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An investigation into the impact of a short introductory teacher training course about critical pedagogy on teachers' critical literacy, at a private English language school in Italy

by Rose Aylett

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I declare that these assignments are entirely my own work and that all quotations from other sources have been properly identified and correctly referenced

Signed: Rose Aylett

For Erica…
without whom this would never have been written,
and whose legacy lives on through the work of the many teachers
fortunate enough to have learned with her.

Key to Abbreviations

A	audio
AP	action plan
ASAP	framework for textual analysis: <u>a</u>uthor, <u>s</u>ubject, <u>a</u>udience, <u>p</u>urpose (author's own)
Ax	appendix
CELTA	Cambridge Certificate in Teaching English to Speakers of Other Languages
CL	critical literacy
CLIL	content and language integrated learning
CO	course outcomes
CP	critical pedagogy
CPD	continuing professional development
DELTA	Cambridge Diploma in Teaching English to Speakers of Other Languages (formerly DTEFLA)
Dip-TESOL	Trinity Diploma in Teaching English to Speakers of Other Languages
EFL	English as a foreign language
ELT	English language teaching
FDF	The Four Dimensions Framework for critical literacy (Lewison et al., 2002)
INSETT	in-service teacher training
ITT	initial teacher training
HW	homework
LO	learning outcome
L1	first language/mother tongue
Lx	line
PARSNIP	politics, alcohol, religion, sex/sexuality, narcotics/nudity, Israel/'isms', e.g. atheism, feminism, communism etc., and pork
PPT	PowerPoint presentation
Q	research question
S/Ss	student/students (course participants)
S1A	input session 1A
T	trainer
TD	teacher development
TEFL	teaching English as a foreign language
TEFL-Q	TEFL-qualified
TESOL	teaching English to speakers of other languages
TKT	Cambridge Teaching Knowledge Test
TN	trainer's notes
TT	teacher training
V	video
WS	worksheet
YL	young learner

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Chapter One: Background

1.1 Introduction/Overall Aims

From the beginning of my career, I have been interested in the social and ethical impact of English teaching and teacher training. The world in which we live is steeped in inequality, exploitation and oppression. Social injustices against minority groups (on the basis of gender, race, ability, sexuality etc.) abound and we are rapidly approaching worldwide environmental disaster (Pennycook, 1990). However, I am acutely aware of the value-laden and potentially socially transformative nature of education (Freire, 1972; Giroux, 2011). If the exercise of power in modern society is increasingly achieved through the ideological workings of language (Fairclough, 1989) and language learning is closely connected with the maintenance of these inequalities and the conditions required to address them (Pennycook, *op cit*.), then this has clear implications in my work as an educator. For me, English teachers do more than 'just' teach the language, and English language teaching (ELT) is as political as it is linguistic (Rivers, 2011:10).

The prevailing neoliberal system which dominates language education is manifest in ELT in the production of teaching and assessment materials, such as coursebooks, pre- and in-service teacher training, language course syllabi and exam suites, that are designated as universally marketable 'global products' (TransformELT, 2018). However, following Pennycook's (*op cit.*:10) appeal for work within applied linguistics that 'seeks to involve itself in a moral and political project for change', new critical perspectives to counter the current hegemonic ideology are being developed (Bori, 2018:1). Building upon the foundations laid by Freire (*op cit*.), Giroux (*op cit*.) argues for a contemporary critical pedagogy to resist the increasingly prevalent approach that views teaching merely as a skill, technique or disinterested method. Brown (2018, 2019:10) also calls for an end to the use of ELT to 'indoctrinate learners into a neoliberal world of individualism, competitiveness and self-interest' through the 'materialistic aspirations embedded in coursebook content', and criticises the 'one-size-fits-nobody' approach to initial teacher training (ITT), which 'reduces teacher competence to a series of technicist practices that can be acquired in the space of four weeks.'

In contrast to the current system of teacher education, which the aforementioned authors suggest is designed to produce teachers (and by implication, learners) who maintain this status quo without questioning existing societal hegemonies, critical pedagogues argue for an educational system that produces self-aware, socially responsible critical thinkers. Hargreaves (2000) notes with concern a perceived trend towards teacher de-professionalisation, a process whereby teachers are seen as

obstacles to the neoliberal marketisation of education, and teaching practice is reduced to the reproduction of basic skills, knowledge and information. Thornbury (2017) compares this to 'the kind of commodification and marketization that we associate with other items of mass consumption – such as fast food, trainers and cell-phones'.

In resisting this trend, a distinction should be made between *information*, 'the arbitrary and decontextualised presentation of facts with only minimal and usually unprincipled structure', and *knowledge* as 'structured information…more than the aggregate of facts within its structure' (Byram, 1989:120). Tudor (1996) similarly sub-divides conceptual knowledge into relatively uncontroversial, 'factual' information (what we know *about*, e.g. history, politics, current affairs and social practices) and 'relational' knowledge (the sense made of networks of factual information that proceeds from our personal values and beliefs, and is thus more idiosyncratic). Proceduralising this declarative knowledge is a hallmark of effective teaching.

If language teaching is to foster criticality for active and reflective social involvement amongst learners (Banegas & Villacañas de Castro, 2016), language teachers themselves must also be critically literate practitioners. In this paper I adopt the definition of critical literacy (CL) proposed by Lewison et al. (2002), in their four dimensions framework (FDF): (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on socio-political issues, and (4) taking action to promote social justice. According to this model, CL is not simply a 'list of skills that people manipulate and use' but 'becoming literate is about what people *do* with literacy—the values people place on various acts and their associated ideologies' (*ibid.*: 199). Nor is it limited solely to interaction with written and visual texts (images), but also dialogue.

Based on the literature, I believe there could be a case for teachers to receive explicit training in CP. This paper will explore the justification and rationale behind the development of such a course, including its structure, content, teaching methods and assessment. By collecting both in-course and post-course data from participants, I aim to evaluate the impact of this training on teachers' critical literacy, using a research instrument based upon the FDF. The study will highlight areas for improvement and propose adaptations for future implementation. In my conclusion, I will establish if there is a need for similar training courses in ELT more generally, and suggest areas for further research.

1.2 Context

My course was delivered to eight in-service teachers who comprise the staff at a private language school in Turin, Italy. The centre offers General English, French, Spanish and exam courses to predominantly primary and secondary-aged learners. A small number of adult classes also run year-round. All participants in this study teach either full- or part-time at the school, delivering English classes to the full range of age groups. Two of the teachers also deliver training for the TKT YL and CLIL exams. In 2019, the centre added CELTA courses to its existing training provision, using external tutors (of which I was one). Classrooms at the school are well-equipped, with traditional whiteboards, digital data projectors and moveable chairs with attached desks.

In terms of their previous teaching experience and qualifications, the group is diverse. The most experienced teacher is TEFL-Q (DTEFLA), with over 20 years' teaching, teacher training and ELT management experience. A further three teachers have the CELTA. One of these is currently working towards the Dip-TESOL, while the other two are graduates of the centre's last course. The four remaining participants have no TEFL-specific qualifications, although each have between 3-10 years' teaching experience (in private and state contexts).

Participants' ages range from their mid-twenties to mid-fifties. The group is made up of non-native speakers (six Italians, one Argentinian and one Spaniard). All have an English level of C1 or above on the CEFR. Overall, they are highly motivated and have a positive attitude towards professional development. As I am not based permanently at any institution, this research sample has been chosen, in part, due to access requirements. During a 2019 scoping visit, the school director requested externally delivered in-service training (INSETT) for staff.

1.3 Research Questions

In light of the relevant literature, this study will investigate five research questions. The first stage of the project involves artefact development. In designing a short introductory teacher training course about critical pedagogy (CP) for teachers at a private English language school in Italy, I want to find out: (**Q1a**) *What course content should be included?* and (**Q1b**) *What teaching and learning strategies should be adopted?* In answer to these two questions, Chapter Two reviews the academic literature surrounding CP and CL. It highlights key concepts within CP, and establishes a need for the integration of criticality into ELT teacher training. Chapter Three explores how these principles have informed the course rationale.

The second stage of the study involves the delivery and evaluation of the artefact. With reference to the FDF, I will attempt to discover the extent to which the training develops teachers' critical literacy, with respect to their: (**Q2a**) *Analysis of English language teaching materials* and (**Q2b**) *Engagement in critical dialogue.* Chapter Four explores the reliability and validity of the data collection methods adopted to answer these questions, including a stimulated recall materials analysis task, a simulated classroom dialogue observation and a focus group interview. Chapter Five briefly outlines how this data was coded for analysis, before presenting and evaluating key findings with reference to the FDF. My final research question relates to course development: (**Q3**) *How can the course be improved for future implementation?* In answer to this, Chapter Six reflects upon the overall efficacy of the course and the research process, and makes a number of evidenced recommendations for augmentation.

Overview

Critical pedagogy is best understood as an 'attitude' towards teaching and learning. It seeks to understand and critique the historical and socio-political context of education, and to develop pedagogical practices that change the nature of education, but also wider society (Pennycook, *op cit.*). This chapter begins by outlining several key features of CP, including Freire's notions of 'banking' and 'dialogic' education, the changing roles of teacher and student, the intersubjective nature of dialogic inquiry, CP's objective to raise learners' critical consciousness and its characteristically hopeful, future-orientated discourse.

The second section focuses upon the influence of neoliberal policy within ELT, specifically its impact upon published course materials, ITT and INSETT. It argues that the commercialisation of ELT has been achieved at the expense of de-professionalisation, reducing the language teacher's role to that of a technicist. To counter this development, the literature supports integrating CP, with a focus on *praxis* ('morally, committed action, orientated and informed by tradition', Kemmis & Smith, *op cit.*:4), into ELT teacher training. The final section of the chapter highlights the prominence of teachers' own CL in achieving this. With reference to the research, a comprehensive definition of CL is provided, through the FDF. The chapter concludes by asserting the case for a teacher training course focusing on CP, with a view to developing ELT professionals who are able to reflect upon the ideological principles that inform their practice, thereby transforming it.

2.1 Critical Pedagogy – An Overview

Critical pedagogy is a transformation-based approach to education, defined by McLaren (1999:454) as 'a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structure of the school, and the social and material relations of the wider community, society and nation state.' For critical pedagogues, the classroom cannot be separated from the wider social context in which it is embedded and 'what happens in the classroom should end up making a difference outside' (Baynham, 2006:28). Echoing Marx (1969), the purpose of education is not simply to think or reflect upon the world, but to create the potential to act within it. Rather than an educational theory, CP can therefore be described as 'a way of doing, learning and teaching' (Canagarajah, 2005:932) or as teaching with an attitude (Pennycook, *op cit.*), the ultimate goal of which is to achieve social transformation, through education (Akbari, 2008).

Brazilian educationalist Paolo Freire's (1921-1997) seminal work 'The Pedagogy of the Oppressed' is widely considered to be a foundational text of CP. Inheriting the traditions of the critical theory of the Frankfurt School, and Latin American liberation theology (Bori, *op cit*.), Freire's work is grounded in his own experiences teaching illiterate farm workers in rural Brazil. In the book, Freire critiques traditional, 'banking' models of education, which treat learners as empty vessels into which teachers deposit knowledge. 'The more completely he fills the receptacles, the better teacher he is….' (Freire, *op cit*.:45). Such methods, Freire argues, are the antithesis to education as a process of inquiry, and to alienate an individual from their own decision-making is to objectify them. Treating learners as ignorant, passive objects is dehumanising, domesticating, and characteristic of oppression: 'Any situation in which some men prevent others from engaging in the process of inquiry is one of violence' (*ibid.*:58).

In contrast, Freire proposes a form of dialogic inquiry through which knowledge is mediated, rather than 'owned' by the teacher. In dialogic education, traditional roles of teacher and student are superseded: 'the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers (*ibid.*:53). Learning becomes a process of co-investigation, through which all participants re-examine their understanding of the world and through which reality is constantly unveiled to them (*ibid.*). Biesta (2004:16) notes how participation in this process results in construction of 'a shared understanding and a shared world', but emphasises '[it] is not an identical world for all who take part in it'.

Guilar (2006) and Guilherme (2017) trace the primacy of critical dialogue in CP back to Plato; however, both acknowledge that the Socratic practice of dialogic teaching (where the teachers use questioning to elicit *a priori* knowledge from students) is not that advocated by critical pedagogues. In CP, dialogic instruction is egalitarian and intersubjective, and takes place when power is shared and all interlocutors relate to each other's sense of agency and unique perspectives (Guilar, *op cit.*). As its starting point, CP therefore adopts the concrete, existential situation of learners. It endeavours to embody their aspirations, not impose the pedagogical projects or views of the teacher. Taking the classroom as its 'point of departure' (Akbari, *op cit.*:277), a critical curriculum problematises students' existing realities and re-presents them back to them as a challenge demanding action-in-the-world (Freire, *op cit*.).

Consequently, one of the principal requirements when implementing CP is the decentralisation of decision making over content selection and teaching methodology (Akbari, *op cit.*). Freire (*op cit.*:78)

outlines a process of 'thematic investigation', whereby learners act as 'co-investigators' alongside teachers, in the search for 'generative themes' that will comprise their programme of education. By engaging in democratic processes for learning, CP assures that both learners and teachers are 'empowered to have a say in curriculum development and enactment and, potentially, to bring about wider social change' (Banegas & Villacañas de Castro, *op cit.*:456).

For Freire, the product of this 'problem-posing' dialogic education, is the students' awakened critical consciousness – an awareness of themselves as unfinished, incomplete actors, undergoing a process of 'becoming' in a world which is similarly characterised by constant transformation (Freire, *op cit*.). Faced with the challenges this world presents to them (as historically contextualised and *relevant*, rather than abstract and theoretical), students will be compelled to respond, for 'deepened consciousness of their situation leads men to apprehend that situation as a historical reality susceptible of transformation' (Freire, *op cit.*:58). Fairclough (*op cit.*) agrees that the experience of oppression alone is not enough to effect change, the realisation of which depends upon the development of a critical consciousness – 'the first step towards emancipation' (*ibid.*:1).

The discourse of CP is thus not one of despair, but one of hopeful 'revolutionary futurity' (Freire, *op cit.*:57). CP aims to question commonplace ideas and socially constructed narratives, but also to empower the marginalised to explore ways of changing their status quo (Akbari, *op cit.*), by exposing the 'hidden agenda' of education – reproduction of class relations and hierarchical social structures (Fairclough, *op cit.*). In this endeavour, schools are sites of struggle, and teaching is an act of resistance, inextricably linked to the promise of self- and social change (Giroux, *op. cit.*:4). In legitimising the voices of both practitioners and learners, CP is therefore both liberating (Akbari, *op cit.*: 277) and 'prophetic', affirming humankind 'as beings who transcend themselves, who move forward and look ahead, for whom immobility represents a fatal threat' (Freire., *op cit.*:57).

2.2 Critical Pedagogy and ELT

The need for CP in the second decade of the twenty-first century is more pressing than ever. Neoliberalism, an economic ideology developed in the mid-twentieth century which sees competition as the defining characteristic of human relations and redefines citizens as consumers (Ritzer, 1994; Monbiot, 2016), has been embraced as the overarching logic of our times (Metcalf, 2017). Implemented by many governments internationally, neoliberal policies have had a significant impact on education. Hargreaves (*op. cit.*:168) notes how the unequivocal embrace of market principles has led to institutions being 'rationalised, cut-back, made more economically efficient, less

of a tax burden and set in competition against one another for 'clients'.' The impact of this 'assault' is to reduce teaching to 'an amateur, de-professionalised, almost pre-modern craft, where existing skills and knowledge are passed on practically from expert to novice, but where practice can at best only be reproduced, not improved' (*ibid.*:168). Under such a system, 'matters of justice, values, ethics and power are erased from any notion of teaching and learning' (Giroux, *op cit*.:3) and no space remains for the consideration of power and inequality, and competing struggles over meaning (Pennycook, *op cit.*). Burns (2020) notes how 'severe systemic weaknesses – bureaucratisation, massification, depersonalisation, and over-standardisation' have also diluted the value of donor-funded teacher professional development programmes. For McClaren (2014:2), the dominant educational discourse surrounding measurable outcomes and assessment that has come about as a result of 'financialisation', conceal more fundamental issues, such as the question of why we are educating students at all.

From internationally standardised exams, e.g. Cambridge Assessment English's 'Digital and New Product Development department' which leads 'the development of innovative new digital assessment and learning products' (Cambridge English, 2020) to coursebooks organised by 'grammar McNuggets' (Thornbury, 2010), ELT is heavily influenced by global corporations and other for-profit organisations, as the same conservative forces that control education and society at large have sought to eliminate criticality in teaching methods, materials and classroom dialogue (Akbari, *op cit*.). Brown (2019) suggests that, in many contexts, ELT is used *more* than other educational fields 'to indoctrinate learners into a neoliberal world of individualism, competitiveness and self-interest' with the result that 'language teaching is viewed mainly as a cognitive activity with few socio-political implications' (Akbari, *op cit*.:278). Torres (2011) and Bori (*op cit.*) stress the imperative to challenge the instrumental rationality and 'common sense' neo-liberalism that increasingly permeate both the personal and professional lives of language teachers.

Two areas of the ELT profession where the impact of neoliberal policy is highly evident are the publication of teaching materials and teacher training. Throughout this paper, references made to 'teaching materials' will refer to 'anything used to facilitate learning which has an in-built pedagogic purpose' (Mishan & Timmis, 2015:3). However, here I specifically refer to *commercially published* teaching materials, i.e. coursebooks and integrated content (such as workbooks etc.), typically produced for the mass market. Copley (2018) claims key concepts of neoliberal theory, such as consumption, the market as the leading template for social relations and individual pursuit of self-interest, are systematically disseminated within such publications.

The exclusion of potentially controversial content from published ELT materials, commonly known by the acronym 'PARSNIP' (politics, alcohol, religion, sex/sexuality, narcotics/nudity, Israel/'isms', e.g. atheism, feminism etc., and pork) is one manifestation of this phenomenon. Editorial censorship for reasons attributed to global marketing is widely acknowledged in the industry (Banegas, 2011). Dellar (2013) remarks how 'there remain strong impulses around publishers to avoid the possibility of offence' by excluding PARSNIPs from materials, due to the potential resulting loss in sales. This is despite studies that indicate exposure to 'taboo' issues in class can result in positive student reactions (Tekin, 2011) and increased motivation and engagement (Banville, 2005; Hartmann & Faulkner, 2002). Senior (2007a:63) notes how controversial content frequently generates high levels of involvement and 'genuine communication' due to students' desire to convey strongly held opinions.

It is not only content exclusion, but the prevalence of seemingly innocuous 'socially refined topics' (Akbari, *op cit.*:278) such as shopping and celebrity culture (Gray, 2010), alongside images of 'physically-attractive, ethnically-mixed, well-dressed and youthful characters…surrounded by iconic consumer items that reflect their upwardly mobile, middle-class aspirations' (Thornbury, 2013) that present a problematic version of reality in published ELT materials. These depictions are often 'far removed from the lives of many learners' (Akbari, *op cit.*:281), and contrary to the myth of their neutrality, actively promote a neoliberal agenda that 'associates the use of English with success, individualism, glamour, and wealth' (Thornbury, *op cit*.) and can underline notions of the superiority of the target culture (Gray, *op cit.*). Bori (*op cit*.:4) suggests the language textbook acts as a cultural product with 'the specific function of legitimising capitalism penetrating people's minds'.

Marketing the same coursebook for use all over the world, has been condemned for promoting the belief that there is one, universally successful approach to learning – the 'method' of the coursebook in question – and that successful teaching simply involves following the steps in the accompanying teacher's notes (Brown, 2013). Much like course materials, Horne (2003:396) highlights how short ITT courses 'were and are a response to the market-driven nature of ELT in the private sector, and increasingly the public sector.' However, by prioritising the acquisition of basic teaching procedures, and promoting the notion that these are replicable anywhere in the world, existing entry-level courses (e.g. CELTA) arguably contribute to the trivialisation of the profession. Research by Hobbs (2013:164) suggests the focus on survival on ITT courses perpetuates 'an over-emphasis on a set of behaviours' and fails to significantly address differences in educational context. McMorrow (2007:375) similarly critiques 'pre-packaged' ITT for ignoring diversity and 'transmit[ting] a once-

and-for-all set of authorised practices for teachers to take away and implement in whatever context they find themselves'. Ferguson & Donno (2003:28) question if the economic arguments for the short introductory course are made at the expense of 'professional desirability'.

Some INSETT qualifications also reduce expertise to declarative knowledge *about* teaching, i.e. 'information' (Byram, 1989) or 'the factual' (Tudor, 1996) (see 'Introduction'). Measuring teacher 'knowledge' through a series of objective, clerically markable questions, the Cambridge TKT (Teaching Knowledge Test) is a potentially alarming example (Trotman, 2006) of the commodification of INSETT by a major exam board. The recent creation of measurable, global descriptors for in-service professional development (PD) (UCLES, 2018; British Council, 2015), alongside portfolios of decontextualised, pre-configured modular training materials (e.g. 'Teaching for Success', *ibid*.) further illustrate the creep of standardisation and global marketability into INSETT, despite calls for teacher education to focus on developing more autonomous, critical, and transformative intellectuals able to respond to local problems with local solutions (Kumaravadivelu 2003; 2006). Such approaches could also reinforce neo-colonialist practices, 'by validating products from the centre while ignoring local knowledge and resources' (McMorrow, *op cit.*:376).

Given the significance of educators in 'creating the formative culture of beliefs, practices, and social relations that enable individuals to wield power, learn how to govern, and nurture a democratic society that takes equality, justice, shared values and freedom seriously' (Giroux, *op cit.*:4), teachers' failure to acknowledge how social justice underpins their work is problematic. Kemmis and Smith (*op cit.*:5) caution against the creeping ascendency of 'that form of practice that amounts simply to *following rules*.' Fairclough (*op cit.*:33) highlights the dangers of legitimising existing power relations (either directly or indirectly) by drawing on institutional practices without thinking, thereby inadvertently reducing education to 'a political activity in which the rights of certain classes are systematically denied' (Akbari, *op cit.*:277). However, Brown (*op cit.*) contends there is already 'a sense of moral agnosticism' among much of the profession, exhibited in a false sense of neutrality which can have unintended negative consequences in the classroom (Seburn, 2018).

What is required of contemporary ELT practitioners, therefore, is an exploration of 'new and innovative ways of challenging [these] politically motivated practices' (Rivers, *op cit.*:104). Indeed, Brown (*op cit.*) asserts that it is a teacher's ability to reflect and act upon the moral issues they face inside and outside the classroom, rather than a capacity to employ technical, low-level skills, that defines them as professional educators. In contrast to teaching 'practice', which denotes activity

where teachers are not necessarily aware of the moral, social and historical consequences of their actions, critical pedagogues refer to this as '*praxis*'. For McNiff et al. (1996:8), *praxis* is 'informed, committed action rather than just successful action. It is informed because other people's views are taken into account. It is committed and intentional in terms of values that have been examined and can be argued. It leads to knowledge from and about educational practice.' In addition to asking, 'What should I do?' therefore, *praxis* requires we also question 'in whose interests am I acting?' (Kemmis & Smith, *op cit.*:3).

For Brown (*op cit.*), *praxis* is vastly undervalued in ELT, particularly within teacher training. Teachers, he argues, should be 'judged' (thus better trained), on their ability to deal with everyday classroom occurrences like resolving critical incidents, making difficult decisions, confronting dilemmas and overcoming externally imposed obstacles (Brown, *ibid*.), rather than how they implement basic procedures. If education is inextricably linked to social and moral responsibility (Kemmis & Smith, *op cit.*), then existing teacher training that advises teacher neutrality in the face of controversy (Sedburn, 2018) is clearly deficient. Consequently, there is a pressing need for better training in this area, in the interests of students' learning and language teachers' professional identity, integrity and job satisfaction (Rivers, *op cit.*).

2.3 Critical Literacy and The Four Dimensions Framework

A radical, political and hence, controversial stance toward education, CP has been much criticised. Its detractors argue that education should be an entirely neutral endeavour, and that attempts to politicise teaching are 'unnecessary and potentially harmful' (Sowden, 2008:284). However, as has been shown, in addition to its overt educational agenda, education has its own 'hidden agenda', much like other social institutions (Fairclough, *op cit.*:40). To remain silent in the face of this system of oppression enables dominant practices to be perpetuated and normalised, and therefore amounts to collusion (Brown, 2019). In Freire's words (1985:122), 'Washing one's hands of the conflict between the powerful and the powerless is to side with the powerful, not to be neutral.' Impartiality is impossible and educators are by default 'forced' to take a stance. The suggestion that 'ordinary practitioners' are not fit to 'pronounce on political or social matters' (Sowden, *op cit.*:286), is therefore at best misguided. Nevertheless, for educators to promote criticality and social engagement amongst their learners, they must demonstrate a degree of CL themselves.
Definitions of literacy are continually evolving (Mackey, 2004; Meek 1991). In recent years, this evolution has seen a shift in understanding from that of a concrete set of skills, towards what people *do* with literacy. Beginning with the notion that social worlds are discursively constructed (Gee,

1996, 1999), critical pedagogues critique how domination is manifested as both a symbolic and an institutional force within *all* levels of society. Under scrutiny are not simply spoken, written and visual texts, but all 'institutions, social relations and ideologies' that constitute the script of official power (Giroux, *op cit.*:4). The ultimate goal of CL is to interrogate how these various discourses communicate power and act to promote social justice. Becoming literate, therefore, is 'more than linguistic; it is political and social practice that limits or creates possibilities for who people become as literate beings' (Van Sluys, 2006:199).

Used inconsistently, the terminology surrounding 'critical literacy', 'critical thinking' or 'critical awareness' can be problematic (Limbrick and Aikman, 2005). Lewison et al. (2015) underline the distinction between critical thinking approaches centred around logic and comprehension, and critical literacies, which focus on 'identifying social practices that keep dominant ways of understanding the world and unequal power relationships in place.' Although research on CL in an EFL context is scarce (Hawik, 2016), CL is comprehensively defined within the wider educational literature via several frameworks: Luke and Freebody's (1997) four resources model, Shannon's (1995) critical literacy framework, Janks' (2000) synthesis model, and the four dimensions of critical literacy (Lewison et al., 2002). In this paper I focus exclusively on the latter, as it represents a synthesis of multiple definitions from 30 years of research on the subject (including the aforementioned studies) (*ibid.*).

For Lewison et al. (2015), the study of how language works is an indispensable tool for deconstructing and reconstructing relationships between language and power. In the FDF, CL is defined by four inter-related dimensions:

1. Disrupting the commonplace
2. Interrogating multiple viewpoints
3. Focusing on socio-political issues
4. Taking action to promote social justice.

The first of these, 'disrupting the commonplace', refers to the re-framing of implicit, 'everyday' perceptions, so they are viewed through new lenses (*ibid.*). According to this dimension, CL involves problematising different subjects of study (Shor, 1987), interrogating texts (including popular culture and media) for reader positioning (Luke & Freebody, *op cit.*) and analysing how language constructs personal identities and cultural discourses (Fairclough, op cit.; Gee, 1990).

'Interrogating multiple viewpoints' implies considering different perspectives (our own and others'), whilst simultaneously seeking out those that are either missing or marginalised (Harste et al., 2000). To do this, one must engage in genuinely open-ended enquiry, an unconventional and often uncomfortable position for many teachers, given the dominant 'right answer' culture prevalent in education (Lewison et al., *op cit*.). Examining competing narratives, producing counter-narratives and highlighting difference are characteristic of this second dimension.

Foregrounding socio-political issues, the socio-political systems to which we belong and the ideological use of language to maintain unequal power structures and relations (Anderson & Irvine, 1993), comprise the focus of the third dimension. For Lewison et al. (*op cit*.:383), CL involves 'step[ping] outside of the personal to interrogate how socio-political systems and power relationships shape perceptions, responses, and actions.' Being critically literate therefore implies using literacy 'to engage in the politics of daily life' (Lankshear & McLaren, 1993) as an ongoing act of conscious resistance (Giroux, 1993). We are reminded that, although teaching is not a neutral practice, little attention is given to 'how socio-political systems, power relationships, and language are intertwined and inseparable from our teaching' (Lewison et al., *op cit*.:383).

The final framework component is action-orientated, and entails engagement in *praxis* – 'reflection and action upon the world in order to transform it' (Freire, 1972:28). 'Taking action for social justice' denotes not simply analysing, but actively *using* language to question practices of privilege and injustice (Comber, 2001), challenge and change existing discourses (Janks, *op cit.*) and enhance everyday life. Though this dimension is often understood to be *the* definition of CL, no one constituent of the framework is stand-alone, as informed action for social justice is not possible 'without expanded understandings and perspectives gained from the other three dimensions' (Lewison et al*., op cit.*:384).

For both novice and experienced practitioners, CL can be 'hard to imagine…hard to carry off' (Edelsky & Johnson, 2004:122). The framework clearly illustrates that taking a critical approach to education does not merely entail introducing a 'critical element' into the classroom, but rather involves an attitude, a way of thinking and teaching (Pennycook, *op cit*.) which should be pursued in all content areas, across schools, schooling and the wider world (McDonald and Thornley, 2009). As such, CL is envisaged not simply a way of *doing*, but as a way of *being* a teacher. It demands a 'critical stance': consciously engaging, entertaining alternate ways of being, taking responsibility to inquire, and being reflexive regarding our own complicity in systems of injustice (Lewison et al.,

2015). Through questioning, examining, exploring, probing, and juxtaposing, teachers can refine their own critical stance and, in turn, develop their learners' too (Mclaughlin & DeVoogd, 2004).

By providing a lens through which to examine and critique teacher beliefs and teaching practice, the four dimensions of CL are a useful framework for teacher education. Not only do they enable teachers to better understand CL, they also encourage teachers to experiment with new critical practices (Lewison et al., 2002.). When training, the framework can illuminate which aspects of CL are privileged, and which are neglected (*ibid.*). Van Sluys et al. (*op cit.*) demonstrate how the framework can also be applied reflexively to research itself, by investigating the impact of multiple readings of the same data on CL research practices. In this paper, according to the authors' wish that the FDF aid teachers 'in documenting tensions, understandings, and growth in critical pedagogy' (*ibid*.), the framework is adapted into a research instrument for discourse analysis.

Summary

Akbari (*op cit.*) notes how 'ELT needs to embrace the value of doubts and questions, risk posing novel ideas, and make social transformation one of its priorities, if it is to make its proper contribution to the creation of a better society for all.' This chapter has sought to recommend CP as the necessary, positive force within education, through which this might be accomplished. In reviewing the literature surrounding CP, within ELT and education more broadly, I have identified a need for teachers to receive training in this area. Where existing ITT and INSETT has proven wanting (due to a reductive, decontextualised, technicist approach), training is needed to develop practitioners' critical stance and support engagement in *praxis*. The chapter has introduced a number of key concepts that must characterise such training, for it to be successful and true to its proponents' ideals.

In the following chapter, I outline the rationale for a course in CP that I believe meets these requirements. Chapter Three provides an overview of this course, as well as justification for decisions made regarding the selection of learning objectives, organisation of content, mode of delivery, and its key guiding principles.

Chapter Three: Rationale for Course Design

Overview

Despite the extensive literature available on CP, a criticism frequently levelled at critical pedagogues is the abstract, theoretical nature of their project, concerned more with the critique of existing educational paradigms than creating 'a substantive vision to which schools can aspire' (Giroux, in Abraham, 2005:8). Critics contend that CP is far removed from the realities of everyday schooling (*ibid.*:110). Opponents and advocates alike agree that too much discussion of CP to date has focused on its rationale, to the exclusion of classroom implementation (Akbari, *op cit.*). Conceptualisations of CP within existing ELT teacher training provision are also lacking.

In the absence (from my research) of any ELT CP training course within the literature, this chapter presents a programme to fill this void. Designed for implementation in the context specified in the introduction, decisions have been made with these teachers in mind, and according to the parameters their circumstances present. In view of these constraints, this chapter provides an overview of the course, its organisation, and the principles that inform its development.

3.1 Course Overview

A series of eight thematically-linked input sessions, delivered face-to-face over four consecutive mornings, the course aims to develop teachers' critical stance regarding ELT materials analysis and classroom dialogue, as detailed in the two course objectives (**CO**s), and eight derived learning outcomes (**LO**s) (**Ax1**). Input sessions, each lasting 1.5 hours, are coded for easy reference with a number (denoting the session day) and a letter (denoting its time) (e.g. **S3B**) (**Ax2**). Input materials comprise trainer's notes (**TN**), PowerPoints (**PPT**), worksheets (**WS**) and videos (**V**), throughout which participants are referred to as 'trainer' (T) and 'students' (Ss). The course is formatively assessed, via a recorded materials analysis homework task (**HW3**) and a simulated classroom dialogue (**S4B**). In addition to in-class reflections, outside of course hours participants complete an unassessed daily action plan (**S1A:WS2**), detailing their learning and opportunities for future action. The course was delivered on-site, in January 2020. Session timings were allocated according to teachers' academic schedules.

3.2 Course Organisation

3.2.1 Course Objectives and Learning Outcomes

As outlined in Chapter Two, CP is typically characterised by the co-construction of curricula (Brown, 2018). To exclude participants from programme design might therefore appear inconsistent with the egalitarian philosophy the course itself recommends. However, in order to implement any subsequent 'bottom-up' development programme or critical curriculum review, teachers should first be cognizant of CP and their own CL. On this occasion, this need outweighs the preference for a negotiated curriculum. Use of an external trainer to deliver the course further compounded the logistical challenge of democratising content. Consequently, all course content, objectives and learning outcomes were predetermined and fixed, without prior needs analysis or participant involvement.

Course objectives were instead identified with reference to the literature. Critical materials analysis (**CO1**) and critical classroom dialogue (**CO2**) were foregrounded in light of calls for teachers who 'reject, criticise, adapt and create material to aid the development of their students' critical thinking skills' (Banegas, *op cit*.) and 'are not afraid to confront, to listen…to meet the people or enter dialogue with them' (Freire, 1972:18). These course objectives are subsequently sub-divided into eight LOs which directly correspond with the four dimensions of the FDF, and are integrated into course input. Course content is organised to build confidence and develop awareness of CL through materials analysis, before participants engage in dialogue on Day Four (**S4B**). Key concepts are recycled throughout via reviews and reflections at the start and end of input to consolidate learning.

3.2.2 Mode of Delivery

Organised around a closed group, with a fixed timetable and an element of top-down decision making (Edwards, *op cit.*:57), course delivery may appear to embody traditional approaches to teacher training (TT) of which critical pedagogues are critical. However, in its methodology the course also exhibits characteristics of 'teacher development' (TD), such as people-focused learning and a focus on teacher attitudes (rather than skills or behaviours), critical thinking and future-orientation (*op cit.*). Ur (1998:21) suggests the conventional TT/TD dichotomy has 'outlived its usefulness' and teacher educators should strive for optimally effective professional courses that integrate the best of both approaches (*ibid.*). In what is now commonly referred to as the 'post-method' (or post-methods) era, the course therefore reflects a shift away from 'the traditional master-apprentice model' towards 'a practice which aims to enable teachers to analyse their context and needs more critically and devise their own local methodologies' (McMorrow,2007:376).

The focus on face-to-face communication, the sensitive nature of content, and dialogic teaching methodology dictate that the course be delivered face-to-face. Due to lack of in-house expertise, this required a guest trainer. Akbari (*op cit.*:282) warns against content and methodologies that are decided upon by external agents; however, in the face of criticism that many institutional TD sessions offer only 'the mundane, the over-familiar, the uncontroversial and the prosaic' (Kirkham, 2015:4), a case can be made for delivery by an external 'expert' with up-to-date, subject-specific knowledge. Baguley (2000:55) highlights how a different face, voice and training style can also 'help to freshen up the delivery'. Nevertheless, given the importance of contextual awareness in CP, participants' experience (rather than the trainer's) must be adopted as the starting point for all discussion (Akbari, *op cit.*).

3.3 Guiding Principles

Recommendations for CP course design within ELT are limited, and focus predominantly on classroom teaching, rather than teacher education. Consequently, guiding principles for the course were selected from prominent and recurring themes uncovered within both ELT-specific and wider educational literature (see Chapter Two). For Brown (*op cit*.), critical pedagogies demand the inclusion of topics that challenge beliefs, focus on social justice and encourage reflection on societal positioning and its underlying causes. Teachers should adopt participatory methodologies, take a more critical approach to materials selection, use more localised materials and 'serve up more PARSNIPs' (*ibid.*). Similarly, Akbari (*op cit*.) suggests that a CP for ELT should be based on students' local culture, reflect students' real-life concerns, and raise awareness of issues faced by marginalised groups. The following guiding principles incorporate these shared concerns.

3.3.1 Dialogue

Both in its content and process, the proposed course embraces the dialogic approach to teacher education advocated by critical pedagogues. Adopting an experiential loop input model (Woodward, 2003), the course introduces content *about* dialogic teaching, *through* a process of interactive, structured dialogue. Woodward (*ibid*.:303) suggests this approach leads to a 'reverberation between process and content' which can result in deeper learning. Such dialogic pedagogy establishes what Kramsch (1993:29) calls 'third places' – a dialectic process in which the learner's role is akin to that of the participant observer in anthropological fieldwork; simultaneously both informant and ethnographer. The aim is for learners to both participate in dialogue and 'experience it from within', as well as 'observe it and understand it from without' (Byram, 1989:49).

McGrath (1997) suggests that *how* a course is taught can have a more profound effect than the content itself. Process categories (identified in the TN) have therefore been selected on the basis that they reflect the course's dialogic nature. These comprise four possible options: *feeding* (transmission of information or opinion), *leading* (guidance towards knowledge or awareness, or towards a conscious or analytical understanding of what is already known), *showing* (providing models or examples of teaching techniques) and *throwing* (exposure to the realities of teaching, via real or simulated situations) (*ibid.*). In accordance with Freire's definition of *praxis* as constituting 'reflection and action' (Freire, *op cit.*:28), the course incorporates both knowledge- and action-orientated processes (McGrath, *op cit.*), striking a balance between activity and passivity for trainer and participants, whilst drawing heavily from previous classroom experience. Including an assortment of training processes also encourages teachers to replicate a wide range in their own classes (McGrath, *ibid.*: 172).

Course process options predominantly comprise participant-centred 'leading' tasks, e.g. discussion questions (**S2A**: Taking Action), matching activities (**S3B**: Facilitating Dialogue) and reflections (**S1A**: Reflection on Privilege). As participants arrive at their own understanding, outcomes of 'leading' tasks are often more meaningful and better retained (*op cit.*:167). Content is at times introduced via 'feeding' during feedback, but typically only *after* participant discussion has first taken place (**S1B**: Defining Literacy). Exceptions to this include complex frameworks (**S1A**: The Emancipation Continuum; **S2B**: The Four Dimensions Framework & Framework for Textual Analysis), which require trainer explanation, and for the sake of brevity, suggestions for 'Language for Critical Interventions' (**S4A**). Integrated amongst other more dominant, student-centred processes, 'feeding' is a useful and efficient means of clarification, stimulating interest and reflection (*ibid.*:166), however as an inherently transmissive process, is adopted sparingly. A number of 'throwing' stages towards the end of the course enable learners to implement their learning, through simulated classroom discussion (**S4B**), and active listening (**S3B**).

References to 'showing' were deliberately omitted from the TN. For content and process to be congruent, the trainer must effectively model or 'mirror' (Mugglestone, 1978, in McGrath, *ibid.*) authentic dialogue at each stage of input, rendering allusions to this process redundant. According to Freire's (*op cit.*:53) understanding of the teacher and student as partners, 'jointly responsible for a process in which all grow', this entails the trainer establishing themselves as a co-learner amongst participants (**S1A**: Welcome), and adopting an active, exploratory role in classroom activity. For Guilar (*op cit.*), teacher activity within dialogic education is complex and multi-faceted, involving

(amongst other features) demonstration of empathetic listening and unconditional positive regard (Rogers 1961; 1977), conscious sharing and monitoring of one's own voice and demonstrating visible appreciation of others', acting as guarantor of conversational principles, exhibiting subject expertise, and facilitating the conversation. For the course to be methodologically aligned, the trainer must consistently model these characteristics for its duration.

In addition to course processes, dialogue comprises the content focus for half of all input (**S3A**-**S4B**). With reference to teachers' own in-class experiences, these sessions cover practical considerations such as setting up, managing and closing classroom dialogue effectively. **S3A** explores negotiated codes of conduct as a means of collaboratively establishing acceptable norms of behaviour, thus minimising threats to students' self-esteem (Senior, 2007b). Experienced first-hand, this pyramid negotiation task is simultaneously 'experiential' and 'awareness-raising', in that it does not only 'develop the trainees' practical classroom know-how', but also their 'understanding of particular issues through reflection and evaluation' (Ellis, 1986:92). Two videos (**S3A:V2&V3**) introduce scaffolding strategies such as 'speaking stems' (chunks of formulaic language) and pre-task planning, to reduce students' cognitive load and enhance spoken fluency (Mazgutova, 2013). Finally, participants discuss the impact of different formats and groupings on classroom dynamics, structures which often reflect the wider political and national ideologies that guide a school's organisational culture (Hebden & Mason, 2003).

Input **S3B** raises awareness of active listening, cognitive affinity bias, strategies to promote equal participation and the language of facilitation used when managing classroom dialogue. In the absence of real-life classroom footage to illustrate this, videos are sourced from contemporary television debate shows (**S3A:V1** Question Time, **S3B:V1&2** The Big Questions). Inherently provocative and frequently combative, these clips are representative of the low-quality models of reasoned disagreement broadcast by mainstream media (Stephens, 2017) and are a useful means of highlighting to participants how *not* to engage in constructive dialogue. Guided observations and reflections (**S3B**: Listening and Respect; Promoting Equal Participation (1)) promote consideration of both linguistic and paralinguistic features of dialogue, such as tone, body language, and turn-taking, all vital characteristics of effective listening (Mercadal-Sabbagh et al., n.d.).

The subsequent session (**S4A**) explores responses to critical incidents, such as factually incorrect statements ('fake news'), stereotyping, politically incorrect or offensive language. Based on the FDF, with which participants should by now be familiar, a critical intervention strategy is proposed to

address such instances when they arise during classroom dialogue. **S4B** develops these ideas by introducing tips for effective, meaningful disagreement via a jigsaw listening. Graham's (2008) 'Hierarchy of Disagreement' synthesises many of these into a useful graphic, before participants implement their learning through a series of scaffolded classroom dialogue simulations. Beginning with short, pair discussions about light-hearted topics such as 'cats vs. dogs', to build confidence and lower participants' affective filters, the course ends with an in-depth, whole-class discussion on the role of schools and teachers in sex and reproductive health education. Two preparation sub-stages are incorporated into the materials via a guided planning sheet (**S4B:WS1**), to allow for organisation of ideas and questions (in the role of participant and facilitator).

3.3.2 Contextualisation

ELT has been criticised for failing to consider the complexity of the social conditions in which students and teachers find themselves (Akbari, *op cit*.). Embedding local culture within one's teaching is imperative in order to empower learners to evaluate relative aspects of their culture and enact societal change. Given the importance attributed to context in the CP literature, a successful TT course on the subject must be orientated toward learners' educational, socio-political, historical and geographical milieu. Course materials incorporate this by promoting reflection upon teachers' existing contexts, with a view to raising awareness of the power structures embedded in their everyday practice.

For Freire, 'the starting point for organising the programme content of education… must be the present, existential, concrete situation' [of the people] (*op cit.*:68). In the absence of a needs analysis, references to teachers' current educational context(s) are frequently included within course content. Input begins by examining teachers' beliefs and attitudes towards language learning (**S1A**: Attitudes towards English and ELT), and in subsequent sessions, the majority of tasks (**S1B**: Defining Literacy; **S3B**: Promoting Equal Participation) and discussions (**S4A**: Critical Interventions) encourage participants to consider classes they currently teach, or have previously taught. Where uniform case studies are required, these have been created to include plausible, albeit hypothetical, groups of learners from participants' existing teaching context (**S2A:WS2&WS3**). Finally, as teachers of mostly young learners, videos were selected to showcase best practice within primary and secondary schools (**S3A:V2&3**). The fairy tale Cinderella (**S2B**), a popular story among European children, was similarly chosen to illustrate CL activities for its relevance to YL teachers.

From the outset, participants reflect upon their own socio-political status within Italian society. The privilege walk (**S1A**) raises awareness of societal privilege (or lack thereof) at a personal level, and highlights the impact this might have had (and might continue to have) upon participants' everyday life experience. Learning on this topic is further deepened through exploratory reflections (**S1A**: Reflection on Privilege), observing the reactions of a demographically diverse group completing the same activity in a different setting (**S1A:V1**) and groupwork whereby teachers identify privilege in their existing context (**S1A**: Identifying Privilege). Subsequent stages of input broaden this socio-political focus to consider locations of power within the ELT industry (**S1A**: The Locus of Power) and ultimately, education itself (**S1A**: The Emancipation Continuum).

Where possible, course materials prioritise the geographically local and culturally familiar, such as climate protests in Milan (**S2A:PPT** – slide 1), advertisements for Italian companies Diesel (**S1B:PPT** – slide 19), Lamborghini (**S1B:PPT** – slide 20) and United Colors of Benetton (**S3A:PPT** – slide 1) and the 'pizza vs. pasta' debate (**S4B:PPT** – slide 9). Stories featured in global media prior to delivery, such as the editing of an image of climate activists (**S1B:PPT** - slides 23-24) and a BBC discussion of Meghan Markle and racism (**S3A:V1**) were also included due to their current relevance. Published in 2012, extracts from Cutting Edge (3rd Edition) for materials analysis (**S2B:WS2&WS4**) are less contemporary, however were familiar to participants and readily available at the school. Inclusion of historically de-contextualised materials which 'form the backbone of instruction in many mainstream language teaching contexts' (Akbari, *op cit*.:281) further exemplifies the disregard of commercially produced coursebooks for 'the localness of learning and learning needs' (*ibid*.).

3.3.3 Socio-Political Issues

In line with the third FDF dimension, the course incorporates materials on a range of socio-political issues frequently excluded from mainstream ELT materials and TT courses. These include (but are not limited to) privilege (**S1A**), climate change and extinction (**S1B**), age (**S1B**), gender (**S2B**; **S4A**), class (**S2B**), meat consumption (**S3B**), racism (**S1B; S3A**), LGBTQIA+ (**S4A**; **A4A**), disability (**S4A**) sex (**S4B**), class (**S2B**), religion (**S4A**), free speech (**S3B**) and politics (**S4B**). The reasons for excluding such topics from commercially published materials may be complex and context-specific; however, the systematic silencing of discussion of the 'taboo' within education (Tekin, *op cit*.) makes this phenomenon highly worthy of examination on a CP course. Multiple opportunities are provided for participants to explore the issue of content suppression within ELT through a variety of tasks, from a quiz (**S1A**), to discussions on topic avoidance (**S2A**) and the 'PARSNIP debate' (**S2A**). To offer differing perspectives, material covering these issues is sourced from a variety of self-published and

commercial texts, ranging in their discourse from the more overtly subjective (The Sun) to the self-professed 'non-partisan' (Countable.us). These include academic presentations (**S1A:PPT** – slides 16 & 17), self-published and commercially published teaching materials (**S1B:PPT** – slides 16 & 17; **S2B:WS2&WS4**), tabloid and broadsheet newspapers (**S2B:PPT** – slide 11; **S4B:V1**), educational websites (**S3A:V1&2**), broadcast media (**S3A:V1**; **S4A:V1**), digital platforms (**S4B:V2**) and social media posts (**S4A:PPT** – slide 8).

Exploration of socio-political issues within course materials is not restricted to thematic content, but also the language used to address topics in class and, in particular, its power to shape identity, construct cultural discourses, and support or disrupt the status quo (Lewison et al., *op cit*.). Chong (2019b) notes how 'over-sanitising the classroom can mean that the students miss out on the chance to learn and practise language that they might need in the real world.' **S4A** therefore recommends functional language, such as hedging and generalising, and politically correct lexical chunks, to support teachers' critical interventions and avoid causing offence, marginalising or stigmatising minority groups affected by these issues. Participants also explore the re-appropriation of language by specific cultural groups (**S4A:V1** The N Word) and the evolution of linguistic appropriacy through a receptive categorisation task (**S4A**: Labels and Political Correctness). For Dellar (2013), it is not words themselves that are taboo, but what students are required to do with them. Introducing language thus is recommended as it allows students to say if they have used the items, but does not assume they have, or would ever want to in future (*ibid.*).

3.3.4 Inclusion

Discourse surrounding 'inclusive' education in mainstream contexts frequently centres around issues of special educational needs and (dis)ability. However, a truly 'inclusive' curriculum considers the needs of all minority groups, including those with protected characteristics, e.g. age, race, sexual orientation or religion, and promotes not only equal opportunities, 'but a chance for personalisation, so that no one feels left out or excluded' (Chong, 2019a). Students who feel a sense of belonging are more motivated and engaged in their learning (ACER, 2018), whilst a lack of such belonging can result in negative or anti-social behaviours (Pedler, 2018). As input addresses potentially sensitive content, including personal identity, it is essential that this course be conducted in a non-judgemental learning environment. Course materials must also promote diverse and inclusive representations, avoid othering and tokenism (Seburn, 2019), whilst highlighting the multiplicity of hidden assumptions embedded within existing ELT materials, for example that 'all learners are

aspirational, urban, middle-class, well-educated, westernized computer uses' (Thompson and Masuhara, 2013:248).

Involving participants in producing a code of conduct, permanently displayed on the classroom wall for reference (**S3A**), is one method of promoting tolerance that is easily replicable with teachers' own students. However, the trainer should also demonstrate unconditional positive regard towards participants (Guilar, *op cit*.), in order to promote a sense of belonging among individuals within the group. Establishing roles or participation guidelines before activities commence is a useful strategy in support of this. This can involve simply instructing participants that they should only contribute information they feel comfortable sharing with the group (**S1A**: Privilege Walk; **S4A**: Critical Interventions). Providing a choice between participation, or tracking a dialogue and reporting back (**S3B**: Practising Active Listening), allows those who would prefer to remain silent during the conversation, to comment on their colleagues' ideas afterwards. Setting up activities in this way can empower participants by allowing them to make their own decisions, as well as preventing more confident students from dominating classroom discourse.

Tennant (2017) advocates incorporating a wide variety of task types to address and develop a range of learning preferences and strategies. The course includes several kinaesthetic tasks, such as the privilege walk (**S1A**), gallery walk (**S1B**), talk circle (**S3A**) and matching race (**S4A**). Learners who prefer learning visually are catered for through the extensive use of photographs and graphics on PPT slides, and auditory learners through videos and a jigsaw listening (**S4B**). Task instructions are frequently issued verbally with the support of a visual instruction (**S1B:PPT** – slide 6). Where useful, oral models are provided (**S2B:A1**) to provide scaffolding. Interaction patterns and groupings are varied throughout to 'promote and facilitate collaborative working' (*ibid*.:5).

Input is intended to highlight the issue of inclusivity and diversity (or lack thereof) within ELT materials. In **S1B**, two frameworks ('FDF' and my own 'ASAP') are introduced to provide participants with practical tools for critical analysis that can be applied to both image and text. Through a process of 'problem posing', participants are led to a deeper comprehension of textual representations than those 'tick box' attempts at inclusion that end once each minority group is represented (Chong, 2019a.; Seburn, *op cit*.). Instead, with reference to thought-provoking photographs (**S1B:PPT** slides 12-14 & 23-24), participants examine features of graphic representation, such as the framing, posture, facial expression, dress and background setting of subjects, whilst simultaneously questioning the interests of the author in depicting them thus. **S2B** subsequently introduces two

linguistic features (choice of lexis; grammar structures and agency) for critical discourse analysis, which can be used to critique dominant narratives and representations within text (in this case, the Disney version of Cinderella). These CL strategies are later applied in the analysis of a page from a popular ELT coursebook (**S2B**: Coursebook Text Analysis), further underscoring how 'the way that learners are represented in published materials is both ideologically motivated and out of synch with reality' (Thornbury, 2013).

Seburn (*op cit*.) suggests that an inclusive approach to materials design ensures groups of people are represented with regularity alongside other narratives, authentic voices are consulted (and ideally used) and individuals are represented as such (rather than as representatives of a collective group). Course materials incorporate these recommendations. Videos and audios feature individuals from a range of contexts and socio-cultural backgrounds, and where dialogue is included, it is authentic (i.e. not scripted or performed by actors) (**S3B:V1-V3**). Due to the sourcing of materials from mainstream L1 media, voices are predominantly native speakers'. However, these showcase a range of accents from North America, Australia and different regions of the UK. To answer the question 'Who can use the N word?' (**S4A:V1**), a video presents the perspectives of African-Americans who would themselves be directly affected by its adoption in everyday discourse.

3.3.5 Action

An orientation toward action is a recurrent theme both within this course and the literature surrounding CP. Akbari (*op cit*.: 282) notes how critical pedagogies are centred upon themes of hope and understanding, 'since without the possibility of change and a willingness to change criticism does not make much sense.' For Freire (*op cit*.:64), hope 'does not consist in folding one's arms and waiting', but rather 'the incessant pursuit of the humanity which is denied by injustice'. The current state of the world should not induce despair, but instead pose challenges to which solutions need to be found. It is for this reason a pedagogy of the oppressed is so necessary within the context of the historicity of humankind, for 'the un-finished character of men and the transformational character of reality necessitate that education be an ongoing activity' (*op cit*.:57).

Both theoretical and practical, the course encourages action and highlights opportunities for change within teachers' everyday practice. At the outset, participants receive an action plan (**S1A:WS2**) to record reflections and commitments to action, based upon their daily learning. Regular reflections upon course content and its application to current practice occur during (**S1B:PPT** slide 15), and at the culmination of, each session. **S2B** outlines simple, preparation-light ways that teachers can

exploit texts to develop students' CL in their classes. As a precursor to a real-life curriculum review, in the 'Traffic Light Task' (**S2A:WS2**) participants imagine they are gathering materials for the coming term, selecting topics they consider appropriate for a hypothetical class. Two materials analysis tasks (**S2B:WS2&WS4**) instruct teachers to describe and justify any changes they would make, e.g. removing, adapting, replacing or extending the coursebook.

The course ends with two sessions focusing upon dialogue-in-action and critical intervention. Senior (2007b) stresses it is always preferable for the teacher to act in the face of discord, 'either then-and-there, at the end of the activity or in the following lesson when emotions have cooled'. However, as highlighted by course materials (**S4A**: Critical Interventions), teacher interference may also be required to probe students' ideas, challenge factually incorrect utterances, or correct inappropriate register. With reference to one specific critical incident, **S4A** proposes a strategy by which to do so. Participants work through alternative reactions to a given situation, taking into account speaker intention (as well as age, school policy, the nature of comments made etc.). Discussion of such incidents within TT is therefore a highly valuable means of theorising practice. As it is not the teachers' own work under scrutiny, critical incidents provide a safe place from which teachers can analyse 'real' teaching and learning, and identify their own personal beliefs (NILE ELT, 2020).

3.3.6 Materials

Stock images, such as those commonly featured in published coursebooks or used in the marketing of ELT organisations (IATEFL, 2020) both reflect and create culture, by reinforcing and perpetuating stereotypes (Mahdawi, 2017). Images on the course have therefore been selected to represent a diverse range of identities (in terms of age, race, gender, LGBTQIA+ etc.) and seek to avoid cultural stereotyping (with the exception of **S1B:PPT** – slide 20, which is a deliberate example of the phenomenon). References to sources of image and text for use in classroom teaching are clearly signposted (**S1B:PPT** – slide 25; **S2B:PPT** – slide 13). Due to the explicit nature of some graphic content, a warning is included to highlight sites' inappropriacy with certain age groups. All online sources are free and publicly accessible in Italy. References to supplementary texts and classroom materials are cited for copyright and all PPT images are open source, unless otherwise stated. To ensure access to materials during and after the course, documents were shared via Google Drive.

Summary

Freire's 'Pedagogy for the Oppressed' was not a call to 'an armchair revolution' but a call to action (Freire, *op cit*.:41). In the absence of existing TT on the subject of CP within the field of ELT, this

chapter outlines a course that seeks to take up this appeal for change. Such a course must raise awareness of how social inequalities are perpetuated through the dominant power structures inherent within existing teacher-student relations, curricula content and teaching materials, and language itself. It must provide encouragement and opportunities for action within everyday practice. In short, it should develop teachers' CL, with a view to transforming the world.

My course seeks to achieve this via the critical analysis of teaching materials (**CO1**) and spoken classroom dialogue (**CO2**). This chapter has presented an overview of the organisation, mode of delivery and guiding principles informing course design. With reference to the literature, as well as limiting contextual parameters, a rationale has been provided to justify the content, processes and materials adopted to this end. The following chapter will explore the methods of data collection used in evaluating the extent to which the course met its objectives.

Chapter Four: Data Collection Methods

Overview

'Methods of data collection and… research questions are strongly influenced by the setting, the participants, the relationships and the research design as they unfold over time' (Cohen et al., 2011:230). Accordingly, for this study, methods were selected on the basis of their 'fitness for purpose' (*ibid.*:235) in terms of reliability and validity, within the limitations of the context. Winter (2000, in *ibid*.:199) defines reliability as 'dependability, consistency and replicability over time, over instruments, and over groups of respondents' (*ibid.*:199). Validity refers to 'the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher' (*ibid*.:179).

For validity, three instruments were adopted to collect and triangulate data for research questions **Q2a**-**Q3**. These include a materials analysis task, a simulated classroom dialogue and a focus group. Participants were assigned letters (A-H) and recordings transcribed using the conventions in **Ax6**. Field notes (**Ax12**) were made after input, and are also cited, for triangulation. With reference to contextual parameters, this chapter outlines the rationale behind the selection of methods, procedures undertaken and limitations of the research process.

4.1 Materials Analysis Task

4.1.1 Selection

Data for **Q2a** was gathered via a retrospective stimulated recall. Verbal reports have been used extensively to provide insight on cognitive processing, thought processes and strategies (Bowles, 2010:1). Based upon Vygotsky's hypothesis of 'egocentric' inner-speech (*ibid*.:2), such methods can illuminate participants' internalised knowledge (Gass & Mackey, 2000:13). In this study, participants undertook a meaningful, 'real-life' task, i.e. analysing a coursebook for use with a group of students. The task's authenticity was designed to promote positive backwash, as it comprised part of the course's formative assessment.

4.1.2 Procedure

Participants were given the task rubric (**S2B:WS3**) and coursebook pages (**S2B:WS4**) for analysis, and completed the task in their own time (**HW1**). This involved reviewing the materials with reference to a hypothetical class, then recording their analysis. For reliability, all teachers analysed the same coursebook, chosen for its availability and familiarity among teachers. Extracts were selected for

their potential as stimuli for critically literate analysis, e.g. lack of diversity in visual/textual representations and product placement. Participants were asked not to discuss their analyses, to avoid contaminating data.

Bowles (*op cit*.) suggests providing a warm-up for participants to familiarise themselves with the 'think-aloud' process. Before undertaking the task at home, participants therefore completed a practice task during input (**S2B**) using material from the same coursebook (**S2B:WS2**) for consistency. Teachers listened to a model (**S2B:A1**) to illustrate procedure, and then completed the task themselves, followed by a brief feedback discussion, without trainer involvement. The model was uploaded to Drive for reference.

4.1.3 Limitations

The validity of data gathered via stimulated recalls has been called into question on the basis of whether (i) verbalising alters the thought-processes under examination (reactivity) (ii) verbalising is an accurate representation of thoughts (veridicality) (Bowles, 2018). During such tasks, 'participants are believed to be able to verbalise only a portion of their explicit, rather than implicit knowledge' (*ibid*.:118). It should therefore be assumed that the data set produced is incomplete. Given that there is no way of 'seeing' participants' thought processes, Gass & Macky (*op cit*.) also raise questions about the falsifiability and replicability of such introspective approaches.

Though useful, verbal warm-ups for stimulated recalls must be chosen carefully so they do not prime participants' contributions (Bowles, *op cit*.: 117). As this is a preliminary study, the class profile in the rubric is deliberately generic (**S2B:WS3**), a factor which likely impacts upon teachers' analyses (see *5.2.2*) and raises the question of whether teachers should have reviewed the materials with more particularised group characteristics in mind. To mitigate the likelihood of influencing the content of participant recordings, the model intentionally avoids critically literate analysis of the kind under investigation. With only one obvious exception (see *5.2.4*), the content of teachers' analyses is not unduly influenced by the model, although some language forms are copied (**Ax7a**:Lx1-3).

As recordings were made at home, the time participants spent planning and recording their analysis, and the lapse between these events, inevitably varied. Bowles (*ibid*.:14) notes 'retrospective reports may not accurately reflect participants' thought processes because they simply may not recall what they were thinking as they completed a given task'. The word 'now' was included in the task rubric (**S2B:WS3**) to encourage participants to complete the task in one attempt, thus diminishing this risk.

However, wherever recordings are retrospective, veridicality remains an issue. Conducted over a period of two days, it is possible participants cross-referenced ideas before completing their analyses.

4.2 Simulated Classroom Dialogue

4.2.1 Selection

Lincoln and Guba (1985:199) distinguish between 'obtrusive' and 'unobtrusive' data collection methods. Though post-course observations might have been a useful means of gathering data for **Q2b**, due to the sensitive nature of topics under discussion in this study, the presence of observers or recording equipment would likely have had a significant impact upon students' contributions. Obtaining parental permission to record YLs also proved challenging.

Given these parameters, data for **Q2b** was collected via an observed simulated classroom discussion, during which teachers took part as participants and/or facilitator. To maximise opportunities to demonstrate learning, this was scheduled on Day 4. The topic was selected for its potential to provoke different opinions, on the assumption that participants would already have some schemata for the issue, and be able to contribute.

4.2.2 Procedure

Participants were prepared for the dialogue via paired micro-discussions, to build confidence and lower affective filters. In accordance with the course's inclusive philosophy, the task rubric was outlined both verbally and visually (**S4B:PPT** - slide 13). Teachers planned independently for ten minutes, with worksheet support (**S4B:WS1**). This was divided into two five-minute-long stages: (i) ideas and arguments related to the topic (ii) language to use as facilitator, according to the different roles teachers might perform. During the discussion, I moved a 'teacher' card (**S4B:WS2**) between participants, to indicate the facilitator at any given point.

4.2.3 Limitations

As this simulated conversation did not naturally occur, its inauthentic nature will have impacted upon the direction, flow and, possibly, content of discourse. The addition of a rotating facilitator may have compounded this, as evidence from body language (in observation notes) indicates that some teachers were reluctant to take on this role. My presence (reactivity) may also have resulted in modified participant behaviour (the 'Hawthorne Effect', Cohen et al., *op cit.*:246), with a consequent impact upon reliability. To lessen this influence, researchers should ensure 'a careful presentation of

self' (*ibid.*). During the course, this involved managing multiple roles, upholding neutrality in my interactions with participants, and developing trust. Relations built through conversation, e.g. during breaks, can not only improve the quality of data, but also 'reduce the chances of the findings being influenced by the Hawthorne effect' (Oswold et al., 2014:58). The issue of reactivity is equally pertinent to data collected via the focus group (4.3).

4.3 Focus Group

4.3.1 Selection

Upon course completion, a focus group was used to triangulate data from the stimulated recall (**Q2a**) and simulated discussion (**Q2b**), and to collect data in answer to **Q3**. One advantage of focus groups is that they can 'lead to more contextualised and developed answers' than individual interviews or surveys, and therefore provide a richer, deeper understanding (Citizens Advice, 2015:3). A record can be made of both verbal and non-verbal behaviour, which may give an indication of, e.g. agreement (**Ax9**:Lx42; 116; 152; 339) or surprise (**Ax9**:Lx134). Focus groups provide an opportunity to seek clarification (**Ax9**:Lx247-252), and are time efficient when collecting data from multiple participants, and time is limited, as was the case in this study. They can also be important equalisers for those with weaker reading and writing skills (Prior, 2018).

4.3.2 Procedure

When setting-up the focus group, I followed Rennekamp & Nell (n.d)'s suggested procedure. To promote self-disclosure, all eight participants were seated in a circle (*ibid.*) and a mobile phone placed centrally to capture audio. I introduced discussion guidelines (**Ax10**) and reminded participants that the interview was being recorded. During the interview, questions (**Ax10**) were put to the group relating to participants' overall experience on the course, and suggestions for improvement. Pausing and probing was used to elicit contributions (*ibid*.) and I monitored my own verbal and non-verbal feedback, to avoid biasing participants' responses (Prior, *op cit.*).

4.3.3 Limitations

One disadvantage of focus groups is that individuals' competing contributions can be difficult to manage. As the course included discussion of dialogic etiquette (**S3B**), participants were aware of the need to interact with respect, according to established discussion guidelines (**Ax10**). Nevertheless, as with the simulated dialogue, data was lost when participants spoke over each other, or laughed, rendering extracts of the recording inaudible (**Ax9**:Lx135; 176). Interviewees can also be reticent in group discussions, particularly when discussing sensitive topics, or if co-

participants are colleagues (Arksey and Knight, 1999:76). Despite my efforts to promote equal participation through the use of open-ended questions (**A8**:Lx1; 86-87) and pausing (**A8**:Lx364-5), several teachers contributed more than others. Indications of collective agreement is therefore clearly marked in the transcript (see 11.3.1). Finally, the act of transcription itself is also one of 'selective transformation' through which there is 'the potential for massive data loss, distortion and the reduction of complexity' (Cohen et al., *op cit*.:426). It should be noted that transcriptions in this study already comprise interpreted data.

4.4 Field Notes

Brief field notes were made immediately after the conclusion of input as an aide memoire. These provided a record of reflections upon methods, participant reactions, points of clarification and further lines of enquiry (Bogdan and Biklen, 1992). Although open to criticisms of partiality bias and subjectivity, field notes offer an insider's perspective, 'providing situated, contextualised accounts of lived realities' (Copland, 2018:251) and are useful for data triangulation.

4.5 Research Ethics

Respecting the rights of participants to make decisions about their own lives through informed consent is a cornerstone of ethical behaviour (Howe and Moses, 1999). Participants should be respected as subjects, 'not simply research objects to be used and then discarded' (Bogdan and Biklen (*op cit*.:54). My dual role in this study, as participant *and* researcher, demanded transparency from the outset, regarding the nature, purpose and methods of research. Before training, participants were emailed an information sheet (**Ax13**) and consent form (**Ax14**), which they signed upon course commencement. This information was reiterated before recording audios.

Summary

Issues surrounding the quality and rigour of qualitative research are widely debated within social science (Lew et al., 2018). As 'the subjectivity of respondents, their opinions, attitudes and perspectives all contribute to a degree of bias' (Cohen et al., *op cit*.:179), the concept of validity is perhaps best understood as a matter of degree. Accordingly, this chapter has detailed how I have attempted to minimise bias within this study, through careful selection and implementation of data collection methods and procedures. The following chapter will explore the analysis and interpretation of this data, in answer to research questions **Q2a** and **Q2b**, outlined in the introduction.

Overview

Cohen et al. (2011) note that there is no single correct way to analyse and present qualitative data and *fitness for purpose* must be the overriding concern. In accordance with the research questions, in this paper I have therefore chosen to adapt an existing FDF typology (Van Sluys et al., 2006) for data analysis and evaluation. Supported by references to transcripts (**Ax7-9**), this chapter outlines the process of data coding, and presents the results of my analysis.

5.1 Coding

Coding is defined by Kerlinger (1970, in Cohen et al., *op cit*.:559) as 'the translation of question responses and respondent information to specific categories for the purpose of analysis'. Data collected via the materials analysis task, simulated classroom dialogue and focus group is coded using an adapted version of Van Sluys et al.'s (2006) Four Dimensions Framework: Questions for Data Analysis (**Ax11**). This comprises questions, based upon the FDF, which are used to classify relevant participant utterances into the four framework categories. For clarity, transcripts are colour-coded accordingly. Contributions that do not demonstrate CL remain in black font.

Though most questions in the Van Sluys (*ibid*.) typology were extremely useful in classifying data, certain questions (e.g. **Ax11** MV4 and TA4) remained largely redundant. Others occasionally led to the possibility of utterances being coded into two separate categories (e.g. **Ax11** SP3 and TA2). Due to the difficulty of demonstrating 'taking action' in real-time during hypothetical, simulated tasks, utterances that outline *intended* future action were taken to evidence this fourth dimension, and classified accordingly. Proposed action does not necessarily constitute 'taking action' however, and the decision to categorise data thus obviously impacts data evaluation (see Chapter 6).

5.2 Materials Analysis Task

5.2.1 Disrupting the Commonplace

Disrupting the commonplace is pervasive throughout the recordings. The majority of participants comment upon what they perceive to be stereotypical gender roles exhibited in the materials, thereby questioning 'everyday' ways of seeing. This includes the association of genders with certain topics, i.e. men with work or sport, women with household difficulties (**Ax7a**:Lx12-14; **Ax7b**:Lx5-8; **Ax7c**:28-31; **Ax7d**:32-34; **Ax7e**:13-18; **Ax7f**:Lx3-6; **Ax7g**:14-45; **Ax7h**:Lx5-8) as well as the stereotypical nature of storylines, such as Larry's proposal: 'when I read it I was like "for *real*" in

2020?'… I think it's time we showed different models of behaviour'(**Ax7d**:20-25). Participants criticise the characterisation of individuals within the texts, such as women as 'hyper-critical, hysterical women, that get angry for no reason' (**Ax7d**:45-46), the unhappy, uncompromising girlfriend (**Ax7g**:Lx36-39) and the problematic mother-in-law (**Ax7c**:Lx35-37; **Ax7g**:Lx44-45). Several teachers also question textual intentions surrounding the apparent underlying positive narrative of the male characters' life choices, as the product of ambition and hard work (**Ax7g**:Lx14-30), in contrast to that of Astrid, of whom 'nobody talk [sic.] about her job or her *chances*' (Ax7b:Lx10-11) and who appears resigned to her situation (**Ax7g**:Lx36). G believes that the representation of Larry's girlfriend is 'kind of *meant* to convey a meaning of pity' upon him (**Ax7g**:Lx39-40).

Two teachers refer to the sexualised representation of women in society to explore underlying messaging in the visuals. B speculates that Astrid's image is included because of her attractiveness, as "the picture of the women… often show a *beautiful* woman" (**Ax7b**:18-19), whereas D notes 'of course as a woman she is fit and good looking' (suggesting she believes such depictions are unexceptional within culture more generally). A suggests that Astrid is portrayed in her photo as being 'fragile, in doubt', compared to the two 'quite confident' male characters, leading A to doubt that the author is female (**Ax7a**:Lx16-21). However, like all texts, visuals are open to multiple, often contradictory interpretations. Though C agrees Astrid is portrayed as having "lower self-confidence" (**Ax7c**:Lx17-19), for G, all three characters appear confident (**Ax7g**:Lx10-11), while D describes Astrid as 'looking… pretty annoyed' and the two men as 'resigned' and 'determined' respectively (**Ax7d**:7-12). These interpretations could be influenced by participants' readings of the written texts.

Perhaps unsurprisingly, given that they are all women, most of participants' comments on identity stereotyping reference gender. However, the 'universal, generic' stock images (**Ax7c**:19-20) and the lack of visual diversity in terms of age and socio-cultural background is also critiqued. H describes the three characters as "western and good-looking" and "more like characters from a TV soap opera, or models in a magazine, or online fashion shop, rather than people the students can identify with, or people they would meet in their daily life" (**Ax7h**:Lx11-14). Though there is no particular information to support the assumption, D concludes all the characters are European (**Ax7d**:Lx17-18). Her statement: 'they're all white of course', implies she believes the exclusion of minority ethnic groups to be commonplace.

5.2.2 Considering Multiple Viewpoints

One way teachers might evidence the second framework dimension is by accounting for different learning needs within the group. However, mentions of specific minorities or individual students' needs are rare. E acknowledges that although the topic of dilemmas is 'relatable', it might not be suitable for all because 'not everyone might feel comfortable talking about problems or personal issues' (**Ax7e**:Lx3-7). F also expresses concern that the lack of a model in the productive task 'might be difficult for many' (**Ax7f**:Lx23-24). In contrast, references to students' needs as a collective group are frequent, probably due to the homogenous, generic description of the hypothetical class in the rubric (**S2B:WS3**). This includes consideration of language level (**Ax7c**:37-38), instruction complexity (**Ax7c**:Lx53), task variety and interaction patterns (**Ax7e**:38-40), students' interest in tasks (**Ax7c**:Lx58-59; **Ax7c**:Lx60-61; **Ax7e**:Lx36-37) and the topic (**Ax7c**:3-5; **Ax7h**:1-5; **Ax7h**:34-41).

Overall, participants appear in favour of activities that promote differences of opinion (**Ax7a**:Lx39-43; **Ax7a**:Lx49-52; **Ax7f**:17-19) and aware of the potential benefits of encouraging learners to consider alternative ways of seeing (**Ax7d**:53-54). F critiques the narrow range of voices found among the written texts and proposes including alternative perspectives, such as those of older people (**Ax7f**:Lx6-13). D states she 'would like to read stories about successful women in coursebooks' (**Ax7d**:Lx34-35) and 'see pictures of women that are not...objectively considered to be good-looking' (**Ax7d**:Lx13-16). G's reaction to Astrid's husband's refusal to consider a different perspective demonstrates both empathy and a sensitivity to divergent viewpoints: 'how can you *refuse* to talk about something with someone who shares your condition, who's in the same situation as you are…' (**Ax7g**:53-56).

5.2.3 Focus on the Socio-Political

Where teachers attempt to understand relationships between personal experience and larger cultural stories, and challenge existing power relationships, analyses tend to focus upon gender. B, for example, questions the linguistic representation of women in the texts as problematic and 'angry all the time', highlighting the impact this may have on women in society more widely: 'it's not positive for… the role of women in general' (**Ax7b**:11-15). Though D accepts that problem pages tend to include stereotypes, she also contends: 'this makes things worse for the people who read this… because it always gives the same pictures of women and relationships between women and… what is women's stuff, and what is not…' (**Ax7d**:40-43).

Several teachers examine the way language is used to establish power dynamics, both between characters, e.g. Larry and his girlfriend: 'it was like… a loss of power for the girl which [sic.] only has to marry him because he asked her' (**Ax7d**:Lx25-31), and when comparing Astrid's text with those of the two male characters: 'Larry and Oscar refer always to themselves using the first person singular… Astrid, on the other hand, always speaks plural when she talks about her condition…' (**Ax7g**:Lx47-49). C concludes that Astrid's story is distinct from the other two due to her disempowerment: 'if you read her story you realise…she's not having any part in this dilemma other than accepting this situation' (**Ax7c**:Lx31-35). G agrees: 'she's the only one here who looks like she can't have a say in this, right?' (**Ax7g**:Lx49-50).

5.2.4 Taking Action

All participants propose modifications they would make to the materials; however, not all of their suggestions entail 'taking action for social justice'. Changing the length of texts (**Ax7b**:22), number of task options (**Ax7a**:Lx43-47; **Ax7f**:Lx25-27), layout (**Ax7d**:Lx55-58), task rubrics (**Ax7h**:Lx28), the skills being practised (**Ax7b**:Lx33-36), and replacing the speaking task with a new one (**Ax7e**:Lx49-51) are examples of adaptations that do not demonstrate CL. Likewise, due to the influence of the materials analysis task audio model (**S2B:A1**), including a productive task model for students is also frequently mentioned (**Ax7c**:43-45; **Ax7f**:Lx27-28; **Ax7g**:Lx84-90; **Ax7h**:Lx23-24; **Ax7h**:Lx32-34), but has no relevance to the FDF.

However, a number of alterations to language and images in the materials are proposed to challenge existing discourses, and manifestly comprise 'taking action'. Having students justify their contributions (**Ax7a**:Lx35-36) encourages critical engagement. A suggests replacing the texts with authentic letters that include more varied, 'thought-provoking' and 'less commonplace' content, to avoid superficiality and deepen discussion (**Ax7a**:Lx58-63). H implies that she would adapt the texts and corresponding images (**Ax7h**:Lx15-17) to better reflect students' lives: 'I think it could be more effective if the stories represented a wider variety of different characters and situations…' (**Ax7h**:Lx8-9). D proposes adapting the productive task by switching the characters' genders (**Ax7d**:Lx58-60), drawing directly from course input (**S2B: Switching**). Finally, B states she would include an additional image of a woman (**Ax7b**:31-33), on the grounds of equal representation, though stops short of recommending a text to accompany this. Such an alteration could be criticised for promoting the 'tick box' approach to representation that undermines truly inclusive practice (Chong, 2019a).

5.3 Simulated Classroom Dialogue

5.3.1 Disrupting the Commonplace

Due to the highly contextualised nature of the discussion, identifying dominant narratives surrounding sexual and reproductive health education in Italy proved challenging. As a 'cultural outsider', my analysis is therefore based on my limited knowledge of the socio-political culture, as well as participants' indications of what constitutes 'everyday ways of seeing' and what does not. However, participants' own perceptions of mainstream narratives are not always congruent. For example, though D suggests that the topic of sex is taboo in Italian culture, is not taught and is optimistic of future normalisation (**Ax8**:Lx111-114; **Ax8**:Lx124-125), other participants intimate that sex and reproductive health education *is* currently covered within Italian schooling, at least in some form (**Ax8**:Lx104-106; **Ax8**:Lx223-232).

Despite these limitations, it is possible to identify instances of participants interrogating commonplace narratives. A raises the issue of how to teach students about pleasure, which is 'quite a taboo still' and 'difficult to speak about…within schools' (**Ax8**:Lx94-98) and asks whether showing 'in your face' video clips is an acceptable way to teach this. E also raises the issue of sexuality (**Ax8**:Lx258-263) and suggests that educating students that 'there's more than…one option' is a 'really good way to help [them]'. Sexual pleasure (particularly that of women) and homosexuality have always been highly contentious topics for the conservative Catholic Church in Italy, although attitudes towards sexual behaviour and reproductive health are changing (Catholics for a Free Choice, 2004). It is striking that despite its relevance to this discussion, religion is not referenced once by any participant, perhaps to avoid inadvertently causing offence.

5.3.2 Considering Multiple Viewpoints

Participants contemplate a number of alternative ways of seeing, telling and constructing the issue under discussion. Teachers comment upon the need to adapt materials according to learners' age and maturity (**Ax8**:Lx7-9; **Ax8**:Lx29; **Ax8**:Lx 64-69). F emphasises how some students may want to learn about sex at school, whilst others may not (**Ax8**:Lx53-55), least of all with her, as an older teacher (**Ax8**:Lx192-193): 'some *will* some others *won't*… so shall *every*one talk about masturbation, if only one person in the room is interested…' (**Ax8**:Lx172-179). H highlights how students will experience their bodies and emotions differently, and should be encouraged to respect both their own and those of others (**Ax8**:Lx8-15), whereas B adopts a non-judgemental approach towards students' feelings (**Ax8**:Lx321-324). Teachers also demonstrate awareness of the importance of examining competing narratives in the classroom, e.g. by exploring positive and negative

representations of facts (**Ax8**:Lx247-254) and identifying appropriate and reliable sources of information (**Ax8**:Lx247-254).

5.3.3 Focus on the Socio-Political

The scope of the simulated dialogue is far-reaching, with teachers addressing a variety of sub-themes, such as body worries and body-shaming (**Ax8**:Lx217-218; **Ax8**:Lx222-232), sexual orientation (**Ax8**:Lx258-263), slut-shaming and bullying (**Ax8**:Lx264-272), racism, misogyny, violence (**Ax8**:Lx279-289) and masturbation (**Ax8**:Lx164-196). Though there is disagreement over exactly *how* they might be addressed, the majority agree that issues surrounding sexual and reproductive health should be taught in schools (**Ax8**:Lx6-7; **Ax8**:Lx28-29; **Ax8**:Lx62-64; **Ax8**:Lx205-209). Several participants frame exclusion of such topics in terms of 'censorship', implying they believe limiting students' access to this information within schools to be disempowering (**Ax8**:Lx16-18). C states teachers should 'not censor their questions [and] not censor their opinions' (**Ax8**:Lx79-80). E unequivocally agrees that learners should be given 'the chance to have this information' (**Ax8**:Lx273-274).

In creating opportunities for student engagement with the aforementioned topics, teachers are supportive of facilitating discussion (**Ax8**:Lx80-81; **Ax8**:Lx46-48; **Ax8**:Lx305-307), although for F this should only occur after students have first been encouraged to talk to their families (**Ax8**:Lx295-300). This preference for classroom dialogue is likely the result of course input, as several contributions reference teaching strategies included within training sessions, e.g. allowing preparation time (**Ax8**:Lx331-332); providing multiple sources (**Ax8**:Lx305-307). In their attempts to explore the socio-political issues surrounding the topic, several participants relate personal experiences, including motherhood (**Ax8**:Lx149-150; **Ax8**:Lx223-232) and schooling (**Ax8**:Lx147-148; **Ax8**:Lx164-171). The conversation ends with teachers identifying several concrete ways to support student participation with relation to these issues, e.g. filtering out harmful content (**Ax8**:Lx279-289), engaging in critical analysis (**Ax8**:Lx309-316) and writing anonymous reflections (**Ax8**:Lx326-330).

5.3.4 Taking Action

As mentioned in **5.1**, the simulated nature of this dialogue restricts participants' ability to commit to concrete action. Instead, teachers propose a range of possible actions that could be implemented in future, which are categorised as 'taking action' for the purposes of this study. These include, though are not limited to: collaboration between institutions (**Ax8**:Lx44-51; **Ax8**:Lx138-143), practical ways to answer student questions (**Ax8**:Lx182-190), and examples of student training mentioned in *5.3.3*.

However, 'taking action' can also involve interlocutors taking on new positions within dialogue, as demonstrated by F, when she acknowledges that pleasure could be included in a programme of sex education (**Ax8**:Lx143-146). Throughout the discussion, this is the only clear example of concession, as at least outwardly, participants tend to uphold their established opinions.

5.4 Focus Group

5.4.1 Disrupting the Commonplace

Declarative evidence from the focus group suggests the course developed teachers' ability to interrogate materials for underlying messages and constructed meanings. F claims the course 'will actually change the way I look at… text from now on' (**Ax9**:Lx2-5). B agrees the course enabled her to see 'how many hidden meanings are… behind a simple page of a book' (**Ax9**:Lx6-8), whereas A confirms it revealed the potential of a single written text or image, in a way she had not reflected upon before (**Ax9**:Lx9-13). Interrogation of popular culture and media to identify positioning is a key aspect of disrupting the commonplace (Lewison et al., 2002), and several teachers highlight this as a positive feature of the course (**Ax9**:Lx217-219; **Ax9**:Lx222-234).

During a discussion about teacher training courses, participants disrupt commonplace assumptions within spoken dialogue. D surmises that 'normal' training courses probably do not foster a very critical approach. She queries this: 'it's a shame… I think *we* as teachers should be trained to this as well [sic.]' (**Ax9**:130-133). F cites the lack of contemporary approaches on a recent INSETT course she attended as evidence that many ELT TT courses promote 'traditional ways of teaching' and debunked theories, e.g. learning styles (**Ax9**:Lx137-144). Contrary to the prevailing narrative that ITT courses should focus upon basic techniques and procedures, she suggests critical approaches 'should be part of *any* training course, especially *initial* training course… [sic.] for teachers who are starting their career' (**Ax9**:Lx144-146) because younger teachers are 'more receptive to accept that this is part of the teaching process…part of your job' (**Ax9**:Lx189-194).

5.4.2 Considering Multiple Viewpoints

In the focus group, teachers tend to express agreement about their experiences on the course. There is one exception to this – F's rejection of the suggestion that course techniques cannot be applied to YL classes (**Ax9**:Lx337-352). Consequently, the transcript includes few examples of participants constructing alternative ways of seeing and producing counter-narratives. A and E highlight organisational aspects of the course which enable participants to seek out differing perspectives, such as varied interaction patterns (**Ax9**:Lx198-200), material selection and the

provision of multiple sources (**Ax9**:Lx235-237; **Ax9**:Lx20-21). Overall, however, evidence of this second dimension is limited.

5.4.3 Focus on the Socio-Political

In contrast to *5.4.2*, attempts to relate personal experiences with larger cultural stories are made frequently throughout the focus group, as participants realise the importance of meaningful dialogue beyond the classroom (**Ax9**:Lx25-27). For F, 'many of the contents and the themes were about effective communication in general' (**Ax9**:Lx119-121). H claims the course's emphasis on constructive discussion and conflict resolution can be applied not only in her role as a teacher, but 'as a mother, with my children and their friends…but also with my life' (**Ax9**:Lx94-100). E agrees: 'for me it was…applyable [sic.] to every aspect of your life… teaching in state schools, language, your private life… family life, everywhere…' (**Ax9**:Lx101-103). For other teachers, introducing an element of criticality into the classroom is a means of having a positive impact on the world, when confronted by feelings of personal powerlessness (**Ax9**:Lx111-115). F acknowledges teachers' existing classroom privilege: 'if we learn from the start how to deal…effectively and positively this power… this will *really* change the world for better' (**Ax9**:Lx146-151).

Much of the focus group discussion challenges existing power relationships within ELT. The course's socio-political focus was well-received, particularly in light of the omission of these themes from one participant's ITT (**Ax9**:Lx156-160) and the perceived exclusion of criticality from INSETT courses more generally (see *5.4.1*). D highlights the diversity of the issues covered within the materials, topics she claims are both relevant to her, and her students: 'we talked about racism… gender equality, sexual orientation… politics, vegan-vegetarianism…a lot of very relevant stuff' (**Ax9**:Lx227-285). F claims teachers 'have to be *ready* to stand in our ground' [sic.] (**Ax9**:Lx179-184) in defending the right to teach such material.

In addition to including the social-political within input, another prominent theme in the discussion was the training methods adopted to address potentially controversial content. F recognises the importance of presenting material in a way that does not descend into an argument (**Ax9**:Lx208-212). A and C both comment upon how they felt a non-judgemental attitude was critical here on the part of the trainer (**Ax9**:Lx260; **Ax9**:Lx268-270). For A, this was achieved by embedding irony and playfulness within the activities (**Ax9**:Lx253-265). C agrees: 'I think that irony a very good way to interact with them… to keep everything *very* light… I think that's a very good way to teach' (**Ax9**:Lx273-276).

5.4.4. Taking Action

Evidence of participants' intention to act as a result of course attendance is encouraging. Participants frequently state what they believe they have learned through the training, however often without describing how this will impact their future practice (**Ax9**:Lx36-37; Lx44-45; **Ax9**:Lx91-92). However, for a small number of contributions, commitment to future action is more explicit. F lists a number of scaffolding strategies that she says 'I will apply from today and always' (**Ax9**:Lx57-65). Similarly, C states that with her YL classes she will 'try to include as much as this as I can' and when she teaches adults, 'I definitely would start thinking about this kind of critical teaching and communication' (**Ax9**:Lx327-336). F encourages the group to move from spectator to actor roles: 'I'm going to ask you to continue applying this into the classroom *more* than before, now that you have *more* effective techniques and more practical ideas on how to do it' (**Ax9**:Lx348-352). Her final turn outlines her intention to implement learning from the course in the school's academic planning (**Ax9**:Lx360-363).

5.5 Field Notes

Data from field notes is useful to corroborate evidence gathered through other methods. Most notes refer to training methods and highlight deviation from planned input, e.g. tasks over-running. Participants' verbal and non-verbal reactions (**Ax12a**), memorable contributions to class discussion (**Ax12b**) and possible adaptation of materials (**Ax12b**) are also included. As regards CL, the notes identify clear examples of participants disrupting the commonplace by challenging dominant narratives, e.g. the exclusive use of L2 (during critical incidents) and the conceptualisation of work as paid activity. Evidence is also provided of teachers' awareness of the multiple perspectives surrounding inclusion of the socio-political in the classroom (**Ax12a**), e.g. conflict between 'emancipatory learning' and parents' expectations. Teachers' expectations for the course focus upon the practical application of emancipatory learning, demonstrating a desire for guidance on how to take future action in their classrooms.

Summary

Data coding enables researchers to pull together a wealth of material 'in order to give it some order and structure' (Cohen et al. *op cit*.:559). This chapter has shown how coding is used in this paper to identify and classify manifestations of CL within participants' transcripts. Evaluation of this data not only reveals examples of teachers' declarative knowledge or factual information *about* CL, but also instances of its *application* within their materials analysis and spoken dialogue. Though to varying degrees, all four dimensions of the FDF are evidenced via the three data collection methods,

suggesting that the course had some positive impact upon teachers' CL in the short term. This conclusion is supported both by data triangulation, and teachers' own claims about the perceived impact of course attendance on their critical awareness. Variation in the quantity of critically literate contributions in a given category can be somewhat accounted for by task format, e.g. the challenge of evidencing 'taking action' during conversation.

Though this initial evaluation of data is positive, questions remain regarding the longevity and application of learning beyond the course. The final chapter addresses these issues by evaluating the overall efficacy of the course and research process, and suggesting areas for improvement.

Chapter Six: Conclusion

6.1 Reflections on the Research Process

Writing in spring 2020, against the backdrop of the global Coronavirus pandemic and looming international climate crisis, it is it is clear that a united human response to the social and environmental injustices to which Pennycook referred (1990), is more pressing than ever. In the Introduction, I argued the case for CP training within ELT, to bring such issues to the foreground of English language education. It was established that such training would need to develop the necessary CL amongst teachers (and by implication, their students) to address these issues both in the classroom and the real world, as part of a process of societal transformation.

With reference to a group of teachers in Italy, this paper has proposed a TT course designed to achieve this. In answer to **Q1a** and **Q1b**, Chapters Two and Three of the paper justify (via the available literature) decisions made regarding course organisation, content, processes, and teaching and learning strategies. Many of these choices were made in light of contextual parameters that dictated a top-down, trainer-led approach, raising the question of whether the course is sufficiently aligned with the pedagogy it expounds. On this point, the literature is clear: an authentic critical pedagogy should be developed *with* and *by* those students who will participate within it, so it truly reflects students' local culture and issues of immediate importance to them *in situ*. Indeed, for Freire, anything less would itself constitute an act of oppression (1972). Any future iterations of the course must therefore address this issue, to ensure the course remains in keeping with its own philosophy.

To assess the extent to which the course achieved its desired outcomes (**CO1/CO2**), data was gathered via three methods – a materials analysis task, simulated classroom dialogue and a focus group, triangulated via field notes. Chapter Four explored the selection and limitations of these particular methods, foregrounding issues of reliability and validity, such as the influence of warm-up tasks and the presence of observers. Whilst efforts were made to reduce bias during data collection and interpretation, the chapter concluded that an element of subjectivity is inherent in all qualitative research. Future studies might consider adopting a wider range of data collection methods, to provide greater triangulation to minimise this.

Chapter Five presented findings in answer to **Q2a** and **Q2b**. My evaluation of data concludes that during the course teachers evidenced the application of CL within ELT materials analysis and spoken

dialogue. Teachers' ability to demonstrate both 'factual' and 'relational' knowledge (Tudor, 1996) of CL in simulated teaching practice as a result of course attendance, suggests that the course at least partially achieved its intended outcomes. However, the coding of the fourth dimension ('taking action') as a commitment to *intended* action may have distorted these results. It is impossible to know if participants actually followed through on these commitments. Any future iterations of this study should incorporate post-course data collection to address this.

6.2 Course Adaptation and Improvement

Participants' responses to course content, processes and organisation were overwhelmingly positive. During the focus group, several teachers state they liked the course and found it useful (**Ax9**:Lx6; Lx8; Lx11-12; Lx100; Lx222), whilst others describe it as 'inspiring' (**Ax9**:Lx2; Lx12; Lx14), 'fantastic', 'amazing' (**Ax9**:Lx54), 'strong and meaningful' (**Ax9**:Lx99), 'excellent' and 'top-notch' (**Ax9**:Lx82). Generally speaking, participants believed the course to be 'very well-structured' (**Ax9**:Lx220; Lx305) and the course contents 'associated one to the other, linked' (**Ax9**:Lx311). With the exception of C (**Ax9**:Lx324-327), teachers agreed that the training was relevant to current classes and that they would be able to apply their learning to post-course teaching (**Ax9**:Lx91-92; Lx101-102; Lx283-285), in part because many course activities were transferable to the classroom (**Ax9**:Lx201-202).

Despite this encouraging feedback, should the course be delivered again, a number of improvements could be made. Delivered as a 'one-off', teachers found the course quite demanding. During the focus group, A comments that the course was 'too short, very intense, and I wish I had more time to…actively think, or to go deeper'. As the course trainer, these are feelings I shared and included in my field notes. For example, activities sometimes ran out of time and discussions could have gone on longer. Extending the course over several weeks would lessen this cognitive load and likely have a longer-lasting effect upon teachers' *praxis* (McMorrow, 2007). Adopting a longer-term, teacher-centred developmental model of delivery would also better align with the principles of CP (see **6.1**), and potentially allow for the incorporation of teaching practice into the course, whereby teachers could experiment before feeding back to peers (**Ax9**:Lx65-71; Lx290-294). F suggests this process could be observed, either by the trainer or video (**Ax9**:296-299), to further increase the likelihood of changing attitudes and behaviours.

In terms of course content, this too could be extended beyond existing input. D states that she would have liked the course to focus more upon unplanned, spontaneous classroom interactions

'because many interesting things can be said and can happen…and…it's good to have an idea on [sic.] what's best…to do' (**Ax9**:Lx45-51). Though the course contains a session dedicated to 'critical interventions' (**S4A**) of the kind to which D is referring, extra time to practise these interventions through role-play, in the safety of the training room, would be useful.

6.1 Suggested Areas for Further Research

One of the aims of this research was to establish if there is a need for similar CP training courses in ELT more generally. I believe that the success of this course, both in terms of its short-term impact upon teachers' CL, as well as the effect teachers claim the course has had on their lives outside of the classroom (**Ax9**:Lx2-5l Lx:93-103; Lx111-115; Lx148-151), means it would be highly valuable training for teachers across Italy, and perhaps even in other contexts around the world. However, the evaluation of data from this course, delivered to a fairly heterogenous group of white, Italian women, appears to demonstrate learner affinity bias. Multiple participant contributions relate to gender, for example, whereas issues such as sexuality or social status are not so frequently referenced. To evaluate the impact of participants' identities upon the course and its outcomes, further studies should be conducted with teachers from a wider-ranging demographic.

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<u>Appendix 1 (**Ax1**): Course Objectives</u>

The following course objectives correlate with the two research questions stated in the introduction:

(CO1) To develop teachers' ability to critically analyse English language teaching materials.
(CO2) To develop teachers' ability to engage in critical classroom dialogue.

The success of these course objectives will be measured against the achievement of the following learning outcomes.

By the end of the course, participants will be better able to:

(LO1a) Critique dominant narratives *surrounding* published ELT materials, and *within* teaching materials, by identifying and questioning (i) textual intention (ii) consumer positioning (iii) (historically) constructed meanings.

(LO1b) Consider multiple perspectives both *surrounding*, and *within* teaching materials by (i) identifying dominant and counter-narratives (ii) identifying the silencing or marginalisation of voices (iii) amplifying silenced or marginalised voices.

(LO1c) Critically evaluate existing power relationships *surrounding* published ELT materials and the representation of power relations *within* teaching materials themselves.

(LO1d) Adapt existing teaching materials to promote social justice by (i) removing, replacing or adapting literary or visual texts contained within teaching materials to alter existing discourses (ii) extending teaching materials to promote students' critical literacy.

(LO2a) Critique dominant narratives expressed within classroom dialogue by (i) framing dialogue to challenge 'everyday' ways of seeing the world (ii) performing critical interventions to interrogate widely-held assumptions.

(LO2b) Seek out and consider multiple perspectives within classroom dialogue by (i) actively promoting equal participation amongst students to ensure different voices are heard (ii) modelling active and empathetic listening skills (iii) summarising multiple viewpoints when closing dialogue.

(LO2c) Challenge existing power relationships within spoken dialogue by critically analysing: (i) the framing of classroom dialogue (ii) classroom formats/groupings for dialogue (iii) the role of the teacher in classroom dialogue (iv) stereotyping, generalising and 'taboo' language.

(LO2d) Promote social justice through critical dialogue by (i) facilitating and engaging in classroom dialogue on social justice issues (ii) performing critical interventions to challenge participants' narratives and language use.

Appendix 2 (**Ax2**): Course Timetable

TIME/DAY	DAY 1	DAY 2	DAY 3	DAY 4
9:00-10:30	**(S1A)** Critical Pedagogy	**(S2A)** Critical Curricula	**(S3A)** Setting Up Critical Dialogue	**(S4A)** Critical Interventions
	• Attitudes towards English and ELT • Personal privilege • Locations of power in ELT • The Emancipation Continuum (Brown, 2017) • Course overview	• PARSNIPs • Topic inclusion/ exclusion in ELT curricula and published materials • The PARSNIP Debate • Reflection on topic selection	• Defining dialogue • Ingredients of effective dialogue • Codes of conduct • Scaffolding dialogue • Classroom formats and groupings	• Critical interventions – when and why? • Critical intervention strategies • Critical incident analysis
10:30-11:00	BREAK			
11:00-12:30	**(S1B)** Critical Literacy	**(S2B)** Critical Materials	**(S3B)** Managing Critical Dialogue	**(S4B)** Critical Dialogue in Practice
	• Defining literacy and criticality • The Four Dimensions Framework (Lewison et al., 2002) • Application of critical literacy to the image	• Application of critical literacy to literary texts • Teaching materials – critical selection, adaptation & extension • Critical literacy strategies	• The role of the teacher in dialogic education • Empathetic listening • Sense of self and voice • Promoting equal participation • Language of facilitation • Closing dialogue	• Tools for effective disagreement • Critical dialogues in practice • Simulated classroom dialogue activity • **AP (4)** Complete Stage 4. • Course review
HOMEWORK TASKS	**AP (1)** Complete Stage 1.	**AP (2)** Complete Stage 2. **HWK (1)** Materials analysis task: read task rubric, analyse and make notes on materials extract, and record own audio.	**AP (3)** Complete Stage 3. Submit **HWK (1)**.	

Session Title	**(S1A)** Critical Pedagogy
Date & Time	Monday 27th January, 09:00-10:30 (DAY 1 – 1.5 hours)
Materials	S1A – **PPT** S1A – **WS1** Privilege Walk S1A – **WS1** Action Plan S1A – **V1** What is Privilege? [Buzzfeed] (embedded in **PPT**) Poster paper and marker pens Masking tape (prepare walk line pre-session)
Session Aims	• To reflect upon attitudes towards English, ELT and the overall purpose of education. • To raise awareness of, and reflect upon, the concepts of personal and societal privilege. • To identify locations of power in ELT. • To introduce course objectives, structure, content, timetabling and action plans.
Learning Outcomes	By the end of the session, participants will be better able to: **(LO1c)** Critically evaluate existing power relationships *surrounding* published ELT materials.

Session Outline		
Stage Name/*Time*	Procedure/*Materials*	Aim/*Process*
Welcome (Plenary Discussion) *0-5*	• (T-Ss) Welcome Ss and give brief introduction to the course. Highlight trainer's role as both co-participant and facilitator of dialogue.	To introduce the trainer and the course. *Feeding*
Attitudes towards English and ELT (Quiz) *5-15*	• (T-Ss) Tell Ss they are going to do a quick quiz. • (S/S-S) Ss record one answer to each question, then discuss their answer with their group. • (S-S) What do you think your answers reveal about your attitudes towards education? Ss discuss in groups. • (T-Ss) Reveal answers (**PPT**).	To reflect upon attitudes about the purpose of education. *Leading/Feeding*
Paolo Freire and Critical Pedagogy (Group Web Race)	• (T-Ss) Arrange Ss into groups of 4. Introduce Freire (**PPT**). Challenge Ss to find out as much as they can about him and his life in 3 minutes. Only one S in the group can use their phone for the research and must relate it to the other three. They must remember it and cannot write it down. • (Ss-Ss) Ss race to gather and remember the information.	To introduce Paulo Freire and 'Pedagogy of the Oppressed' as central to critical pedagogy.

15-25	• (Ss-T) Elicit one fact from each side at a time. The researcher cannot speak. The group with the most facts about Freire and his thought wins.	*Throwing*
Power and Privilege (Privilege Walk)	• (T-Ss) Link the activity with the previous stage by connecting Freire's view of the world as a struggle for power between the privileged classes and the oppressed. Clarify that the purpose of this activity is to raise awareness of privilege. • (S) Ss line up along the marked line on the floor. • (T-Ss) Before beginning, remind Ss that they are under no obligation to reveal any personal information and don't have to move if they would prefer not to. Read out statements (**WS1**) and Ss take steps forwards/backwards according to whether the statements apply to them.	To raise awareness of personal privileges.
25-35		*Leading*
Reflection on Privilege (Pair Discussion)	• (S) Ss answer reflection questions individually (**PPT**). • (S-S) Regroup Ss into pairs. Ss compare their ideas. • (Ss-T) Elicit responses from different pairs.	To reflect upon the impact of personal privilege.
35-45		*Leading*
What is Privilege? (Video Observation)	• (T-Ss) Dictate the following two questions: (a) Do you agree with the definitions of privilege given? (b) Do you share any of the feelings or opinions expressed in the video by the participants? • (S) Ss watch **V1** and answer. • (S-T) Elicit responses to clip.	To further reflect upon the impact of societal (and personal) privileges.
45-55		*Feeding/Leading*
Identifying Privilege (Group Work)	• (S-S) Ss recall and record privileges on poster paper using marker pens. • (Ss-Ss) Ss share poster content with other groups. • (T-Ss) Distribute **WS1** for comparison. • (S-S) Ss discuss if these are privileges in *their* context.	To list a range of societal privileges; to critically evaluate activity for use with EFL learners.

55-65	• (S-S) Ss evaluate activity for use in their EFL classrooms. • (Ss-T) Elicit brief feedback.	*Leading/Feeding*
The Locus of Power (Pair Discussion) *65-70*	• (T-Ss) Introduce categorisation task (**PPT**). Ss should divide the items on the **PPT** into two groups (those with more power and those with less). • (S-S) Ss complete in pairs. • (T-Ss) Encourage Ss to justify choices. Reveal possible answers on the **PPT**. Highlight the impact of loci of power on aspects of ELT practice (**PPT**).	To identify locations of power in ELT and their impact on practice. *Leading/Feeding*
The Emancipation Continuum (Pair Discussion) *70-80*	• (T-Ss) Introduce Brown's (2017) Emancipation Continuum. Dictate four questions: (1) Where are you? (2) Where is your school? (3) How do you think your learners regard themselves? (4) What type of approach to ELT do your learners expect and what would benefit them the most? Are these two things the same? (S-S) Ss answer questions. • (Ss-T) Summarise discussions rather than eliciting feedback.	To identify the location of Ss' own context on the Emancipation Continuum. *Leading*
Course Overview/ **Session Reflection** (Plenary Discussion) *80-90*	• (T-Ss) Introduce course objectives (**PPT**). • (T-Ss) Highlight the course structure, content, timetable and action plans. Tell Ss course docs will be shared by email (**PPT**). • (S-S) Ss share one thing they have learned from the session and one hope/expectation they have for the course. • (Ss-T) Time for questions.	To introduce course objectives, course structure, content & timetabling; to reflect upon the learning outcomes from this session. *Feeding/Leading*

1. If English is your first language, take one step forward.
2. If either of your parents are university graduates, take one step forward.
3. If there have been times in your life when you skipped a meal because there was no food in the house, take one step backward.
4. If you have visible or invisible disabilities, take one step backward.
5. If you were encouraged to attend university by your parents and family members, take one step forward.
6. If you have ever felt unsafe walking alone at night, take one step backward.
7. If you studied the culture or the history of your ancestors in primary school, take one step forward.
8. If you have been bullied or made fun of based on something you cannot change (your gender, ethnicity, age or sexual orientation), take one step backward.
9. If you have ever felt passed over for an employment position based on your gender, ethnicity, age or sexual orientation, take one step backward.
10. If you were ever offered a job because of your association with a friend or family member, take one step forward.
11. If you were raised in a single parent household, take one step back.
12. If you were ever stopped or questioned by the police because they felt you were suspicious, take one step backward.
13. If you or your family ever inherited money or property, take one step forward.
14. If someone in your household suffered or suffers from mental illness, take one step back.
15. If you own a car, take one step forward.
16. If you can make mistakes and not have people attribute your behaviour to flaws in your racial or gender group, take one step forward.
17. If one of your parents was ever laid off or unemployed, not by choice, take one step backward.
18. If you are a citizen of this country, take a step forward.
19. If you were ever uncomfortable about a joke or statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation, but felt unsafe to confront the situation, take one step backward.
20. If there were more than 50 books in your house as you grew up, take one step forward.
21. If there were people who worked for your family as servants, gardeners, nannies, etc., take one step forward.
22. If you ever tried to change your appearance, mannerisms, or behaviour to avoid being judged or ridiculed, take one step back.
23. If you feel respected for your academic performance, take one step forward.
24. If your family ever left your homeland or entered another country not of your own free will, take one step back.
25. If your family owned the house where you grew up, take one step forward.
26. If you have been paid less because of race, ethnicity, gender or sexual orientation, take one step back.
27. If you attended private school at any point in your life, take one step forward.
28. If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
29. If you have never been asked to speak on behalf of a group of people who share an identity with you, take one step forward.
30. If you are physically able to take a step forward or backward, take two steps forward.

Adapted from: University of Houston

Stage 1	Monday 27th January
Reflection	What aspects of my teaching practice do I take for granted? Why do I do this?
Action	In light of my learning today, what will I do more/less/differently in my work?

Stage 2	Tuesday 28th January
Reflection	What did I learn today that has prompted me to re-consider my own perspective?
Action	In light of this, which sources will I explore to challenge my existing thinking?

Stage 3	Wednesday 29th January
Reflection	What did I learn today that encouraged me to think outside of myself?
Action	In light of this, how will I ensure I am inclusive, inside or outside my work?

Stage 4	Thursday 30th January
Reflection	What did I learn today that will have a transformative impact on my life or work?
Action	In light of this, what action can I commit to taking in my everyday life?

1. 'Being critical involves seeing different sides of an argument and seeking to present a balanced view.'

2. 'Being critical means finding fault with the arguments, analyses, interpretations etc. of others.'

3. 'Being critical involves always supporting your arguments with clear factual evidence.'

4. 'Being critical means separating facts about how the world is, from values regarding how it should be.'

5. 'Being critical means putting biases, political beliefs, emotions etc. aside in order to come to objective, rational, evidence-based knowledge.'

6. 'If you're being descriptive, you're not being critical.

Adapted from: University of Leicester

S2B – WS2 Coursebook Extract

S2B – WS4 Coursebook Extract

Materials Analysis Task

You are going to analyse the page of a coursebook (Cutting Edge Intermediate (3rd Edition): 122-123) for use with a B1 level monolingual group of Italian adults.

1. Work alone and make notes on the following aspects of the materials:
   - The choice of topic
   - The use of image(s)
   - The choice of text(s)
   - The choice/use of language
   - The questions/tasks/activities

2. Now record your ideas using the audio recorder function on your phone.
   - Comment on the aspects of the materials listed above.
   - Describe any changes you would make to the materials (e.g. removing, adapting, replacing or extending them). Justify your decision making.
   - Your recording should last between 5-10 minutes long.

3. When you have finished, send the audio (mp3) file to rose.aylett@gmail.com

This recording will **not** be shared with other course participants.

Appendix 6 (**Ax6**): Transcription Convention Key

Code	Meaning
Lx	Line number
Ppt	Participant
CPs	Course participants
I	Interviewer
M	Anonymised participant
//	Start of overlapping turn
*	End of overlapping turn
=	Latched utterances
,	Short pause
…	Long pause
?	Rising intonation contour
[laughter]	Non-linguistic communication
(translation)	Italian translation
(*inaudible*)	Inaudible turn
yes	Emphasis (italicised font)
"	Quotation/direct speech
A	Teacher A
B	Teacher B
C	Teacher C
D	Teacher D
E	Teacher E
F	Teacher F
G	Teacher G
H	Teacher H
J	Member of School Staff

Appendix 7 (**Ax7a-h**): Materials Analysis Task Transcripts

Ax7a		
Lx	Ppt	Transcription
1	A:	this is a lesson taken from Cutting Edge Intermediate for a B1 monolingual
2		group of Italian adults, um there are two pages and it's a task-based
3		framework, with preparation to reading, speaking task and follow-up writing
4		activities… the topic, is quite interesting as it's about dilemmas, and er
5		dilemmas are universal in a sense that everyone in life will have a moment
6		where err is put into a dilemma situation and er, there are three problem
7		letters from a magazine but this is not clear if it's authentic material or made
8		up, as there's no source available… the issues treated are quite stereotypical,
9		so it's about career versus relationships and job opportunities versus good
10		university opportunity and household troubles, the issues chosen seem written
11		from the four, middle class white people who love soap opera, and erm the
12		material choice for the topic is quite opinable in my opinion, er there are two
13		young men dealing with their career, and you see on the other side, a woman,
14		speaking about household difficulties and this is quite stereotypical for me… er
15		the images respect the content in they're quite simple and er, they are *so*
16		coherent that the woman in the picture is the only one not looking at the
17		camera, and I get a feeling, of her being fragile, in doubt, while the two men are
18		looking, are staring at the camera and they look quite confident, their posture
19		erm, with open legs and er one step in front showing confidence and er, so this
20		is an issue that makes me think about, the choice er taken by the author, and
21		probably the author is not a woman… the text, I think is not really interesting,
22		but this is my personal opinion, erm, but considering it for a group of Italian
23		adults I think is B1 level, I think is quite easy to understand and um easy to
24		discuss about it… so the language it use I believe is good, er there are a couple
25		of examples though that they're slightly awkward, um for example, in the
26		discussing options suggested, there is "of course, it depends what kind of
27		person is his girlfriend", and this example is quite strange to me, as erm… it
28		makes me think really that the author of this two pages is not, er [laughs] is not
29		a woman, erm then another… there's another erm phrase, there's a sentence
30		saying, in the commenting phrases, is "you just can't do things like that", er is
31		quite a strange sentence because all the rest of it is very polite and erm, open
32		to dialogue, so "I can't understand why", "he and she definitely shouldn't
33		have", " I don't or I think they should have", "I think", "personally I think", and
34		this is quite a drastic change, so probably it would be nice to have a *why*, to
35		have a *because* after that, so "you just can't do things like that, *because* I think
36		that…" maybe, erm… going to… the question and tasks and activities, erm, the
37		preparation to the reading task has a standard lead-in, as a whole-class
38		question, presuming that everyone knows problem pages in magazines, erm
39		then, the content prediction and a nice group work activity, the speaking part is
40		interesting, as it opens up discussions, erm on other possible views of the
41		problems, so and is developed in small group work, er comparing and finding
42		agreement and then sharing it sharing the ideas, a few chosen ideas with the
43		other group… mm though I would say, I would make a little change in the sense

44		I would reduce, er the characters to speak about, at least in the group erm in
45		the groupwork, I would chose maybe five let the group choose amongst the
46		characters, four or five, er to speak about and share with the whole class, as
47		the speaking activity is very long, mm there is a second part, a third part of the
48		speaking activity which is very interesting, and is related to erm… the same
49		three letters but two years after, so is a nice opportunity to recycle again the
50		language used so far, erm but with, again, other points of view, so after the
51		class discussion, erm… thinking and sharing about what they would have done
52		in their position, and so on, they get to see what really happened two years
53		later so this is nice and think further about that… one thing surprised me is that
54		in all the questions there is never *why*, is always "which" "what" "what" and
55		never "*why* do you think they have done that?" and er, in both parts, so in part
56		one of the speaking task, and in part three of the speaking task too, erm, then…
57		erm… yes it's the speaking part is quite long, so I would reduce part one and
58		erm, what I would do if I had to make any changes, I would erm replace the
59		letters with *real* sources, and making maybe the topics more various? the
60		issues more interesting? more provoking maybe? thought-provoking? and less
61		commonplace, as we can see it here, so to involve… er people into *deeper*
62		discussions or to *really* engage er… in something… I want to say, less
63		superficial… I forgot um… the follow-up writing activities are really nice because
64		students are, mm can choose between writing a letter… and er a letter to one
65		of the writers and tell them what they should erm, do now, two years after
66		their original problem, or imagine erm imagine they're writing a TV drama,
67		about one of the stories and this is really interesting um, as a slight change, a
68		slight twist is, erm ask the students to propose their own dilemmas er as a
69		drama, a [laugh] TV drama er script

Ax7b		
Lx	Ppt	Transcription
1	B:	ok, mmm these two pages are taken from er Cutting Edge, B1 level… and now
2		I'm going to talk about the choice of the topic, the use of the images, the choice
3		of the text, er the use of the language, the questions and the changes, I would
4		do… er starting with the topic, I would say that so in this case mmm we are
5		talking about dilemmas, and m dilemma means choosing between two erm
6		important things, and whether the men have to decide between, erm two
7		things er like a job or something professional, the only woman has to decide
8		between her role, erm of a mother or a wife and herself, and so one more time
9		also in the text the woman shouldn't work, spend more time with children, and
10		do housework and stop working, but nobody talk about her job or her *chances*
11		for example… her job chances I mean, also erm in text one, the publisher didn't
12		wrote a good and a positive picture, of the woman because it has been written
13		"she said that she wants", "she doesn't want", and "he still says that she didn't
14		want" so, as if she was erm the main problem and as if she was angry all the
15		time, so it's not positive for… erm the role of women in general I think erm,
16		talking about the pictures, there are two men and one only woman, so, and
17		another aspect that I have noticed is that, of course I'm nobody to judge of
18		course but the picture of the women, erm often show a *beautiful* woman, the
19		men instead have not been chosen for their beauty, I think... and erm, er… yeah
20		about the text, apart from the used words, er for describing the girl I have
21		mentioned before, er I think that maybe er these texts er are too long for a
22		reading task, so mm maybe they should be a little bit, er shorter and erm, yeah
23		the tasks er I really like the share your task box at the end of the second page,
24		because I think, erm it's a good idea to record or film themselves for two
25		reasons, er the first one is that they can have fun, and er, do something
26		different in comparison with the common tasks, and erm… and they can listen
27		it again, and check mistakes with their classmates so I think it's very, very
28		useful… erm, the questions in the speaking and reading tasks, are quite neutral
29		erm except from one, number one in the speaking task, because maybe there
30		shouldn't be a right or wrong behaviour maybe, it could be, er it could
31		influence the students this kind of er question so… erm… er the changes I
32		would do er yeah, I would of course erm at least add another picture of a
33		woman, erm so there are half men and half women, and erm, instead of
34		another reading er task on page er one hundred and thirty one, I would prefer a
35		listening task, to vary the activities as much as I can, and in order to improve er
36		the listening erm skill too, erm as if these two pages have a speaking task, a
37		reading task, a writing task, so, it would be great, mm to add also these
38		listening task and yeah, I think that's all

	Ax7c	
Lx	Ppt	Transcription
1	C:	I will start erm the analysis of these two pages, talking about the topic, and the
2		topic is dilemmas, so critical situations in, normal people's lives, when they for
3		some reasons had to make a choice… so I think that this is a good choice as a
4		topic because, sooner or later you can find some kind of critical situation erm in
5		everyone's life, so I think it's a nice topic, and it gives the students a chance to
6		get to know, the characters of the three stories, and also to feel involved in the
7		process of choice-making… um I also think that for students and for people in
8		general it's easier to express opinions and give advice about other people's
9		lives, about problems and dilemmas, and so I think this is a good way to
10		encourage students to produce language… there are three pictures in the
11		pages, which represent the three different characters who are presenting their
12		past dilemmas… I think that, they don't give students any clue about what's in
13		the text, they're not really functional to the task or to the comprehension, and
14		actually they also don't comment in any way the stories or give a different
15		perspective on them… looking at the subjects of the photos erm we can notice
16		that there are two male and one female characters and there is not relevant
17		difference in the way they are photographed, except for the fact that the two
18		men look directly in camera, while the girl doesn't, which may give the idea of a
19		slightly lower self-confidence maybe… and finally the pictures are all quite
20		generic and universal, but they are all posed, and looking at how characters
21		appear, I think they could have been photographed recently, so they're not mm
22		out of date actually, and students may easily relate to these characters but, on
23		the other side, I don't think it's easy to feel empathy for them because of that
24		being universal and out of time in some way… erm talking about the text, the
25		introduction says that the three texts are short descriptions of the problem
26		each character had two years ago, um we have three titles, erm which help
27		students get the gist of each text, focusing on a difficult choice each person had
28		to make, but I also think that the three dilemmas which are presented are also
29		not really on the same level… the two boys are undecided about whether to
30		accept job offers or not, while if you read the girl's story, is all about family
31		issues, marriage, and problems with the mother-in-law, and even if the title of
32		her story introduces some kind of choice, if you read her story you realise that
33		the dilemma was caused by her husband's decision, and actually she's not
34		having any part in this dilemma other than accepting this situation with some
35		difficulties so it's a little bit different, from the other two stories, and also erm
36		the description of the girl as constantly in contrast with her mother-in-law may
37		appear slightly stereotypical, on some aspects… the language which is used in
38		the text is quite understandable I think for B1 students, um there's quite a lot
39		of reported speech and modal verbs, and there is also some useful language in
40		the box on the side, which is useful for the discussion and erm to facilitate the
41		speaking practice between students… er even if I think you can't really find
42		models of this language in the text, I mean erm the tasks are mainly about
43		giving advice and commenting so maybe, they could have included some
44		examples of people giving advice to the characters, er for example I don't know
45		a letter to a friend from one of the three people, could have been useful… er

46		then the tasks there are three tasks in the pages, the first one is the
47		preparation task, and that's a reading task… that involves some kind of
48		prediction and then discussion, further discussion, about the topic, and in
49		particular, there are three questions erm which help students focus on the
50		comprehension of each text, and also on the three dilemmas… um then we
51		have a speaking task, which is the main task, and it gives students the
52		opportunity to discuss further each story and also to compare different points
53		of view… mm I think that instructions here are a little bit confusing about when
54		students get to read the end of each story, because is not immediately clear
55		whether they have to read them at the beginning so as suggested by the
56		introduction of the text, or at the very end after the discussion as suggested
57		instead by exercise three… the follow-up activities are nice, I think, and
58		effective, and maybe the first one which is writing a letter to one of the
59		characters after two years, er maybe is not so interesting mm for the students,
60		so maybe I would choose the second one which is about writing a TV drama,
61		and writing a scene between two of the characters, it's a little bit more creative
62		and I think students would be, er more willing to produce language

Ax7d		
Lx	Ppt	Transcription
1	D:	ok starting from the choice of the topic, I think problem pages, I don't even
2		know if they exist anymore so I think the topic was a little bit out-of-date, but it
3		still was functional for the target language, erm, I like the fact that erm we've
4		got quite big images, and also the titles are um, well the titles make the
5		understanding really straightforward so you can immediately imagine what's
6		inside the text, um by just look at, the pictures and the titles, erm in fact,
7		talking about the pictures, um talking about the first character the one who's
8		got a problem, he has to choose between his girlfriend, and a job, um well his
9		expression is the expression of a poor resigned man, who is victim of an evil
10		girlfriend, erm the second one which is the one who does sport, looks very
11		determined, his arms are crossed, he looks like a cool boy, and then, well we
12		only have one woman, and she is looking pretty much, pretty annoyed actually,
13		and um of course as a woman she is fit and good looking, erm… and this is
14		about pictures, well sometimes I would like to see pictures of women that are
15		not, um always the same women that are objectively considered to be good-
16		looking, I would like to see someone that is er overweight also, erm… they're all
17		white of course, the three characters, erm they're all European from what can I
18		see, I've got doubts on Larry but I think Larry is European as well, erm… going
19		on… oh with the choice of text, erm ok, so the content of the text is… well,
20		fairly controversial… so the first one is a man who proposes to the family
21		before asking his girlfriend to marry him? [amused tone] well, when I read it I
22		was like "for *real*" in *2020*? erm well maybe *this* book, well of course this book
23		is a little bit older but *still,* it looks very old-fashioned, I know he *says* he's very
24		old-fashioned in the text but, I think it's time we showed different models of
25		behaviour erm… mmm, yeah, that's it oh and also the *language* he uses I mean
26		Larry, "she doesn't want to get married" erm instead of "she doesn't want to
27		marry me", it was like er a loss of power for the girl which only has to marry
28		him because he asked her, and because he wants, erm and then he goes on like
29		he asked *her* to move to another country, "go to another town *with me*", so he
30		didn't ask her if she *wanted* to move to another town, he asked her to *move* to
31		another town *with him*, er there was no discussion he just asked her to go,
32		erm… another thing I want to say about the text is that the two men's problems
33		were job and sport related, while the only woman in the article is the
34		stereotype of someone's wife not getting on well with her mother-in-law, well,
35		I think I would like to read stories about successful women in textbooks too,
36		and, er for what concerns the Astrid, her husband doesn't even support her, he
37		doesn't take her part, he doesn't defend her in front of his mother-in-law, and
38		also what the mother-in-law says is always like "you have to stay with your kids
39		and leave your job, and your house is not clean" just, it's really an old
40		stereotype and I know they want to represent the stereotype but this makes
41		things worse for the people who read this, erm because it always gives the
42		same pictures of women and relationships between women and er what
43		women, what is women's stuff, and what is not… erm in fact the other two
44		women which are mentioned in the textbook erm are the mother-in-law and
45		Larry's girlfriend, and they both embody the stereotype of hyper-critical,

46		hysterical women, that get angry for no reason, and this is really offensive in
47		my opinion, um… there's not a *positive* female character in this book, um in this
48		lesson at least, now talking about the activities I like the fact that initially they
49		have to work in three and summarise their paragraph to the other as well, um
50		to the others, erm as this might um enable them to re-elaborate what they
51		read so far, and I also like the fact that the interaction pattern changes quite
52		often so they have to work in groups of three, then in pairs, then in groups, and
53		so on, erm I like the third speaking task because it encourages learners to take
54		different perspectives into account, so um I think that one is a good one, and I
55		like the fact that there are stem sentences in the, next to the pictures, but I
56		think they're a little bit far from where they should be, I would put them in a
57		more centred position in the page possibly next to the task they were required
58		for… the last thing I want to say is that as a follow-up I might ask students to re-
59		write this story, changing the gender of the characters involved, I think that
60		might be very interesting, erm that's it

Ax7e		
Lx	Ppt	Transcription
1	E:	I'm going to analyse the pages one hundred and twenty two and one hundred
2		and twenty three of the book Cutting Edge for B1 students, the main topic of
3		these pages is discuss dilemmas… I think it's a controversial topic, because on
4		the one hand everyone has, problems in their daily life so the topic can be
5		relatable... as well it can be er a good opportunity to get their problems off
6		their chest… but, on the other hand not everyone might feel comfortable
7		talking about, problems or personal issues, so it's not suitable for everyone…
8		now let's talk about the images... in these pages you can just see three people,
9		two men and a woman, one for each piece of text, so they don't give extra
10		information, or support the text in order to help students' comprehension… I
11		think they could be richer or more helpful, if they had background or,
12		something like this… in reference to the text er I think they are quite long, and
13		hard to look at them because of the lack of, background, and the meaning the
14		content of the text, are (*inaudible*) problems for example the men have
15		dilemma with their job, whether choosing, between their job and a girlfriend,
16		or their job, and sport… nevertheless the… er no no, not nevertheless
17		moreover, the woman has a problem with her mother-in-law, so it's too used
18		and stereotypical… erm if we analyse the language used in these pages, I think
19		it's accessible for a B1 student, and a good point is that at the top of the page,
20		they give some useful language to use in, the following speaking activities, they
21		have discussing options, er commenting, so it's very useful, erm however I
22		would, I think it would be great to have the example of an opinion, preferably
23		oral [laughs] it would be the perfect, thing, because the students are asked to
24		give an opinion but they just have their, er sentence stems as a scaffold, so that
25		would be fantastic… and finally I'd like to talk about the activities proposed
26		during the, along these two pages… er to begin with, er, there are three
27		exercises, two as a pre-reading task, I think it's a good idea because they
28		incentivate students' curiosity… and it's positive, um *next* students have to read
29		the text to check if their hypotheses were right and, the next activity, they have
30		to, in groups just read one text, answer some questions and summarise it to
31		the others… I don't know the utility of this activity… I think it's not interesting,
32		because they have to summarise a text that the others already know what it is
33		about, so I think it hasn't got much sense... *next* if we focus on the speaking
34		tasks, although they are mostly reading tasks, but whatever [laughs], the first
35		speaking task the students have to, read again the stories and ask questions
36		about eight people on the text, so it think it's too long, and students might get
37		bored at the end, and one *positive* thing although, is that they give questions,
38		so that students know where to focus the attention… mm another positive
39		aspect I would say that it's the book proposes, er different types of groups or
40		activities, individual, pair or whole class exercises, so it's good and dynamic…
41		and to… and finally, er it proposes a follow-up activity, and in this case it's a
42		writing, I think… I believe it's a good idea er because the students that way they
43		will practise their four abilities, reading, writing, speaking and listening… but I
44		don't get the sense of the activity I think, the activities proposed are not real, or
45		relevant, because why would they write an opinion of a problem two years

46		later? or imagine a scene with three of the characters above, that have *nothing*
47		in common? I don't know I don't think it's interesting or relevant at all… I would
48		change it and I would put a new message where they had to give advice, *or*
49		another option would be giving the *answer* of a text, their comments or advices
50		of a text, and the students should write the original message, the one with the
51		problems… and that's all

Ax7f		
Lx	Ppt	Transcription
1	F:	dilemmas… um, I think that this topic, dilemmas, erm is an interesting topic
2		altogether… er on the other side, I found the text less interesting, a bit boring,
3		erm, *very* stereotyped and simplistic, full of commonplace er ideas like being a
4		war between wife and mother-in-law, choosing between um a successful
5		career and love and erm last following your dreams or doing what others
6		expect you to do in life… erm, I mean these are not the only dilemmas we have
7		to go through in life, so what I think is *this* task doesn't represent a good variety
8		er of people going through dilemmas… indeed, here we only find two men and
9		a woman, that they are more or less the same age and from, quite the same
10		social background, and, there are not older people for example, more
11		experienced, could be, more interesting reading about people that have lived
12		for a longer time and maybe have dealt with dilemmas in a different way I don't
13		know but I found it quite, silly er and, simplistic, yes… erm another thing is well
14		the layout of the activities and the headings and even the pictures they're, not
15		particularly catchy, they're boring, they're plain, I don't know I found it quite
16		uninteresting, erm the activities, the tasks… er the speaking tasks um are not
17		bad… er there are different stages and there are plenty of opportunity for the
18		students to tell their own opinions, to agree, disagree, erm give their own ideas
19		about erm dilemmas and the texts… er what I didn't like is the writing task…
20		the writing task is I er think confusing, not clear and difficult, it's *too* difficult
21		probably because er they ask students, er the task sorry asks students to
22		choose between two activities that are way *too* different in style and purpose,
23		and the authors er don't provide *any* model… erm so students just have to
24		choose and write, er from scratch, er which I think might be difficult for many…
25		so what I would do is er, chose *one* of the models, I mean if I were the author of
26		course, and I would stick to the letter for instance, and so I would ask them to
27		write a letter, erm relating to a model, so providing a model… after the model I
28		would break the activity into another piece which would include some language
29		chunks, erm to er help students in the process of writing a draft in the
30		classroom, and after that after of course correcting and giving feedback, so
31		leaving a stage for that too, erm what I could do is to er edit, and write a final
32		version, a clean version of the letter at home, erm as a follow-up or an
33		extension activity... and, I think that could work well

Ax7g		
Lx	Ppt	Transcription
1	G:	so about this erm topic, I would say that students, adults er in particular, er
2		could be quite interested in the topic, it is clear that even without reading the
3		passage, that it is about er making choices and er that is a topic that adults
4		usually enjoy er sharing... and erm probably because they have to make choices
5		every day, and almost anybody, er has probably experienced one of these
6		situations, not exactly the ones presented by the book but situations in which
7		they didn't actually know what to do... about the choice of the images, I'd
8		rather say that they do not match very well with the title... er it is very difficult
9		to understand what the texts are about just by looking at the pictures, we can
10		see that er, there are three people involved, two men and a woman, erm they
11		are all standing, and to me they look quite confident, so when I look at the title
12		"Dilemmas Revisited" and then I look at the pictures I cannot understand the
13		connection there is between the picture, and the title apart from the fact these
14		three texts are about these three people... ok when I analyse the texts erm ok
15		Larry and Oscar are two young men, er one has to choose between his career
16		and his love life and the other one has to choose between, er his passion and a
17		good job so, they both have to choose between success, er probably money,
18		erm... either that or their dreams and private life, er both texts start with the
19		explanation on what they initially did very well, so on the one hand we have
20		Larry, er who did all the things the stereotype of a boyfriend erm, has so for
21		example he has been together with his girlfriend for three years and then asked
22		his, her parents to propose his girlfriend and mmm...on the other hand Oscar er
23		starts his er description with er a list of things that he did very well because he
24		has always dreamt er to becoming a professional footballer but I mean he
25		trained a lot, and then he studied at university, and he worked hard, so all the
26		things they did right before, obviously in their *opinion*, before this big choice
27		arrived to their lives... because in *both* texts, er in the second part, erm it looks
28		like erm they have to deal with their choice in a way that it is obvious that um
29		they already know what to do, er but obviously they take into account also the
30		aspects of their private lives and er their passions... on the other hand, when I
31		read the text about Astrid I do not find the same features, because in the first
32		part of the text, first of all, she rarely refers to herself but she always uses *we* as
33		er the subject, so she always talks about her and her husband and eventually
34		their children, and erm, she doesn't really say how she feels, she uses the
35		words "it wasn't easy" erm, "it's very hard" but she actually treats the situation
36		as it is so, "we did these things but these things didn't work", um I can see
37		stereotypes in the three texts, in the one about Larry there's the stereotype of
38		the, always unhappy girlfriend who doesn't er love him enough to make him a,
39		to come to compromise, so poor Larry, I think that text is kind of *meant* to
40		convey a meaning of pity, on Larry... um in Oscar's text there is the stereotype
41		of his parents, who support erm the choice of studying, and so again, I mean
42		they really need or want him to have a good career, hopefully in the future, and
43		in the third text, the one about Astrid, there is the stereotype of the step- of
44		the mother-in-law, who has been always been pictured as someone who is not
45		happy about her daughter-in-law and who is actually a problem... um about the

46		choice of language, well I've already said um a *lot* but, um yes men refer er
47		Larry and Oscar refer always to themselves using the first person singular, and
48		erm Astrid, on the other hand, always speaks plural when she talks about her
49		condition… and, well what I notice, is that erm in Astrid's er text, I mean she's
50		the only one here who looks like she can't have a say in this right? because in
51		the end we can read that she suggested a kind of a *solution*, but her husband
52		*refuses* to talk about it, well that's in my opinion a very powerful word and
53		unfortunately, erm this is not the first time I read something or I listen to
54		something like this, er because how can you *refuse* to talk about something
55		with someone who shares your condition, who's in the same situation as you
56		are, erm so we can see no support to Astrid in the text about her, but we can
57		see that Larry has er his friends as support because he talks in the text about
58		his friends when he says "some of my friends say I should split up" and er,
59		Oscar has his parents' support, so the feeling I get is to- the feeling I get is
60		Astrid is not is not supported by anyone in this crisis of her life… talking about
61		the tasks, well erm the first er the preparation erm in exercise 1B, it says that er
62		"read the title of each problem and guess what each problem is about", I think
63		it's a bit obvious, erm, as all the three titles present already the problem so
64		there's nothing much to guess erm, I mean everything is said and there's
65		nothing to guess, erm, then in the first speaking part er number one question
66		one, er there's a question about what did they do right or wrong and I really
67		believe that this is too subjective erm question to answer because erm,
68		students and in general people, can have different opinions erm about what
69		the characters did right or wrong so there is probably a better way to re-phrase
70		that question, erm… without somehow being judgemental about what
71		happened to Larry, Oscar and Astrid… er exercise three it is not clear if the
72		students have to do it, erm individually, in written form, or er in groups and er
73		speaking, er well it is part of the speaking task it's true, but, it is not er clear in
74		my opinion… and as about the follow-up writing, I think that writing a letter to
75		these people two years later er two years after the original problem is not that
76		realistic and one of the characteristics, er of writing tasks is that they are
77		somehow applyable to reality, erm… and as all the, er tasks were mainly
78		reading, I mean there was reading there was speaking, I think it is better to
79		continue on speaking and why not, erm imagining er and acting out these
80		situation, er my suggestion would be to behave as they *wanted* to so it could
81		become kind of a *natural* discussion between the students, erm… so they could
82		probably take the situation as a starting point but then they could probably
83		make the changes they wanted erm, in the following events… erm as it is
84		mainly a speaking activity er, I'd suggest that probably it would be better to
85		provide a model er that students can listen to before they, actually start er,
86		talking about these people and discussing about what they could have or would
87		have done, if they were them… so I would suggest either to provide an audio, a
88		short audio of text so that students can actually listen to a model, or to model it
89		before, erm so they actually know what the teacher and the book expects them
90		to do

Ax7h		
Lx	Ppt	Transcription
1	H:	the topic of the lesson could be motivating for students, in a sense that
2		everyone in their lives may have experienced a critical situation when they had
3		to choose between two different options, which could affect, their lives
4		differently, so the topics could be related to students' personal experience, and
5		engage them in discussion, I think… although the characters are very young,
6		and from a similar socio-cultural background, rather stereotyped I think, so
7		their dilemmas may not be meaningful for adult learners from different
8		backgrounds, different ages, and I think it could be more effective if the stories
9		represented a wider variety of different characters and situations… the images
10		too are very stereotyped, I think, representing two young men and one young
11		woman, western and good-looking, who look more like characters from a TV
12		soap opera, or models in a magazine, or online fashion shop, rather than
13		people the students can identify with, or people they would meet in their daily
14		life… and they are not representative of the critical situations represented in
15		the text, so they're not helpful for a better understanding of the text, I would
16		rather choose different pictures that represent in a more realistic way the
17		situations described, in the lesson… erm the texts are a little bit long, but I think
18		they don't er ok they don't seem to me very complex and they are focused on
19		the use of the model verb should, shouldn't which is repeated frequently
20		throughout the three texts, and… this makes the target language clear… also
21		there is a list of some useful language that the students may use in their
22		speaking task, but its only partially presented in the text, and to help the
23		students understand how they can use the chunks of language, a listening of
24		model dialogues could be useful too… as for the tasks and activities erm, I think
25		there is a variety of reading, speaking and writing, but for the very first reading
26		task, for example, it's not clear if the students have just to think or write
27		individually about their answers, or if they should discuss in pairs or groups, so
28		some further or more specific instructions could be useful… and the same is for
29		the speaking task, number three, for example, erm… so in this case should the
30		students think about their answers, or discuss in pairs, or give them randomly
31		in open feedback, or both, so this is not clear in the task… erm the speaking
32		task and activities can encourage students' discussion, but as I said before a
33		listening of model dialogues representing the useful language written in the
34		box could help the students more understand how they can use it… and, as for
35		the follow-up writing activities, I'm not sure that writing a letter to the
36		characters telling them what they should do now after two years, erm after
37		their original problem would be, engaging and motivating for students… so it
38		doesn't make much sense for me, erm… on the other hand, it can be interesting
39		for them, for the students to write a part of one of the stories, imagining a
40		dialogue between two of the characters and acting the scene… erm, I think this
41		can be fun and engaging, so can be useful

Appendix 8 (**Ax8**): Simulated Classroom Dialogue Transcript

Lx	Ppt	Transcription
1 2	I:	ok, *alright* so we're discussing what's the role of teachers and schools in sex and reproductive health education… A do you want to kick us off
3	CPs:	[laughter]
4 5	A:	… ok, er who would like to start off this er conversation? let's say, H? would you like to?
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	H:	ok… erm well I think that schools should include er sex and reproductive health education in the curriculum, starting from very young children, I mean of course er using er language and content which are er adapted to the age of the children and students because it's important for everyone to know about erm first how er we are [laughs] not only as er regarding the body but also the emotions that we feel er about and what we like and what we don't like so er there there could be differences in m how people erm… perceive or feel about these aspects m so it's very important to grow up with a mm considering mm these themes, it's part of our lives mm and so to learn also to have respect for erm our own bodies and emotions but and of the others so mm I don't know how to say so for me it's very important that schools um include these themes and also that teachers erm don't um, don't censor the children's or students' questions or erm, discussions about these things because er children are very curious and of course er and they ask questions and sometimes teachers don't want to answer or just change the topic and so that not good for me I think, the teacher should encourage reflection about these topics
23	A:	this is a very
24	H:	//and discussion*
25 26	A:	= is a very good point and I see many, many people nodding their heads in the group erm do share
27 28 29 30 31	E:	= yes I completely agree with what you said, I think it's an er daily topic, and children are curious, so I think it should be… taught since kindergarden to superior education, always forming and respecting their status, but it's a thing that… we should be aware and respect of our bodies as you said (*inaudible*)
32	A:	and someone has something else to add to this point?
33 34 35 36 37 38 39	F:	I quite agree I mean, I think that schools and teachers, should promote a safe and caring er relationship models more than talking explicitly about sex, erm this is what we call it in Italian (translation), to respect each other so, er to, so we should teach students (*inaudible*) and schools too, so, yes in the classroom we should talk about how to build and how to maintain good relationships with your peers and to respect each other but, I don't know if *we* teachers we should talk about sex *explicitly* because, sorry can I just
40	A:	// yeah sure*
41	F:	I have something else to say
42	A:	sure [laughs]
43 44	F:	and now that reproductive health, again I don't know if something that we should talk about in the classroom, I think that er institutions should work

45		closer together, to give access to students to different channels, er, to get
46		what they need to have safe sex when they start having sex… erm, to have
47		more opportunities like this to debate about sexuality and if they *want* to do
48		this in their community or not, erm… so we should promote and collaborate
49		more with other organisations and provide safe channels and safe tools for
50		students and for everyone I mean, er yes, I think it should be something
51		that's normalised it's not something that we have to talk about as an issue
52	B:	//mm yeah*
53	F:	it's just, it's there, sex is part of our lives… so, I don't know, if they *want* to
54		talk about it, let's talk about it, if they don't, er, respect that, this is my
55		thought
56	B:	yes
57	G:	ok… right, does anybody else want to respond?
58	B:	… um
59	G:	… do you agree?
60	B:	//yes*
61	G:	yes? [laughter]
62	B:	erm so I agree, I think that it could be useful to talk about this topic in the
63		classroom, and also because it's a natural process, so in life, so there is
64		nothing wrong with it, er but I'm not sure about the *age* because, for
65		example *how* to teach it or *how* to talk about it in a very younger classroom,
66		so… maybe as someone said before you can adapt the… the way you explain
67		er this process or you talk about sex education, but it's very difficult because
68		I think they can't er totally understand at that age er a topic like that… so I
69		don't know
70	G:	…so how would we react in a situation in which a child asks a direct question
71		to us as teachers and we know that probably it's a topic which is not socially
72		*suitable* for their age, how would you respond
73	F:	well it depends
74	CPs:	[laughter]
75	C:	yes it depends but
76	F:	no sorry (*inaudible*)
77	C:	maybe there is some kind of difference, I mean if you are for example a
78		language teacher in which case maybe what you have to do is be prepared
79		for that and not as we're saying, not censor their questions not censor their
80		opinions and be prepared to facilitate maybe a dialogue or some kind of mm
81		learning process in the classroom, but on the other side I think that in
82		schools there *should* be teachers, who are, maybe *more* prepared than
83		*language* teachers to talk about er sex education and reproductive health I
84		mean I *strongly* agree with F when she said that the main topic should be the
85		relationships, *healthy* relationships among students, er on the other side I
86		think that maybe we *should* start somewhere and starting from for example
87		knowing our bodies or, and the basics of yes, before talking about sex,
88		sexuality and reproductive health maybe, we should talk about the body
89		and, how we are, and then, from then start to talk about relationships, in
90		that way maybe, also the other teachers, they may not, only science
91		teachers could be more prepared to deal with the issues in the classrooms

92	A:	may I add something
93	G:	of course
94 95	A:	//to this?*… erm speaking about knowing our bodies since a young age, I think er there is er an issue, there is quite a taboo still, that is pleasure
96	G:	mm hmm
97 98	A:	erm getting, and giving pleasure ah I think it's quite difficult to speak about it, inside within schools
99	F:	= in families even more?
100 101 102 103 104 105 106 107 108	A:	erm I mean I don't know if families are open minded and, er, give all success to their children to this kind of a *way* to speak about their experiences of pleasure then, erm but *how* can a school… *provide* or offer erm *information* to students? er I heard about a project, of er a *teens* project… they made er I don't exactly remember the name er I just need to find out the source er but they are making a video, like a short film, on, sexual er pleasure to promote inside of high schools, and I was thinking I saw some clips and they were quite in your face, is this suitable? is this something that will be easily accepted in a school environment?
109	D:	talking about *sex* in a school environment?
110	A:	talking about *pleasure*.
111 112 113 114 115 116 117 118 119 120	D:	well I think that the main reason why we're talking about it is that we were born and raised in a society where sex was a taboo… we're not talking about including *science* in school, we're talking about *sex*, because, we haven't been taught anything about it, and… I don't know I think you should start from the very beginning from the place like you said, erm very young learners, I can't see what's *wrong* with *explaining* them a process, a natural process as, like reproduction, I had been taught about *digestion* when I was at primary school… er I can't see the problem, and if you are worried about feeling pleasure… well, you can make a parallelism with well you feel pleasure when you eat something really good
121	CPs:	[laughter and smiles]
122 123 124 125	D:	… erm you have the same pleasure when you have sex and, something else happens, life happens when you have sex and, well, as F was saying and C as well I think, erm normalisation should be the key of it, and, hopefully, following this path erm in ten years' time this won't be a problem anymore
126	CPs:	[murmuring]
127 128	E:	… do you think the more we talk about the issue we will get more normalised?
129	CPs:	…yeah [nodding]
130 131	B:	(*inaudible*) it could be difficult, to face, these kind of topics but, I think that with time it could be normalised
132 133 134 135 136 137 138	F:	I think that erm we are er forgetting here that er, children and teenagers know er *more* about sex than what we think they know, so we are a bit like, underestimating them, especially these days with the internet… and yes the problem might be *this* erm, that on the internet, er students can find any kind of er sexual outlets? maybe? and… anyway… so being exposed er just to sex in that way, could also be disturbing or could be *unhealthy* for their healthy development of a child… erm… I don't know so that's why I keep

139		thinking that er schools and teachers should promote, and should work
140		collaboratively, with *other* institutions with other roles with other (*inaudible*)
141		that all together we think what is the best thing to do, and it's to er, deliver
142		the (*inaudible*) value of *safe*, *good*, *caring* relationships among above *all* in
143		the world and respect… erm, so that's what we should talk more about, and
144		as to feeling pleasure or no pleasure *yes* this could be also, I don't know,
145		included in the programme, as you well said like digestion or, other things
146		that have to do with the body but, because otherwise I think the risk is that,
147		we are these days, I'm the oldest in this room [laughs]… so I went to primary
148		school forty years ago or more… no, maybe we are the same age sorry
149		[laughs]… you're right H, so I've seen the change I have two daughters, sorry
150		three, one's my step-daughter, different ages, and sometimes the risk is to…
151		mm talk too much about things, to *over*load people with information and
152		that could put *pressure* on people to do things, that they are not ready to do
153		or they don't want to do, or mmm
154	B:	so they should give them the space
155	F:	= give them space, and be proper channels for everyone to go and talk and
156		inform themselves and, er, about whatever they want to, this is my idea
157	E:	do you think that children are curious and for that reason they go on
158		internet to find solutions er or answers to their curiosity problems so in that
		way
159	F:	//no [shaking head]*
160	E:	the school promotes, these solutions, they go and get the necessity to go on
161		the internet and find a solution
162	D:	it's a huge mystery sorry
163	E:	go on
164	D:	about sex, it's a mystery… I remember I was told about masturbation for the
165		first time by a friend of mine in primary school I was
166	CPs:	[audible surprise]
167	A:	at primary?
168	D:	yes, in *primary* [laughs] and it was not even the last year… eventually, they
169		will happen to know about it, and yes they look for information online and
170		and, considering how internet is structured, the thing they'll find might not
171		be the proper ones… so what school can do is
172	F:	I'm sorry sometimes they look for that and sometimes they *don't,* they just
173		come up with these things on the internet, so… that's what I'm saying is, it
174		doesn't mean that *every* child is looking for answers about sex… er some
175		people start earlier some people start later, but information is there… er
176		that's what I mean, so it doesn't mean that a ten year old is going to look for
177		masturbation… er some *will* some others *won't*… so shall *every*one talk
178		about masturbation, if only one person in the room is interested about
179		masturbation? I mean I don't know, this is my question
180	G:	= well no, but what happens if one person asks 'teacher, what is
181		masturbation?' and nobody else there
182	F:	//it depends… it depends*… I mean, are we talking about sex at this
183		moment? so you stop and say "we can talk about this later", or whatever I
184		mean it depends on the context, er if it is about sex what we are talking

85

185		about, we can explain them or you can search on an online dictionary the
186		name of masturbation, what is the meaning of masturbation "anyone
187		knows?" "no, well let's look it up", well masturbation is a word like any other
188		word… so it depends… what we are teaching at that moment… that's what I
189		mean normalising… but it's different if you enter the class "let's talk about
190		masturbation" with a teens, with a group of teens you know
191	CPs:	[laughter] (*inaudible*)
192	F:	no, but what I said many teenagers don't want to talk about masturbation
193		with *me*
194	D:	[laughter] I'm sorry I just said masturbation… I didn't want to open up this
195		topic of masturbation, I just was telling you about one thing that happened
196		to me
197	F:	[laughs]
198	C:	what about the *content* they can find on internet for example, there are
199		many different kinds of content they can find (*inaudible*) they can find
200		explanation or what is it about so, how can we help them to recognise what
201		is healthy or not or what it actually is, in a neutral way
202	A:	//healthy or not?*
203	G:	= in a normalised way?
204	C:	= yeah
205	H:	= I think as F said and others said, if teachers work on building good relations
206		in the classroom and we teach children how to respect each other… erm so
207		this can be lead later to when they grow up and maybe, erm so you can talk
208		about er sexuality or reproductive health erm, so they they approach to this
209		erm… in a respectful way I don't know how to say it I mean, they can erm,
210		understand one erm a detail or some detail about sex or if that kind of fact is
211		not good or which one is a good or positive positively represented I don't
212		know it's not easy to explain but erm and so of course with little children you
213		start from er feelings emotions relations and also with pleasure for example
214		it can be that some children don't like to be touched? for example, and
215		others do? and so just to recognise what is good and what is bad what is a
216		good touch and a bad touch for example and… we could start from there and
217		let it go on and understand more things and they have worries about their
218		bodies so they want to know what are all parts of the body and why that
219		girls are different from the boys and why they have something that they
220		don't and this is, I think it's good just to
221	A:	= to guide them through a process
222	H:	= to guide and answer their questions as natural as possible, not to be, er to
223		show embarrassment or I don't know… I know a teacher, a primary school
224		teacher at fifth grade, who told the children to make a drawing of a body a
225		human body of course naked, but it should wear pants and a girl's body
226		should wear pants and bras, er to cover those parts and that was my first
227		daughter's classroom and she came back home and she said "why teacher
228		tells us to cover and to wear bra? I don't even wear bra because even at the
229		seaside I only wear a swimsuit, just the bottoms, I don't have anything to
230		hide" and why she said we are studying a body and so why should we cover
231		

232		it, and so there are teachers who don't even want to talk about it and that's a *science* teacher, that was a science teacher so that's not good to children
233	F:	erm can anyone of you think of *other* ways of promoting safe relationships,
234		safe and caring relationships and sex erm in schools? any other ways we can
235		*take action* towards promoting erm healthy relationships? even creating that
236		space where the student feels fine coming and talking to you maybe
237		privately? or can you think of other ways apart from those we've already
238		mentioned here?... G?
239	G:	I'm still thinking
240	F:	= you're thinking, ok take your time
241	C:	no I don't know any particular technique I mean but I was thinking about the
242		fact that as the teacher you have a big responsibility and you have it because
243		usually you should have it because you have the trust of your students so I
244		think that maybe, in this case, to build your trust you can be a kind of a guide
245		for them and as we were talking about maybe it is not always easy and
246		sometimes it is not maybe positive to enter the classroom and say "ok let's
247		talk about this today", *but* erm it could be useful for you as a teacher for
248		example to help students to know other which kind of contents they erm, I
249		don't know they found maybe on the internet are good and which are not,
250		maybe helping them with the sources so kind of using this content but also
251		talking about *other* parts of our lives, so how do we get information, which
252		sources and reliable and which sources are not reliable, so you can build step
253		step to step, your path maybe through sex and reproductive health and
254		caring relationships
255	F:	yes, yes…very good point, G? you have something to say?
256	G:	not really, she has made a really good point
257	F:	yes
258	E:	I would like to add something about the fact of helping the children giving
259		information… I think another really good way to help students is to erm… the
260		right to different type of sexual orientation as well, because if they know
261		that there's more than er one option they might feel… (*inaudible*) that they
262		are not the common with the other classmates so I think it is a good
263		resource to talk about this in the classroom
264	D:	yes, also I was thinking about teenagers, erm, for me building a safe
265		relationship and a safe environment for students also means normalising sex
266		and here, I'm specifically thinking about slut shaming, bullyism, and anything
267		connected to it, erm so what we could do is normalise sex in a sense that, we
268		should also point out that the way a person lives, in my opinion, his sexuality
269		is that person's business and nobody else's and also we shouldn't judge
270		people by their sexual life… in this moment I'm thinking about teenager
271		classes in my school and so on… so that nobody feels judged, erm because of
272		what they like, or… their sexual life
273	E:	I think that to do that they have to have the opportunity, the chance to have
274		this information
275	D:	[nodding] sure
276	B:	yes
277	CPs:	[nodding]

278	B:	… any other wants to share their opinion about this?
279 280 281 282 283 284 285 286 287 288 289	F:	erm, no what I found interesting is what C said about, a kind of training about students er to filter what they found er on the internet and this is important for any topics or subjects or and on the other side it lets you build in safe and caring relationships er I mean, I think we should train students to say no to what harm thems I mean to notice on the internet when they see things that just appear on screen that if they feel that it's not good for them or that they feel some disturbed by any content, it means its no good for them, I don't know, just to be aware of their emotions as well, and this could apply to anything, to racism, to misogynies, to anything now well because we are, yes we are a bit… over-exposed to videos and pictures that are aggressive, they are violent so violent…
290	CPs:	[nodding and murmurs of agreement]
291 292 293	F:	but we can say no to that if they harm us so this is something that maybe you can train our children to learn from very *and* to feel safe if they *want* to talk to *you* about it
294	D:	ok
295 296 297 298 299 300	F:	= it if they don't have the chance to talk about it at *home*, because we should also promote and foster the idea that first of all they have to talk to their parents, even if their parents are so so, but "have you talk about this with mummy or daddy or your family or anything" no? so first you try to help them to talk and communicate with their families and then give them the space to talk to us
301 302 303 304	D:	ok, any idea what can what can we do, like F was saying, to help students recognise when they don't feel like watching that moment and saying no to it, and here I'm thinking about social media and internet in general… how can we help them with this, as teachers
305 306 307 308	A:	maybe making a class discussion? so providing different sources that can be provocative too? and make students erm speak in well, in groups, about the feeling they get from those resources, I don't know (*inaudible*), this is all saying what C has suggested before, erm…
309 310 311 312 313 314 315 316	C:	trying to change perspective, that's the point I think, I agree with that, trying to… discuss yes… and analyse the materials so maybe guide the students in a deeper analysis not just stop, when you see a video not the first impression but try to understand why you got that impression not another one and yes confront, and look at the differences between your reaction and your first reaction maybe… try to understand why, what's the difference maybe, "I've never seen that before", "I can talk through that with my parents", "I never did that before"…
317 318 319 320	D:	that's interesting because you are relating it to things related to our class and students' personal feelings, erm, so er, yes we should we can relate to feelings to this eventual sex education, so how can we *deal* with students' feelings when these kind of topics come up…
321 322 323 324	B:	I think the only way is to face their feelings to talk about it, and to let them express themselves, and ask them question about it, and yeah… accept, let them also *accept* their feelings, there is no *wrong* and *right* feeling, these are just *feelings*… and explain them

325 326 327 328 329 330	A:	probably it's not very easy for, teenagers (*inaudible*) but using some techniques? erm where do they feel free? to express themselves like using anonymous writing and therefore using, erm prompts to speak about stuff, er so everyone is covered the way and then maybe *who* feels safer, *who* feels more confident (*inaudible*)… like I was saying, so getting a discussion you know
331 332 333 334 335 336	C:	giving them preparation time, also you know from one lesson to another because you need a lot of time to think about these kind of things so maybe, yes you could ask to write something for next time, if you want to of course, always give them the freedom to choose but, I think that's important, also I think that, er actually sometimes with students, with teenagers, er sex and reproductive health [laughs] are less taboos than emotions right now…
337	CPs:	= yeah [nodding and laughing]
338 339	C:	= they are more afraid to talk about emotions and feelings than they are talking about sex, yeah
340 341	D:	//I like the fact* we started with sex and we ended up talking about emotions and feelings [laughs]
342	CPs:	= [laughter]
343 344	D:	… so do we all agree that, I mean does anyone share the opinion, or do we all agree, that we should keep the two things together, connected?
345	CPs:	yeah [nodding]
346	I:	which is a lovely way to end

Appendix 9 (**Ax9**): Focus Group Transcript

Lx	Ppt	Transcription
1	I:	what did you think of the course?
2 3 4 5	F:	ok it was inspiring, er I will actually change the way I look at er text from now on I have to present it so, it actually opened my mind a lot er not that I was closed minded before but its er in teaching specifically I will treat, topics in another way
6 7 8	B:	I agree with you, I really liked this course… because we had the possibility to see, er what's erm… how many hidden meanings are er behind a simple page of a book for example, so it has been very useful
9 10 11 12 13	H:	[nodding] I agree too… I found it very, very useful and also, it was good to see how many different possibilities a er single text can have… erm and how can it be used in different ways, it can be erm a text or a picture erm, so, it was very yes er inspiring also for me… erm it revealed many things that I didn't reflect upon before
14 15 16 17 18 19 20 21 22 23 24 25 26 27	A:	yes I totally agree with all the points of view… er it was very inspiring and I'm so sorry I missed out one day… erm I think it was too short, very intense, and I wish I had more time to, er actively think, or to go deeper into, er different aspects of the course or so, er in my own time, ok so reflecting, on the course itself, erm… I want to say something more I just don't have the line sorry, erm, yes, I would definitely apply many things from the course like er, thinking through the material er that I would present to my class, the selection of the material, the source, and er going to the role of questions, that can open up er debates and not being fair in debates, what is very interesting for me is the role of the teacher as a facilitator, it's something that I would like to expand more, erm… because I think there is lots of training to be done, in this sense, and it's not only teachers that are facilitators, but in life so this course also was *really* useful not only in teaching but, in those things
28	B:	in life
29	A	it covered three hundred and sixty degrees, so
30 31 32 33 34 35 36 37 38	C:	yes and also on the other side, even some of the techniques and some of the procedures that we talked about in the last days, I mean I was familiar with some of them in kind of an unconscious way, so this course was very useful because it made me er think about the process and made the process explicit in some way so I am more aware erm when I do something, I know why I am doing that and what could be the reactions of students so it was very useful, I mean yes, in life first of all, and then in teaching, because I know now that I can apply some of these techniques, in language teaching so, it's very important too
39	I:	is there anything else you would have liked to have learned on the course
40	CPs:	…
41	I:	let me re-phrase that, erm did it meet your expectations in terms of content?
42	CPs:	yes (nodding).
43	B:	because we also have the material… erm to work on, so you can

44 45 46 47 48 49 50 51	D:	erm, yeah I was asking this to you er yesterday, erm so we learned a lot on how to plan a constructive dialogue, erm maybe, erm, I would have liked to learn *more* about how to deal with a spontaneous dialogue that you haven't planned before… because many interesting things can be *said* and can happen during classrooms, and, erm, well it's good to have an idea on, what's best, erm to do when something like this happens and use students' contributions as a way to [coughs] foster like authentic communication and meaningful dialogues… in general
52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71	F:	mmm I… cos I was I was thinking, when you asked the last questions, er Rose, but I just wanted to tell you that I found it… very clear, well-structured… fantastic, really thank you very much, it's an amazing course… and to be honest, I wasn't completely unfamiliar with this topic and in an *instinctive* way I've been applying this in my lessons for a long time… er but now I have, how can I say, the right words, so it's like everything is in place erm, and I learned how to use images more effectively and how to scaffold speaking because, on the other side, I tend to use speaking activities in a more spontaneous way without erm giving time to students to prepare what they are going to say, so this is something that I will apply from today and always, it's very helpful to take notes, to track conversations, to prepare especially in the ELT classroom or in any other foreign language classroom, er, because it's what we need, time to prepare, and to structure our ideas to communicate more effectively… the only thing that I would like, to see in a future course or this is something feasible possible viable, it would be nice to have the input sessions and the practical sessions like have a group of students, try to experiment, explore these techniques straight away and come back, and say it worked it didn't work, we had *these* problems or, and so analyse them together, that would be fantastic… erm, because it *is* a very practical course… it is
72	I:	so more time in between sessions, between input sessions
73 74 75 76 77 78 79 80 81 82	F:	//yes for now* this is the time we had but for me it's … I don't know if more time because, it works this way as well because as you said when you record your ideas or you write them, straight away after the session, you have everything fresh in your mind whereas maybe one week… er who knows? where the ideas would go, and another very interesting thing of this course is is its applyable to *anything*, it's not only a theme, *any* language, *any* subject, this is pe*da*gogy, this is about also learning how to learn in a way you know? because its building on what students know, and how you scaffold learning, and it was, to me, a springboard of plenty of ideas, that they are all crammed in my head, erm, very very good, excellent top… top notch
83 84	I:	ok, erm… what do you think have been the key factors that have influenced your experience on this course… shall I repeat that question again?
85	A:	yes please
86 87	I:	what do you think have been the *key factors*, that have *influenced* your *experience* on the course
88 89 90	D:	ok, so I've always been interested in this erm… and always tried to apply it in the classrooms erm now I know I didn't do it effectively enough, er but this has definitely influenced me… in appreciating it as well

91 92	B:	yes for me the same, I didn't know how to do it, and now the material you gave us and this course I can actually apply this to my classes
93 94 95 96 97 98 99 100	H:	me too, I've always been interested in er critical thinking er critical teaching, how to teach critically, also it's in a sense how to educate not only as a teacher but for example as a mother, with my children and their friends and how to approach and how to erm… have a dialogue a discussion, how to solve conflicts erm between them but also with my life for example with er the others discussing erm in a constructive way so it's a very, very meaningful topic for me… the contents were really… strong and meaningful for me and very, useful
101 102 103	E:	I agree with you, and for me it was that it's applyable to every aspect of your life, erm teaching in state schools, language, your private life… mm family life, everywhere as you said, yeah
104 105 106 107 108 109 110 111 112 113 114 115	D:	can I add something? maybe a key factor was also, er for me, the awareness of the fact that our world is going erm in a certain direction, and there are many things which I don't agree with, many things I don't like about it and [coughs] I think we have a privilege as teachers, and maybe as private language school teachers we are even more privileged than state school teachers in the sense that, erm, students might be less reticent with us than they are with their actual state school teachers cos they only see us once a week, for an hour, and… well this is very personal but sometimes I feel powerless for the things I see around the world that I can't do anything about, erm, so, if I can have a small impact on it, erm I'm more than happy to have it and I believe… erm, *trying* to teach students and young people think erm critically is something we can do to make things better sorry…
116	CPs:	yeah [nodding]
117	D:	I'm blushing [laughs]
118	CPs:	[laughter]
119 120 121	F:	yes because in the end I felt that it was many of the contents and the themes were about effective communication, in general… and applyable to another life… it makes you think, yeah, definitely
122	CPs:	… [laughter]
123 124 125	I:	erm, is there anything you experienced on *this* course that you would like to see more of in *other* professional development or training… if yes, what?... thinking both in terms of content and process
126	D:	ok erm, is anybody going to listen to me?
127	I:	me, my supervisor
128 129 130 131 132 133	D:	//do you* remember the other day I asked you how would you deal with a spontaneous erm discussion that arises in the classroom and you asked me, "in an everyday class or during the DipTESOL face to face classes", ok, I *assume* (laughter) er *normal* training courses would not er foster this kind of approach, and I think erm it's a shame… I think *we* as teachers should be trained to this as well
134	F:	[raised eyebrows] as well? maybe?
135	CPs:	[laughter] (*inaudible*)
136	G:	it's a *huge* part of the role of the teacher

137 138 139 140 141 142 143 144 145 146 147 148 149 150 151	F:	*I agree* with you, I mean, I've done a couple of courses online lately, erm the biggest one I did, well one was face to face here IH CAM and the other one was IH er Teacher Training course, erm… for example the IH CAM, which is kind of Delta but produced… they didn't even talk about Dogme, they didn't even talk about erm, demand high, I mean, many others approaches and ideas in the ELT world and we're just stuck to very traditional ways of teaching, that they're quite old some of them, I mean, you know… even er learning styles I mean *rebunked* you know, so I think these should be part of *any* training course, especially *initial* training course er for teachers who are starting their career and maybe erm they haven't reflected much of the fact that we teachers as you said, we have this privilege, which is also *power*, I mean we have power in the classroom… so, if we learn from the start how to deal, er effectively and positively this power, to make everyone participate and express their ideas, erm… this will *really* change the world… for better no?
152	CPs:	(audible agreement)
153 154	F:	the perspectives, whereas teachers are seen, more as bankers still today… so *yes* I think it should be included in any course *and* in CELTA as well
155 156 157	D:	[looking at two of the CPs] *yes* because I know you guys, you had Rose as a trainer, but when I did my CELTA course I had been told from the very beginning never talk about politics, never talk about religion
158	A:	= [laughs] really?
159 160	D:	= yes, and my tutor was *amazing*, I *loved* him, literally, but, and as soon as I heard it I was like why? why shouldn't we?
161	F:	well that was the *trainer's* opinion, that point of view, I mean
162	B:	//yeah maybe*
163	D:	= I don't know if it's the trainer's opinion or Cambridge?
164 165	F:	= ok, mmm, well I don't think that… well I don't know… [nodding head towards interviewer] maybe someone else can tell us about that, but
166	CPs:	[laughter]
167 168	C:	= thinking about the way that she presented the problem to us, it was clear that her opinion was another [laughs]
169	F:	*no*, of course
170 171	C:	= but, the mainstream, I mean, the mainstream way to teach, was, that one so I think that… (*inaudible*) that was my opinion
172	F:	yes, when you get to the classroom you close the door, you know
173	CPs:	[laughter]
174 175	A:	that's also what families report back, "so what did you do today?" [shrugs]… "nothing"
176	CPs:	[laughter] (*inaudible*)
177 178	A:	I know, but *this* is what schools should work on… *this* is what a school *is*, when you
179	F:	//well but you* have to be *ready* to stand in our ground, I mean
180	A:	/yes… I totally agree with that*
181 182	F:	"we discussed", "they were talking" "they wrote" "there were language patterns, structures grammar vocabulary", I mean… but with a different *topic*

183 184		or just giving voices to *everyone*, I mean we have to, we… to stick to our arms, our weapons… our arms [laughs] (*inaudible*)
185 186 187 188	C:	yes and that's where you need the instruments, and that's why you need these kind of courses because to stand, for these opinions and this way to teach you have to be prepared so, I agree that it should be included in any (*inaudible*)
189 190 191 192 193 194	F:	//yeah…yes*…yes but at twenty two years old they have just have left university (*inaudible*) are more receptive to accept that this is part of the teaching process, I mean it's part of your job, erm, so you should start from the very beginning including this… erm, because it gives you a lot of strategies erm and you make them routines and then it's easier to apply them
195 196	I:	…erm, what did you think about the teaching and learning *methods* used on the course
197 198 199 200	E:	I thought it was really interesting that erm, the ideas were really different and, we did pair-groups, three, four, whole class and you changed the pairs all the time so you can have different perspectives or not work always with the same person… that was interesting
201 202	D:	they are the same activities that you can propose to your students in the classroom (*inaudible*)
203 204 205 206 207 208 209 210 211 212 213	F:	well, many of these activities are something of the list of activities you can use in the CLIL classroom, and many of these erm topics are CLILable [laughs] yes and er because you are talking about many other things that are not to do with language *specifically* but that relate to different subjects, er science, history, and so on and er, most of these activities are common in the communicative or task-based classroom, or CLIL classroom… but the important thing here is the *content*, I think… yes the content is amazing… and that we manipulate it in a non-controversial way, so this is the challenge, no? to present these controversial topics and erm, without creating a fight or an argument, a strong argument its, er violent debates you know? erm, very good
214	I:	… what about the materials?
215 216	B:	… so the materials we use in the classrooms, but also for us teachers, to read and to inform ourself
217 218 219	D:	I like the fact we used pictures and videos, er they were all very actual, erm and were not abstract, they were things we might have seen in newspapers or actual videos on YouTube, like…so I liked that
220 221 222 223 234	C:	… yes I think they were all, well, everything was very well structured, in the material that you gave us, that we can keep as a reference for the future, when we're teaching, so it's very useful so, and yes, the pictures were very contemporary so, it was nice to, it was easy to know what we were talking about it was interesting for us so, it should be with our students too
235 236 237	E:	and apart from having the resources you gave us, you also gave us the source where you took them from so we have the opportunity to go there and find, how we want
238 239	A:	… I liked very much, also how you put a hard question in a light manner, but at the same time very *deep*, erm and also the images, that you've chosen…

240 241		some of them have looked quite *strong*, but then, another image would come up and we could *continue* the process but in a more er…
242	B:	//balanced?*
243 244 245 246	A:	balanced way, yes, so sometimes I think speaking about these kind of issues, erm… the *passion* that a person can carry through, it's like a tyre, ok? it's like image, strong image, strong image, strong image but having a balance between, erm, yes this one, B said, so a balanced material (*inaudible*)
247 248	I:	can I just go back to something you said… "I like how you put hard questions in a light manner"
249	A:	//in the sense*
250	I:	= what do you mean by that
251	A:	I mean erm
252	I:	= can you give an example
253 254 255 256 257 258 259 260 261 262 263 264 265	A:	ok…ok…just simply the debate, the last debate that we had, ok so ok, "we're going to have a discussion about these things altogether", so we got ready to speak about something really difficult, so the idea is like "oh, ok now there's a challenge", ok? and then pizza and pasta came up (laughter) and after then cat then dog, then colours, that was, so from, like a warmer, a warm-up to go deeper, deeper, deeper and then getting to speak about sexual, and er, about sex, and so errm, in this sense a light way, so you embedded irony, you also had irony when presenting material, and a non-judgemental attitude, er… and then… a playfulness… this is what I appreciate… within the whole course, er… and the openness, your openness, being erm, oh ok yes, so this really, getting our feedback, er putting yourself into a trainer, into a sharing position, erm all these elements made it *light*, but at the same time *deep* and really inspiring and effective
266 267 268 269 270 271 272 273 274 275 276	C:	yes I *totally* agree with you and while you were talking I was thinking about that er maybe the irony is one of the er parts that I appreciate the most in the course because, well, I already knew all the aspect of the lack of judgement and erm how deep er it could be because I knew Rose from CELTA so I remembered that aspect of her teaching, and also the irony, but I think in this course in particular while you are analysing material and pictures and texts, that's what I like in my life so, that's most appreciated for me, and that's what I would like, the way that I would like to teach students, because I think that irony a very good way to interact with them and to keep everything *very* light and when things are really very light they are usually very big so, I think that's a very good way to teach
277 278 279 280 281 282 283 284 285	D:	also Rose, I liked the fact that, the choice of the material you used, you addressed different topics that are very relevant, erm or at least they are relevant to me, erm so we through lots of visuals, pictures, texts ecetera we talked about racism, erm gender equality, sexual orientation, erm, politics, vegan- vegetarianism, erm a lot of very relevant stuff and relevant both for, well they're also like relevant cos they're, in this precise moment, erm thinking about what's going on in the world, they're very relevant to me and so I think they're relevant to students too, I appreciate the variety of topics, within the materials you used

286	I:	… erm… how could the course be improved?… I know some of you have
287		already mentioned some things, anything else that anyone would like to say?
288	D:	I think it's quite similar to what you said [looking at F]
289	F:	//yes*
290	D:	I think it would be nice to like have a task, I know it's not always possible,
291		because erm, you probably will be doing it with teachers that are not
292		teaching at the moment, erm and you only have four days to do it, and so it
293		might not be always possible but it would be nice to have a task to do in your
294		classes, and then report back the day after, that would be nice
295	A:	as in CELTA [laughter] (*inaudible*)
296	F:	yes, *or* observations, or *observations* as well, maybe you can do some
297		observations, you can go into existing courses and the teachers participating
298		tries one of these tasks and the other observes and reports back, I mean, or
299		video obs, it could be
300	A:	= it could be a follow-up to this?
301	F:	yes, yes, that will be included in the course
301	I:	… anyone else who hasn't said anything yet about how the course could be
302		improved, who would like to share anything at all?
303	F:	you are not very, *we* are not very critical (laughs)
304	CPs:	[laughter]
305	C:	also because this course was very well structured so its very difficult to find
306	F:	= faults
307	C:	= something to change or improve [laughter]
308	F:	= faults…it was very well structured and the content as well, all associated
309		one after the other
310	A:	it's the best course I've ever done so far
311	F:	no no no, that, yes, all the contents were associated one to the other, linked,
312		so the structure was very good… it shows that you've been working a long
313		time [laughs], and yeah, so yes
314	I:	ok…one last, or two last questions… being really *specific*, in what way is the
315		course relevant to your work
316	F:	can you give us an example?
317	I:	[smiles and shakes head]
318	C:	there's a call, I don't know, whose phone is it?
319	F:	It's J's, yeah.
320	B:	sorry can you repeat the question?
321	I:	was the course relevant to your work and if so how?… and if you can be as
322		specific as possible
323	C:	ok I think it is relevant… thinking about the attitude, so the way that I am in
324		class with children, if at the moment I'm not teaching to teens or adults so I
325		cannot really apply most of the techniques that we have talked about, so I
326		cannot really do a debate in class about something with children, because
327		they don't have the language so, yes… I can do something, but it is relevant in
328		that sense that I would try to include as much as this as I can, erm doing
329		activities with children so er for example setting up the guides, setting up mm
330		more than classroom rules, er just guide for them on how to behave and how

331		to respect each other when they are in the class and when they are learning
332		English with me so, mm make the relationships a more than, a little bit better
333		and constructive, and erm, it is also relevant to thinking about future work so
334		erm, thinking about teaching adults I think that, this is the first thing I would
335		like to do so I think that, er if I have to start a new course I definitely would
336		start thinking about this kind of critical teaching and communication
337	F:	mm, on the opposite, on the contrary, I think this is very relevant to teaching
338		children
339	CPs:	[audible agreement]
340	F:	I think we saw one video that represented it quite well, and… to *me* it's *very*
341		relevant I think, those who have been working here for a long time knows, I
342		mean, I have been encouraging those kind of activities in the classroom and,
343		so, for me it's perfectly relevant… of course they need more guidance as you
344		saw in the video, erm so, more guidance, more scaffolding, more prompting,
345		sentences, er sentence stems, but it can be done even for, from very young
346		age, even in nursery school they can start thinking about, er where babies
347		come from [laughs] for example, just relating to the topic, or how trees grow
348		or, I mean, it's *very* relevant to our work I think and I'm going to ask you to
349		continue applying this into the classroom *more* than before, now that you
350		have *more* effective techniques and more practical ideas on how to do it, it's
351		just simplifying, adapting the language of the activities, but this can be done,
352		any time, at any level
353	G:	//at any level,* I agree
354	F:	do you agree G?
355	G:	= yes I do
356	C:	= not necessarily these materials especially, but
357	F:	= no, no of course, but sometimes we do not have the time to prepare our
358		lessons, that's the problem all teachers face, and so you take the book into
359		the classroom and follow the teacher's instruction and that's it… er and the
360		lesson is done, but, of course er, and I'm going to take action about this, er
361		for the next year's programme, for example, we can adapt this year's
362		program and include *explicitly*, some parts of how to do this in the
363		classroom… yes
364	I:	… is there anything further you'd like to add, about *any* of the issues that we
365		have discussed, that you feel you haven't had the chance to say?... no?
366	B:	… a big thank you
367	CPs:	[laughter and clapping]
368	F:	well done

Appendix 10 (**Ax10**): Focus Group Protocol

Welcome

This focus group is to provide research for…
The results will be used for …

Discussion Guidelines

- There are no right or wrong answers, only differing points of view
- During the recording, please try not to speak over one another
- You don't need to agree with others, but please listen respectfully
- My role as the moderator will be to guide the discussion
- Please talk and respond to each other

Focus Group Questions

1. What did you think of the course?
2. What do you think you learnt on the course?
3. Is there anything else you would have liked to learn on this course?
4. What do you think have been the key factors that have influenced your experience on this course?
5. Is there anything you experienced in this course that you would like to see more of in other PD courses or training? What are they?
6. Was the course relevant to your work?
7. What did you think about the teaching and learning methods used on the course?
8. So, in summary, what are the best features of the course?
9. How could the course be improved?
10. Is there anything further anyone would like to add about any of the issues we've already discussed, that you feel you've not had a chance to say?

Prompts

That's a really interesting point. What do the rest of you think about that?
Do you agree or disagree with… and why?
[Name], you've been a bit quiet recently. Did you have any thoughts on this topic?
Could you explain further?
Can you give me an example of what you mean?
Can you say more?
Is there anything else?
I don't understand.
Go on…

Conclusion

- Review the purpose of the research
- Thank participants and close interview

Appendix 11 (**Ax11**): Four Dimensions Framework: Questions for Data Analysis

The following questions are adapted from those provided by Van Sluys et al. (2006:215):

Disrupting the commonplace
(DC1) Do participants question "everyday" ways of seeing?
(DC2) Do participants use language and other sign systems to interrogate "how it is"?
(DC3) Do participants question textual intentions or consumer positioning by exploring underlying messages and/or histories that inform constructed meanings?

Considering multiple viewpoints
(MV1) Do participants consider alternative ways of seeing, telling, or constructing a given event or issue?
(MV2) Do participants attend to, seek out, and/or consider silenced or marginalized voices?
(MV3) Do participants examine competing narratives or produce counter narratives?
(MV4) Do participants engage in activity that foregrounds difference?

Focus on the socio-political
(SP1) Do participants move beyond the personal and attempt to understand relationships between personal experience and larger cultural stories or systems?
(SP2) Do participants challenge power relationships and/or study the relationships between language and power?
(SP3) Do participants include or create opportunities for subordinate group(s) participation?

Taking action
(TA1) Do participants rewrite, redesign, or take on new positions?
(TA2) Do participants move from spectator to actor roles?
(TA3) Do participants use language or image to change existing discourses?
(TA4) Are participants crossing borders and creating new borderlands that welcome and build on rich cultural resources?

Appendix 13 (**Ax13**): Participant Information Sheet

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An investigation into the impact of a short introductory teacher training course about critical pedagogy on teachers' critical literacy, at a private English language school in Italy.

</div>

If language teaching is to foster criticality for active and reflective social involvement amongst students (Banegas & Villacañas de Castro, 2016), language teachers themselves must be critically literate practitioners. This suggests that there could be a case for teachers to receive explicit training in critical pedagogy.

For my MA Dissertation I have I have therefore decided to design, deliver and evaluate a course on the topic of critical pedagogy. I aim to evaluate the impact of this training on teachers' critical literacy by collecting both in-course and post-course data from course participants.

For the purposes of the research I will adopt the definition for critical literacy proposed by Lewison et al. (2002) in their four dimensions framework: (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on socio-political issues, and (4) taking action to promote social justice.

I hope to identify areas for course improvement and propose possible adaptations for future implementation.

In order to evaluate the impact of the course, I intend to:

1) Collect audio recordings of participants undertaking an ELT materials analysis homework task *during* the course.
2) Audio record and take notes as participants engage in a simulated classroom discussion *during* the course.
3) Conduct an audio recorded participant focus group, immediately *after* the course ends.

You are being asked to provide data for the research because you are a course participant. Participation in the research is voluntary and you can withdraw at any point. If you do not wish to take apart it will not affect your participation in the course in any way.

This study has been reviewed and approved by NILE ELT and the University of Chichester.

What do I have to do?
Materials Analysis Task: During the course you will be asked to complete a homework task where you will audio record yourself analysing a specific set of coursebook materials. The task will be completed individually in your own time and should last no more than 15 minutes. After the course I will listen to your audio recording and transcribe key themes.

Classroom Simulation Activity: In the final input session of the course you will take part in an audio recorded group discussion with other course participants, on a given topic. After the course I will listen to the audio recording and transcribe key themes.

Focus Group: At the end of the course you will attend a focus group. The group will last about one hour and will involve up to 7 other participants. The group will be asked to share views and experiences on a range of issues relating to your experiences on the course. I will be taking notes and audio recording the event and afterwards will listen back and transcribe key themes.

What are the risks associated with this project?
Your cooperation in this research will take up some of your personal time.

What are the benefits of taking part?
You will be part of a research project that is aiming to evaluate the impact of a course on critical pedagogy for language teachers. Your contributions will help me develop and improve the course further.

Data Protection & Confidentiality
All information you provide will be securely kept on a password protected computer and fully anonymised, in accordance with the UK Data Protection Act 2018. Names and other identifying features will not be used in the research process, any subsequent published articles, conference presentations or teacher training activities, unless you specifically consent to this.

Withdrawal of Permission
Participants have the right to withdraw their permission to use data for the research project at any time by writing to ████████████████ and no further use of the data will take place. However, removal of data already in the public domain may not always be possible.

Complaints Procedure
If you have any query or complaints about the research you can speak directly with me or alternatively you may contact Jason Skeet (MA Programme Leader) at NILE ELT: jason.skeet@nile-elt.com

Further Information/Key Contact Details
Rose Aylett
████████████████████

Appendix 14 (**Ax14**): Participant Consent Form

Thank you for agreeing to be involved in a small-scale research project on the impact of a short introductory teacher training course about critical pedagogy.

By signing this form, you are agreeing to allow me to use evidence of critical literacy from (i) an ELT materials analysis task (ii) a simulated classroom discussion (iii) a participant focus group, in this research project. This data may also be used in subsequent published articles, presentations at international conferences and other teacher training activities.

To be completed by the participant:

1) I have read and understand the Information Sheet (dated 20th January 2020) for this research project and have had the opportunity to ask questions.
   Yes/No

2) I am aware that the evidence and data I provide for this research project may be used in subsequent published articles, conference presentations or teacher training activities.
   Yes/No

3) I understand that my participation in this research project, is voluntary and that I am free to withdraw my involvement at any time without giving a reason.
   Yes/No

4) I understand that all information will be anonymised and that my personal information will not be released to any third parties.
   Yes/No

5) I agree to notes being taken/audio recordings being made about what I am saying as part of the research project.
   Yes/No

6) I agree to participate in this research.
   Yes/No

7) I confirm that I am over the age of 18.
   Yes/No

Participant Name	
Participant Signature	
Date	
Email	

Researcher Name	
Researcher Signature	
Date	