number so they will not be identified while reflection process can be easily tracked throughout the practicum. That means the participants' names will not be displayed in any report or publications because the researcher will use number to refer to the participants.

The data elicited will be kept highly confidential and will be digitalised and stored in a securely password protected computer.

All the data collected will not be shown by or displayed to any person, including their university supervisor, only the researcher and her supervisor will have access to these data.

What happens if I change my mind?

If you change your mind and want to withdraw, you can do so at any time without the need to state your reason to do so. It would be highly appreciated if you let the researcher know (Abeer Alharbi: email a.s.alharbi@soton.ac.uk - Tel. +44(0)7722429490 - +966(0)504469618). All the data related to you will be then deleted.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact the Director of Southampton Ethics Centre, the Chair of the Faculty Ethics Committee, Prof. Denis McManus (D.Mcmanus@soton.ac.uk - +44(0) 2380 593984), or Research Governance (mad4@soton.ac.uk -+44(0) 2380 595058)

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Southampton

Where can I get more information?
To get more information, you can either contact me directly (Abeer Alharbi: email a.s.alharbi@soton.ac.uk -Tel. +44(0)7722429490 OR +966(0)504469618).), or contact my supervisor, Dr. Julia Hüttner (J.Huettner@soton.ac.uk)

Thank You,
This study cannot be carried out without your help, this is why I thank you in advance for your willing to participate in this study.

Appendix P **Consent Form**

UNIVERSITY OF
Southampton

Interview, audio-recording, and classroom observation

CONSENT FORM *(FACE TO FACE)*

<u>Study title</u>: The Reflective Journey of Saudi EFL Pre-service Teachers: An Analysis of Three Reflective Modes.

Researcher name: Abeer Alharbi   **Student number**: 28135741
                                             ERGO reference number: 31068

Please initial the boxes if you agree with the statements:

I have read and understood the Participant Information Sheet (version 1) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study and in related publications.

I agree to be interviewed or to be asked research-relate questions and I give my consent for the interviews and my contribution to group discussions to be audio-recorded.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected.

Data Protection
I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous, real names will be replaced by pseudonyms.

Name of participant (print <u>name)</u>...

Signature of participant..====

Date...

Appendix Q   **Consent Form (Arabic Version)**

│(نموذج موافقة)

عنوان الدراسة: رحلة التفكير التأملي لمعلمات اللغة الانجليزية المتدربات: دراسة تحليلية لثلاث انماط للتفكير التأملي

إسم الباحث: عبير شجاع الحربي

من فضلك ضعي علامة √ أمام العبارات التالية إذا كنت توافقين على محتواها

لقد فهمت المراد من الدراسة وما تتضمنه مشاركتي بها ولي حق السؤال عنها متى مارغبت .

أوافق على المشاركة في هذه الدراسة البحثية ولا أمانع من استخدام بياناتي لغرض الدراسة .

أدرك أن مشاركتي في هذه الدراسة تطوعية ولي حق الانسحاب منها متى ما أردت .

كما أني أدرك أن معلوماتي وبياناتي المقدمة أثناء مشاركتي في هذه الدراسة ستحفظ بسرية تامة وستستخدم لأغراض هذه الدراسة او اي نشر بحثي.

الإسم: ....

التوقيع: ....

التاريخ: ....

Appendix R **Outline of the textbook**

Contents

Module	Topics	Grammar	Vocabulary
1 page 5 **Window on the world**	• Culture • Language • Customs • Lifestyles	• Present Simple - Present Progressive • Stative verbs • Questions and Question words • Indirect questions • Past Simple • used to - be/get used to	• Words easily confused • British and American English • Verbs + prepositions • Negative prefixes and suffixes
2 page 21 **Heroes**	• History • Adventure • Everyday heroes	• Past Progressive • Past Simple vs Past Progressive • Relative clauses • Adjectives - Adverbs of manner • Comparisons	• Phrasal verbs with *on* and *off* • Collocations with *say* and *tell* • Adjectives formed from nouns – Nouns formed from adjectives • Similes • Words related to natural disasters
3 page 37 **Work & Leisure**	• Free-time activities, hobbies • Leisure facilities • Job applications and interviews • Job qualifications • Careers	• Present Perfect Simple – Present Perfect Progressive • *must, have to, need, should/ ought to, would rather, had better* • *may, might, could* • *must, can't*	• Lexical set (sports) • Strong adjectives • Expressions with *make* and *do* • Words easily confused • Nouns deriving from verbs
4 page 53 **Planet Earth**	• Geography • Environmental problems • Conservation projects • Eco-tourism • Endangered species • Sources of energy	• Future tenses • Time clauses • Conditional sentences (Zero Conditional / Types 1, 2) • Articles - Nouns - Determiners	• Lexical set (geographical features) • Words easily confused • Lexical sets (animals, units of measurement)

| Reading	Listening	Speaking	Writing
• A magazine article about the Window of the World theme park • A magazine article about what colours mean	• Part of a radio programme about English used as an international language • People talking in different situations	• Comparing photographs – Discussing language learning • Discussing different lifestyles	• Developing a paragraph • An e-mail based on prompts (informal)
• An extract from a short story • Three short texts about everyday heroes	• A radio show about three great men • A conversation between two friends about an adventure holiday • A radio interview	• Discussing different kinds of heroes and expressing opinion • Speculating about the missing parts of a comic strip and narrating a story	• A description of a person • An informal letter including a narrative
• Four short texts about young people's free-time activities • A magazine article giving advice about job interviews	• Five short conversations • A job interview • People talking in different situations	• Speculating and making a decision (Choosing activities and facilities to be offered by a youth centre) • Speculating and making a decision (Choosing the most suitable applicant for a job)	• An informal letter giving news • A letter of application
• Four advertisements about volunteering for the environment • A magazine article about endangered species	• People talking in different situations • People talking about different aspects of life in the future • A conversation between a student and his Science teacher about global warming	• Speculating and making a decision (Choosing an eco-tourism holiday) • Comparing photographs – Discussing environmental problems and sources of energy	• An e-mail based on prompts (informal) • An article

Appendix S **Meeting organising Timesheet**

IRDs meeting are available online via Zoom or at face-to-face at college. Please write your name next to the time slot you prefer.

Date of meeting: …………………………………………

Skype meeting	College meetings	Notes
4- 4:40 ……………………	10- 10:40 ……………………	
5-5:40 ……………………	11-11:40 ……………………	
6-6:40 ……………………	12-12:40 ……………………	
7-7:40 ……………………	13-13:40 ……………………	

Appendix T **Handbook of ELT training program at the education college**

دليل الطالب المعلم
في التربية الميدانية
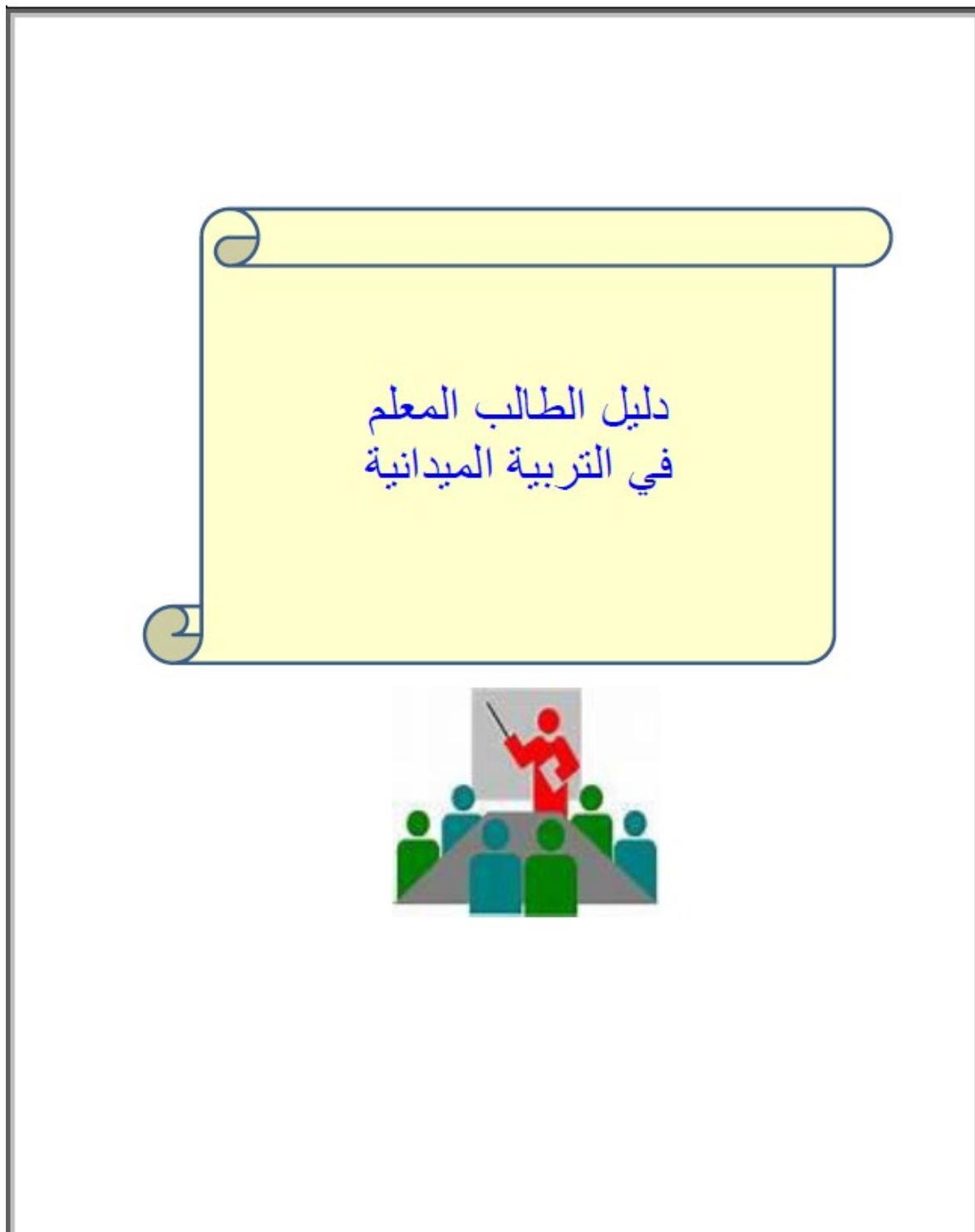
المحتوى
المحتوى
مقدمة
أهداف التربية الميدانية
نظام التربية الميدانية
إرشادات للطالب المعلم في دروس المشاهدة
توجيهات عامة للطالب المعلم
أولا– التوجيهات الخاصة بالتخطيط للدرس
ثانيا: التوجيهات الخاصة بتنفيذ الدرس
ثالثاً: الالتزامات التربوية للطالب المعلم
تقويم الطالب في التربية الميدانية
التربية الميدانية وحالات الرسوب والغياب
الهيكل التنظيمي للتربية الميدانية
الملاحق:
ملحق (1): بيان بهواتف طلاب التربية الميدانية
ملحق (2) : استمارة غياب الطالب المعلم اثناء التطبيق العملي
ملحق (3) : استمارة تقويم الطالب المعلم بواسطة مدير المدرسة
ملحق(4)   : بيان استلام جداول التربية الميدانية
ملحق (5) :اشعار لولى الامر ببدء التربية الميدانية
ملحق (6) : بطاقة تقويم الاداء التدريسي للطالب المعلم(قسم الرياضيات)
ملحق (7) : بطاقة تقويم الاداء التدريسي للطالب لمعلم(قسم العلوم)
ملحق (8) : بطاقة تقويم الاداء التدريسي للطالب المعلم(قسم اللغة العربية)

3

Appendix U **Samples of Lesson plans**

Lesson plan

General information	*Students' Background:* ESL class with different L2 backgrounds. *Proficiency Level:* secondary stage Class: 2 c Unite: 2 a Title of lesson: vocabulary and passive/active grammar Date; 21 February 2018 *Time of the Class:* 45 minutes
Objectives for this Particular Class	- At the end of the lesson, the students will be able to; - Write sentences that contain passive voice. - Identify between passive and active voice. - Match vocabulary with correct sentences.
Materials & Equipment	White board , printed papers.

content	- Exercise ; Complete the sentences with correct words : Vocab; tour, trip, journey, fare, ticket, site, area, location, arrive, get, reach, take, being, carry. - Grammar ; Passive voice; ex, The route is cycled, under the supervision of a guide. Then, cyclists are taken by a ferry to the city of Breukelen.

	active voice	passive vose
present simple	They take pictures of the castle .	Pictures of the castle are taken
past simple	They took pictures of the castle .	Pictures of the castle were taken .
present perfect simple	They have taken pictures of castle.	Pictures of castle have been taken.
pasr perfect simple	They had taken pictures of castle.	Pictures of castle had been taken
future wil	They will take pictures of castle.	Pictures of castle will be taken.
model verb	They may take pictures of castle.	Pictures of castle may be taken.

	Step--by--step Activity Guideline	Timing
Procedures	Introduction: - **Stratigies :** Cooperative learning strategy & mind map strategy. - **warming up :** Teacher warms up the students by giving them simple revision of what they took. **Presentation:** Body #1 - Teacher presents the vocabulary and explains each one of them by presentation of pictures that help the students to identify the mening. - Teacher gives student time to solve the exercise as groups. - Teacher asks her students to give her the answers. - After vocabulary, teacher moves to explain grammar Body #2 - Teacher defines the passive/active voice for students. - Teacher uses the whiteboard to make maps to clarify and simplify the rules - Teacher uses the map and drawings to finish rules - Teacher evaluates the students by giving them paper with active voice sentences and asks them to write passive voice.	10m 10m 15m 10m

Evaluation (Assessment)	At the end of this lesson, teacher gives them paper, and as groups they write passive voice.
Extra class Assignment	Teacher asks her students to solve exercise (practice; page 23).
Educational value	Mixing between the learning of students and cooperation and communication skills.

Title: It's showtime.

Date: 5/6/1939 H.

Unit: 2d
Lesson: Vocabulary + grammar"

Class: First Secondary grade.
Strategies: brainstorming / cooperative Learning.

Objectives	Content	Procedures	Aids	Evaluation	time
The end of lesson the students will be able: - Deduce what the lesson about	warming up.	- Greeting then divid the Ss into 3 group, then start "warming up" with question, do you have any idea about the phrasal verbs?	Pictures	what is the lesson about?	5
- Read the new "phrasal verbs" correctly.	"Come across" "check out" "bring back" "Sell out" p.27	- ask Ss "how Can read this words? and tell examples of "phrasal verb"	book	Read the new words correctly.	10
- Spell the new words correctly.	Book Ss p.27	ask each groups to spell new words and write them on "flash Cards", then show me.	flash Cards	Spell the following words "let down, cheer on" "look into"	5
- Use present perfect progressive tense and present perfect Simple	book Ss p.27	ask Ss to answer the table of Q in book, then start explain about PPP and PPS with example	book + work sheets	Give example of using PPP and PPS "have/has + been + V+ing"	15
- Differentiated between present perfect progressive and present perfect Simple	beard	- Explain the difference between PPP and PPS "Affirmative form, Negative form and Questions + tim expression like "for, Since, how, all day/week, etc.		what the difference between PPP & PPS	10

Time: 45

Homework: #4 at page (27).

Name: T. Jawaher Mater Almutairi.

List of References

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