

**AN EXPLORATORY STUDY ON
REFLECTIVE PRACTICE OF L2
TEACHER-LEARNERS
EXPERIENCES IN AN MA TESOL
PROGRAM**

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**AN EXPLORATORY STUDY ON REFLECTIVE PRACTICE OF L2
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Abstract

Reflective practice theories and concepts are particularly prevalent in teacher education. However, researchers have paid little attention to L2 teacher-learners' reflections on their academic and social experiences while studying abroad in an MA TESOL program. Therefore, the present case study aims to fill those gaps by (1) analyzing how MA TESOL modules foster teacher-learners' reflective abilities and (2) what critical incidents inside and outside of the MA TESOL program the participants believe are significant for their teaching and life-long learning journey. In-depth interviews were carried out to investigate participants' reflections on reflective activities offered in their MA TESOL program, and narrative inquiry was applied to explore the reflection on their critical events occurring inside and outside the program. Equally importantly, Farrell's *framework for reflecting on practice* (2015) was applied to analyze participants' reflections in depth. The results revealed that the participants' reflective capacities had been promoted in different dimensions thanks to the reflective activities designed in the modules. These include personal level (gaining new knowledge and self-questioning their pre-existing assumptions), interpersonal level (a group discussion with classmates), and experiential/action level (applying theory learned to a planned project referring to a local context). Moreover, while the critical incidents of tutor's behavior inside the classroom prompted participants to contemplate their classroom management and teacher-student empathy, communication breakdown and language varieties encountered outside the classroom encourage them to reflect on their English teaching and learning experiences. The findings might help course leaders thoroughly understand their students' experience and embed more reflection-prompted activities in module content and program syllabus.

Key words: reflective practice, critical incidents, Farrell's framework, professional development

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List of abbreviations

CI: Critical Incidents

MA: Master of Arts

RP: Reflective Practice

TESOL: Teaching English to Speakers of other Languages

TLs: Teacher-learners

CPD: Continuing professional development

SLA: Second language acquisition

ELT: English language teaching

CHAPTER 1: INTRODUCTION

1.1. Background to the study

Studying abroad, for L2 pre-service and in-service teachers of English, is an invaluable experience for their personal and professional growth. The reflection on academic and social experiences of international MA TESOL students is becoming a popular topic for English language teaching (ELT) researchers (Copland et al., 2017). With the growing global market for MA ELT/TESOL programs, as well as the financial benefits and cultural diversity that L2 students bring to a university, it is critical for course leaders and module tutors to understand how MA TESOL L2 students perceive the course in general (Ushioda et al., 2011). It is good for them to know whether what students have been taught is what they actually desire to learn, to what extent their perceptions about pedagogical knowledge, teaching techniques, and methodology learned in an English-speaking country have been shifted after studying abroad, and any possibilities those changes can be applied in their local context. Correspondingly, some incidental events they encounter outside of the classroom on a daily basis in an English-speaking country would possibly enlighten and significantly consolidate their understanding about second language acquisition and the instructional approach to their lessons. Therefore, it is worthy to understand international students' desires, expectations, and current experiences gained from their critical reflection while studying in their MA TESOL program.

Studies on teacher education programs tend to investigate reflective practice (hereafter RP) in any of three approaches, with three subjects of participants: in-service teachers, pre-service teachers, and language learners in qualitative, quantitative, and mix-method research. The first popular group of studies focuses on in-service teachers in which teachers recall and evaluate their lesson, peer feedback, mentoring session, or their quality of RP (Chi, 2010; Gudeta, 2022; Kassner & Cassada, 2017; Kharlay et al., 2022; Saputra et al., 2020). A second considerably larger body of research delves further into pre-service or in-service teachers' patterns and levels of reflection via various reflective tools such as journals, observations, surveys, or narratives (Barkhuizen, 2010; Fahim et al., 2013; Kang & Cheng, 2013; Mitton-Kükner & Akyüz, 2012; Nguyen, 2013). The application of RP in the language learning development of L2 language learners is the third set of studies, and also the least popular approach to RP, in which researchers attempt to apply RP as a

metacognitive strategy to understand a specific problem of language learners (Başoğul & Raffard, 2018; Cholisah et al., 2021; Cooke, 2013; Vitanova & Miller, 2002; Widodo & Rozak, 2016).

Only a relative handful of studies have specifically examined reflections of L2 students on their academic studies in a teacher training program (Anderson, 2018; El-Sakran, 2014; Kobayashi, 2020; Nguyen & Dao, 2019; Yassaei, 2012). There is even a scarcity of literature review on incidental events that students encounter inside and outside the classroom, which might stimulate more critical reflection on their English language teaching and learning. All of the daily incidents, whether they are related to their studies, such as informal discussions, peer coaching meetings, or workshops, or might be communicative incidents related to everyday social experiences and unrelated to their studies, can act as fruitful resources for their critical reflection on their incidental foreign language acquisition and possibly alter their perspectives of language teaching and learning. Students' voices from their self-reflection in their module activities and their personal stories in some incidental events would answer the question of how well an MA TESOL program matches the student's needs and how their perceptions have changed after finishing their study abroad (Phillabaum & Frazier, 2013).

1.2. Rationale

The present study attempts to fill those gaps by exploring how MA TESOL teacher-learners' (hereafter TLs) critical reflection on academic and social experience has developed for one year MA TESOL program in the UK. My motivation to conduct this study is twofold. First, my reflective experience and a lifelong learning mindset have prompted me to conduct a study to investigate how RP plays its role in L2 English teachers' continuing professional development (CPD), and how TLs engage in an academic transition from their home institution to the new academic environment. Second, RP of MA TESOL TLs critical incidents is an important issue that might attract the attention of international MA fellows. This is an opportunity for them to raise their voice through their critical self-reflection and benefit from other reflective stories as a form of CPD.

I choose to include critical incidents in my research because I hope module tutors and course leaders might gain a better understanding of how TLs view daily events and how those incidental occurrences influence the way they think about teaching and language learning in general. Teacher educators can clearly observe teacher-learners RP as it is expressed in their assignments and classroom activities, but they cannot notice all instances that their students meet on a daily basis, which can be considered valuable resources for their language awareness

and acquisition. For that reason, this study hopes to depict some slices of life so that module tutors and teacher educators in the UK can appreciate the importance of critical incidents in RP for non-native TLs.

1.3. Research Aims and Objectives

The current dissertation aims to investigate MA TESOL teacher-learners (TLs) reflections on their learning experience in the UK and how critical reflection has been fostered among students in the MA TESOL program. It is inspired by the “reflective journey” (Farrell, 2019a) associated with students’ personal and professional experiences, as well as the need for ongoing professional development. To achieve that research goal, this dissertation seeks to answer these research objectives:

(1) First, investigate how reflective practice has been fostered throughout the MA TESOL program

(2) Second, describe what and how critical incidents, occurring inside and outside of the class can help students reflect on real-life English and their English teaching in practice.

With the above-mentioned research aims, the research questions are as follows:

(1) How do MA TESOL modules foster participants’ reflective abilities?

(2) What critical incidents inside and outside of the MA TESOL program do participants believe are significant? How do those incidents encourage them to reflect on their previous teaching experience?

1.4. Theoretical context of the study and key concepts

The most updated definition of reflective practice (RP) can be found in Farrell's work (Farrell, 2019b) who claims that RP is a cognitive process in which teachers systematically gather data about their teaching practice through dialogic talks with others to make "informed decisions about their practice both inside and outside the classroom." (p. 28) By doing reflection, teachers are more aware of the mismatch between formal theories and their ongoing teaching practice, or what they are teaching and what students actually learn. According to (Farrell, 2015a), a useful way to unearth those issues is to examine *critical incidents*, which mean the “general events happening inside and outside the classroom that have a meaningful impact on their teaching and might entail a significant change in their personal and professional

life” (Farrell, 2015a, p. 73). Critical incidents play a pivotal role in RP as it encourages teachers to have a critical observation about “emotional experiences, communication difficulties and challenges to pre-existing knowledge” (Cushner & Brislin, 1995, p. 13).

From the above-mentioned analysis, it is undeniable that RP is essential for teacher development and should be fostered throughout any English training program. However, RP itself by nature is rather abstract that necessitates a theoretical base to measure its influence on TLs and promote its regular practice (Tran, 2022). Recently, several studies have employed Farrell's (2014) *framework of reflecting on practice* to scrutinize how RP can facilitate TLs in their professional growth (Farrell, 2015b; Farrell & Macapinlac, 2021; Playsted, 2019; Tran, 2022). This five-stage framework for reflecting on practice comprises *philosophy, principle, theory, practice, and beyond practice* (Farrell, 2015a, p. 23). The breakdown of this structure will be meticulously analyzed in Chapter III – Methodology.

The research continues with the literature review, methodology, analysis, discussion, and conclusion. Finally, limitations and the contribution of research are also highlighted.

CHAPTER 2: LITERATURE REVIEW

The second chapter reviews the theoretical background for the study, compares various reflective practice frameworks, provides description of reflective practice in teacher education, and theories surrounding critical incidents.

2.1. Reflective practice in teacher education

2.1.1. Definition of reflective practice

The very first definition of RP is initiated by (Dewey, 1933) who conceptualizes reflection as an “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” (p. 9) This definition seems to signify that RP is an inner dialogue of a person and the self-examination of his own perceptions, knowledge, and belief throughout the process (Tran, 2022). In the same vein, Schön (1987) also resonates with this idea when he refers to RP as a thoughtful contemplation of one’s own individual practice while being coached by more successful practitioners in the same discipline. The present study, however, adopts a more holistic and comprehensive approach of Farrell (2015a), in which the definition of RP is claimed below:

[reflection is] a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom (Farrell, 2015a, p. 123).

Farrell’s definition of RP seems to be an appropriate choice for a theoretical foundation of the present study because it is suitable for the aims, and the subjects of overseas TLs investigated in this research. The experience of non-native TLs studying abroad, in relation to academic, emotional, and sociocultural dimensions of reflection could help them frame and reframe their assumptions, beliefs, and perceptions about language teaching and learning through interaction with others (Bolton, 2010), which appears to be the key feature of MA TESOL program at the University of Warwick and also appropriate for this study’s research design.

2.1.2. Framework for reflective practice

Studies on RP would be criticized if they lack systematic theoretical underpinnings (Tran, 2022). Hence, a specific guideline or framework to make the process of reflection more data-led, evidence-based, and effective is definitely necessary (Walsh & Mann, 2015). Within the scope of the present study, this dissertation compares two relevant frameworks as follows:

First, a framework suggested by Larrivee (2008) provides an advanced approach to scrutinizing the four levels of a teacher's reflection

Table 2.1: Four levels of a teacher’s reflection by Larrivee (2008)

	Level of reflection	Characteristics
1	Pre-reflection	Classroom situations are interpreted without considering how they are related to other events or circumstances. Beliefs and positions justified for teaching practices are not investigated in the light of experience, theory, and research but generalized according to the needs of learners.
2	Surface reflection	Teachers concentrate on methods and strategies for achieving predetermined objectives. Beliefs and perspectives about teaching are supported with the evidence of experience, but not theory, and research.
3	Pedagogical reflection	Teachers constantly consider how his or her teaching practices influence students' learning and how to improve learning experiences. Teaching beliefs and positions are scrutinized by evidence from experience, as well as theory or research.
4	Critical reflection	Teachers engage in ongoing reflection and critical reflection about teaching practices. Teachers’ philosophies and ideologies are taken into account. Teachers think about how their personal beliefs, values, family history, and cultural tradition may affect their students. The moral and social implications of classroom activities are also put forward.

Interestingly, each stage of these frameworks can be referred to one of Schön's (1987) two types of reflection: reflection-in-action and reflection-on-action. While reflection-in-action implies that teachers reshape their instructional practice as they go, reflection-on-action is a delayed reflection in which teachers reconsider classroom events or any occurrences in the class that have an impact on students' learning and the quality of a lesson. The earlier stages/levels of this framework can be classified as reflection-in-action, whereas the later ones can be classified as reflection-on-action because they require teachers to consider implications of ethical and sociocultural aspects that are beyond the scope of the practice.

However, Farrell's *framework for reflecting on practice* (2015a) seems to cover all of these issues when it taps into teacher's reflection (inside and outside the classroom) from teachers' principles, theories, and historical and practical perspectives. This framework seems to be most suited in my study since all dimensions of L2 TLs' reflections have been scrutinized. His five-stage framework, which includes *philosophy, principle, theory, practice, and beyond practice*, is outlined in detail below (Farrell, 2015a). The following parts explain how these stages are relatable to the current study.

Philosophy

This stage encourages teachers to think about their life experiences from the perspective of "teacher-as-person" (Farrell, 2015a). Any personal stories related to teachers' "inner world" (Farrell, 2015a, p. 38) such as cultural, family, and educational background, should be discovered since they help teachers connect their life history with what and how they want to teach in their lessons. The insights of past experiences may have an impact on their current teaching practices (Farrell, 2015a).

Principle

The second level of the framework requires teachers to reflect on their beliefs, assumptions, and conceptions of language learning and teaching. Closely related to *philosophy*, *the principle* is the decisive factor behind teachers' classroom action. Basically, one's principle can be examined by asking questions about what they believe is right or wrong based on their maxims, images, and metaphors (Farrell, 2015a).

Theory

Reflecting on theory means that teachers examine their choice of approaches, methods, or teaching techniques in a particular lesson. According to Farrell (2015a), every teacher holds some "official" or "unofficial" theories behind their practices. However, when it comes to reflection on theory, they should be consciously aware of their lesson plan including their lesson content, methodologies, activities, and the roles of teachers and learners. All of these issues have a certain connection between the theory they hold and how it is put into practice. Besides, critical incidents occurring during a classroom lesson can be considered another means to build up and consolidate a teacher' theory.

Practice

While *philosophy, principle, and theory* are believed to be the “hidden aspects” of teaching, *practice* is considered a more “visible” part of the reflection on teaching practice since it allows teachers to observe their actions and students' reactions throughout the lesson (Farrell, 2016, p. 226). At this stage of the framework, teachers' reflection can be conducted before teaching for the purpose of anticipating what might happen in the lesson (reflect-for-action), while teaching for monitoring and adjusting to various situations in the class (reflect-in-action), and after teaching in order to contemplate the events and draw experience in hindsight (reflect-on-action). For the present study, while TLs were asked to reflect on their practice, they would reflect on their past teaching experience since they might not engage in reflection which is so tightly associated with live teaching at the time this study is carried out.

Beyond Practice

This stage of the reflection is categorized as the highest level of the framework, which is possibly interpreted as critical reflection. At this stage, teachers consider moral, emotional, political, and sociocultural aspects of teaching practice that can be found both inside and outside the classroom. The reason for doing reflection beyond practice is that there is an interplay between content and knowledge taught in the classroom and social and political issues (Brookfield, 2017). As a result, it would be helpful to consider those matters since the reflections on political, moral, and social aspects could have an influence on teachers' practice. According to Farrell (2015a), a comprehensive framework for RP must explore not only technical aspects of teachers' practices, but also internal dimensions such as the teacher's philosophy, principles, and theory, as well as external issues such as the sociocultural or political setting in a teaching context.

After reviewing Farrell's 5-stage framework for reflecting on practice, I decided to use it as a theoretical guideline for this dissertation due to its relevance to my research purposes, participants, and context. Firstly, since the purpose of this research is to discover experienced TLs' reflective journey of their studies abroad, it aims to explore how they perceive the linkage between their past experiences and “ongoing professional learning” (Playsted, 2019, p. 14), and how the process of reflection builds up their capacity to improve their teaching practices. The fact that Farrell's framework delves deeply into different layers of reflection might reveal more insights into participants' reflect-back on their “professional learning journey” (Playsted, 2019,

p. 6). Furthermore, several studies have effectively applied Farrell's framework to investigate the reflection of novice, pre-service, or in-service teachers. The present study on experienced TLs from primary to tertiary level, therefore, would be potentially applicable to investigate their engagement in the MA TESOL program in the UK and explore their professional trajectories. Finally, as they immerse in a new academic context abroad, TLs have opportunities to use these sociocultural resources to reconstruct or adapt them in ways that are compatible with their local needs. Thus, Farrell's framework of reflection beyond practice is very appropriate for the context of the study.

2.2. An overview of reflective practice in teacher training programs

A review of recent literature has highlighted the need for research on reflective practice among MA TESOL TLs' professional development (Carter, 2008; Farrell, 2019b; Hunter, 2021; Nguyen & Dao, 2019; Park, 2014; Yassaei, 2012).

2.2.1. Reflective activities offered in MA TESOL programs

In fact, there is still some mismatch between what TLs are taught in teacher education programs and the reality they face after graduating from those training courses (Farrell, 2019b). Furthermore, Richards et al., (2005) emphasises that the core theoretical foundation in MA TESOL programs covering disciplinary knowledge (e.g., Research Methodology, Semantics, SLA, etc.) and content knowledge (Teaching English to young language learners, ICT, Corpora) are designed due to tradition, bureaucracy, or a persuasive individual member of the department, rather than the needs of learners. This implies an "inconvenient truth" (Farrell, 2019a, p. 1) that there is a significant gap between theory in MA TESOL taught courses and practices in real-life classrooms (Robinson, 1998). Moreover, there is not so much exchange of reflection between TLs, whose previous experiences, and beliefs, which were held tacitly, and the module tutors, who are so busy transmitting theory and content knowledge without regard for how much of them is interpreted by TLs (Farrell, 2019a). Therefore, it is necessary to systematically include reflective elements in every aspect of the modules provided throughout the teacher training program. Indeed, in research conducted by Dragas (2019), RP has been thoroughly examined in MA TESOL programs in the UK. The culture of reflection has been embedded and consolidated via reflective tools and activities supporting reflection such as reflective journals, collaborative discussion forums, and dialogic talk in peer coaching. According to her study, sharing reflections in the collaborative forum is very beneficial because

students can collect other people's ideas and put them into practice. Furthermore, whereas a pre-class task requires TLs to read key papers and bring take-away ideas from documents to share with the class, in-class activities encourage collaborative or dialogic discussion that stimulates reflection on prior experience and understanding. Interestingly, Dragas' research reveals that collaborative reflection is not only useful for TLs, but also self-sufficient for tutors because they become deeply involved in their students' reflection and relate to it as a reflector, rather than an expert discussing theory. Learning by talking, either in spoken or written form in online or off-line platforms, seems to be very meaningful to promote teacher learning since it counts everyone as insider reflectors, rather than observers from the outside (Dragas, 2019). This view has also been supported by Li (2012), who has stated that the reflective activities employed in the teacher education program have significant influence on reconstructing TLs' pre-existing beliefs and reshaping their teaching methods in their journey of learning to teach. The visualization of the possible changes in perceptions, beliefs, techniques, and classroom interaction in those studies resonates significantly with the stages of *philosophy, theory, principles, and practice* in Farrell's framework of reflection. A reflective curriculum covers not only in-class activities and modes of lesson delivery but also reflective assignments, an assessment task that allows module tutors to understand TLs' reflection in breadth and depth, as discussed in the following section.

2.2.2. Written assignments designed in MA TESOL programs

A volume of research has been conducted to investigate the effectiveness of written assignments in MA TESOL programs in fostering reflection among MA TESOL TLs (Glava & Stavraki, 2019; Kataropoulou, 2019; Kollatou, 2019; Vassilaki, 2017). The strand of these studies examines three popular approaches in order to observe how the modules offered in the MA TESOL program encourage students to do reflection via reflective writing including (1) planned action research to implement an innovation in an English class (Kollatou, 2019), (2) written assignments requiring students to reflect on theory and practice (Glava & Stavraki, 2019), and (3) essays explaining the rationale of a project proposal (Filipi, 2022; Kataropoulou, 2019). Reflective writing assignments act as a reflective tool to elucidate teacher education programs via triple lenses, a reflection on how the module contents have been internalized, and how students perceive it to be applied in their "socio-culturally bounded context" (Vassilaki, 2017, p. 43), and how it helps them develop skills of reflection (Kataropoulou, 2019; Russell, 2005).

In terms of the written assignments that require MA TESOL students to propose action research at the University of Warwick, the assignment in the Innovations in TESOL Methodology module gets them involved in the role of a reflective researcher who contemplates and recalls the puzzles that they encounter in their everyday teaching situation, then design an appropriate lesson plan, and finally evaluate possible constraints and solution for it. This type of reflective assignment allows students to voice their inherent problems in class and encourages them to take action while dealing with concern and skepticism (Kataropoulou, 2019). The combination of reflection on challenges and a potential action plan could be considered an innovation in educational practice, eventually increasing teachers' autonomy (Rivers, 2011) and self-efficacy (Sisson, 2016). Regarding the reflective writing that encourages learners to connect the teaching practice to an equivalent theory that has been taught in an SLA Insights for TESOL practice module, it enables them to “formalize their intuitive strategies” (Ramani, 1987, p. 9) by reflecting back what they normally assume, showing how they understand the theory now and how they interpret the theory to apply in a context-specific situation. Another significant effect of including the connection between theories and practice is to reactivate learners’ prior experience, compare them to the newly acquired knowledge social situations, and reflect on previous teaching practice before attending the MA TESOL program. Sociolinguistics of English as a Global language is a good example for that. This stimulates teaching practitioners to reflect on the relationship between theoretical knowledge and practical implementation experience (Gyftopoulou, 2010). To sum up, given the methods and techniques proposed in the projects or action plans, which form part of the MA TESOL assignments, learners reflect on their assumptions, beliefs, methodological approaches, and classroom activities, which correspond to the stages of *principle, theory, and practice* in Farrell's framework of reflection. For that reason, the present study employs TLs’ assignments as reflective instruments to evidence how their reflection has been developing during the course of the study.

Reflective writing is probably the most common approach in which students are required to report their critical reflection in an MA TESOL program. However, while some researchers believe that writing reflection enlightens reflectors to see “missteps in their teaching that would otherwise remain undetected.” (Hunter, 2021, p. 285), others believe that written reflective journals, especially for assessment purposes, would require "strategic response", "inauthentic reflection" (Hobbs, 2007, p. 410), and eventually distort the nature

and value of reflection (Mann & Walsh, 2013). This study attempts to verify those comments by investigating TLs' reflections on reflective activities including reflection on written assignments.

2.3. Critical incidents in reflective practice

One of the most integral components of reflective practice is critical incident (CI), which deserves the consideration of teachers and learners (Farrell, 2015a; Thiel, 1999; Tripp, 1993). According to Farrell (2015a), "a critical incident is any unplanned and unanticipated event that occurs during class, outside class, or during a teacher's career but is vividly remembered" (p. 72), and these events might entail "a significant change" in their "personal and professional life" (p.73). For the purposes of the current study, which aims to examine TLs' reflection on CIs while pursuing an MA TESOL degree, CIs are any situations that occur to TLs both inside and outside of the MA TESOL program that prompts them to draw connections between those incidents and previous teaching and learning experiences.

2.3.1. Applying narrative inquiry to analyze critical incidents

A popular method for identifying teachers' and students' CIs is narrative inquiry (Atai & Nejadghanbar, 2016; Bruster & Peterson, 2013; McAllister et al., 2006; Pourhassan & Nazari, 2021; Wijaya & Kuswando, 2018). "Self-reflective narrative" allows teachers and learners to discover the incidents they encounter and see how real practice might conflict with their assumptions and expected outcomes (Farrell, 2013, p. 111). The core purpose of narrative reflection on CIs is to stimulate reflective practitioners to go beyond the descriptive nature and have a meaningful interpretation of the events towards English learning and teaching. To teachers, reflective narratives assist them to document their various experiences regarding historical, socio-cultural, and political contexts, as well as the happenings inside their classrooms. Through these incidents, teachers can build up their coping mechanisms and improve their teaching practice by mirroring their performance, their teaching methods, and techniques. Regarding learners, narrative reflection encourages them to connect particular events during their learning journey from their "past experiences to present conceptualizations and create new meaning" and what to draw upon those experiences (Leshem & Trafford, 2006, p. 12).

To analyze the narratives that emerged from CIs, researchers (Atai & Nejadghanbar, 2016) tend to follow four steps suggested by Thiel (1999) including

1. Self-observation: recognizing incidents deemed significant by teachers

2. Describing the happenings: describing in detail the events happening before, during, and after the incidents.

3. Self-awareness: investigating why the incidents occurred

4. Self-evaluation: examining the influence of the incident and how it has affected the perception of teaching.

Others, however, choose to follow McCabe's (2002) (as cited in Farrell, 2013, p. 109) framework comprising similar steps:

1. Orientation: asking questions: who, what, when, and where the incidents happened

2. Complication: describing the problem that arose, as well as any significant moments in the story.

3. Evaluation: interpreting the meaning of the incidents

4. Result: Explaining how the problem/crisis was resolved.

The common point of these two frameworks is to recognize how the events are considered critical and evaluate why it influences teaching. In a similar vein, Bruster and Peterson (2013) elucidate that incidents appear to be personal and only become significant if the individual perceives them as such. Since the present study focuses on examining how teacher-learners reflect on their CIs happening inside and outside the MA TESOL programs, and how those incidents contribute to the future changes in their teaching, the process of understanding CIs is taken more into consideration than how the incidents are resolved. Therefore, the former framework constructed by Thiel (1999) seems to be more suitable for use in the current research. While Thiel's approach (1999) would be the guidance steps to design the prompt for the interview questions, Farrell's framework (2015a) will be applied to interpret the data from CI's narratives.

2.3.2. Critical incidents inside and outside the classroom

An examination of CIs should concentrate on specific experiences of teachers or students rather than general anecdotes (Farrell, 2013). Since people's lives are a series of events with numerous incidents, research on teachers' and learners' CIs should focus on determining how those incidents contribute to their professional development and intellectual growth, as well as how they can improve their ability to learn and derive meaning from their own academic and

social experiences (Leshem & Trafford, 2006). In the current study, the distinction between “inside and outside the classroom” has become rather blurred with the prevalence of blended and flipped learning. In the MA TESOL program at the University of Warwick, synchronous and asynchronous learning activities take place simultaneously. Therefore, any incidents involving educational activities within the MA program would be treated as CIs inside the program, whereas encounters with social communication away from campus would be regarded as CIs outside the program. The following parts will present previous studies on the CIs of both teachers and learners inside and outside the classroom.

2.3.2.1. RP on critical incidents inside the classroom

Much of the literature on CIs in the classroom reveals that reflecting on CIs is remarkably beneficial because it helps teachers better understand themselves and triggers new insights into classroom issues (Richards et al., 2005). Indeed, a study of Indonesian teachers' reflections suggests that positive CIs encourage them to think more deeply about their teaching *philosophy*, an initial level of reflection in Farrell's framework. Through narratives, they become more aware that the reflection on positive CIs consolidates their passion for teaching and their will of being a teacher (Wijaya & Kuswandono, 2018). The notion of *the philosophy* of an English teacher has been deeply resonated in Leshem and Trafford's study (2006) when the teacher participants reveal that telling their students about their linguistic autobiography not only helps them recall their struggle of studying English and then understand their students' learning problems better, but also encourages the students to revisit and connect their past events to make their reflection meaningful. Additionally, the existing discussions on CIs put a strong emphasis on how retrospective and introspective reflection on how a particular event influences their teaching practice. Research along this line has delved deeply into both positive and negative teachers' experiences including students' behaviors, language proficiency, clashes in the classroom, class participation, teachers' unpreparedness (Atai & Nejadghanbar, 2016), students' questions (Watts et al., 1997), teacher-learner emotional connection (Pourhassan & Nazari, 2021); and management and communication issues between teachers and learners (Kilgour et al., 2015). For whatever themes these studies tap into, the common point that the large body of literature concludes is that the CIs inspire them to learn, relearn, and unlearn their beliefs or assumptions (*principle*), methods, or techniques used in the lesson (*theory*), and the activities applied in the class and their students' reaction (*practice*) as mentioned in Farrell's (2015a) stages of reflection.

2.2.3.2. RP on critical incidents outside the classroom

Several studies have been conducted on teachers' and learners' CIs inside the classroom. However, CIs outside the classroom have yet to be fully discovered in the current body of teacher education literature. According to Finch (2010), CIs can be noticed by either teachers or students from events that happen outside the classroom, either as delayed realizations to lesson content, or as the moment of awareness that comes from unexpected circumstances and locations prompted by the learning process. In a review of recent studies on CIs outside the classroom from the perspective of language learners, the critical reflection of international students has been especially focused on. Research implemented by Pho and Schartner (2021) highlighted that there is a positive correlation between contact with non-national international students and academic results. In stark contrast, however, contact with local students was typically limited to the academic environment (classroom and library) and rarely extended beyond that. The reported incidents resulting from communication inside and outside the classroom lead them to the conclusion that, while close contact with local nationals may assist international students in improving their language proficiency, it does not necessarily contribute to their academic adaptation. Equally importantly, the CIs related to intercultural communicative experience plays an important role in cultural adaptation (McAllister et al., 2006). Applying a CI-based method in groups is a useful way for students to share their personal stories and reflect on their communication breakdowns and conflicts (Liu, 2021). McAllister et al., (2006) and Liu (2021) agree that recalling CIs from people's stories is also a way to self-explore and look at cultural differences in a more culturally aware and bias-free manner. The interpretation gathered from critical cultural events is closely associated with what Farrell (2015) mentions in his framework's stage of *beyond practice*, which is related to moral and sociocultural issues. Furthermore, a multicultural community, the academic and social setting can be also considered a learning environment and educational context (Finch, 2010) which encourages incidental learning in second language acquisition (Rodgers, 2002). Research on international students reports that telling stories about linguistic incidents and the opportunities for incidental exposure to English abroad encourages them to notice more about something that they previously took for granted and draw an interpretation between the critical incidents and teachers' professional and language development (Leshem & Trafford, 2006; Taguchi & Collentine, 2018; Yu, 2018). This is very beneficial for them to accelerate their progress in language acquisition.

The summary of the above studies shows that CIs provide compelling evidence for the teachers and learners to have a reflection on language, culture, and pedagogy dimensions. These studies also highlight the fact that CIs recounted in the form of reflective narratives is a promising approach to illuminate either “aha moment” (Koestler, 1967) (as cited in Finch, 2010, p. 423) or “bumpy moments” (Romano, 2006, p. 423). The hindsight of these experiences is a valuable lesson for teachers and learners to foster their professional and learning development. What remained unexplored in these studies, however, is how CIs interpreted by L2 teacher-learners inside and outside teacher education programs in an English-speaking country encourage them to reflect on their previous experience of English teaching.

CHAPTER 3: METHODOLOGY

3.1. Research Objectives

The research's objectives specifically focus on two aspects of TLs' experiences: (1) TLs' reflection on reflective activities offered in the program's modules that they perceive are beneficial, and (2) TLs' reflection on critical incidents occurring inside and outside of the MA TESOL program that TLs believe are significant for their teaching and learning.

3.2. Theoretical approach of the research

The dissertation employs qualitative methodology because it allows the researcher to capture the transformations of participants' experiences, beliefs, and attitudes over a year (Hammarberg et al., 2016). The methodological choice underpinning the research is a qualitative case study since it meets the research objectives which aim to look for rich, authentic, and specifically human-related experiences (Hood, 2009). Additionally, case studies put a great emphasis on the sociocultural aspects of participants' learning journeys and their sense of "self" through the accounts of their narratives (McNamara, 2019). Therefore, these properties of the case study seem to be highly appropriate to the current study which aims to explore TLs' reflection on their academic and social experiences through their stories.

In Hood's (2009) explanation, the key principle of a case study is "boundedness" (p. 68), which refers to the combination of a person and a location as well as the contextual link that influences the connection between two elements. In this study, the investigated cases are L2 TLs studying MA TESOL at the University of Warwick. The site is the classroom setting and its related features including module content, tutor-student interaction, assignments, and social context outside the classroom in which TLs can have a reflection on off-campus critical incidents. The case study design was also chosen for this study because it produces results that are relatable to a broad audience and is flexible enough to take into account unexpected events and unpredicted variables, both of which are appropriate given the nature of reflection and critical incidents in the present study (Rose et al., 2020). Focusing on more than one case is to diversify the data collected from TLs' reflections on their experiences (Hood, 2009). Different cases are selected based on three criteria: (1) teaching experience, (2) teaching context, and (3) linguistic and sociocultural background.

3.2.1. Research paradigm

This study adheres to the constructivist paradigm, which holds that knowledge is "based on the reality of the world we experience and live in" (Onwuegbuzie & Frels, 2013, p. 18). Furthermore, in terms of qualitative content analysis, which is the primary approach in this study, constructivist philosophy is strongly recommended for researchers to follow to "promote a reflexive consensus-building process" (Selvi, 2020, p. 450). As a result, the current study intends to rely on participants' observations of private incidents and their reflections on changing perceptions.

3.2.2. Positionality of researcher

During the interview, I saw myself as both an insider and an outsider researcher. Being an L2 student studying abroad and a coursemate who went through the same modules puts me in the position of an insider researcher for this study. This allowed me to have an insider's perspective to fully comprehend respondents' reflections on the program's teaching and learning activities. Additionally, I might not get involved in all participants' critical incidents; therefore, I looked at their reflections on critical events from the perspectives of an outsider. In doing so, I believed that I was acting completely objectively without any bias when interpreting the data.

3.3. Research Design

Based on the rationale of the methodological choice, a qualitative case study employing in-depth interviews and narrative analysis seems suitable for inductively and flexibly interpreting qualitative data and creating a comprehensive understanding of participants (Plews, 2019).

In order to answer the first research question, semi-structured individual interviews are conducted to maximize the information-rich verbal data. Additionally, a semi-structured interview with open-ended questions implemented in the form of a narrative seems to be an excellent approach to stimulate individuals' particular experiences and effectively foster reflection (Polkinghorne, 1995). As this research aims to figure out how reflective activities offered in the modules in the MA TESOL program are beneficial for their reflective practice, various sources should be combined to triangulate the data. The purpose of triangulation is not only to seek consistent and harmonious results but also to construct multifaceted approaches and in-depth insights, including contradictory ideas (Duff, 2020). Therefore, I read the participants' assignments and interviewed them to compare how their reflections have manifested in their assignments with what they actually experience for one year in the UK.

Three modules selected to investigate satisfied two criteria: (1) Reflective strategies are applied during the whole term such as reflective writing, peer sharing, peer coaching, group discussion, and action research (Farrell, 2019c), and (2) reflective elements are embedded in the final assignments. Based on the module structures and its contents, three modules that meet these criteria are (1) Sociolinguistics of English as a Global Language; (2) SLA Insights into TESOL Practice; and (3) Innovations in TESOL Methodology. The key points of the assignment brief that contain the reflective elements are illustrated in Table 1 (the full description of each assignment brief is attached in Appendix 1):

Table 3.1: Assignment Brief and Requirement for RP

	Modules	Reflection requirement in assignment brief	Reflective tools involved in the module
1	ET9B8: Sociolinguistics of English as a Global Language	How has your understanding of the sociolinguistics of English as a global language changed during the course (if at all)?	Peer sharing Reflective writing
2	ET9B7: SLA Insights for TESOL Practice	As a language learner and/or a language teacher, reflect critically on your own understanding of theoretical concepts and issues in SLA by connecting them to instances and stories from your own life.	Peer sharing Reflective writing
3	ET9B3: Innovations in TESOL Methodology	Write a report to describe a puzzle you experienced during your teaching career. Based on what you know and have uncovered, develop an action research strategy for directly addressing the area of concern.	Peer coaching Planned action research

Regarding the second research question, this study employed narrative accounts to vividly capture TLs' feelings and optimally collected the reflections on their critical incidents inside and outside the MA TESOL program. In conclusion, the combination of semi-structured interviews, assignment analysis, and narrative accounts seems to be an optimal way to triangulate different sources of data. Since data-led and evidence-based approaches are being consolidated, the research's reliability and validity should be improved as a result of these interrelated methods (Cohen et al., 2002).

3.4. Data collection

3.4.1. Participant recruitment and research site

The target group for this study is 2021/22 MA in Teaching English to Speakers of Other Languages (MA in TESOL) students at the Department of Applied Linguistics, University of Warwick. They are ten overseas teacher-learners from Africa and Asia with more than two-year experience in teaching English from secondary school to university level. For qualitative research, the average number of interviews is between six and twelve (Mann, 2016). I recruited 10 participants from various countries and teaching contexts to maximize the "meaningful differences in experience" (King & Horrocks, 2010, p. 29). The detailed profiles of participants are described in the table below:

Table 3.2: Information Detail of Participants

Order	Name	Year of experience	Position	Type of institution	Level of student
1	Yumi	11	Teacher and teacher trainer	Public university	Tertiary level
2	Kenny	6	Teacher and teacher trainer	Public college and private center	Tertiary level
3	Jenny	8	Teacher	Public university	Tertiary level
4	Kathy	12	Teacher and teacher trainer	Public university	Tertiary level
5	Windy	15	Teacher and teacher trainer	Public training institution	High-school level
6	Fillip	12	Teacher	Public high school	Secondary/high-school level
7	Uri	16	Teacher	Public high school	High-school level
8	Alex	8	Teacher	Private international school	Secondary/high-school level
9	Ichi	4	Teacher	Private Center	All levels
10	Henry	2	Teacher	Private School	Primary-school level

To define this target informant, I used the term *teacher-learners*. *Teacher-learners*, in Kennedy's definition (1991) are practicing teachers who teach students in the classroom while also being lifelong learners in formal and informal instructional settings ranging from short courses to full postgraduate degree programs.

I chose experienced in-service teachers rather than pre-service and novice ones because their prior experience of teaching English in their home countries may encourage them to generate more reflection on how they taught in the past, what they are studying now, and how this practical knowledge development may prompt them to make informed instructional decisions in the future.

3.4.2. Designing interview guide

As mentioned above, the study employs primarily semi-structured interviews which allow the flexibility to investigate multiple perspectives of TLs' reflection in depth and breadth. To gain insights into those reflections, the interviews were conducted individually case by case. The interviews were implemented in person because face-to-face communication, which includes verbal language, emotion, and intonation, may have increased the interview's effectiveness (Richards, 2009). Equally importantly, the interview guide was constructed in the light of the research questions (Appendix 2), whereas the collected data was analyzed according to five stages in Farrell's *framework for reflecting on practice* (Farrell, 2015a). The roles of the participants are two-fold: a teacher and a lifelong learner reflecting on their teaching and studying experience .

3.4.3. Doing the pilot interview

After completing the interview guide, a pilot interview was conducted with one participant to ensure the feasibility of the whole interview process and pre-test the interview questions. The trial interview allowed me to experience and foresee some issues during the interview, and then revise the list of questions again before applying them to the rest of the group of interviewees.

For the first research question, I realized that some questions were unclear and so complicated that I was required to repeat them twice so that the respondents could fully understand. Also, since I was aware that the questions were long, I tried to over-explain them to the point that I tended to lead the participants to answer the question in a way that I expected. After piloting, I modified the interview guide by rephrasing and shortening long questions and adding more sub-questions to clarify the ideas.

Regarding the second research question, I realized that before the interview I should ask participants to recall meaningful events which occurred during the time they studied in the UK, and those incidents must encourage them to think about their experience of English teaching and learning. There are two advantages to asking participants to recall before the interview and establishing a boundary on the incidents. First, rather than showing up at the interview venue and rummaging through their memories to tell a story, the participants had time to prepare and reflect on significant events. Second, by focusing more narrowly on particular situations that are pertinent to teaching and learning, they can become more aware of the stories they need to tell, and eventually, the answer to the second research question would be fully realized. Also, prior to the pilot interview, I intended to do the group focus interview to collect the data for the second research question. However, after the trial, I recognized that it took so much time for a person to tell a story and elaborate on it, and some stories might need to be kept confidential within an individual interview to protect the participants' privacy. Therefore, I consequently decided to do the individual interview for both research questions.

3.4.4. Carrying out the interview

When the interviews were officially carried out to the rest of the group, I tried to maintain the conversation as a dialogic talk to facilitate respondents' reflections by co-sharing the feeling with participants' stories. In doing so, participants' reflection can be fostered, and new events can possibly unfold (Murray, 2009). Unlike structured interviews, I did not precisely follow the sequence of questions on the list, but flexibly let the answers emerge from the conversation and find a suitable moment when one of the questions on the interview guide could be asked (Richards, 2009). After each interview, I listened to the recordings again, and took notes about any flaws I saw in the previous interview in order to adjust in the next interview session.

Another source of information used to consolidate the interview data of the participants' reflections is their written assignments. Three assignments equivalent to the three modules mentioned above were collected to investigate the connection between what they reflected and how they formally manifested in their assignments. The assignments were sent to me before the interview. Due to the time constraints, the participants were not asked to read their assignments again before the interview, but I read them and noted down some key points to ask the participants during the interview if necessary.

The summary of the methods of data collection is explained in the table below:

Table 3.3: Summary of the methods of data collection

Research question	Method	Time allotted	Data details to be collected
1. Reflection on reflective activities offered in the modules	Individual interview Assignment analysis	Approximately 30 to 45 minutes	Participants' reflections on reflective activities and their written assignments of the investigated modules
2. Reflection on critical incidents inside and outside of the classroom	Individual interview	Approximately 30 to 45 minutes	Participants' reflections on critical incidents inside the classroom such as peer sharing, group work, tutor-student interaction, or outside the classroom such as daily communication, local media, and linguistic landscapes

3.5. Approach to Data Analysis

The present study chose to follow the thematic analysis suggested by Braun and Clarke (2006) including six phrases as follows: “familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, producing the report” (Braun & Clarke, 2006, p. 87).

Two factors led to the use of this approach to data analysis. First, it provides clear, step-by-step guidance that makes it easier to complete data analysis in a professional manner. Second, the steps suggested in Braun and Clarke's guidance could be completed in a “recursive process”, not in a linear manner, which allows the analyst to move freely from one stage to another as long as it responds to research questions (Braun and Clarke, 2006, p. 87).

The very first stage that should be done carefully is to get familiar with the data by listening to the audio recording and re-read the transcriptions several times to spot outstanding

ideas which are relevant to the research questions. At this stage, I employed Otter.ai to do the automatic transcription (Appendix 6). This powerful online website allowed me to listen to and read the transcription while I could take notes by highlighting and adding comments to the transcription simultaneously. However, I exported the transcriptions to text and save them in my personal computer so that I could also quickly access the data and add color-coded comments to easily recognize similar ideas (Appendix 7). This is the initial step of generating codes which is described in the next step (Appendix 8).

The second phase continues to speculate and categorize the recurring patterns that emerge out of the data. A qualitative data analysis software, Nvivo 12, was employed to assist in the coding process (Appendix 9). Nvivo was used due to its multiple functionalities in which it allows analysts to systematically categorize codes and themes, highlight, and add an annotation to the extracts. As advised by Braun and Clarke (2006) for this stage, all potential themes which appeared to be useful for the research questions were coded. The similar data items were coded and grouped in the same code to figure out repeated patterns in the entire data set.

After having a long list of different codes, I started to observe and collate all codes to generate potential themes. During this phase, I keep the research questions in my mind while going through all the codes to revise the ones which are closely relevant to the research questions. Those which did not have much spoken data were not discarded but sent to the same group called miscellaneous. Different similar codes were sorted to the potential themes and sub-themes.

The fourth and the fifth stage suggested by Braun and Clarke (2006) had been combined. All the candidate themes were refined, and I arranged the level of each theme logically. At this stage, I re-read all the extracts and the annotations I added to the data items within each code of a theme. I then realized that there were several extracts possibly placed on more than one code, and several codes could potentially be grouped in different themes. To solve this puzzle, I tried to relate the codes to my research questions again and reviewed the remaining codes categorized in different themes that I was concerned about. After that, I decided to merge these codes to the group of codes to which they were most relevant and saw if I could combine all of those codes together to form a story within a theme. Then, I looked at my potential themes again and saw how I could expand or collapse all the themes altogether. Finally, I finalized the order of official overarching themes and sub-themes.

The final phrase presented themes with prevalent ideas supported by vivid extracts. These themes demonstrated the key points to answer the research questions. The data would then be analyzed in more depth by referring to Farrell's *framework for reflection on practice*, which will be further explained below.

3.6. Analytical framework

As for RP, which is a vague concept and has few implementation guidelines (Copland et al., 2009), reflectors can easily "fall into the trap of becoming only confession" (Bolton, 2010, p. 5). For that reason, to conduct the study of RP systematically, this research will apply Farrell's (2015a) *framework for reflection on practice*. According to Farrell (2015), these five stages/levels of reflection will enable teachers to examine their professional and personal world, and how these influence their ongoing and beyond practice. The table below provides a summary of this theoretical framework:

Table 3.4: Summary of Farrell's Framework for Reflecting on Practice (2015)

	Stage/Level of Reflection	Meaning of each stage
1	Philosophy	Teachers' reflection on their past experience, ethnic, religion, family, socioeconomic background that shape their philosophy
2	Principle	Teachers' reflections on the assumptions, beliefs, and conceptions of their teaching and learning
3	Theory	Teachers' reflection on approaches, methods, teaching techniques they choose to apply in their lesson
4	Practice	Teachers' reflection on their teaching activities in the class and their students' reaction
5	Beyond Practice	Teachers' reflection on the moral, political, and social affairs that influence their practice both inside and outside the classroom.

Farrell's structure differs from other theoretical frameworks in that it allows teachers to choose where they want to begin their reflection. They do not have to begin from the earlier stage to the last one, but they can reflect at any level that suits their "needs, interests, and experiences" (Farrell, 2015a, p. 23). This idea is completely applicable to my participants, who

may flexibly reflect on their stories. This guiding framework will be applied to analyze both the assignments and the interview transcripts.

3.7. Ethical consideration

First and foremost, all potential participants were informed of the study's purpose so that they could anticipate what they would do and what information they were expected to provide throughout the research. Second, they were asked for permission to provide their assignments, and they were informed that consent was required before recording the interviews. Third, after collecting data from participants' assignments and interview recordings, all extracted information was sent to them for member verification. Fourth, participants were advised of the potential drawbacks of participating in the study. For example, this study may require them to participate in two-hour interviews. To maintain their anonymity, each participant was assigned a pseudonym, as stated in the consent form. Finally, participants were notified that the findings of this research could be shared with the researcher's supervisor, university professors, and other practitioners in the field via published articles, conference presentations, or seminars.

CHAPTER 4: ANALYSIS

This chapter presents the most outstanding extracts from the interview. The findings are categorized and analyzed according to two research questions.

4.1. How MA TESOL modules foster participants' reflective abilities

After reading the interview transcripts several times, the initial codes were figured out based on the extracts which were relevant to the participants' reflections on the modules' activities. Similar codes were then grouped together to generate themes.

Table 4.1: Codes and Themes of the reflection on reflective activities offered in the MA TESOL program

Codes	Themes
Assumptions changed A take-away lesson from each module Recall of linguistic episodes Moment of enlightenment	Module content: a catalyst for self-questioning
Schemata activated in 5-minute forum discussion Non-judgmental environment Reading before seminar Pre-class reflection In-class discussion Respectful debate environment	Reflective discussion: teachers and classmates act as co-reflectors
Reflect on puzzles in local context Reflect on what being taught: the connection between theory and practice Reflect on planned innovation	Assignment writing: an explicit requirement for reflection

4.1.1. Module content: a catalyst for self-questioning

The most frequent comment was about the Sociolinguistics of English as a Global Language module (Sociolinguistics for short), in which TLs confessed that their previous assumptions about English and its multicultural dimensions were challenged and they adopted new perspectives. This view is represented in Uri and Phillip's excerpts.

Extract 1: Uri

My belief is expanded at some level, especially in Sociolinguistics. Before, I may pay more attention on integrating cultures of BANA countries in my lessons. And then after this module, I understand more than that. I mean, just be intercultural doesn't only mean to include these circles. I maybe pay more attention to other cultures in the world. This also depends on student's needs, skills of learning English in the future. For example, in my context, let say if I want to integrate culture, I will, of course, integrate maybe cultures of neighboring countries. Students will be in contact with people in neighboring countries in the future, maybe in their careers and their studies.

Before studying Sociolinguistics, Uri supposedly thought that the cultures of English-speaking countries including Britain, the Australasian, and North American nations should be mainly included in her lessons. However, she is now more aware that the culture of English is not necessarily geographically bound to certain Western-based nations, but other “*neighboring countries*” as well. Uri's reflection is in line with Li's (2012) comment claiming that the modules in the TESOL program not only provide the addition of new opinions to students' pre-existing beliefs but also help them change attitudes and re-evaluate their pre-existing knowledge. Notably, Uri also visualized her students' future when they may interact with people from neighboring countries, but not those from the inner circles during their academic and professional lives. This critical reflection could be referred to the stage *beyond practice* in Farrell's framework when he explains that teachers' reflections can reconstruct and transform their practices to meet the needs of individuals in the local context (Farrell, 2015a).

While Uri experienced “belief development”, Phillip underwent an “identity shift” (Li, 2012, p. 51) when he realized how the module helped him recognize his linguistic identity.

Extract 2: Phillip

I took a course, for example, Sociolinguistics of English as a Global Language [...] I came here to standardize my English. I came here with the hope of speaking like native speakers. So, my very first week here, it was very awkward. I was scared of talking. Because I can't open my mouth to talk to sound native-like, not to sound like I was. Before starting the class on Sociolinguistics, I was becoming already very unconfident, uncomfortable, wanting to speak differently than the way I usually speak. So the course on Sociolinguistics just makes me feel comfortable to realize that I am on the right path. So it changed my thought about my assumption of English standard and everything.

"Native-like" is the second most frequently cited keyword during the interview with all participants. Like Phillip, most L2 TLs in the current study arrived in the UK with the desire of improving their English and striving to have as beautiful of an accent as native speakers. However, this hope was also accompanied by the reality shock throughout the transition period, which finally prompted Phillip to reconsider their ideal selves. However, the Sociolinguistics module gave him more confidence and changed the way he thought about the English language. This circumstance is closely related to Zacharias's (2010) explanation that teacher education programs may provide TLs with a conducive setting to negotiate their identities in accordance with their educational experiences. This situation corresponds with the stage of *philosophy* in Farrell's framework when the participant reflected on his background to embrace the origin of his non-nativeness and realised that he was "*on the right path*". In fact, when a teacher's assumption of the English language changes, it may also result in a shift in the teacher's *principle* of being a good English speaker (Farrell, 2015a). Eventually, a transformation in a teacher's *philosophy* and *principle* might entail another change in his *theory* and *practice*.

Apart from reflecting on the sociolinguistic area, Yumi had a strong impression of how the SLA Insights into TESOL Practice module (SLA for short) encouraged her to reflect on the connection between theory and practice.

Extract 3: Yumi

For SLA, because the content of the course is really theoretical, when you make the kind of reflection you automatically make a link between the theory and the practice that you already did in your classroom with your students, and you make sometimes a kind of reflection on your learning journey. I mean, you, as a teacher, how you start not only learning the language, but learning about teaching, learning about delivery, learning about theories that you use in classroom. I focus on myself as a learner and sometimes I focus on myself as a teacher. Sometimes I focus on my role of a teacher trainer. How can I do this with my teachers, I mean, my mentees, as a manager. And it depends on the topic. It depends on the environment. It depends on sometimes myself.

This excerpt indicated how Yumi was motivated by SLA to reflect on multiple angles and dimensions. She considered her learning journey from the viewpoint of a language learner. Additionally, the topic, setting, and herself as a teacher were all considered as contributing factors to the reflection process. Yumi's reflection is in accordance with Jackson's suggestion that TLs should be encouraged to strengthen the connections between theory and practice and increase understanding of the various factors that can affect teaching and learning. They can develop their capacity for self-understanding as a result of their reflection on their professional judgments, and get one step closer to becoming more thoughtful, reflexive educators. Indeed, Yumi further articulated her thoughts as follows:

Extract 4: Yumi

When I was watching some lectures, maybe online ones, or when I was attending the seminar, and I had this thought in mind: "What if I'm going to teach this part? How can I do this differently? It was really interesting. Sometimes I got distracted, but at the same time, I just like "Oh, yeah, I may do it differently". Sometimes I got some ideas from my observation of the tutors, I feel that if I just do this with my students, it will be great.

Yumi's contemplation has tapped into the *theory* level in Farrell's framework. The self-questioning thought that she verbalized in her mind was closely associated with a choice or an alternative method she wanted to apply in her lesson. Even though these questions have not led to any concrete answers, her reflection showed that she started internalizing the questions herself and charting a shift in her thinking. According to Li (2012), such change is possibly attributed to the course structure and its content, or the "role model effect" of the module tutor (p. 51).

The third frequently referenced module is Innovations in TESOL Methodology (Innovations for short), in which its content is structured in a way that explicitly calls for students to perform a step-by-step reflection. This module's major purpose is to expose students to the idea of action research. The essential elements of this module are interconnected so that students must investigate their background, reflect on their puzzles within that context of instruction, identify their area of concern, develop a solution, and then manage their innovation. The benefits of these components have been reflected in Yumi and Kathy's recall.

Extract 5: Yumi

Innovations in TESOL Methodology, for example, I went through action research in my context. I mean, in my teaching context before, but I haven't been through exploratory action research. And I think that Innovations helps us know more about the theory behind this kind of research, with the practical part of teaching, how to find the problem, think about how to improve it, trying to solve it, and then to evaluate again, just like a series.

While Yumi was obviously aware of the module's weekly structure and its explicit purpose of encouraging students to reflect on their teaching practice, Kathy highlighted the nature of reflective elements embedded in all the modules and critically evaluated how well she did in the past and what needed to be changed.

Extract 6: Kathy

I was reflecting on the online teaching. It wasn't a study because I didn't finish the whole process, but I focused on some of the problems and the process. Yeah. Almost all modules asked us to reflect. Reflection is our culture. Yeah. Teaching and learning culture here.

My reflection made me realize that I need to change, but not necessarily I have to change everything. And you might not change the way you do things but you change the way you look at them. And by looking at those things, you might realize that you have been doing really well; and you can continue to develop even more.

Kathy's comment about the culture of reflection also resonated with Jenny and Uri's reflection.

Extract 7: Jenny

Before (learning about)reflective practice, I think I safely do what I did yesterday. I am now more thoughtful about this. Why did it go well, and why didn't it work well? So this is one of the points I should say. It's a turning point in my career. And another thing is, like thinking critically, questioning the things, and not taking things as it is, or like before, accepting any perception or opinion. I now can question that thing, which was not in me before. So some problems are there can be there, but I didn't want to talk about that. Now, because of our involvement with critical thinking and reflective practice, I willingly question before accepting it. So this is another change.

Extract 8: Uri

Maybe I didn't have enough desperation to reflect more on my context before coming to the UK. Studying here made me reflect more on my context, which is interesting. Before that, I didn't remember; I just let it go.

It seems that these participants have started to internalize the habit of reflection. While Jenny questioned herself about something she used to take for granted, Uri admitted that she tended to reflect more on her context, which was something she did not frequently do in the past. The common pattern of reflection revealed in Yumi, Jenny, and Uri's interview answers is that they appear to have a now-and-then recall, which is of great benefit for their reflection to be fully realized.

4.1.2. Reflective discussion: teachers and classmates act as co-reflectors

Alongside the reflections consolidated from the module content, the participants acknowledged that discussion with tutors and classmates also plays an invaluable role in the quality of their reflection. The classroom discussion activities designed under the format of pre-class, in-class, and post-class tasks in both synchronous and asynchronous modes contribute significantly to their critical reflection. During the interview, 6 out of 10 respondents appreciated the usefulness of the discussion. Kenny and Uri commented on the pre-class online discussion forum:

Extract 9: Kenny

I think the five-minute discussion that [tutor's name] did was very nice. I think I really like the idea of having **five-minute discussions** because when we started thinking about something in a **limited time constraint**, we can actually get motivated when **the schemata get activated** in our brain. So, I think I'm gonna **copy that back in my country** to put it in my moodle or something.

Kenny found the pre-class task, which required students to consider a problem in a limited amount of time, to be very helpful since it prompted him to recall his prior knowledge and experience. The pre-class activities for the MA TESOL program at the University of Warwick are set up on an open online platform that enables students to write about their reflections and tutors to comment on them simultaneously. Uri also shared the same ideas when she thought that the combination of individual pre-task and post-task reflection, plus in-class group discussion is an interesting “double reflection”.

Extract 10: Uri

I remember we had pre-tasks, and also post-tasks in Moodle, which made me **reflect individually**, and then in seminars, we will again **reflect in groups** – it is **double reflection**.

This idea is in line with a participant's comment in Leshem and Trafford's study (2006) that looking at her reflection again was an act of “reflections on her reflections” which may enrich the outlook on her experience (p. 19). Doing collaborative reflection through group discussion is a form of “learning by talking” that promotes teacher learning (Dragas, 2019, p. 147).

Additionally, the idea of including cooperative development and peer-coaching applied in post-class tasks in the Innovations module was highly appreciated by Alex. In this module, students worked in a group of two or three to talk about their action plans and listened to their groupmates' suggestions.

Extract 11: Alex

I think more about collaborative learning. I think I would want to implement the idea of just having students working together to have this strong teamwork to reach a specific conclusion. Also, I like the idea of cooperative development and peer-coaching to some extent. So, when I go back, in a head of department position I want to enlighten teachers about the idea of cooperative development, or peer-coaching, and also, I would probably do my assessment and recruitment much more different. Maybe much more different than I used to. I mean, you still might need to point out some shortcomings, but it should be more positively empowered. But you know, it's just to create harmony. That's what I mean, to have a harmonious learning environment for teachers and students.

Looking at the cooperative development and peer-coaching from the stance of a manager, Alex contemplated how he should change in a way of his assessment and recruitment. Reflection on the discussion activities in the program encourages Alex to self-evaluate his performance from various positions: a teacher and a leader.

Interestingly, the way that module tutors act as a co-reflector during the in-class discussion also leaves a strong impression on one of the TEs. Ichi's comment on this point is captured as follows:

Extract 12: Ichi

That was [tutor name's] session and it was not only him who did this. Every other professor would ask about the experience of people in the class and how they thought how sociolinguistics areas are reflected in where they live and where they teach, but in [tutor name's] session, he didn't only talk about that, but he understood the situations in different countries. He said: "Oh, yeah, I know about this" or "Oh, that's right". It's maybe because he was in that country before, but I think he read a lot. He knows about other countries' situations of learning and teaching. It was really good to have that connection between you and your professor. He knows things from Indonesia, he knows things from Hongkong, Korea. It's really nice to talk about other countries when you understand the other countries' situations. I think what I can learn from him at that time. Even though I didn't teach sociolinguistics to my students, whatever I talk to them, whatever I will be teaching to them, I can master at least the area I am talking about as if I connect to them in person. It's not just to listen to my students talk, and they listen to me explaining things, but it's better if it's like a two-way conversation.

Ichi's comment clearly emphasizes how crucial it is for module instructors to connect with students' reflections as insider reflectors. It implies that the instructor is no longer a subject matter specialist who imparts knowledge, but rather more of a colleague with whom TLs can co-share their experience (Dragas, 2019). Ichi believed that the dual reflection between the module instructors and the students could strengthen their bond. To facilitate two-way reflection, it would be a good idea for them to become personally immersed in the setting of teaching and learning as if they were in the students' shoes. This observation is even more meaningful to Ichi when she considered it to be a lesson she should learn and apply with her students. This experience is relatable to Farrell's framework when it comes to students' reactions toward teachers' "visible behavior" during the lessons in the *practice* stage (Farrell, 2016, p. 226). For TLs pursuing a teacher training program, this is a significant experience for them in their learning-to-teach journey, which enables them to mirror themselves and adjust their behavior or teaching approach to their future students.

However, Ichi also pointed out some shortcomings during the discussion that should be taken into consideration.

Extract 13: Ichi

Actually, it is already good that they (module tutors) always ask the students to reflect on their practices. But some, like those teaching in a non-formal institute, like me, are rare in the program. Those kinds of institutes were not really reflected in the classroom. The professors mainly just connect situations to the formal (public) schools. For example, most of the things we read and discussed are formal (public) schools rather than any other types of institution. So, coming from a different background to me, it was a bit hard to relate myself to the theories and also to discuss with other systems. So as a student, I need to be as clever as possible to find a link to join the discussion.

As reported, Ichi, who taught at a private institution, sometimes found it challenging to seek relevant ideas to join the discussion, which was more relatable for those teaching in a state school. Her problems are also reflected in Kataropoulou's research (2019) revealing that several teachers coming from private schools are incapable of relating their teaching context to the theoretical principles in their assignments. Ichi's difficulties suggest that module tutors

should carefully consider the scope of the discussion that covers TLs from both state schools and private sectors. The sense of inclusion in a discussion is also very important that significantly influences students' participation.

4.1.3. Assignment writing: an explicit requirement for reflection

Throughout the whole program, almost all assignments specifically require students to refer back to their local contexts. According to Kathy, this is beneficial because TLs must thoroughly examine their circumstances to make informed decisions about the techniques and methods to be introduced in their assignments.

Extract 14: Kathy

I think assignments explicitly ask you to describe your context and find elements to describe your context. For example, if the assignment question says, discuss how you would teach something in your context, and that kind of forces you to study your context to describe it. Then you learn about it. And you have to make sure that whatever decision you make in terms of how you will teach responds to those elements of your context that you have mentioned. [...] I think it's helpful. We have to justify every context. We have this unit because students from my context are this and this and this. So I think this unit is going to respond to that characteristics, and then we need to be explicit.

Phillip's sharing supported Kathy's observation regarding the assignment questions that require students to contextualize their circumstances and justify their choices:

Extract 15: Phillip

The first thing is that the assignments were very individual, though the way assignments had the same question answered by all students. But what the assignment was looking for was your/ my own individual story.

Phillip acknowledged that even though assignments are designed for all students, this was not a typical question with the same answer for all because students needed to relate their own stories in their contexts to meet the assignment requirement. Equally importantly, they needed to adapt their newly received knowledge to show what, how, and why they wanted to make a change in their teaching approach.

This realization is well connected to what he wrote in his assignment in the Sociolinguistics module.

Extract 16: Evidence in assignments

Before starting the course on the sociolinguistics of English as a global language, my understanding of the varieties of English was based on its different labels in my context. I understood varieties of English as English taught to Anglophone Cameroonians and English taught to Francophone Cameroonians. The course provided an opportunity to join and reflect on the discussions surrounding the English language: its historical evolution, the consequences of that evolution on the language's stability and form, the debate over which variety to teach, by who and for what purpose and the controversial effect of English on other languages. [...] So, the first thing to change in my context is to tell my students that other varieties of English exist and with slightly different phonological systems; that a word may be pronounced, articulated, or stressed differently in different parts of the world.

In his Sociolinguistics module assignment, Phillip made sure to underline that he had thought about the initiation that he might modify in his setting by reflecting on the discussions and debates of English variations in his country and their evolution. It is possible to argue that the assignment enabled him to "formalize" his ideas to highlight explicitly what he intended to do in his educational setting (Russel, 2006, p. 201). For example, he will make his students aware of "different phonological systems, or words pronounced, stressed differently in different parts of the world". The reflection in his assignment could be explained by Farrell's *principle and beyond the practice* stage of his framework since he was trying to internalize his newly established knowledge about the macro context including social, cultural, and historical values to renew and localize their students' belief of English (Li, 2012).

Additionally, mentioning the effectiveness of doing materials analysis for his assignment, Kenny demonstrated how the assignment in SLA inspired him to try to incorporate more "task-based elements" in his lessons.

Extract 17: Kenny

I used to think it was very difficult to do task-based, but after doing the textbook analysis and after doing the assignment in SLA, I feel the motivation to have task-based a second try. I think I'm gonna include more task-based elements in my lessons.

Indeed, in his SLA assignment, his future intention to include more task-based learning was clearly stated.

Extract 18: Evidence in assignments

This paper sets out my reflections of task-based language teaching through the 5 years of SLA-uniformed teaching experience, and how extensive reading about second language acquisition and task-based language teaching has reshaped my perspectives of the method. Previously I have thought of a task as an interchangeable name for 'exercise' or 'activity' in which students engage in a life-like activity to practice a grammatical structure. This is, however, far from Long's original idea of a task. It is termed by Skehan (1998) as a "structure-trapping" task (p.122-123), and by Ellis (2003) as a "focused" task (p.141). Research findings by Nguyen et al. (2015) also show that a great number of [nationality] teachers shared similar misconceptions, and the authors refer to the situation as 'old wine, new bottles' in the title of the paper. My understanding of TBLT, as a result, would be frowned upon and eventually decapitalized and re-termed 'tblt' by Long (2015). [...]This is relatively new to me, and as an amateur material developer for an English centre for almost a year, it has given me something to experiment with upon returning to [participant's country].

Notably, to do the assignment, Kenny had a flashback of his 5-year experience to revise and reexamine his understanding of task-based language teaching (TBLT). By extensively reading literature in the area of SLA and TBLT, he unlearned and relearned the concept of TBLT and its method to be applied in his class. This example proves that the assignment succeeded in encouraging Kenny to reshape the method he chose to incorporate into his lesson. It seems that Kenny's reflection could be closely connected with the *theory* level in Farrell's framework since the assignment acts as a catalyst for Kenny to reflect on TBLT and its theoretical orientation, thus enabling him to comprehend the theory in more depth.

Additionally, Yumi had some positive experiences with the assignment which is based on an action research format in the Innovations module.

Extract 19: Yumi

Before coming here, I know all the problems. What I was expecting is how those modules can help me solve the problem. In Innovations, from my experience, helps us not to solve but just think about the solution. I'm not sure if the solutions are applicable or not. But at least, I have a solution in mind. For example, I can remember that my innovations assignment was about the learning blog and students' portfolios.

Before I came here, we already worked on a course which was English for specific purposes, and out of the blue COVID came to our world. Then we have to change everything to be online. And one of the things that we need to change is the assessment, and we change it into learner portfolio. However, we met many difficulties in applying it because we didn't use to it. So I think that it (i.e. Innovations assignment) helped me think about the portfolio in a different way, how to use digital portfolio, their freedom, how students carry the responsibility of their learning.

The detailed action plan proposed in the assignment encourages TLs to investigate their teaching circumstances, specifically identify the problem, and eventually come up with possible solutions. This should be considered “initiative and decision-making opportunities” (Kataropoulou, 2019, p. 377) for TLs to improve their teaching practices. In Yumi's situation, the problem of COVID stimulated her to think about an alternative assessment, which was learning blogs and portfolios. Since these forms of assessment were not previously explored in further detail, doing the assignment in Innovations is a chance for her to reflect on the situation and propose a reasonable solution. Indeed, her written assignment evidenced her reflection in the interview.

Extract 20: Evidence in assignments

Facing these challenges, the action plan is divided into four stages; preparatory, planning, experimental 1 and 2 and the evaluation stages. Prior to tackling them, it is important to have some insights into the plan (See appendix 6). Throughout an academic year, an experimental program will be applied on three classes whose teachers will create a framework of self-learning reading and listening plan corresponding to their syllabuses. The reading and listening texts will not be chosen by teachers, yet they will select the websites from which their learners can choose texts suitable to their levels and the themes they study. An evaluation system will be formally applied to assess the improvement of the learners' autonomy in what's known as the “learning log” which is inspired from (Dema & Sinwongsuwat, 2020, p. 600).

As shown in Yumi’s assignment, an action plan has been meticulously proposed to stimulate learners’ autonomy during the pandemic. As Yumi mentioned in her interview, she was still unsure that the plan would be successfully implemented, and any changes would probably be accompanied by skepticism (Ayakli et al., 2004), but at least the assignment helps her map out the strategies for a thorny issue. From Yumi’s sharing, it could be said that when implementing an action plan, instructors should carry out a thorough reflection on *principles, theories, practices, and beyond practices* to systematically review their beliefs, methods, and contemporary sociocultural conditions (Farrell, 2015a).

4.2. Critical incidents inside and outside of the MA TESOL program

The most intriguing aspect found in the finding for the second research question is that some critical incidents are interconnected, even though they are perceived and reflected differently by different individuals. By connecting TL’s reflection on incidental encounters, I can build up a thread between those stories and generate the four main themes in order to answer the second research question:

Table 4.2: Codes and Themes of the reflection on critical incidents

	Codes	Themes
Reflection on incidents inside the program	Trust in honesty A respectful academic environment An equity between teachers and students	Impression of module tutor’s behavior
	Sincere way of listening and responding to students during oral feedback Students are treated as a unique individual Approachable teachers	Student-centered approach
Reflection on incidents outside the program	Incidental vocabulary learning Intercultural awareness and language Reflection on L1 and L2 linguistic differences	Incidental language acquisition
	Realization of Global Englishes What I learned before the MA is different from what I ‘ve experienced	Connection between theory and practice

The first and second themes in reflection on CIs inside the program are closely related. However, the two themes are classified based on the difference in participants' perspectives as a teacher and learner when they reflected on their incidents. While the former theme is TLs' reflection on module tutor behavior when they considered themselves in the same role to react to an unexpected situation, the latter is a review of the incidents through the eyes of a learner when they related the incidents to how their students were treated in their local contexts. However, the two themes complement each other in terms of assisting TLs in comprehensively reflecting on their professional role.

4.2.1. Reflection on incidents inside the program

4.2.1.1. Impression of modules' tutor behavior

Critical incident 1: A student could not open a link for his oral presentation

The most significant incident that leaves a strong impression on TLs is a story of a student who failed to operate his YouTube video link on the day of the oral presentation. This has been narrated by Kenny as follows:

Extract 21: Kenny

It was like the last day of TED. Everybody was busy making the final presentation. And you're supposed to send the Youtube video to your presentations, and it will be a showcase time when everybody starts the Youtube video presentation. And there was one problem with [student's name] and when his link didn't work. And actually normally what we did in [participant's country], was like giving the student zero if you fail to submit the link because you have one week to have everything ready. So you must somehow make sure that you got the link ready before you came to class, right? But what [Tutor's name] reacted has somehow amazed me in a very positive manner [...] [Tutors] immediately said: "It's ok". Immediately. He didn't even give a warning. It just "that's fine" and "we'll listen to it later"

Each incident happening to each student in a teacher education program could be considered an "individual resource" (Keller-Schneider, 2014, p. 144) that can be learned and shared among students. This incident prompted Kenny to reflect on his previous experience, compared how teachers in his country would react in the same situation, and then generated a learning situation for himself.

Reflection on the critical incident:

Extract 22: Kenny

[...] If we think back about what we did in [participant's country], it had multiple negative impacts, the student got embarrassed because he got zero in the public. Right? His motivation is down and actually by giving him zero, I'm not going to motivate him to study better next time. Nobody is going to study better after zero in a public place in their classroom, right? But on the other hand, he (module tutor) was immediately saying "it's okay". Because I think he may have to consider whether to give the student zero or give him a warning or anything, but he didn't even give a warning. I think that is one of the strong lessons that somehow taught me to put my trust on my students back home.

Kenny highlighted the lesson he learned from the critical situation about the importance of trusting on students. The reflection signals the link between his local existing academic culture and moral aspects, which can be inferred that this critical reflection moves *beyond practice*, the final level of Farrell's framework of reflection. Similar to Kenny, Windy also had a very positive impression of the module tutor's reaction. He related this situation to the relationship between teachers and students, which can be associated with a sociocultural element, and might have a certain influence on ethical and moral aspects of teachers' professional lives (Farrell, 2015a). Kenny even looked at the incident as a mirror to picture himself in the same situation back home.

Extract 23: Kenny

When I teach several modules back in [participant's country], there are several cases when students are required to submit links. And I remember there was one of the cases when the link didn't work. I said back to the students some kind of warning: "you are allowed to do that again, but with some deduction like two-point deductions or something". And that person did it again with some kind of anger because he or she was deducted. Some students didn't feel angry because it was their fault. Some others may get that kind of implicit anger in their mind that it wasn't fair because their laptop got broken right on the submissions or something. But normally, we perceive it as an excuse, right? We have that kind of not trusting students' mentality. With everything they shouldn't say is an excuse. And I think that is a very negative mindset for a teacher.

It is necessary to consider that a teacher may, in some circumstances, be constrained by the academic regulations imposed by the institution, and how much freedom they have in terms

of assessment can influence how they react. However, in this case, what TLs appreciated was the way tutor expressed their attitude and the behaviour to the student's incidents rather than the action itself. It's the respectful manner that TLs learned from.

Furthermore, the effect of the tutor acting on the incident stimulates Kenny to connect it with what he learned from another module.

Extract 24: Kenny

I think we have just had a very good connection between TED and Management and Leadership. [...] I think that coupled with what we learned in leadership and management. I really learned about micromanaging. You know, I need to explain, micromanaging. There's the actual like, checking up on the person all the time. And I think [Participant's nationality] teachers like me have that kind of inclination to check up on students, whether they are doing their homework or not, whether they are doing things without trusting they can do it by themselves. So I think that incidents coupled with what I learned in micromanaging is very beneficial for future teachers. I think there should be more trust placed on the students and the pre-service teachers should know that.

After elaborating on the issue, Kenny also thought forward to raising awareness among pre-service teachers about the importance of trust in students, and the extent to which they should control their students' performance by "*checking up on the person all the time*" based on their expectations.

Windy emphasized in his response to the incidents that witnessing the module tutor's behavior prompted him to learn from authentic teaching experiences.

Extract 25: Windy

Because I don't want to call it cultural. I think I want to believe that not every professor will do that. But what I'm saying is maybe the majority of faces will not believe it; will not sympathize with your situation. But this was a very good lesson and I think it's something that can be adapted, adapted because I think it has to be friendly, for learning to happen friendly. And that encourages learning. **People learn from you not because you say that but because they saw you doing it.** Just like what [Tutor's name] did.

Windy valued what he learned from the tutors' actions, not what "*they say*" but what "*they do*". The incident prompts TLs to reflect on their own learning, evaluate the real-life situation, and direct their reflection to improve future action (Vrieling-Teunter et al., 2021)

Not only reflecting on a specific incident inside the MA TESOL program, but some TLs also comment on the whole respectful academic environment in which social and cultural context are taken into consideration. Again, Kenny appreciated the respectfulness of the module tutor through their considerate behavior:

Extract 26: Kenny

I think the whole landscape of communication of professors here in the UK, everybody is so respectful to the students. They say sorry when they happen to give the feedback late or something. I feel that we are equal to the teachers, and I think the trust and the respect come after we have built up the trust between the students and teachers.

Some small details like this leave a positive impression on TLs, and they add to a more trustful and smooth university experience. Similarly, Phillip carefully observed how teachers represented themselves in the classroom.

Extract 27: Phillip

I'm going to look at course leaders here. One, the degree of an environment, I would say equity. Equity in the sense that they bring themselves down to the level of a student. And they do not appear in a lecturer of the academic titles, like Professor, Doctor or an academic formal lecturer that goes with it and in the classroom. They create an environment where their focus is not portrayed, you know how? They are not there to show how much they know but they are there to let you show how much you know. [...] There's so much that they have done. But when they get into the classroom, that is kept aside. What matters is the knowledge that is transmitted, which I find very interesting. And another one I learned about them, definitely, who they are does not really matter. So when I go back to [participant's country] and in my own contexts, what shown in the classroom will be very less of me and more of my students. Who I am will not really matter much. What I want is the focus of teaching.

While Kenny valued mutual trust between students and tutors since it fostered a calm and respectful environment, Phillip also appreciated "what teacher does rather than what teacher is" in the classroom (Richards, 1987, p. 211). That is to say, the tutor-student interaction is

crucial to the effectiveness of a lesson (Richards, 1987). Phillip realized how much module tutors "bring them down to the level of student" to be supporters rather than distinguished lecturers in order to understand and support students to "show how much they know". He also considered how he would act in class in the future to achieve instructional purposes. Taking trust and the status of tutors into account, Kenny and Phillip mentioned critical reflection *beyond practice* on the power relationship. As Farrell advises, teachers should shift from "power over" to "power with" to strengthen the relationship between teachers and students (Farrell, 2015a, p. 96)

When it comes to the tutors' behavior, the second most cited keyword in TLs' reflection is "feedback". The individualized way of giving feedback that puts students at the center makes them reflect on their previous experience with their students. The next theme will elaborate on this issue.

4.2.1.2. Student-centered approach

This category includes CIs and comments that TLs feel they are treated as a unique individual. They perceive the incidents from the perspective of a teacher and a language learner as well. The most outstanding incident was narrated by Yumi about one-on-one oral feedback with her supervisor:

Critical incident 2: A one-on-one oral feedback with supervisor

Extract 28: Yumi

I automatically thought about [Tutor's name]. So I can remember maybe feedback points. The feedback sometimes should be indirect. I'm speaking about instead of saying "do [blah]", ask "what you think should be added here?" Or not "what about [blah]", but "let me listen first of all...". Given this because this has happened with me. Sometimes, for example, "Let's discuss this first". So I think that he finds it more suitable to listen to my opinion first and then he decided if what he's going to say is, YES, "This is what I thought from the very beginning", or NO, he figured out: "she has something in her mind, but I didn't understand that."

Again, closely related to the previous theme of tutor's behavior, while Kenny, Windy, and Phillip appreciated the trust and equal relationship built up between teachers and students, Yumi felt respected because her voice was heard. An effective tutoring discussion appears to include not only students reflecting on their writing but also the tutor reflecting on his judgment and original ideas of his students. In her reflection on the incidents, she emphasized that her tutor had consolidated her confidence through the feedback.

Extract 29: Reflection on the critical incident:

You know, so the idea is that, think about the student's opinion as something valuable. You're not deleting it, and you think you're just helping him or her to clarify it, not to just the reader. So it's just like you're building the students self-confidence by your feedback. So when you feel that the person in front of you is really respecting the way you're thinking, just checking on what you're doing. It's really different, you know, just like totally different. I mean, just like sometimes when your students speaking, and you just keep silent, listening to them, is a way of respecting them. I liked this way of giving feedback. I may need to think about my way of viewing feedback and how can I just like changing in the real problem or improving it.

Mutual understanding is promoted by the tutor eliciting reflection on students' work and maintaining appropriate interpersonal behavior during the discussion (Hendry, 2009).

Jenny, similarly, commented on the constructive feedback of the module tutors. She made a comparison between two ways of giving direct and indirect feedback from the perspective of a learner.

Extract 30: Jenny

I think while providing feedback, oral or written, we are more direct like, "Hey, why did you do this? Correct it! Do it in other way." It's like more threatening to the students. But here the feedback that I got are more indirect and it didn't threaten me. I said, okay, what a nice way of saying in positive way! Yeah, I think I'm going to apply that. As I saw as a student, nonthreatening, sometimes I can see like, it will not push you to do that. Right on that instance. But if you are like willing to learn; if you're an autonomous learner, I think you'll ever be able to decipher that. So it doesn't impose anything like the feedback. Yeah. So I'm going to try this on my students.

Observing how a module tutor provides feedback in the role of a language learner and reflecting on their practice as a teacher appear to be related to the *practice* stage in Farrell's framework of reflection. In this incident, TLs appear to be more aware of the assessment of their behavior and actions in the classroom, which is associated with providing feedback. Even though this is an example of teacher-learner communication happening

further away from classroom events, the reflection on such an incident is still meaningful for them since it provides them with the opportunity of learning to teach and give feedback. Reflecting on practice should begin with an examination of some visible actions and concrete examples like these in order to reevaluate the effectiveness of teachers' actions and students' responses (Farrell, 2015a).

Additionally, Jimmy described her feeling about being a student here and the status of her students back home in an Asian country.

Extract 31: Jenny

The system is so supportive here. Which is I mean, it's just the opposite like our bond each and every time. We are having the sense that, okay, we are important. At least I got that sense, okay. I'm important. This sense was missing in my hand, even as a teacher, you're important in your class, because you're a role model in front of your students. We all have students. In our country like in most of Asian countries, students are not considered like I shouldn't say "unimportant", but they are not that much valued. The system is like that. So you are a student, and you need to do that, who cares? Okay, just go to the system, you'll be okay. But as an individual, they are not given an important sense, but I can see here each and every individual student, we're important. It is nice.

Despite her general remark about the university system, she directed her reflection on her local context and realized that "*this sense is missing in my hand.*" Having the opportunity to study in a university context that differs from her own allows her to become more aware of how she is treated as a student, which differs from how her students are treated. This hindsight may give her a second thought about how she will make her student the central focus in the future. Her reflection seems to correspond to the *beyond-practice* stage in Farrell's framework, in which the sociocultural context (Asian countries) and structural setting (hierarchical structure) have an impact on an individual's connection with it (Farrell, 2015a). Jenny's reflection encouraged her to recognize something she previously lacked and considered what she could do to transform the current issue into something equitable within that academic context.

4.2.2. Reflection on incidents outside the program

4.2.2.1. Incidental language acquisition

A spectrum of incidents had been recounted by TLs as a result of their out-of-class language exposure. All of the incidents reported are the experience of informal authentic interactions with native speakers that happen outside of the classroom.

Critical incident 3: Incidental vocabulary learning

Extract 32: Kenny

And I think some of the noticeable insights maybe like for example, like the use of "let". "Let" has been used as a noun, which is like the act of renting things, but that is not the act of allowing somebody to do something like what we have previously know in standard textbooks.

Extract 33: Alex

I have a British roommate, and I realized that he uses some words that I didn't know about it. Sometimes he uses it very casually, as if I would know that. For example, like toilet paper, he calls it "bog roles", like "I'm running out of bog rolls." Another one is like "flak", which means strong criticism.

Extract 34: Henry

When I go to the gym, and I can see some terminologies I don't know. I want to ask for advice from my flatmate, but I need to get that and at that time, I felt it was difficult. So I had to search for information. I need to google it and search for it. I need to ask for the meaning. So I think, yeah, it's what people actually use in daily life.

The stories of Kenny, Alex, and Henry represent the most common incidents out of the classroom I received among participants regarding their encounters with native speakers and the linguistic landscape. Three of them confessed that there were some words that they did not know before and they had to "search for it" to get the meaning. From the perspective of a language learner, these situations can be considered language gains since the L2 language exposure allows them to immerse themselves in an informal language learning environment. More importantly, looking at the incidents from the viewpoint of a teacher, they were more aware that the real-life language that people use out of the class is different from what their students have been learning. They considered how to incorporate their experiences into a lesson to broaden their students' knowledge of the language, as illustrated in the reflection below:

Reflection on the critical incident:

Extract 35: Alex

I'll show my students that there's colloquial language like this which also will add to the understanding of varieties of English. You might see people using words that you are not conforming to.

As can be seen in Alex's reflection, he emphasized that the spontaneous language experience which occurred in the natural speech community encouraged him to integrate "colloquial language" into formal classroom learning and expand his students' "understanding of varieties of English". According to Farrell's explanation on the *theory* level, conscious reflection on theory through the analysis of critical incidents outside the classroom can "result in a significant change in the teacher's personal and professional life" (Farrell, 2015a, p. 73). Those changes could be related to the different choices in certain skills, methods, or techniques in an attempt to put the theory he holds into practice (Farrell, 2016). Second language acquisition gained through study abroad experiences benefits not only TLs but also their students. TLs can make their students cognizant of the necessity of preparing for the authentic language they may encounter in daily communicative situations (Lafford, 1995).

Critical incident 4: "How often" and "When": Do they make sense everywhere?

Unlike the reflections on discrete incidents about vocabulary acquisition above, Kathy noticed "a series of incidents" that enlightened her about the concept of the meaning behind a word that she "never noticed" the way she saw English before.

Extract 35: Kathy

I remember not one specific incident but a series of incidents that make me realize one aspect. That's something I've never noticed the way I saw English. Maybe it's because of the influence of my Portuguese. When you say the word "when", we have Portuguese "quando". We use it to mean a period of time, not one point of time. So when you say "when", you can say tomorrow, yesterday; you can mention a week or a month, but not specific point of time. When one person asked me "when", and I was like, "I have already said today". I repeated "today". And that person was like: "Yeah, I mean, what time?". So that for me from the Portuguese grammar point of view, if I want to know the exact time, I will not use "when" in Portuguese, which is "quando". I'll say "what time" specifically.

Another example, in English, it's common for you to ask, "how often do you do this?" It doesn't make sense in Portuguese. When you translate it literally in Portuguese, it will be something like "what frequency?". But that's not something you ask, "with what frequency." So, you would say "how many times". So those are the things that again with English we don't often discuss. There is a way of thinking that is associated with some expressions that are not universal. So "how often" does it make sense everywhere? Okay, learn more about how people see things.

The communication breakdown in the first incident prompted Kathy to consider the mismatch in the L1-L2 pair of meanings, whereas the second helped her realize that semantic understanding varied cross-linguistically and that some expressions cannot be understood universally in different languages and contexts (McManus, 2015).

Reflection on the critical incident:

From what Kathy described above, there are two takeaway lessons she can draw on the incidents. Firstly, as a language learner, she was not really aware of the extent to which the L1-L2 difference in meaning might have influenced people's understanding of the concepts. The second idea comes from the perspective of a teacher who is becoming more conscious of the method she will likely use in the future to explain the concept of meaning behind a word to her students.

Extract 36: Kathy

So, that made me realize that you as a non-native speaker, we're not always sure how or the means of concepts behind the words. Especially if you come from a language background that's different from English. I noticed that through two or three people and I was like "Oh, this is the English language way of thinking". So I noticed that there is a way of thinking about things associated with that connected to a language. Like the way you look at time and the way you look at frequency. I thought that's a notion I wasn't aware and that is something I think I need to learn more and make my students aware of: "learning about the thinking behind the words in English".

Kathy realized the puzzle after speaking with two or three people, implying that she had noticed and observed it for some time. Her example of a misunderstanding between "when" and "what time" has put herself in the shoes of her students, in the role of a language learner, anticipating that her students may face the same issue when studying in an English-speaking country, and she should raise her students' awareness about it. This could be said that either the communication breakdown or the moment of hindsight when studying abroad provides TLs with a fruitful learning environment in which they can explore something they were previously unaware of. That is when their L2 development can be examined. The outcome of those incidents entails TL's reflection on the metalinguistic issue, ie. "What learners know about language through reflection." (Schwieter et al., 2018, p. 237) This reflection is not only useful for Kathy as a language learner but also prompts her to rethink the method of explaining the meaning behind a word in a role of a language teacher.

Extract 37: Kathy

[...] because we always try to force while we teach. The way they think in the English way of thinking. But by that I mean, we should find ways of expressing whatever thought that you want to use English words, but not necessarily using English expressions. It should be valid, I think, for example, from a social linguistic point of view, because in this context, "how often" does it make sense? It should be valid when you want to know "how often". It should be valid to say, "how many days a week". That's the equivalent. Asking "how often" because in that context, that's how people see frequency. Yeah, so you should teach in that context. So, I mean, finding ways of using English and adjusting it to the way people see. Yeah. So again, create awareness like, okay, in the UK, normally people will say "how often", which means, how many times?

Through her reflection, Kathy realized she "always forces" her students to think in English, which turned out not to be very effective all the time. She now found an alternative way to help her students to express their meaning, which is "equivalent" to the "way people see" in "the sociolinguistic point of view." Kathy has become more critical of her L1 and the way she teaches in her local context. She also wanted to make her students aware of the association between L1 and L2 expression when two languages have different ways of expressing the same meaning. It can be seen from Kathy's unexpected events that by taking a

step back and analyzing the critical incidents they actually experience in reality from their perspective, TLs can "uncover their own theory of practice" and decide whether to continue on the previous path or switch to a more effective alternative (Farrell, 2015a, p. 76). Even though these incidents occurred outside of the learning environment, verbalizing them based on the description of the issue encourages them to develop a new theory that supports their new practice which might be potentially applicable in their classroom lesson. Critical incidents can serve as a guide to the development of the teacher's theory (Farrell, 2016).

4.2.2.2. Connection between theory and practice

Critical incident 5: "How's you": Language shock or local way of talking

While the previous incidents tapped into vocabulary and semantic features, some other TLs reflected on grammatical notions. The extract below exemplifies one of the incidents:

Extract 38: Phillip

I hear a lot of people say: "How's you?", in stead of "How're you?". It was kind of worrying from the beginning. It shouldn't be [laugh]. So, later I realize that it is a local way of talking. It makes me reflect on the notion of grammar itself.

When being asked about the most impressive incidents encountered here, Phillip was not hesitant to immediately talk about how people greet each other by saying "how's you". He was quite worried when he heard people say so since it contradicted what he previously learned. However, looking at the issue from the perspective of Global Englishes, he realized that this is a sociolinguistic variable of language. In his reflection on the incident, Phillip's belief about grammar was renewed:

Reflection on the critical incident:

Extract 39: Phillip

It got me thinking about what is wrong and what is right. It got me thinking about what is grammatically acceptable and unacceptable. And I look at my own context where in the classroom I tend to emphasize the correctness of language. I started wondering, what is the correct language? As I said earlier, the UK is supposed to be where the correct language is spoken, because it's the language of the mother tongue. It's where grammar rules are supposed to be correctly used. Now when I come here, I realized that here it is acceptable. Now my thinking is, okay, to what extent is acceptable. In casual conversation. I'm wondering if it is in school, I'm not too sure it is going to be accepted. But if I look at it from various sociolinguistic perspective within a society, I realized grammatical rules, that particular area or society accepts it to be and it can be broken, again to be accepted by that particular group. Now in my classroom, I might not completely accept that in terms of language use in the classroom, usually exams and everything. But in terms of informal situations of my students, what I realized that I might not be that too demanding. I may not be that too strict in terms of what I consider to be correct. It might be just okay to break the rule a little bit. Yeah. So what I'm talking is that grammar is indeed flexible. There's some flexibility in grammar, but, before coming here, my understanding of grammar, grammar is not flexible. It is what it is.

Phillip structured his reflection in the report of the incidental encounter as a meaning-making procedure in which his before-and-after belief on grammar is justified. He initially questioned himself about the extent to which a grammatical point was considered “correct” or “incorrect”. Moreover, he experienced a moment of “linguistic and cultural dissonance” (Palmer & Menard-Warwick, 2012) when he reflected on what he used to believe about the language norm he assumed people normally used in the UK and what he witnessed in reality. Now, he seems more tolerant if his students do not conform to standard grammar. Again, like Kathy, Phillip’s incident has a close association with “metacognitive awareness of sociolinguistic difference” when he is more open to a variety of languages in a particular group community (Freed, 1995, p. 27). Apparently, the reflection on incidents could be referred to as the stage of *principle* in Farrell’s *framework of reflection on practice*. Phillip’s assumption of language grammar has changed from prescriptive grammar to descriptive grammar, which is in Farrell’s (2015a) elaboration, related to the maxim of accuracy and conformity.

4.3. Answers to the research questions

In summary, the collected data provide enough evidence to answer two research questions as follows:

1. The present study provides a general overview of various ways and degrees at which reflective practice has been fostered in the MA TESOL program. These include the individual level (acquiring new information and questioning preconceived perceptions), the interpersonal level (discussing with peers), and the experiential/action level (applying what is learned to teaching practice in the form of a project/action plan related to their local contexts).

2. The critical incidents happening inside the learning program that leaves a strong impression on the majority of students are associated with module tutors' supportive and sympathizing behavior. This prompts them to reflect back on their experience of classroom management and teacher-student interaction. Additionally, while communication breakdowns, colloquial language, and other language variations that occur outside of the classroom aid participants in improving incidental language acquisition, they also inspire them to think more deeply about potential modifications they should make in their future lessons.

CHAPTER 5: DISCUSSION

This chapter presents a summary of the major research results and a discussion of the findings and implications in light of the arguments presented in the literature review.

5.1. How do participants think their reflective practice has been fostered throughout the MA TESOL program?

Aligning with other studies, which also focus on the reflective experience of L2 students in a teacher education program (Ates et al., 2021; Filipi, 2022; Jackson, 1997; Wardman, 2009; Waring, 2013), the present study reveals that the participants' critical reflection significantly develops in three ways: acquiring new knowledge in various modules, engaging in discussions with instructors and peers, and completing final assignments.

Firstly, for the experienced teachers who took part in this research, studying is a reflective activity by nature. Being a learner again in an English-speaking country allows them to reflect on English learning and teaching from both the viewpoints of a teacher and learner after spending several years teaching in their countries. The content knowledge offered in the modules is the starting point for them to reexamine their previous knowledge and experience. For instance, all modules assist Kathy in reinforcing her "sense of professional self" (Kataropoulou, 2019, p. 379) when she was aware of which parts of her career she had already completed successfully and which she needed to improve through her critical reflection. In the same vein, by "seeking and seizing small moments" (Pennycook, 2004, p. 341) to self-question and self-reflect during the course of studying, Yumi and Jenny critically viewed the knowledge provided in the module and compared them with their teaching experience in their contexts. This idea is strongly supported by Mann (2005) claiming that acquiring knowledge without critical reflection would possibly turn out to be meaningless for teachers. From the data analysis, it could be seen that the module content is the springboard for TLs to reflect on their *philosophy* (Fillip's linguistic identity realization), *principles* (Uri's previous assumptions of English cultures), and *theory* (Yumi's self-questions on teaching approach). Depending on the situations and the "critical moments" (Pennycook, 2004, p. 327), TLs can have different levels of reflection as described in Farrell's framework.

Secondly, in line with previous studies contending that the in-class discussion is a fruitful way to encourage learners to have collaborative reflection (Gragas, 2019; Leshem & Trafford, 2006), the present research shows that the online five-minute forum discussion in pre-

class task stimulates TLs to exchange their prior teaching experience, whereas the peer-coaching and cooperative development activities in post-class task encourage a dialogic conversation in a positively empowered environment. These findings seem to resonate with Farrell (2019c) explanation claiming that both peer-coaching and reflective dialogue establish a supportive environment to have experience exchange and exploratory talk, thus increasing the possibility for TLs to learn from each other in a non-threatening atmosphere. An especially intriguing finding is that the respondents highly appreciate tutors' involvement in their discussion in either an online or on-site mode. The impact of the tutor's resonance with TLs' individual reflection is that they eagerly articulate their thoughts, thus fostering their active participation in the discussion. This is also a learning moment for some TLs since they think this is a good practice that they can apply to students in their local context. Again, learning how to teach always goes side by side with the reflection on practice as suggested by Farrell (2015a).

Finally, even though the written assignment of reflection receives much criticism for its "institutionalized requirement" (Mann & Walsh, 2013, p. 299), the majority of the participants in this study admit that they gain so much insight into reflection on their English learning and teaching. While the contextualized assignment questions in the Innovations module encourage them to refer back to research their local context and contemplate their challenges, the assignment in SLA requires them to connect an episode of their genuine experience of teaching and learning with a theory that motivates them to revisit their previous assumptions, methods, and techniques. Written assignments are one of the catalysts that encourage them to delve further into pedagogical methods in the postmodern era (Kataropoulou, 2019) when they realize what they learn previously might not be applicable in the current circumstances.

5.2. What critical incidents encourage participants to reflect on their English teaching and learning journey?

The existing body of literature has investigated pre-service or in-service teachers' reflections on CIs encountered in their classroom practice, as well as the effect of utilizing CI to foster teachers' reflection on various teaching dimensions. (Atai & Nejadghanbar 2016; Farrell, 2007; Finch, 2010; Pourhassan & Nazari, 2021; Wijaya & Kuswando, 2018). The current study, on the other hand, took a different pathway to investigate TLs' reflection on CI occurring inside and outside the classroom in an MA TESOL program abroad, where L2 TLs' roles in doing reflection on their learning journey are dual: an experienced teacher and a language learner.

TLs have linked the current experience to previous ones and have a better understanding of the thread that allows for learning continuity for moral and ethical examples. The analysis of TLs' reflections on those CIs indicates that there is a strong connection linking their *philosophy, practice, and beyond practice* stage in Farrell's framework. For instance, Kenny, Yumi, and Jenny all reflected on tutors' behavior, linked it to their previous experience in their local context, and then valued those incidents as a lesson of intellectual growth. Moreover, the reflections gained through interaction with others in the community outside the program helped TLs self-criticize their previous taken-for-granted assumptions and contemplate an alternative way of teaching and behaving (Yu, 2018). This reveals the link between *principle, theory, and practice* level in Farrell's framework of RP, which are clearly illustrated in Kenny, Kathy, and Phillip's stories when they realise that their previous assumptions and beliefs may no longer be appropriate, requiring them to reconceptualize their theory and make informed decisions about their practice. Moreover, the common pattern drawn from all reported incidents reveals that the majority of participants reflected on unexpected events and connected them with a negative experience or a taken-for-granted assumptions in the past in order to have a positive insight as the outcome of their reflection on their future practice. This is in line with Kilgour et al., (2015) who claim that the negative past experience can be used to constructively prepare for future development. Thanks to the power of storytelling, all participants retrospectively connect the events "from the outside world" with their past memories and introspectively "bring it inside their mind" to derive meaning from those connections (Daudelin, 1996, p. 39).

Overall, the findings from the CIs within the MA TESOL program revealed that TLs have a strong impression of tutors' behaviors when they reflect on the incidents from the perspective of an experienced teacher and a learner. Observing module tutors' reactions to problems in the classroom encourage them to reflect on their interpersonal behaviors and classroom management. Moreover, interpreting tutor-student communication or feedback delivery also helps them consider how to become more effective teachers. Firstly, a delayed reaction to an unexpected situation in Kenny's behavioral CI causes him to become aware of the trust and expectation that exists between teachers and students. This reflection prompts him to better understand himself and his students by connecting the incidents to his own experiences. This idea is supported by Yu (2018), who claims that reflection helps teachers look inward at their own experiences and make sense of them. In this study, TLs not only learn from

their own experiences, but also use the CIs of others to improve their professional role. In Kenny and Windy's reflections, the module tutor's lenient behavior prompts them to consider the balance of discipline and flexibility in the classroom and how to adjust their attitude to deal with a similar problem that may arise in the future. The more noteworthy idea drawn from the investigated incident is that some seemingly insignificant events that tutors may overlook turn out to be a learning moment for the TLs when they see themselves as teachers in the incidents and reflect on their attitude toward their students (Finch, 2010). That is, in addition to transferring knowledge, how module tutors act and respond to students has an impact on TLs. It is not necessary for every teaching moment to be a learning moment for the students, but even small actions by a tutor can leave a meaningful message and a learning opportunity for TLs in an informal setting, as long as the noticing occurs (Finch, 2010).

Another frequently mentioned incident is associated with the student-centered approach, in which TLs are treated in a supportive manner through classroom communication and feedback. A respectful attitude towards students, indirect and non-threatening written feedback, and a well-listening manner when giving oral feedback are all beneficial for their professional development. Carefully observing the behavior of teacher educators and interpreting the meaning of it would lead to more professional autonomy and self-reflection on teaching practice (Randi, 2004). This idea is consistent with Calderhead (1989) who claims that reflection on behavioral skills should be incorporated into teacher training programs as a means of achieving prescribed practice and increasing the effectiveness of teacher learning. Observing a tutor's behavior and attitude in classroom practice is a part of the procedure of learning to teach. According to Calderhead (1987), student teachers tend to model their supervising teachers' classroom behavior, working styles, or "even idiosyncrasies of their speech and manner" (p. 272). Behavioral incidents, therefore, are worth being paid more attention to in teacher training programs. This notion confirms Farrell's study results (2008) when behavioral issues also significantly dominate participants' reflections.

An advantage for L2 TLs to pursue a teacher training program abroad is the opportunity to experience real-life social interaction in an authentic language environment outside the learning program. Indeed, the linguistic incidents encountered by the teacher participants in the current study help them develop reflective capabilities, relate valuable insights from their experiences to their previous assumptions of language and review their teaching principles, theories, and practice. Unlike previous research, which suggests that the

ultimate goal of fostering reflective practice in teacher training programs is to encourage teachers to think about their daily classroom practices (Yu, 2018), the current study focuses on how TLs reflect on linguistic episodes, either language gains or communication breakdown outside the classroom, to relive their experiences and connect them to teaching practice. The stories of Alex, Henry, Kathy, and Phillip explicitly illustrate their reflections on CIs. Firstly, the puzzles with colloquial language or vocabulary struggles presented by Alex and Henry that encourage them to search for the words are anecdotal evidence to make them aware of native-like communication. This experience of out-of-class learning is not only beneficial to them as language learners but also provides them with concrete examples of authentic language for their students as English teachers. The incidents make them more aware of the disparity between the varieties of the language they encounter while studying abroad and the language they previously taught in the classroom. This viewpoint is further consolidated by Brecht and Robinson (1995) asserting that language in the classroom generally offers a “safe haven” of the authentic language in reality, whereas the “natural repercussions” outside the classroom are more frequent than simple language correction (p. 323). The reflections in Kenny, Alex, and Henry's CIs on the richness of linguistic information and the overwhelming quantity of language varieties clearly indicate the need for teachers to prepare students for their international experiences (McAllister, 2006). According to Farrell's *theory* stage of reflection, it is the CIs that cause them to consider the planning approach, different varieties of language, or skills in their attempt to put theory into practice (Farrell, 2016).

Linguistic incidents related to spoken language outside of the classroom also enlighten TLs about monolithic and pluralistic points of view and how to apply them appropriately in teaching practice. Phillip's example reveals that his own theory of grammatical correctness has shifted. His socialization experiences have led him from questioning himself about language norms to becoming more open and accepting of the mistakes made by his L2 learners in casual conversations. Indeed, this notion is strongly supported by Brecht and Robinson (1995) arguing that “there is no monolithic “correct” language, only more or less acceptable dialects and more or less appropriate registers” (p. 328). Additionally, the experience in the host environment enables him to understand more about “vernacular grammar and sociolinguistic competence” (Regan, 1995, p. 261). Similarly, Kathy's communication misunderstanding inspires her to anticipate the method she may use to help her students understand the L1 and L2 linguistic differences. Furthermore, “second language socialization” (Wang, 2010, p. 250) with native

speakers can help TLs enhance their language acquisition and recognize something they are initially unaware of (Magnan & Back, 2007). Such context-related CIs give TLs a better understanding of language communication and proficiency (Farrell, 2008). In general, all participants' CI reflections contribute significantly to their mindset adjustment. Unexpected events may cause them to pause and reflect on prior knowledge, question themselves, and consider alternative methods, all of which clearly demonstrate the factors determining the quality of good reflection (Yu, 2018).

To summarise, in a very intensive schedule of a teacher education program, it is necessary for TLs to slow down and ask themselves "What brings us here, and what is the meaning of all of these to us?". TLs should find the time to listen to their own voice while looking around at the authentic personal and professional experience in order to examine "internal aspects" (philosophy, principles, theory) and "external aspects" (social, and cultural situations of their local contexts) of their own teacher learning journey (Farrell & Kennedy, 2019, p. 2).

5.3. Implications

The present study reveals that the participants' critical reflection significantly develops in three main ways throughout the MA TESOL program namely: acquiring new knowledge in various modules, engaging in discussions with instructors and peers, and completing final assignments. While the module content provides knowledge and direction to aid TLs in deepening their expertise, class discussions with classmates and tutors from various backgrounds broaden their perspective on teaching practice and eventually writing assignments systematize and specify the outcome of their reflection from an initial idea.

Additionally, CIs should be put a great emphasis in many teacher education programs. Because there are several incidents happening during the course of the study on a daily basis, the focal point to make those incidents meaningful is "noticing" (Schmidt, 1995, p. 29). By doing the interview in a form of a dialogic talk, I facilitated TLs to turn their unconscious reflection into conscious reflection. Therefore, they started to notice more carefully and look at the incident more deeply to articulate the personal and professional lessons learned from the CIs. Through the research findings, it is noticeable that TLs were quite sensitive to small details happening inside and outside the classroom such as tutors' behavior and feedback delivery, or the casual language people use to communicate in daily life.

CHAPTER 6: CONCLUSION

6.1. Contribution of the study

The findings of this study might add a few details to the body of literature in the area of L2 TLs' reflection on the MA TESOL program and critical incidents. Therefore, the results of this study regarding students' perceptions of reflective activities embedded in the modules, the incidents of teacher-student interaction, and encounters outside the program may thus motivate program validators, module tutors, or course instructors to put more emphasis on reflective elements and critical incidents in teacher education programs.

These results also demonstrate the complexity of reflective practice, showing that it is not possible to develop reflective skills solely by asking TLs to write reflection pieces, but rather through a combination of thinking, reflecting, and doing. By being aware of these "ingredients" of good reflective practice, MA TESOL programs that aim to incorporate reflective elements into their materials can be better designed and delivered. The data interpretation via Farrell's framework might provide teachers with vivid examples to contemplate their self-reflection and self-exploration in a systematic manner. This could be possible a good idea to formally introduce Farrell's framework to the teacher training programs in order to enhance learners' capability of reflection.

6.2. Limitations of the study and recommendations for future research

For the first research question, because different TLs might select different specific aspects to highlight their reflection, it was challenging to identify a common pattern of reflection on the reflective activities provided in the program. Future studies can address this problem by applying the research with a larger sample or employing a quantitative research design to delve deeper into TLs' reflections on various reflective activities, such as module contents, discussion activities, and assignments.

Concerning the second research question, TLs' reflections on critical incidents outside of the classroom easily turned into anecdotes without any consideration of how those personal stories can meaningfully contribute to their professional development. To address this issue, carefully constructed interview questions will aid in guiding TLs to generate unbiased and genuine comments related to their reflection. Moreover, a group focus interview is also worth trying in a small group of two or three students to see how they resonate and comment on each person's stories could yield more meaningful professional and personal life lessons.

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Appendices

Appendix 1. Assignment Brief of Three Modules

ET9B8: Sociolinguistics of English as a Global Language

The assignment for ET9B8 Sociolinguistics of English as a Global Language involves constructing an integrated 2000-word response to the following questions.

1. **In what ways (if at all) has your understanding of (any aspect or aspects of) the sociolinguistics of English as a global language changed during the course?**

In answering the question above, you should try to identify no more than 1-2 main topics/issues to focus on. You should make reference to what you have read, as well as to what you have learned from classes and discussions during the module. You can also quote from your reflective diary if you wish. [up to 1,500 words for this part]

and

2. **In what ways (if at all) should English teaching change in a context with which you are familiar, in the light of what you have learned in the course?**

Refer back to what you wrote in part 1 and refer to sources of reading as well as your own reflections. [up to 500 words for this part]

Throughout the assignment, please ensure that you also integrate sources **which are not part of the module reading list**. We will be looking for evidence of wider reading and understanding.

ET9B7: SLA Insights for TESOL Practice

The assignment for this module comprises a piece of reflective writing in which you will focus on a chosen topic from the module and write about this from the perspective of your own experiences as a language learner and/or as a language teacher. You will make close reference to relevant reading in your topic area and reflect critically on your personal understanding of theoretical concepts and issues by linking these concepts and issues to examples and episodes from your own experiences. Your reflections should include some discussion of the SLA insights you have gained that you plan to take forward to your own TESOL practice (or related professional practice) in the future.

- pose a question to yourself (e.g. how does the social learning environment affect motivation?) and explore this through reflecting on your own experiences as a language learner or teacher;

- reflect on two or three (related or contrasting) experiences from your language learning history and analyse these in relation to your chosen topic
- compare your experiences (e.g. of dealing with new language input) as a language learner and as a language teacher)
- *For MA TESOL students, the piece of reflective writing should be 2000 words (excluding references and any appendices)*
- *For MA DELT students, the piece of reflective writing should be 3000 words (excluding references and any appendices)*

Broad areas in the module are:

- Individual difference characteristics learners bring to SLA
- Age as an individual difference variable in SLA
- Motivation, autonomy and the social learning environment
- The role of input, interaction and output
- Teacher-learner interactions in the classroom
- Learner-learner interactions and the role of language tasks

You are free to choose a smaller topic within any of these broad areas, and you are strongly encouraged to keep your focus narrow so that you can discuss your experiences in some depth. For example, if you go for ‘individual difference characteristics’, focus on just one or two individual differences at most (e.g. anxiety, personality). Or, if you choose ‘teacher-learner interactions’, focus on just one or two aspects (e.g. scaffolding, giving feedback). Of course, you may wish to connect a couple of topics together (e.g. age-related developments in motivation).

You are free to organise and structure your reflective writing as you wish. For example, you may wish to:

- reflect on one significant experience from your language learning history and analyse this in depth in relation to your chosen topic;
- reflect on two or three (related or contrasting) experiences from your language learning history and analyse these in relation to your chosen topic;
- compare your experiences (e.g. of dealing with new language input) as a language learner and as a language teacher;
- pose a question to yourself (e.g. how does the social learning environment affect motivation?) and explore this through reflecting on your own experiences as a language learner or teacher;

- [...]

Just make sure you include a brief introduction (100–200 words) in which you explain your chosen focus and outline the structure of your assignment. And don't forget to provide a set of references for the sources you cite in your reflective writing.

ET9B3: Innovations in TESOL Methodology

The assignment title is 'A plan for innovation in my teaching context'.

The assignment will begin with a short introduction (about 100 words) and will then be divided into the following four sections, based on your ongoing reflective journal / blog entries and notes on your reading:

1. 'My context': Context description plus identification of an area of concern and/or interest which has arisen within this context (up to 400 words);
2. 'The issue I wish to address': a clear statement of the problematic area or puzzle, arising from 1. above (up to 100 words);
3. 'What I have discovered' A report on what you have read and discovered via interviews etc. to understand / address the area of concern, and what you have understood from this research (up to 1,250 words);
4. 'My action plan' Description of a plan of action research for directly addressing the area of concern, based on what you know and have discovered. You should include consideration of possible constraints on your action research and suggest ways in which you will attempt to overcome these constraints. You should also indicate how you will evaluate the success or otherwise of your innovation (up to 1,250 words).

End with a short Conclusion (about 100 words)

[You are allowed to write up to but no more than 3,300 words in total, excluding references and appendices.]

Following the list of references, the appendix can include reflections, etc. written during the course.

Overall, you should demonstrate an ability to reflect on an issue, consider it in relation to what you have found via research, and plan an innovation based on what you have learned.

Appendix 2. Interview guide



Interview Guide

This is a semi-structured interview. They are subject to change and build up accordingly based on the interviewees' responses.

The list of interview questions for research question 1 is adopted and adapted from Glava & Stavragi (2019); Kataropoulou (2019); Russell (2005)

Part 1: The interview question in this part is designed to answer research question 1: How do MA TESOL modules foster participants' reflective abilities?

Opening interview questions:

1. Had you ever heard of "reflective practice" before undertaking the MA TESOL program at the University of Warwick?
2. Before starting the MA TESOL at Warwick, did you have a habit of reflecting on your learning and teaching practice? If so, what are the most common reflective practice strategies you employed before taking the MA TESOL?

Content interview questions:

1. Can you identify reflection elements in some modules? For example: What were the reflection elements in the Innovations module?
2. To what extent have the reflection elements in the modules influenced your perception of your role as a teacher? (i.e., What does teaching mean to you? Do you think the learning experiences you got from the module has changed your perception of good teacher you hold before?)
3. Did the assignments or activities offered in the modules prompt you to reconsider beliefs or assumptions regarding teaching and learning English? Which module is that?
4. Were there any activities (lectures, forum discussions, etc.) in the modules that stimulated you to reflect on L2 intercultural aspect? Please relate your answer to a specific module assignment/activity.

5. How do you think about the way that the program's module assisted you in connecting theory and practice in your local setting? Can you think about a specific module assignment that exemplifies it?
6. To what extent have the modules prompted you to think about your expectation towards learners and learner progress?
7. Are there any modules that helped you contemplate your previous teaching practice and think about possible changes (if any) that you are going to apply in the future? If yes, can you tell me about a possible change in a specific lesson that you want to make?
8. Did the modules encourage you to think about teaching and learning in your sociocultural context?

Extended interview questions:

1. What aspects of the modules in the MA TESOL program have you found the most helpful in terms of reflection? Can you give me an example of a specific module?
2. Have you encountered any challenges when dealing with the reflection part of the assignments? What, if anything, could have been done differently in the reflection part of the assignment questions?
3. Is there anything else you would like to suggest about the way to increase reflection in the modules in MA TESOL program?

Part 2: The interview question in this part is designed to answer research question 2: What critical incidents inside and outside of the MA TESOL programme do participants believe are significant? How do those incidents encourage them to reflect on their previous teaching experience?

The list of interview questions for research question 2 is adopted and adapted from Bruster & Peterson (2013); Pourhassan & Nazari (2021); Thomas & Kallarackal (2020)

Content interview questions:

1. Give a brief description of a teaching/learning incident inside the classroom or any occurrences outside the classroom that impressed you recently. This might be something you witnessed or something you got involved in.
2. What did you learn from this event? Why was this incident significant to you? Did it remind you of any previous experience of learning or teaching?
3. Do you think that your perceptions about teaching has changed after experiencing these events? If so, how?

4. Do you think that your MA TESOL program in the UK has given you some insights into the incidents? Can you relate the incident to any specific modules of the program that you have studied?
5. Did you experience any educational dilemma after one of the critical incidents? If so, please describe it.
6. Is there anything else you would like to add about the relevant critical incidents?

Explanation of key terms:

Reflective Practice is a cognitive process in which teachers systematically gather data about their teaching practice through dialogic talks with others to make "informed decisions about their practice both inside and outside the classroom." (Farrell, 2015a, p. 123)

Critical incidents are general events happening inside and outside the classroom that have a meaningful impact on their teaching and might entail a significant change in their personal and professional life (Farrell, 2015a, p. 73)

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Appendix 3. Participant Information Leaflet



Participant Information Leaflet for MA TESOL students

Study Title: An exploratory study on reflective practice of L2 teacher-learners' experiences in an MA TESOL program

Investigator(s): Thi Hong Ha Nguyen Ha.H.T.Nguyen@warwick.ac.uk

Supervisor: Miriam Schwiening m.schwiening@warwick.ac.uk

Introduction

You are invited to take part in a research study. Before you decide, you need to understand why the research is being done and what it would involve for you. Please take the time to read the following information carefully. Talk to others about the study if you wish.

Please ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Who is organising the study?

The study is implemented as partial fulfilment for an MA TESOL degree at the Department of Applied Linguistics, University of Warwick. I am the only researcher on this study.

What is the study about?

The purpose of this dissertation is to investigate MA TESOL non-native teacher-learners' reflections on their learning experience in the UK, which will be examined in two aspects: (1) Teacher-learners' reflection on three modules, namely Sociolinguistics of English as a Global Language, Second Language Acquisition Insights for TESOL Practice, and Innovation in TESOL Methodology, and (2) Teacher-learners' reflections on critical incidents inside and outside the classroom. The study aims to explore how critical reflection has been developed and how it contributes to the professional development among non-native MA TESOL students during 1-year MA TESOL in the UK.

The study aims to address two research questions as follows:

- 1. How do the modules offered in the MA TESOL course help participants develop reflective practice? What is the evidence of that critical reflection?**
- 2. To what extent do participants' experiences of "critical incidents" inside and outside the MA TESOL course encourage them to reflect on their previous experience of English teaching?**

What would taking part involve?

Clearly outline in lay terms what taking part in the study will involve for the participant.

Please consider the following:

- what **exactly** will happen, for example: access to personal information, questionnaires, interviews, discussion groups,
- how long the participant will be involved in the research;
- how often they will need to attend: meet a researcher, attend a focus group, etc
- how long these visits will be;
- whether any interviews/focus groups will be audio or video recorded.

You will be contacted to ask if you are willing to take part in the study. If you agree, you will be asked to get involved into two activities as follows:

1. Provide the researcher with one, two or three assignment(s) not containing tutor's comments or grades.
2. Attend one individual interview and one focus group interview with the researcher. The individual interviews will be audio recorded and the focus group interview will be video recorded. For the first individual interview, you will be asked some questions related to your reflection on your assignments. For the focus group interview, you will be informed to have a group meeting with other participants. All of you will be asked to share some events occurring inside and outside classroom which stimulate your critical reflection on your previous experiences and how it is meaningful to your professional growth (whether (if any) your perception on language learning and teaching change after the events, or whether (if any) the critical incidents contribute to any changes in your future lesson). While the individual interview is supposed to last around 1 hour, the focus group interview can probably take 2 hours. The individual interview is anticipated to be conducted in early June and the focus group interview is going to be in mid-June. Depending on your preference and availability, you can be interviewed on Teams or in person. You can decide where and when we meet.

In terms of the information in your assignment, you can choose to withhold any information by informing me that you do not want it to be mentioned in the research via email or message before 1 July when I have not started my data analysis. After this point, it is not possible to withdraw your information. Regarding the interview questions, you can refuse to answer any questions that you are not willing to answer. The questions will focus on your learning and living experience in the UK, and not any of them is related to your private information.

After collecting data, any extracts taken from your assignments or interview recording will be sent back to you for member check. At this stage, you can inform researcher if there is any information you want to withdraw from the interview or the assignments. You can also add more additional opinions if you wish.

I might not use all data collected but some key valuable and relevant information will be selected to include in the research. If that is the case, the rest of the data will be kept and used in future publications. You will be informed if your data is recycled in other studies.

Do I have to take part?

No. Participation in this study is completely voluntary and choosing not to take part will not affect you in any way. You can also choose to withdraw your participation by contacting me via email or message. The last opportunity to do this will be 1 July 2022. Information about whether and how you can withdraw your data after participating is explained later in this document.

What are the possible benefits of taking part in this study?

Detail any possible benefits that the participant may get from taking part in this study and/or the wider benefits to society that may result from the study if there are no direct benefits to individual participants.

Please note that expenses/payments should not be presented as a benefit to participation.

By joining this study, you have opportunity to self-reflect on your studying journey, regarding both academic and social experience. It is beneficial for your reflective practice because you have time to step back and think about what you learned in the past, what you have learned currently, whether your perception of teaching and learning English has shifted or not after one year living in an English-speaking country. Reflecting on the incidents occurring in your daily life offers you a chance to develop your critical thinking skills. You will see how your observation on daily communication and specific events happening in your life in the UK will contribute to your changes in your perception and whether those changes will influence the way you teach in the future. You can also have chance to consider whether your perception on

language has changed or improved in one way or another through classroom activities such as formal lectures, assignments, group discussions, and whether informal exposure to the spoken and written language in social situations outside the classroom has encouraged you to come up with any new notions regarding incidental language acquisition.

The study will help you to voice out the benefits and limitations of living and studying in the UK. Your sharing about the knowledge you have accumulated from modules and experience through communication with teachers and peers would help teacher educators evaluate the effectiveness of the program in general. This would also help other fellow colleagues see how to maximize the opportunity to study abroad and expect what they might encounter during the year.

What are the possible disadvantages, side effects or risks, of taking part in this study?

Detail any possible disadvantages that the participant might experience. If anything is identified, detail what action will be taken. Think about this from the perspective of the participant.

An anticipated disadvantage is that you might spend more than 3 hours on the study, which might be time-consuming for you. To make sure that the interview does not affect your schedule, I will inform you of the interview two weeks ahead so that you can arrange your timetable. Also, you can choose the time and location of the meeting at your convenience. If you prefer, an online meeting via Teams can be arranged in order to save your time of commuting. For the assignments, they are only used for study purposes. Any extracts taken from your assignments will be sent back to you for double check before being included in the research. Only some necessary extracts in your assignment are going to be used and they will be quoted directly. The whole assignment will not be included in the research. Therefore, you do not have to worry if you intend to publish your assignment in the future.

Expenses and payments

Explain whether the participant will be reimbursed for their participation in the study or will receive any form of payment/token for their time. If not, this should be clearly stated.

There will be no costs or payments associated with participating in the study. It is carried out entirely on a voluntary basis.

Will my taking part be kept confidential?

Give information about how participants' data will be kept confidential. Please state in lay terms:

- how their data will be collected (paper forms, webform, app, in person)
- for what purpose their data will be processed

- how data will be de-identified (e.g. participants will be given a study number to protect their identity and the code linking this will be stored separately to the research data);
- that the data will be stored securely on Warwick servers for the duration of the research project
- explain that you and your supervisor/ markers will be able to access the data;
- consider whether direct quotes will be used in the research report where individuals could be identified directly or indirectly- if so this needs to be explicit.

Note. If you have a way of linking data back to an individual, the data is pseudonymised rather than anonymous. Be sure to use the correct term in your PIL and Consent form.

Your data will be collected through an in-person interview. This includes your work experience, gender, age, your personal stories related to learning and living experiences in the UK, and the reflection on your assignments. However, providing this data is not compulsory. All the data will be processed according to the purpose of the study, in which your reflection on their MA program, communicative events, and critical incidents happening in your one-year MA course in the UK that stimulate your critical reflections will be meticulously investigated. Other information irrelevant to the study will be discarded.

You will be given a number or a pseudonym that represents your name, and information that might identify you will be removed. All information collected in the interview and assignments will be systematically categorized and securely stored in an encrypted and password-saved folder on the Warwick H drive. The audio and video recorded data will be confidentially kept in Warwick servers for up to 10 years since the start of the research project. Once the study ends, your data will then be deleted.

The original data including your assignments, audio and video recording, transcript, and other follow-up analysis will be accessed only by me Ha Nguyen, and my supervisor Miriam Schwiening, although you will not be identifiable to my supervisor.

Your name will be pseudonymised in the dissertation. This option will be informed in the study invitation email at the beginning of the research when the researcher starts to collect data in June and again in late July 2022 when all extracts selected for research analysis will be sent back to you for double-checking. You will be labeled by a pseudonym, and all relevant information related to your reflection in your assignments and interview audio and video will be pseudonymized. This means all direct quotes used in the research will be referred by a participant number. If I want to link data back to an individual, the data is pseudonymized instead of being stated anonymously.

Your data and related reflection in your interviews and assignments will be described and analyzed in a way that no individual can be recognized by name, affiliation, and personal experience. You will be asked if you want to read the chapters in which your cases are discussed. My supervisor and other university staff will not know who the students are.

What will happen to the data collected about me?

As a publicly-funded organisation, the University of Warwick have to ensure that it is in the public interest when we use personally-identifiable information from people who have agreed to take part in research. This means that when you agree to take part in a research study, such as this, we will use your data in the ways needed to conduct and analyse the research study.

We will be using information from you in order to undertake this study and will act as the data controller for this study. We are committed to protecting the rights of individuals in line with data protection legislation. The University of Warwick will keep information about you until the project is completed.

Your original data including your assignments and interview audio and video recordings can only be accessed by myself. My supervisor, Miriam Schwiening, will see the excerpts chosen to present in the study. All data will be stored on the Warwick H drive.

Research data will be pseudonymised as quickly as possible after data collection. This means all direct and indirect identifiers will be removed from the research data and will be replaced with a participant number. The key to identification will be stored separately and securely to the research data to safeguard your identity. You may choose to withdraw your data at any point before 1 July after which withdrawal of data may no longer be possible.

Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. The University of Warwick has in place policies and procedures to keep your data safe.

For further information, please refer to the University of Warwick Research Privacy Notice which is available here:

<https://warwick.ac.uk/services/idc/dataprotection/privacynotices/researchprivacynotice>

or by contacting the Information and Data Compliance Team at GDPR@warwick.ac.uk.

What will happen if I don't want to carry on being part of the study?

Explain how participants can withdraw from the study while it is ongoing.

Repeat what has been said above about whether and when it is possible to withdraw data after participating. If it is possible, explain how they can do it (e.g. by emailing the researcher).

Reassure them that a decision to withdraw will not affect them negatively in any way.

You are not obligatorily required to participate in the study. You can withdraw from the study even if you agreed to join at the beginning. You do not have to give any explanation for your withdrawal. All you need to do if you no longer want to follow the study is to email me so that I will remove all your data from my research. The last chance to do this will be on 1 July when I start my procedure of data analysis and all transcripts and extracts will be sent back to you for review. At this point, if you want to withdraw from the study, you can inform me of your withdrawal via email, and then your data will be deleted, and not any of it will be included in the research. However, after 1 July, if I have not received a request for withdrawal, I will assume that you still want to carry on being a part of the study and continue processing the data. It is not possible to withdraw your data from the project after 1 July. Your withdrawal will not negatively affect you in any way.

What will happen to the results of the study?

Explain what will happen to the results, whether the study will be written up only as a dissertation or whether it will form the basis for a presentation or journal publication.

The findings of this research will be shared with the researcher's supervisor, university professors, and other practitioners in the field via published articles, conference presentations, or seminars. You will be informed by email if your data is recycled to use in any presentations or journal publications. Again, your identity will be protected by pseudonym.

Who has reviewed the study?

This study has been reviewed and given favourable opinion by the Department of Applied Linguistics, University of Warwick.

Who should I contact if I want further information?

Investigator(s): Thi Hong Ha Nguyen Ha.H.T.Nguyen@warwick.ac.uk

Supervisor: Miriam Schwiening m.schwieining@warwick.ac.uk

Who should I contact if I wish to make a complaint?

Any complaint about the way you have been dealt with during the study or any possible harm you might have suffered will be addressed. Please address your complaint to the person below, who is a senior University of Warwick official entirely independent of this study:

Head of Research Governance

Jane Prewett

Research & Impact Services

University House

University of Warwick

Coventry

CV4 8UW

Email: researchgovernance@warwick.ac.uk

Tel: 024 76 522746

If you wish to raise a complaint on how we have handled your personal data, you can contact our Data Protection Officer who will investigate the matter: DPO@warwick.ac.uk.

If you are not satisfied with our response or believe we are processing your personal data in a way that is not lawful you can complain to the Information Commissioner's Office (ICO).

Thank you for taking the time to read this Participant Information Leaflet

Appendix 5. Ethics Application form
Applied Linguistics Taught Courses
Application Form for Research Ethical Approval
Amended from HSSREC form

Date: 2 June 2022	Version: 2
SECTION 1. APPLICANT DETAILS	
1.1 APPLICANT	
Applicant's Title (optional):	Miss
Applicant's Forename:	Thi Hong Ha
Applicant's Surname:	Nguyen
School or Department:	Department of Applied Linguistics
Warwick e-mail address:	Ha.H.T.Nguyen@warwick.ac.uk
Contact telephone number:	07395490079
Applicant's Status:	
STUDENT:	
Undergraduate Student	<input type="checkbox"/>
Taught Postgraduate Student	<input checked="" type="checkbox"/>
Name of course/qualification: : MA in TESOL	
1.2 SUPERVISOR	
Supervisor's Title:	
Supervisor's Forename:	Miriam
Supervisor's Surname:	Schwiening
Supervisor's Post:	Assistant Professor
Supervisor's Faculty/School and Department:	The Department of Applied Linguistics
Supervisor's Warwick e-mail address:	m.schwiening@warwick.ac.uk
Supervisor's contact telephone number:	Click here to enter text.
SECTION 2. PROJECT DETAILS	
2.1 Project Title:	An exploratory study on reflective practice of L2 teacher-learners' experiences in an MA TESOL program
2.2 Estimated start date:	1 June 2022
2.3 Estimated completion date of project:	1 September 2022

SECTION 3: BACKGROUND/LAY SUMMARY

Please provide a lay summary of the project:

The summary should be brief and easily understood by someone who is not an expert in the area.

Word limit: 500 words

Reflective practice is undeniably important for teacher development, and it should be encouraged throughout any English training programme. In the MA TESOL programme, teacher learners' critical reflection is highly significant. Students in a one-year MA TESOL programme devote so much time to learning that they do not really have time to think about the interplay between their academic and life changes, language experiences, and their self-reflection. This is especially important for MA TESOL foreign teacher candidates who do not speak English as a first language. The academic and social experience of completing an MA degree in an English-speaking country has the potential to bring about numerous revolutionary improvements and innovative ideas in their vision and teaching practice in the future. The study, therefore, aims to determine: first, how the MA TESOL modules assist participants in developing reflective practice and what evidence of critical reflection can be found in MA TESOL students' assignments; and second, to what extent participants' experiences of "critical incidents" both inside and outside the MA TESOL programme encourage them to reflect on their previous experience of teaching English.

For the first research question, potential candidates will be invited to submit their final assignments without their tutor's feedback, which should include critical reflection as a requirement of the assignments. Those assignments are Socioinguistics of English as a Global Language, Second Language Acquisition Insights for TESOL Practice, and Innovations in TESOL Methodology. I will also send an email to the module tutors to ask for their permission to use students' assignments in my research. I will analyse their assignments and conduct a semi-structured face-to-face individual interview with them to ask them some pertinent questions about their reflection during term 1 and 2. Regarding the second research question, the participants will be interviewed in a focus group to ask about their critical incidents, which are general events that occur inside and outside the classroom that have a significant impact on their teaching and may result in a substantial shift in their

personal and professional lives. Participants will be asked how these observations motivate them to think critically about English language teaching and learning. To answer for the second research question, participants will be invited to join a focus group interview to encourage a synergistic environment which aim to yield high-quality data from an insightful discussion (Dörnyei, 2007).

The individual interview will be audio-recorded, and the focus group interview will be video-recorded. The participants' answers will be thematically analysed (based on the interview questions) to speculate and categorize the recurring patterns that emerge out of the data.

SECTION 4 RISK AND ETHICAL CONSIDERATIONS CHECKLIST

Complete the checklist ticking 'Yes' or 'No' to **all** questions.

Where you have ticked 'Yes' to a question below, you will need to discuss the issues with your supervisor. You should then briefly explain why this aspect of the study is necessary and what safeguards you will put in place to minimise risk.

A	Does the study involve participants who are particularly vulnerable or unable to give informed consent or in a dependent position (e.g. children, your own students, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)? <i>If yes, please provide details:</i> Click here to enter text.		
B	Will participants be taking part in the study without their consent or knowledge at the time, or will deception of any sort be involved (e.g. covert observation of people in non-public places)? <i>If yes, please provide details:</i> Click here to enter text.		

C	<p>Is there a risk that the highly sensitive nature of the subject might lead to disclosures from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		
D	<p>Could the study induce psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life?</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		
E	<p>Is any reward, apart from travelling and other expenses, to be given to participants?</p> <p>If yes, please provide details and justification for this, to ensure this is appropriate, and not seen as a bribe or to coerce participants into taking part:</p> <p>Click here to enter text.</p>		
F	<p>Could the proposal give rise to the researcher having any conflicts of interest?</p> <p>For example, if you have an existing relationship with research participants which will change how you do the research or present your findings.</p> <p>If yes, please provide details including how this will be managed:</p> <p>Click here to enter text.</p>		
G	<p>Will any part of the project be undertaken overseas?</p> <p>If yes, please state which Country/Countries, the locations at which the project will be undertaken, e.g. public place, school, company, hospital, University, researcher’s office, including the services of an overseas cloud hosting provider for storage or a market research company etc. and the local permissions in place for this (where required):</p> <p>Click here to enter text.</p>		

H	<p>Will the researcher go to any areas where their safety may be compromised?</p> <p>If yes, please provide details, including what measures will be put in place to minimise risks and ensure the researcher’s safety. A risk assessment should be submitted with the application:</p> <p>Click here to enter text.</p>		
I	<p>Will the study involve children under 5 years old?</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		
J	<p>Is the research commissioned by the military?*</p> <p>If yes, please provide details: Click here to enter text.</p>		
K	<p>Is the research commissioned under an EU security call?*</p> <p>If yes, please provide details: Click here to enter text.</p>		
L	<p>Does the research involve the acquisition of security clearances?*</p> <p>If yes, please provide details: Click here to enter text.</p>		
M	<p>Does the research concern terrorist or extreme groups?</p> <p>If yes, please provide details: Click here to enter text.</p>		
N	<p>Does the research involve an intervention?</p> <p>An “intervention” here is understood as a systematic controlled change of participant conditions, for example changing the way you teach a class in order to carry out your research.</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		
O	<p>Does the study involve any additional ethical considerations or risks to participants or the researcher that are not listed above?</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		
P	<p>Is your research funded by or are you collaborating with a non-UK military organisation?</p> <p>If yes, please provide details:</p> <p>Click here to enter text.</p>		

Q	<p>Are you transferring (physically, electronically or verbally) any technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons?</p> <p>If Yes to Question P or Q:</p> <p style="padding-left: 40px;">Please give further details (including if there is the potential or if you have any concerns that the technology, material, equipment, or know-how could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons)</p> <p>Click here to enter text.</p>		
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SECTION 5: STUDY DESIGN, METHODOLOGY & ANALYSIS

Word limit for this section: 1000 words

5.1 Aims and objectives of the project:

The purpose of this dissertation is to look into MA TESOL teacher-learners' (TLs) comments on their learning experience in the UK, as well as how critical reflection has been cultivated among MA TESOL students. It is motivated by the reflective experience that students go on as a result of their personal and professional experiences, as well as the necessity for continuous professional development. This dissertation aims to answer the following research questions in order to reach that goal:

- (1) First, investigate how (if at all) TLs' reflective practice has developed after they complete three modules in the MA TESOL program (including Sociolinguistics of English as a Global Language, Second Language Acquisition Insights for TESOL Practice, and Innovations in TESOL Methodology)
- (2) Second, describe what and how critical incidents occurring inside and outside of the class can help students reflect on real-life English and their English teaching in practice.

5.2 Study design and data collection methods:

- *Specify what data will be collected*

- *Explain whether this data will be collected directly from participants (e.g. via questionnaires/interviews) and how (i.e. web form, online application, paper form) or collected indirectly, from a third party (previously collected data set)*
- *Explain whether data collection will be anonymous, or whether personal data will be pseudonymised, or whether participant identification with informed consent is appropriate for your project.*

Once I get the consent form signed by the potential participants, I will ask them to share their assignments of three modules, namely Sociolinguistics of English as a Global Language, Second Language Acquisition Insights for TESOL Practice, and Innovations in TESOL Methodology. They will be given options to send all three assignments or only one or two out of three assignments. To obtain the diversity of the data, the participants from Africa and Asia with different teaching background ranging from secondary school to tertiary level will be invited to join the study. This approach will hopefully allow me to obtain heterogeneous scope of research and acquire different perspectives from MA TESOL teacher-learners coming from various teaching and language backgrounds. After analysing participants' assignments to look for the evidence of critical reflection, I will interview them individually (semi-structured interviews) to delve further into their experience of the MA TESOL programme at the University of Warwick.

In addition, another semi-structured focus group interview will also be applied to deal with the second research question. They will have chance to share their experience of critical incidents during the programme when they are studying and living in the UK and how those events contribute to their reflection on language acquisition and teaching practice. The time estimated for the interview is one to two hours. One person will be invited to conduct a pilot interview to see whether there are any problems with the set of questions and anticipate the time spent for the conversation. All emerging issues spotted will be noted and the interview questions will be modified accordingly.

At the beginning of the research, the participants will be informed that their names will be pseudonymised. All relevant information related to their reflection in the assignments and interview audio and video will be pseudonymized.

5.3 Data Analysis

- *Detail the analysis methods that will be undertaken*

The data collected will be categorised and analysed based on the relevant themes. The evidence of reflection illustrated in the participants' assignments will be noted and categorised to figure out the common patterns of reflection. The audio and video recording will be fully transcribed, and the relevant parts of each theme will be selected to include in chapter Analysis and Discussion in the dissertation.

SECTION 6: RECRUITMENT

Word limit: 500 words

If your project does not involve human participants, you may leave this section blank.

The target group for this study is 2021/22 MA in Teaching English to Speakers of Other Languages (MA in TESOL) students at the Department of Applied Linguistics, University of Warwick.

6.1 Explain which participants you wish to recruit, including an approximate number; explain how this supports your research aim.

The participants of the study are ten overseas teacher-learners from Africa and Asia with more than two-year experience in teaching English from secondary school to university level.

For qualitative research, the average number of interviews is between six and twelve (Mann, 2016). I intend to recruit participants from various countries and teaching contexts to maximize the "meaningful differences in experience" (King & Horrocks, 2010, p. 29).

6.2 Where applicable, state the breakdown of participants by type and approximate number of each type of participant, e.g. children (include age), parents, teachers, etc.:

Type of Participant:	Number:
MA TESOL students	10

6.3 Please detail **how** participants will be recruited to the study:

To include:

- *How participants will be identified and approached?*
- *What materials will be used to recruit participants- please provide copies of posters, leaflets, invitation emails, etc.*

I will send a study invitation email to my classmates, those who I know personally from my group work and a group assignment in the seminars in MA TESOL cohort of 2021-2022. The participant information leaflet (PIL) will be attached in the email, and I will answer any questions they might have. A copy of an invitation email will be attached in separate document together with the PIL, ethics application form, and consent form. Some MA students who are willing to participate in my study must then sign and return the consent form to me within 2 weeks since the date the invitation has been sent. It will be guaranteed that their personal data including their reflection in the assignments and interview answers will be completely pseudonymised, and that they will be free to withdraw at any time during the study without facing any negative consequences.

SECTION 7: INFORMED CONSENT

If your project does not involve human participants, you may leave all section 7 blank.

7.1 Projects which may not require informed consent

Almost all projects involving human participants require written, informed consent. Exceptions to this rule might be if you are using material that someone has placed fully into the public domain (e.g. staff information pages on a university website, someone's published book or article, someone's television appearance) or if you are using material where consent has already been given for research use (e.g. student assignments in some institutions, corpora in Sketch Engine).

If you believe that your project does not require informed consent, please discuss this with your supervisor and then explain your reasons here:

Click here to enter text.

7.2 Projects requiring informed consent

To obtain this, you must use the template PIL and Consent form provided. Some parts of these templates can be customised, other parts must be left as they are. This should be clear from the templates – if in doubt, please consult your supervisor

Where a study involves children under the age of 18, consent must be sought from parents/guardians as well as from the children themselves.

Your PIL and consent forms must be appropriate to the audience. It is usually necessary to provide different PILs and consent forms to different participant groups, e.g. teachers, children and parents.

Signed consent forms must be safely stored (see section 8 below) until your graduation.

Please explain how you will obtain informed consent from your participants:

An invitation email including the participant information leaflet will be sent to my classmates in MA TESOL cohort of 2021-2022. If they are willing to join my research, a consent form will be sent to them via email. They will then sign and send the consent form back to me prior to any further actions in my data collection via university email after 2 weeks. The data's confidentiality and security will also be guaranteed. Participants will have the opportunity to see the research findings before I submit the dissertation if they are worried about how their reflection data will be represented. The participants will be provided with details to make a complaint in the participant information leaflet. The current contact for complaints is the Head of Research Governance/Deputy Director of Research & Impact Services.

7.3 Withdrawing from the study

As part of obtaining informed consent, you must explain to participants whether, how and when they can withdraw from the study while it is ongoing or withdraw their data from the study after they have taken part. It may not be possible to withdraw data from an anonymous

survey, and there may be time limits on when other data can be withdrawn – for example, it would not be possible to withdraw data after the dissertation has been written. You must use the PIL to make the conditions of your particular research project clear to participants.

Please explain the process by which a participant could withdraw from the project or withdraw their data:

Participants will be able to withdraw their data only before July 1, 2022. They must email me and advise me of their choice as soon as possible. The right of withdrawal is clearly stated in the PIL. After that, the data will have already been incorporated into my report, and I may not be able to remove it at that time. If they inform me of their withdrawal before 1 July, all their provided data will be deleted in my personal devices such as mobile or laptop. However, in order to protect their rights, I will use the bare minimum of personally identifiable information and secure the data in accordance with the University's Information and Data Compliance policies. They will be informed in the participant information leaflet that withdrawing will have no negative consequences for them.

SECTION 8: DATA COLLECTION, USE & STORAGE (DPA 2018 & GDPR)

8.1 Does the project involve the collection, analysis or storage of **personally identifiable data**?

Yes No

'Personal data' is any information relating to an identified or identifiable natural person - a 'data subject'.

*An identifiable natural person is one who can be identified, **directly or indirectly**, in particular by reference to an identifier (such as a name, an identification number, location data, financial data, opinion, an online identifier), or to one or more factors specific to the **physical, physiological, genetic, mental, socio-economic, cultural, race, religion, trade union membership, political beliefs, medical, gender or social identity** of that natural person.*

If yes, please provide details of what will be collected:

Personal identifiable information, such as names and student numbers, will be included in students' assignments. These details will be removed from the data once I assign a number

code to each participants' assignments. Students will be asked for their assignments only, not the feedbacks and grades. Similarly, for the interview audios and videos, their names, countries, and home institutions are also replaced with pseudonyms after the recordings are transcribed. My supervisor and other university staff will not know who the students are.

8.2. Does the project involve the collection, analysis or storage of any **personally identifiable special category data or **criminal offence data**? Yes No**

Special category data includes personal data which is by its nature, particularly sensitive in relation to fundamental rights and freedoms of individuals such as: racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data (for the purpose of identifying a natural person), data concerning health or data concerning a natural person's sex life or sexual orientation. This type of data merits specific protection as the context of its processing. Failure to handle this data correctly could result in significant risks to the fundamental rights and freedoms of the individuals.

If yes, please provide details of what will be collected and for what purpose: [Click here to enter text.](#)

What measures are being implemented to reduce or eliminate the risk to these participants' data for the duration of the period that their personal data is collected and stored? [Click here to enter text.](#)

8.3 Does the project involve the collection or analysis of personal data relating to children under 13 or vulnerable groups? Yes No

If yes, please provide details of what will be collected:

[Click here to enter text.](#)

For what purpose do you need to process the children's or vulnerable person's data?

[Click here to enter text.](#)

What measures are being implemented to reduce or eliminate the risk to these participants' data for the duration of the period that their personal data is collected and stored?

[Click here to enter text.](#)

8.4 Access to the study data

If anyone other than yourself, your supervisor and your markers will have access to the study data, please explain here:

The original data will only be accessible to myself. Only the pseudonymized excerpts that I choose for the data analysis section will be seen by my dissertation supervisor and marker.

8.5 During the project, will data be hosted on any external platforms or use new technology?

Yes No

e.g. Apps, online survey tools (qualtrics, Bristol online surveys etc.), recruitment tools (Prolific, SONA etc.), cloud hosting tools.

Is the platform or technology already approved by the university? Yes No

If no, please provide details of the system(s) and how they operate: [Click here to enter text.](#)

I will use my mobile to record the audio in the individual interview and video in the group focus interview. All will then be transferred to my laptop later. This data will also be copied to the university secured H-drive in a password-protected folder. For the ease of transcribing, I will use a website called otter.ai, which is approved by the university, for automatic transcription. The audio and video recordings will be uploaded to the website to be automatically transcribed. After transcriptions have been made, all audio and video recordings will be deleted. The participants' assignments will also be copied to the university H-drive. Both types of data will be securely saved in the university H-drive data storage for 10 years after the completion of my research. The data will then be deleted. Depending on the participants' availability and references, a face-to-face interview can be implemented. If not, the interview will be conducted online via Teams using my Warwick university ID number, which has already been approved by the university.

8.6 Will any research activities be audio or video recorded? Yes No

This needs to be clear in the participant information leaflet and consent form.

If yes, please provide details of what will be recorded. Please see the section below for guidance as to how any recordings must be stored.

For the individual interview, I will make sure to specify the module's name during the interview and I will preserve the original order of the assignments by submission with each participant for ease of data analysis. I will bring the assignments with me during the interview

with the participants to ask them to clarify or delve further into their reflection. Apart from the assignment discussion in the individual interview, I will ask them, in a focus group interview, about their critical reflection on their experience inside and outside the classroom. For the ease of doing transcription, I will make a video recording in the focus group interview. The individual and group focus group interview will be audio-recorded and video-recorded respectively from the beginning to the end of the conversation. This information is clearly explained in the PIL and consent form.

8.7 Data storage

Your data must be stored on a Warwick server at least until you graduate, and for 10 years if you use it for a publication (Please see question below on further uses of data).

If data is collected on a portable device this must be encrypted, and the files passworded.

The data must be transferred as soon as possible to a Warwick server.

Data may only be held on an external platform if this has been approved.

Paper based data must be locked up securely.

Once you have graduated and/or the data has fulfilled the purpose for which it was collected as explained on your PIL, it must be deleted.

If it will be difficult for you to comply with these requirements, please explain why:

It is not difficult for me to comply

8.8 Is it anticipated that there will be any future use of the data? Yes No

Future use might be future research, or publication. You must obtain informed consent for future use via your PIL and Consent Form. Future use affects the length of time for which you must store your data. Please explain any plans for future use here:

The data can be reused for articles, conference presentations or seminars, and training sessions.

SECTION 9: DISSEMINATION

If you intend to disseminate your dissertation beyond the University of Warwick, please explain your plans here:

The findings of this research will be shared with the researcher's supervisor, university professors, and other practitioners in the field via published articles, conference presentations, or seminars.

SECTION 11: SUPPORTING DOCUMENTS

You must provide **all** participant facing documents associated with this application.

There may be more than one type of each document, e.g. multiple participant information leaflets if there are different participant groups.

SECTION 12. SIGNATURES AND DECLARATIONS

Declarations from applicant

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.

I undertake to abide by the University of Warwick's Research Code of Practice in undertaking this study.

I confirm I am familiar with and will conduct my project in line with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA 2018), reporting any data breaches to the University's Information and Data Director: DPO@warwick.ac.uk.

I understand that I must not begin research until I have received approval.

I understand that any changes that I would like to make to this study after receiving approval may require further review. I will discuss this with my supervisor if applicable.

Signature of Applicant:



Date: 30 May 2022

Declarations from supervisor

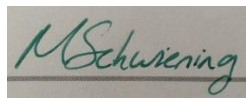
All relevant sections of the form have been filled in; any left blank are not applicable to the project

Having discussed any items ticked as 'yes' in section 4, I am satisfied with the need to collect the data and with the measures in place

Where human participants form part of the project, I am satisfied with the PIL and Consent Form provided.

I am satisfied that the student understands the need for data protection and has appropriate safeguards in place.

Signature of Supervisor:



Date: 31/5/2022

Appendix 6. Otter.ai Screenshot

The screenshot displays the Otter.ai web interface. On the left is a sidebar with the Otter.ai logo, a user profile for 'Nguyen Ha' (honghanguyen2008@...), a 'Create Workspace' button, and a list of folders including 'Alex', 'Fillip', 'Henry', 'Ichi', 'Jenny', and 'Kathy'. The main area shows a conversation with 'Alex'. At the top right of the main area is a search bar and a 'Record' button. The conversation is titled 'Alex' and contains three entries, each starting with a 'Note' and followed by a list of keywords and a timestamp:

- Note** students, birmingham, english, mosquito, conform, linguistics, incident, regional accents, accumulate, different varieties, relate, language, hear, accent, wishing, daddy longlegs, nerve wracking, belfast, native...
Jun 27, 2022 · 4:56 PM ⌚ 3:47
- Note** assignment, felt, teacher, students, reflect, reflection, question, idea, experience, module, writing, feedback, talked, flac, words, specific, allowed, teaching, general, rubbish
Jun 27, 2022 · 4:25 PM ⌚ 30:07
- Note** students, teacher, teaching, reading, module, assignment, exam, linguistics, reflect, learning, ma tesol, understand, reflective practice, material, develop, philosophy, class, english, feel, lower levels
Jun 27, 2022 · 3:55 PM ⌚ 29:13

Each entry has a three-dot menu icon to its right. At the bottom right of the main area is a circular icon with a speech bubble and a lightning bolt.

Appendix 7. Sample of Transcripts Exported from Otter.ai

Unknown Speaker 4:10

Okay. Yeah. Let's talk about some modules that we have learned here. Can you identify some reflection elements from some modules? So, can you spot any reflective elements in the modules, for example?

Unknown Speaker 4:39

Almost all modules we had they encouraged us to, to reflect our either on our practice, or they reflect on how whatever we're learning here or in that specific module could be applied in our context. So, if I had to mention a few, for example, starting from the practice, it was that practice, professional practice, not the first one we did before. So, we started spoken interaction. It wasn't it wasn't like one of the main modules, but I think it was just to have it was like a diagnostic module. Protects assignment practice assignment. Yeah. So, from there, I think that was a way of introducing us to what, what was coming. So, in the module, remember, we're taught we're asked to discuss the role of English in a context I remember from for me, sorry, I had to denote the status and the role of English and also in social linguistics, we had to this I had, I was I discussed. The notion I think of standard English, and how my views of certain standard English had changed over the course of the of the module, and also of my being here. Third module, I my reflection was on how teachers could be encouraged to take ownership over their professional development, but I was doing I was I was making that discussion during the discussion, looking at my context, specifically the institution where I work in Mozambique, which is a teacher training institution, university, but we have teacher training courses. So, my discussion was on how an institution like that can encourage professional development of teachers that is self initiated, but that in a way that it could be done at the pre-service level. So, I was replacing think encouraging teachers to take ownership of their professional development at the pre-service procedures level. And then in innovations. I think I was reflecting on the online teaching; I think so it was a small it was exploratory. It wasn't a research because I didn't finish the whole process, but I was reflecting on how I'm gonna reflect on my teacher or my online teaching. And they make and I focused on some of the problems and the process. Yeah, yeah. Almost all modern asked us to reflect. Reflection is our culture. Yeah. Teaching and learning culture here.

Unknown Speaker 8:20 Yeah. So, let's go back to think about your role as a teacher. So before coming here, how do you see your role as a teacher? Like your philosophy of being a teacher? Before coming here and after study here when you are educated. With a lot of advanced knowledge that you might not learn before. Yeah. So how do you think your role, whether it changed or is the same?

Unknown Speaker 8:31

I think it changed mostly as a teacher trainer. Okay. The way I see the, the culture, the, the, the academic culture, where it come from, the trainer is there to guide the student into I think it's more directed, I would say. There is guiding Yes, but what's more, predominant is you directing them this is how you do; this is how you teach; this is how you treat your students, this is how you manage the classroom. This is how you do... so in my context, the trainer is like the model that comes in the role model, a good example.

Appendix 8. Sample of initial coding

The image shows a screenshot of a text editor window titled "Yumi's interview -- Saved to my Mac". The editor displays three paragraphs of text from an interview transcript, with several phrases highlighted in yellow. On the right side of the editor, there is a sidebar containing four coding tags, each with a purple circle icon containing the letters "HT" and a three-dot menu icon. The tags are:

- HA, THI HONG HA (PGT) Task stimulate reflection
- HA, THI HONG HA (PGT) Reflection at the end of lecture
- HA, THI HONG HA (PGT) activities designed for pre-while-post reflection
- HA, THI HONG HA (PGT) Reading stimulate reflection
- HA, THI HONG HA (PGT) Good opportunity for reflection of theory and practice

The text in the editor includes the following paragraphs:

Unknown Speaker 11:57 |
Yeah. And so A, B, I just like, you know, I think that the reflection part is always like when we start because you know, we have a kind of blended learning. So we have the lecture in the seminar. And so when when we started the seminar we had before we started where there are always like number of questions by minute, especially because it's no no, no, I mean, sorry, the lecture before the seminar, I mean, online, you have before the lecture, I mean, prior

Unknown Speaker 12:30
pre task, pre pre task or

Unknown Speaker 12:33
something like that, and then you just like start to reflect on your teaching in relation to the theme of this week, whatever topic maybe. And then you have just like this reflection, and then by the end of the lecture, you go back to the same questions and make a kind of relation. So if you change your mind in a way or another, it's they're changing the definition you have in the very beginning about this topic, this thing things like this. And then some other tasks are which are really like beneficial, just like based on readings, so you read and you have a number of questions to discuss in the seminar. Those questions should or they already include the kind of or some elements or reflection in a way or another. The point is that it was really good I mean, for for sociolinguistics and SLA, because the content of the course are really theoretical, you know. So when you make the kind of reflection you you automatically make a link between the theory and the practice that you already did in your classroom, with your students and you make sometimes a kind of reflection on your learning journey. I mean, learning the language itself, and other times, which are rare, but still they are there. You make a kind of reflection on your teacher education. I mean, you as a teacher, how you start not only learning the language, but learning about teaching, learning about delivery, learning about like theories that you use in classroom. How do you develop yourself things like this, you know, so I think that reflection has different baby like levels. I mean, during these courses, this girl and sociolinguistics I know. Like I think that

Appendix 9. Coding and generating themes in Nvivo

The screenshot displays the Nvivo software interface. On the left is a dark blue sidebar with a navigation menu. The 'ORGANIZE' section is expanded to show 'Coding', which includes a list of codes. The 'EXPLORE' section includes 'Queries' and 'Visualizations'. The main workspace shows a text document with a toolbar at the top containing 'Selection Mode', 'Zoom', and 'Recognize Text'. The text in the document is as follows:

role as a teacher because only once you you think about your roles as a teacher, then you your perception might have some influence on your action, and the include and the activities that you include in your lessons. Okay, so let's think about your perception about the role of an English teacher before and after you come here is a chain or is this the same?

Unknown Speaker 6:05
That's a good question. I think it's somewhat after like coming here. My perception ideologically sort of became clear. And certain elements like I like the social linguistics aspect, for example, like being tolerant. Yeah, being tolerant is actually something. Also my perception as a teacher has changed. Because when I look at how I'm teachers interacted with us here, I realized that there's some leniency towards correction. So I find that when, like our professors when they when we say something that might not be accurate, they find another way to say it by using correction methods like indirect, or they say cost recasting. Yes. Yes, they use Ray casts. They Yeah, these recasting methods I find, were very much manifested in a lot of a lot of their teaching. So when somebody says something, they might find where your answer fits, and if it doesn't fit, they will just say, oh, yeah, well how about you know, are they find that very nicely? So I that that really adds to pedagogical practice. Because as a teacher, we tend to be very centered around what we think and what we think what if it's not according to what's in our head, then we automatically discarded and I feel this does not empower the student to try so I remember horrible situations or, you know, I could say no, or you're wrong, perhaps