



**An Evaluation of Reflective Practice as Experienced by TESOL Teachers in a
Saudi Academic Institution**

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Abstract

Reflective practice is a strategy which can contribute to the development of TESOL teachers' professionalism (Azizah et al., 2018). Previous research (Constantinou, 2009; Yassaei, 2011; Farrell & Mom, 2015) has found that TESOL teachers have recognised its usefulness. The aim of this qualitative study is to explore the experience of reflective practice amongst TESOL teachers working in the English Language Centre (ELC) of the Saudi university where a reflective practice framework had not previously been used (Melibari, 2016).

This research examines a 13-week reflective practice programme with 12 teacher-participants. Through a critical incident approach, they were invited to reflect on critical events by writing in reflective journals (Richards and Farrell, 2005) and through collaborative reflective practice.

During the intervention of the study, semi-structured interviews, along with the reflective journals, provided the data for this study. A second set of interviews (post intervention) was conducted six months after the reflective practice programme concluded to evaluate its impact and potential sustainability.

The analysis identified four superordinate themes: (1) the meaning of reflective practice; (2) factors that were influential in the experience; (3) collaborative reflective practice and (4) the impact of reflective practice. Participants exhibited self-motivation to experience reflective practice; they also expressed frustration towards barriers to integrating reflective practice into their institution. Seven teachers, nonetheless, maintained their reflective practice over time and valued the collaborative aspect encouraged by reflective group meetings.

The interpretative phenomenological analysis (IPA) approach was utilised to analyse the data. The IPA framework enables the study to highlight the impact of reflective practice on the development of a community of practice (CoP) through which knowledge was shared and extended, teachers' beliefs were articulated through reflection and a new understanding of professional practice was fostered. The study also contributes new data to the IPA body of research, alongside TESOL-specific examples of reflective practice data.

Finally, the study identifies its limitations, offers recommendations for integrating reflective practice into teachers' continuing professional development and presents suggestions for further research.

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DEDICATION

This thesis is dedicated to the memory of my late father, Salih Nadhreen. He always encouraged me and my siblings to pursue knowledge through education but unfortunately did not stay in this world long enough to witness this moment. May he rest in peace (and may Allah be pleased with him).

I also dedicate this thesis to my beloved mother, my uncle, brother and sisters, my nephews and nieces, and my dear wife.

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LIST OF ABBREVIATIONS

CoP	community of practice
CPD	continuing professional development
EFL	English as a foreign language
ELC	English Language Centre
ELT	English language teaching
ESL	English as a second language
IPA	interpretative phenomenological analysis
RP	reflective practice
RQ	research question
TEFL	teaching of English as a foreign language
TESOL	teaching of English to speakers of other languages
UK	United Kingdom
UQU	Umm Al-Qura University
USA	United States of America

Chapter One- Introduction

This thesis explores the experience of a group of TESOL teachers at a Saudi university who participated in a reflective practice programme designed to support them as professionals in the face of the challenges they face in their professional academic context. The research focuses on gaining understanding through mapping and evaluating the personal experience of reflective practice for these teachers and employs interpretative phenomenological analysis (IPA) (Smith et al., 2009) to achieve its analytic goals. This first chapter will first contextualise the project in terms of the motivation driving it and will then position the study within the existing research on reflective practice and describe the problem it addresses. Having identified the importance of the proposed research within the existing literature and presented the research problem and related questions, it will outline the methodology and highlight the distinctive contribution the research makes. Finally, it will delineate the overall structure of the thesis.

1.1 Background context and motivation

I embarked on my teaching career with passion and enthusiasm, driven to make a difference in my students' lives through the teaching of English. Early on in my work, I noticed that my teaching repertoire was not as extensive as I would have liked. This was because I sometimes lacked confidence and specific awareness of the effectiveness of my teaching interventions and their impact on teaching and learning. I felt that I needed to be able to explain not only what did not work, as well as how and why, but also what worked well, and how and why it did. There were situations, moreover, when I intuited that a more appropriate teaching strategy might have resulted in a better outcome for my students, but I lacked the pedagogical and methodological knowledge and skills to intervene effectively. This underlying sense of frustration with my own professional limitations grew when I moved to my current teaching position at a university-based English-language teaching centre. I teach mostly in the university's Foundation/Preparatory Year¹ as part of a body of teachers of different national and cultural backgrounds. While this diversity was exhilarating and enriching, it also highlighted the way our abilities and skills differed as a result of the varying degrees of

¹ The Foundation/Preparatory year programme is discussed in chapter 1.5.

professional training and development we had received. From the outset, it was also apparent that the institution lacked ongoing, strategic and standardised professional development for teachers beyond an initial induction and some cursory training conducted by publishers on the use of certain resources. What was needed was a pedagogically grounded training or development programme focusing on the continuous improvement of teaching and learning at the institution. Scholars have argued that such programmes are essential components for any highly competitive institution for teaching English to speakers of other languages (TESOL) in Saudi Arabia (e.g. Francisco, 2013).

It was at the 2014 TESOL Arabia conference that I learned that reflective practice can be an essential tool for professional development. A presentation demonstrated that reflective practice – the use of structured, planned and systematic reflection – was an effective tool for English teaching, and one that was and under-utilised in the Middle East. The approach appealed to me immediately – particularly the idea of undertaking it collaboratively with like-minded and interested colleagues in a spirit of professionalism and constructive professional development. Following that first introduction to reflective practice, I started researching the field. One of the books I read about reflective practice in TESOL was *Professional Development for Language Teachers* (Richards and Farrell, 2005). The book provided ample examples and techniques applicable to reflective practice in TESOL contexts, which was quite useful. I then began experimenting with reflective practice to gain both pedagogical and methodological insight which I could use to inform and enhance my teaching. Although the integration of reflective strategies in my teaching was quite modest at first, I felt there was a slight difference in my performance, or at least in the way I viewed my teaching. I also noticed that the behaviour of some of my students changed for the better. This led me to wonder why the schools I had worked in had not provided their teachers with the relevant training so that our teaching could be more effective and enjoyable.

As I incorporated reflective practice more deeply in my teaching, I was approached by other teachers, who were curious about using the technique. That gave me the idea for this research project and made me personally motivated to enlarge our understanding of the issues surrounding the introduction of reflective practice as a means of professional development in the multicultural TESOL environment.

1.2 Aims and objectives of the research study

The potential for developing a systematic, research-supported approach to reflective practice at my institution intrigued me. Inspired by the work of Mann and Walsh (2013) as well as Farrell (2015, 2018b), I created a professional development programme for reflective practice at the institution (I refer to it hereinafter as the Reflective Practice Programme). This programme formed the basis for the present research study.

The primary goals of the study are:

- 1) *understanding the reflective practice experience of the participating teachers, including challenges, feelings, relationships, and impact;*
- 2) *explaining how TESOL teachers perceive the experience of doing reflective practice in this Saudi academic institution.*
- 3) *identifying the influential factors that may affect the process of doing reflective practice.*
- 4) *mapping the professional needs of teachers for becoming reflective teachers.*

Researchers have found teacher training and professional development in the Middle East, and specifically in Saudi Arabia, to be underdeveloped (Crandall & Christison, 2016; Assalahi, 2016; Hidri, 2019). Syed (2003), in particular, problematised the issue of a diverse and under-supported workforce in tertiary English teaching in the Middle East. The literature on TESOL in the Middle East and the Saudi context, while acknowledging the benefits of workforce diversity (Assalahi & Rich, 2016) still highlights inconsistent levels of knowledge and skills which may result in underachievement and ineffective learning. It was this gap in teacher training in the Arab higher education context, identified and documented by the existing literature, coupled with my own personal academic experience and the emerging desire to address this professional need within my own institution, that created the impetus for this study.

According to Syed (2003), ‘there are wide gaps in the expatriate educators’ (especially non-Arabs’) knowledge of local socio-cultural communities and languages. Linguistic and cultural distance between learners and teachers is a serious factor in the Gulf EFL classroom’ (p. 339). This culturally underpinned misalignment leads to challenges for (1) the teachers’ experience, namely low teaching quality and outdated teaching methodologies, and (2) students’ motivation: underachievement and reliance on rote

learning and memorisation (Syed, 2003; Holland, 2014). For both teachers and students, the resulting frustrations mean that the teaching and learning process cannot help but be impacted. There is thus a clear need to strengthen continuous professional development for TESOL teachers in the region (Syed, 2003; Holland, 2014).

Such professional development, however, is not present at the institution and, as a consequence, teachers feel unsupported and are aware that this lack of continuing professional development (CPD) can become detrimental for the students. Given the pressures within the highly competitive TESOL market in the Middle East (Francisco, 2013), professional development can ensure consistently high-quality teaching and learning (Farrell, 2018b). This training can then be sustained over time when it is underpinned by systematically embedded reflective practice (Mann and Walsh, 2013; Farrell, 2015; Farrell, 2018b).

1.3 Research questions

In order to address the need for continuous professional development in my institution and embed reflective practice in a systematic and sustainable manner, I identified the following main research question:

- *How do the TESOL teachers working at the English Language Centre (ELC) of a Saudi institution (Umm Al-Qura University or UQU) make sense of their experience of reflective practice?*

This central question can be broken into three sub-questions:

- *RQ1: How do TESOL teachers at the ELC interpret their experiences while reflecting on their teaching on a collaborative level?*
- *RQ2: What factors can affect the process of their reflective practice?*
- *RQ3: How do they perceive what they need to do in order to become reflective teachers?*

1.4 Methodology of the study

The study was undertaken at the English Language Centre (ELC) at Umm Al-Qura University (UQU) in Mecca, Saudi Arabia. Twelve teachers took part. The study is based on the critical incident approach (Harrison & Lee, 2011; Lengeling & Pablo, 2016), which is considered a stimulus for reflection. This approach was chosen to act as a prompt or trigger point to initiate the use of reflective practice amongst the teachers. The initial reflection was undertaken individually, which was then followed up by a collaborative reflection activity.

I collected the data through semi-structured interviews with the teachers and their reflective journals. Following the IPA approach, the interviews are my primary source of data (Smith et al., 2009), whilst the reflective journal entries, collected over a period of 13 weeks, are a secondary source. The Reflective Practice Programme (the primary intervention) was followed up by a post-intervention interview which took place six months after the end of the programme. The latter was aimed at identifying the potential for embedding reflective practice in a sustainable and independent manner, beyond the research project. The data, collated through the sources described above, amounted to just short of 75,000 words of teachers' views, insights and perspectives.

Interpretative phenomenological analysis (IPA) was identified as an appropriate methodology for evaluating how the participating teachers experienced the opportunity to embrace systematic reflective practice in their teaching (Mann, 2005; Scotland, 2012) because it promised to foreground the teachers' lived experience in its full complexity. Whilst the application of IPA methodology in the educational context is at an embryonic stage (Holland, 2014), it is widely used in clinical and counselling settings (Smith, 2003; Smith et al., 2009; Smith & Osborn, 2015). The chosen methodology, IPA, meant that I, as the researcher, listened to the TESOL teachers' stories, which included their interpretations of their experience of reflective practice. I thus tried to interpret their experience based on their interpretations. The teachers' accounts related the complexities of their lived experience in relation to the challenges they experienced. I analysed these by transcribing the interviews and synthesizing them into a series of key themes. These were explored in the context of the existing literature in the field.

1.5 Significance and contribution of the research

One of the distinctive values of this research lies in the choice of setting: the foundation year. The latter represents an important stage in the wider Saudi education system because it enables students to progress successfully into and through higher education. The teacher plays a complicated role in this process.

Foundation year programmes are designed and implemented at tertiary institutions through the Middle East, including Saudi Arabia. They are designed to ease the transition between secondary and tertiary education and to ensure that students are equipped to access the curriculum and all of its requirements (Alamri, 2011; Ablawi, 2016). This is in light of deficiencies identified by the Ministry of Education (2005) which led to a gap between secondary and tertiary education in terms of students' expectations and skills. This is particularly pertinent for the students' proficiency in English, which is not only the medium of instruction at many Saudi universities but also enables young Saudi citizens to access higher education across the world.

Teachers play a critically important role in English language learning. Certainly, their subject knowledge and pedagogical competence are instrumental for delivering both course and student-specific objectives, but they also play an important role in increasing the students' motivation for English. This is reflected in the need for teachers to adopt engaging and motivational teaching strategies, as well as the use of authentic and relevant teaching materials in addition to the assigned textbooks. This complexity is further heightened by the multifaceted and multinational nature of the workforce that typically is employed to teach English in Saudi colleges and universities.

Additionally, given the specificity of teaching English in the context of the historic, cultural, religious, demographic and economic factors in Saudi Arabia which are discussed throughout this study, this research fills an important gap in the literature on reflective practice as lived experience and in the wider TESOL literature.

A further significant contribution of this research is in the pedagogical approach adopted for testing reflective practice as a methodology for the professional development of TESOL teachers.

This research is original because it is the first, to the best of my knowledge, that applies the IPA approach to this educational context and particularly in Saudi higher education.

Finally, this thesis contributes to understanding how teachers experience, view and interpret reflective practice in their professional context. It identifies, at the level of individual teachers, the factors which impact the ability of teachers to embed reflective practice in their teaching, the further developmental needs which are necessary to meet and the supportive institutional measures which are desirable.

1.6 Structure of the thesis

The thesis is structured into six chapters in addition to this introduction. Governed by the research questions and the wider research objectives, the chapters outline the journey taken by this study, culminating in the conclusions which articulate its contribution to the pedagogical literature, based on the findings presented and discussed.

Chapter 2 (*Literature Review*) provides an overview of the literature in the fields relevant to this study. This relates to definitional aspects and theoretical frameworks of reflective practice as well as broader contextual issues relating to TESOL, particularly as it is practiced in the Middle East and Saudi Arabia. Moreover, the literature review also examines the empirical history of IPA which, historically, was not developed in the field of TESOL but in clinical psychology and counselling. The literature review not only helps to delineate existing knowledge in these related fields but also identifies the current knowledge gap this thesis addresses, both pedagogically and from the perspective of IPA as a research methodology.

Chapter 3 (*Methodology*) discusses the methodology that has been adopted by this research. It reviews the methodological journey beginning with its philosophical and paradigmatic stance, describing the epistemological and ontological foundations of the research. The chapter then outlines the rationale for adopting IPA as a methodology and describes the research design, the methodology and the instruments it identifies. It further outlines the process of data collation and analysis in detail, placing the IPA methodology in the broader context of qualitative research.

Chapter 4 (*Data Collection and Data Analysis*) presents the procedures I followed to collect the data from participating TESOL teachers. This includes the process of recruiting the participants (sampling), the steps for providing instructions for the reflective activities (intervention) and the ethical considerations underpinning the research process. As for the process of data analysis, a discussion of the identified process

is provided through a focus on the sequential analytical stages involved in IPA, based on the data gathered. These processes are contextualised more broadly within the principles of qualitative research. This helps not only to situate this specific study but also IPA more broadly.

Chapter 5 (*Findings*) examines the findings of the thesis in line with each individual participant's unique experience based on the idiographic approach represented by IPA. The findings are combined with the conceptual model introduced through the accounts of the shared experience of reflective practice based on the participants' interpretations of the themes of their experience of reflective practice that emerged from the data.

Chapter 6 (*Discussion*) discusses and investigates the themes that emerged from the findings in reference to the existing literature and in the context of the conceptual framework, which provided a degree of structure for the analysis. This discussion expands the analysis from the initial literature review as new connections to theories or models emerge through this analysis of the findings.

Chapter 7 (*Conclusion*) summarises the main findings. It considers the implications for future research and practice, the contribution the thesis makes to the wider discourse and the recommendations it suggests for the field of TESOL; it also notes its limitations.

Chapter Two- Literature Review

2.1 Introduction

In this chapter, I critically review aspects of reflective practice, starting with historical elements of the term. First, I examine the reflective theories of John Dewey and Donald Schön, who are viewed as the major contributors to the reflective practice approach in the educational field. Next, I look closely at the complexity and variety of reflective practice definitions. I then offer a literature review of the cultural aspects of using reflective practice in the Islamic and Arabic TESOL contexts. I also review empirical studies concerning reflective practice in relation to professional development for pre- and in-service TESOL teachers. These studies address a range of international contexts, including Saudi Arabia along with other Islamic and Arab countries. Having reviewed the definition of reflective practice and theoretical frameworks in the TESOL context in different international settings, along with their related interpretive methods and implementation tools, I identify the most appropriate analytic framework for this study. The chapter concludes with a discussion of critical elements of the reflective teaching approach.

2.2 A brief history of reflective practice

Ideas about reflection and reflective practice date back to philosophers such as Plato, Confucius, Socrates and Aristotle. It is however only with John Dewey (1933), a well-known American educational thinker, that the modern conception of reflection (Christodoulou, 2013; Dabia, 2012) became integrated into the field of education. Donald Schön (1983, 1987) later extended the study of reflective practice and developed reflective models that insightfully contributed to the theoretical framework.

2.2.1 John Dewey

John Dewey was an American educator who wrote and taught from the latter part of the nineteenth century into the 1930s, focusing on moral and ethical principles in education, underpinned by a philosophical stance that put experience at the heart of human

development. Heilbronn (2019) notes that the function of deliberation which Dewey highlighted requires a degree of detachment from a certain situation in order to clarify one's thoughts and enable one to plan action. This purposeful detachment for the purpose of deliberation in the face of uncertainty over a way forward in any given situation could be equated with the concept of 'reflective action' used in the field today. The John Dewey Society articulates its aims succinctly as keeping alive 'John Dewey's commitment to the use of critical and reflective intelligence in the search for solutions to crucial problems in education and culture' (JDS, 2020, p. 3).

Criticising the disconnect, as he saw it, between the purpose of education and the organisation of schools as well as the design and teaching of curriculum content, Dewey considered that the essential elements of school should reflect society more broadly and enable children to be teachers as well as learners, thus accumulating skills and attitudes for action rooted in reflection on themselves and others (Hinchey, 2018). Dabia (2012) describes this way of conducting oneself as 'reflective action' (p. 29). In the words of Simpson, Jackson and Aycock (2005), 'teaching is complex and will always require interpretation by reflective, imaginative, and experimental thinkers and practitioners' (p. 9). These authors argue that, regardless of the subject matter or discipline, Dewey determined that the multitude of roles a teacher inhabits are unified by the teacher's ability to be reflective and imaginative. Farrell (2012) develops this underlying quality of teaching further by identifying reflective practice as a compass for teachers to use 'when they may be seeking direction as to what they are doing in their classrooms' (p. 7). This, Farrell (2012) argues, is a direct link between what Dewey saw as a classroom reflecting society and those acting within it, and desirable teaching practice today. The way forward Dewey advocated involved not merely subject content, but the ability for students to be taught to think for themselves and to reflect on their own and other's actions (this is particularly clear in his 1910 work 'How we think'). Farrell's (2012) perspective is relevant because he applied Dewey's notion of reflective practice to a TEFL context. It is worth going back, however, to Dewey's original writings in order to fully comprehend his legacy.

In his seminal and ground-breaking work 'How we think', Dewey (1933) distinguishes the intentional reflective thinking from what he calls 'this random coursing of things through the mind' (p. 3). In differentiating the two, he argues that reflective thinking is connected to action that is rooted in the process of reflection. As a consequence, Dewey

(1933) stresses the action resulting from reflective thinking, which he refers to as ‘consecutive ordering in such a way that each determines the next as its proper outcome, while each in turn leans back on its predecessors’ (p. 3). This notion of sequence and consequence describes the correlation between reflective thinking and the resulting action. In the field of pedagogy, this correlation has been considered to have had a foundational impact in the professional training and development of teachers (Farrell, 2012). Boud, Keogh & Walker (2005 [1985]) note that Dewey’s contribution to reflective practice was to articulate the understanding that reflective activity involves identifying the different aspects of an experience, thus creating a continuous cycle of learning. The latter would be based on problem-solving and reflection. This process, they observed, is of particular significance in teacher training and professional development. Like other writers in this field (e.g. Farrell, 2012; Boud, Keogh & Walker, 2005 [1985]; Hinchey, 2018), Rodgers (2002) bemoans the lack of clarity with which Dewey’s work is applied in today’s practice. To counter the ubiquity of the use of Dewey and his work by teacher educators and curriculum designers, Rodgers (2002) reminds us that Dewey’s thinking on reflective action had four clear themes: a lack of clarity regarding what reflective practice is, assessing reflective skills, the issue of what reflection looks like and measuring the impact of reflection. These themes highlight the systematic and meaning-making qualities of reflection. Rodgers (2002) further notes that reflection, in the sense intended by Dewey, is a collaborative activity and ‘requires attitudes that value the personal and intellectual growth of oneself and of others’ (p. 845).

2.2.2 Donald Schön

Like Dewey, Schön is considered a key contributor to the discourse on reflective practice (Farrell, 2012; Dabia, 2012). While Dewey (1933) tends towards a cognitive view of reflection by emphasizing organised thinking about past experience, Schön (1983) sees reflection as the knowledge gained from a practitioner’s own practical experience at the time of action, which leads Rodgers (2002) to note that all teachers, at every stage of their career, reflect on their experience. Schön’s most frequently cited works in this context are ‘The reflective practitioner’ (1983) and ‘Educating the reflective practitioner’ (1987). It is important to note that Schön’s philosophical background was that of management theory, not education (in contrast to Dewey, who was first and foremost concerned with education and schooling).

Hébert (2015) refers to Schön's foundational principles as an 'experiential-intuitive model' (p. 361), distinguishing it from Dewey's more rationalist approach. In this intuitive and in-action approach, reflection does not, by necessity, occur *post-hoc*. Rather, it is brought into the action, as the action occurs. Waks (2001) reminds us that Schön's early professional background was in design and that his work, developed whilst employed in a management consultancy role, led him to 'use his marginal position in the design professions to reframe professional practice generally' (Waks, 2001, p. 37). Waks (2001) further argues that Schön began his work in a context in which professionals were losing the trust of society at large, and in which professionals were not necessarily able to account for themselves in a concise and persuasive manner. Schön's first text, 'The reflective practitioner' (1983), mentioned above, could thus be said to be applicable to the professions in general. The second one, however, 'Educating the reflective practitioner' (1987) is more concerned with the education and training of those who educate and train (Farrell, 2012; Dabia, 2012).

Despite the widespread acceptance of Schön's contribution to teacher education (Hébert, 2015), his views have not escaped criticism. Following Schön's death in 1997, Harris (1998) acknowledged Schön's contribution, specifically those of his concepts of reflection-in-action (while carrying out an activity) and reflection-on-action (after the event occurred). Harris notes, however, that 'the dichotomy that Schön appears to introduce between tacit and codified knowledge again conveys an inappropriate view of the knowledge useful in professional practice' (p. 17). According to Harris, the two perspectives, codified over many years of research and practice, provide an integral backdrop to the tacit knowledge brought out in reflective practice. Eraut (1994) expresses concern over the appropriation, or misappropriation, of the concept of reflective practice as presented by Schön. In response to what he describes as a widespread emergence of highly divergent teacher training programmes, Eraut (1994) notes that the variances in these programmes are 'exacerbated by the ambiguities and inconsistencies in Schön's theory' (p. 148).

Within the context of TEFL, Schön has inspired many followers, as well as some criticism. Sibahi (2015) defines Schön's credo as 'challeng[ing] the belief of teacher as technician, replacing it instead with the concept of reflective practitioner: one who engages in reflection in action; one who is committed, autonomous and a decision maker' (p. 339). Sibahi goes on to investigate EFL teachers' understanding of reflective teaching

in the context of higher education in Saudi Arabia and finds teachers' perceived reflective practice to be in line with Schön's understanding of reflection-in-action as a means of improving practice. Constantinou (2009) emphasizes the difference between applying Schön's approach to experienced EFL teachers and applying it to novices. Describing her own introduction to Schön's model of reflection-in-action, she noted the emphasis on focusing on the outcomes of a particular action. In the EFL context, this would involve a particular teacher in a classroom situation asking themselves what options they may have and to rehearse, in real time, what the particular outcomes could be to any of the options available.

Although many scholars have made noteworthy contributions to reflective practice (e.g. Wallace and Zeichner, to name only two), I focus on Dewey and Schön have in this section because they are foundational writers in the field. The following section will discuss some contemporary models concerning reflective practice.

2.2.3 Models of reflective practice

The considerable appeal of reflective practice has led to a proliferation of writings by a variety of authors in the face of a lack of consensus on how exactly it can be defined (Jay & Johnson, 2002). Reflective practice's own conceptual flexibility led to the development of various frameworks and models (Sibahi, 2015). Several of these involve the classification of reflective practice as part of increasing levels of complexity of deliberation on behalf of the practitioner. Jay and Johnson (2002), for example, advance a three-staged typology that moves from descriptive to comparative to critical reflection. The starting point of descriptive reflection is articulating the matter the practitioner is reflecting on. The second stage is 'refram[ing] the matter for reflection in light of alternative views, others' perspectives [or] research' (p. 77). The final stage is introducing a new perspective, following consideration of a variety of options. Jay and Johnson (2002) complement this three-stage model with a series of practical questions at each stage that the practitioners could ask themselves as they progress through the process.

Jay and Johnson (2002) built on earlier work, such as that of Zeichner and Liston (1996) who proposed a model for reflection which consists of five consecutive stages which start from the point of stating the issue and progressing to a degree of 'theorising and reformulating' (p. 46) spanning a period of months or even years. According to Zeichner

and Liston (1996), this final stage in the model leads teachers, in the long term, not only to question and re-examine their own experiences and practice but also to make a connection to others' academic works, which may involve attending conferences and reading published academic journals and books in the field.

Yesilbursa (2011) proposes a seven-stage model for reflective practice with a specific focus on TEFL contexts. These stages progress from negative reflection, which could be considered a deficiency approach, since it focuses on what did not go well. The model progresses to identify reasons, solutions, new discoveries, change and finally to commitment. The final stage necessitates the progression through the previous stages of the model before allowing teachers to 'making a commitment to change an aspect of their teaching' (p. 108).

The models of reflective practice discussed so far are all rooted in practice and particularly focused on their application in teacher education contexts. This explains their inclusion at this stage of the literature review as they provide a context and a sense of progression in the development and application of reflective practice in TESOL and in education more widely.

Mann & Walsh (2013), in their critical review on reflection note that 'there are too many accounts of reflection that contain models, checklists and series of questions to be used as prompts. Very few have examples of reflection and where data is included it is usually self-report or short extracts from reflective journals' (p. 296). Furthermore, Farrell (2015) argues that the majority of frameworks and models for reflective practice do not aim to focus on the teacher as a person (reflective thinker), but rather emphasize guiding teachers 'on how to tackle technical issues without looking at the person who reflects' (p. 20). Drawing on the teachers' accounts of their experiences of reflective practice, the approach here is data-driven and authentic inasmuch as the teachers' experience could be said to be both purpose and model. Mann and Walsh's (2013) identification of a dearth of larger amounts of data in systematic qualitative analysis beyond limited first-person accounts informed this thesis (which is an experiential study of reflective practice). It therefore shaped the intentional decision not to use a model and to examine reflective practice through the teachers' direct interpretation of the reflective practice experience.

2.2.4 The concepts of reflection and reflective practice

The term *reflection* stems from the Latin word *reflectere*, meaning to ‘bend back’ (Valli, 1997, p. 67) or to look back at what happened in a past issue or event for the purpose of becoming more aware of what was going on. The term, however, means different things to different people (Heilbronn, 2011; McLaughlin, 2007; Rarieya, 2005; Jay and Johnson, 2002; Farrell, 2001), and has no single, agreed-upon definition (Suzuki, 2013). (Mann, 2016; Farrell, 2016, 2012; and Constantinou 2009) noted that the definition of reflection within reflective practice remains controversial. Farrell (2015) and Hyacinth and Mann (2014) have argued that some scholars tend to consider reflection to be common sense in that all people, including teachers in the educational field, think about what they are doing, along with how and why they are doing/have done what they are doing/have done. Yet others reject this view as it does not indicate that reflection is being processed in a systematic manner; so, they excluded this viewpoint from the term *reflective practice*. Mann (2016), on the other hand, criticized the idea that both reflection and reflective practice can be used interchangeably. He mentioned that the ultimate goal of reflective practice is learning from experience, and that reflective practice is the learning process achieved throughout certain types of reflection. Mann (2016) argued that reflective practice ‘often has outcomes in changes in practice – not necessarily large changes (they might be small “tweaks” and adjustments)’ (p. 9).

Although Suzuki (2013) contends that the ambiguous and unclear definition of reflection and reflective practice may possibly be problematic, this ambiguity allowed for the term *reflection* to be used flexibly without the need to commit to any particular theory (McLaughlin, 2007). There have been several attempts to define *reflection* in different disciplines (i.e. business, law and medicine). The most comprehensive, however, is arguably offered in Farrell’s seminal 2015 book *Promoting teacher reflection in second language education: A framework for TESOL Professionals*, which is specifically related to TESOL and language education fields. In this book (Farrell, 2015) along with a recent book (Farrell, 2018b), Farrell synthesised a total of 138 studies dealing with reflective practice in TESOL. Based on his extensive context-specific review, he defines reflective practice as ‘a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom’ (Farrell, 2015, p. 123).

Articulating his definition into a framework, Farrell (2015) identified five stages of reflection: philosophy, principles, theory, practice and ‘beyond practice’. Dissenting voices have been raised towards Farrell’s interpretation. Pande (2018), for example, finds that the demarcation between Farrell’s framework and an earlier one by Abkari, Behzadpoor and Dadvand (2010) is not sufficiently crystallised. Pande further argues that there are definitional questions about the difference between the constructs of *reflection* and *reflective practice* in Farrell’s (2015) book. He nonetheless considers Farrell’s TESOL specific work on reflective practice to be beneficial for practitioners and researchers operating in TESOL. One of the useful contributions Farrell (2015) makes is to argue that the concept of reflective practice is critical to the understanding of classroom teaching issues (such as critical incidents). TESOL practitioners learn from their teaching experience through systematic and sustained reflection, and such systematic reflection is likely to enable them to examine their underlying beliefs and values about their practice (Farrell & Baecher, 2017).

2.3 Islamic and Arab values and culture in relation to reflective practice

It is important to understand whether or not reflective practice is compatible with Arabic and Islamic culture in order to determine the extent of its applicability in the Saudi setting which is the object of this thesis. As in all Arab countries, Saudi social mores are grounded in the Islamic religion. Dabia (2012), who conducted his research in Libya noted that as long as the newly adapted approach (here the reflective approach) does not contradict Islamic values and principles, it will be welcomed, whether in teaching or in the workplace. In line with this view, I intend to illustrate that reflective practice is an acceptable approach in Islamic and Arab cultural terms and can be positively implemented in the educational system in Saudi Arabia.

Indeed, reflection and contemplation are fundamental aspects of Islam, which deeply encourages and rewards those who strive for knowledge. Keshavarz (2010) claims that there are instructions in the Holy Quran which prove that reflective thinking and contemplation is one of the dimensions of Islamic education. Despite this link between reflection and its role in Islam (Keshavarz, 2010), however, the use of reflective practice in education, for professional development, remains marginal in Saudi Arabia and in the Arab world in general (Dabia, 2012; Melibari, 2016; Assalahi and Rich, 2016).

Dabia (2012) argues that because the critical thinking component in education may have been neglected in the Arab world historically for political reasons, promoting and implementing the reflective approach in the region may therefore be doomed to fail because the practice of reflection requires critical thinking, which runs counter to the predominant political climate. Dabia observes, however, that increased access to technology and the internet have affected the Arab people's outlook (Dabia, 2012), and, in principle, this new context has facilitated the implementation of reflective practice in the Arab context, as well.

Of particular interest in this respect is the research Melibari (2016) conducted at my own institution: the ELC at UQU. She investigated the quality of TESOL teaching there as a case study for improving ELT education across Saudi Arabia. One of her findings was that the low quality of the teaching at the ELC was due to the lack of individual and/or collaborative reflective practice performance. Melibari argued that, in the Saudi context, this absence could be explained by cultural assumptions that individual self-reflection may be perceived as a manifestation of weaknesses in the teacher's performance, and that it, in turn, would lead to the inhibition of professional development on the part of TESOL teachers. She further showed that the ELC had no institutional framework for professional development for ELC teachers through which the reflective approach could be encouraged and implemented.

2.4 Tools for reflective practice

A variety of tools for dialogic and collaborative reflection have been employed in different TESOL settings to facilitate and encourage reflection (Dzay-Chulim and Mann, 2017). In a review of 138 studies Farrell (2018b) affirms that the most frequently used reflective tool is a 'teacher reflection group' where TESOL teachers sit together and voice their ideas, issues and suggestions in relation to their teaching practices in order to feel a sense that they are part of a community of practice. The second most frequently used reflective tool, Farrell (2018b) reports, is writing a reflective journal. Journal writing can be defined as a continuous written account made for multiple purposes; such as observations, reflections (to record classroom incidents), and any thought-related matters about teaching process (Richards and Farrell, 2005). Such journals can stimulate reflection (Farrell, 2013d; Zulfikar, 2017), and they can take the form of word documents, emails, or even voice recordings (which may be transcribed if needed).

Whilst teacher groups and journals may be the most used, the full repertoire of tools for pedagogical reflection, according to Richards and Farrell (2005) and Farrell (2018a), includes not only (1) journals, but (2) inviting fellow teachers to observe and reflect following peer observations, (3) obtaining feedback from students and (4) recording lessons with audio or video technology. Although these are not reflective tools in themselves, they can serve as the evidence base or the springboard for engaging in reflective practice.

Fatemipour (2013) conducted a study measuring the efficacy of each of these tools. Testing out the four tools with a total of 10 EFL teachers and 234 students, applying a descriptive methodology and an ANOVA test, Fatemipour found that the use of a teacher diary was rated the most effective tool for teachers to engage in reflective practice, followed by peer observation, student feedback and recordings. Previously, Mann (2005) had highlighted the use of reflective cycles as helpful tools to help teachers engage in reflective practice. Farrell (2018a) adds further tools into the debate, such as ‘critical friends’ or teacher development groups. Both of these are qualitatively different from the previously discussed tools since they are collaborative in nature. Farrell (2018a) describes the ‘critical friends’ tool as ‘teachers who collaborate in a two-way mode that encourages discussion and reflection in order to improve the quality of language teaching and learning’ (p. 3). It should be noted that Farrell lists other additional sub-tools to be used alongside the ‘critical friends’ – mutual observations, for instance.

Mann and Walsh (2013) argue that collaborative reflective practice adds another dimension to reflective practice generally. Focusing on collaborative and spoken processes, they conclude that both ‘collaboration and autonomy are essential ingredients’ (p. 311).

2.5 Critical incidents as stimuli for reflection

It has now been over 60 years Flanagan (1954, as cited in Spencer-Oatey, 2013) published a seminal article about the critical incident technique. His critical incident approach is now being used in many different disciplines (e.g. medicine, social work, job analysis, and education). Richards and Farrell (2005) define critical incidents as ‘unplanned incidents that occur during teaching and that serve to trigger insights about teaching’ (p. 122). The literature reveals that the term has been defined in two different ways

(Angelides, 2001; Husu, Toom & Patrikainen, 2008): either (1) as unexpected or difficult-to-understand situations which seem to be unique cases which encourage reflection (Schön, 1987); or (2) as unexpected happenings that occur in class and provoke awareness of teaching and learning (Richards and Farrell, 2005; Farrell, 2013c).

The analysis of such incidents involves processes of documentation and reflection on these incidents which can either be conducted individually or collaboratively. The terminology is at times misunderstood as referring to a *negative* incident (Spencer-Oatey, 2013). The definition advanced by Richards and Farrell (2005), however, allows for a much broader understanding by focusing on the unplanned nature of incidents as the characteristic which makes them ‘critical’.

2.5.1 Benefits of the critical incident approach and rationale for adopting it

Having looked at a variety of tools which have been recommended in the literature as effective for reflective pedagogical practice, this section moves on to exploring critical incidents in the specific context of TESOL. Building on Schön’s (1987) distinction of reflection-in-action and reflection-on-action, Mann and Walsh (2013) note that the former is synchronous, happening at the same time as the event or critical incident, whilst the latter is asynchronous, allowing the teacher to reflect on the critical incident after it has passed. Mann and Walsh (2013) also discuss reflection-for-action, first introduced by Killion and Todnem (1991), highlighting its role in a more systematic and planning role which, according to Mann and Walsh (2013), could be situated at the interface of reflective practice and action research.

2.5.2 Implementing the critical incident approach

There are established procedural steps for implementing a reflective process around critical incidents. Richards and Farrell (2005) suggest that in order to implement a critical incident approach, TESOL practitioners need to consider some questions through their reflective journal in which critical incidents can be recorded and suggest a series of questions that can guide the teacher and provide a scaffolding for their reflections in the context of critical incidents. Some of these questions are procedural. Richards and Farrell (2005, p. 122) suggest, for example, noting down what happened both immediately before the critical incident and straight after the incident, or how the teacher reacted when the

incident occurred. Other questions are designed more to help the teacher reflect. The guiding question of why the incident had a critical significance for the teacher provides an opportunity to reflect more deeply. Similarly, asking oneself what one's interpretation of the critical incident was provides an opportunity to reflect on the role of those involved as well as one's own interpretation of the event.

The procedure proposed by Richards and Farrell (2005) is by no means a prescriptive one, nor is the list of suggested questions exclusive. Rather, it provides a helpful scaffolding for teachers to adopt when writing accounts of critical incidents in their reflective journals. Practised over time, it could be suggested, adopting this procedure can provide the teacher with a mechanism not to automate reflection but to organise one's thoughts along a practised roadmap which could help when returning to reflections after time has passed.

In short, for the purpose of this study, a face-to-face reflective group and critical friendship approach were utilised to encourage collaborative and dialogic reflection, along with journals used to foster reflection, and a critical incident approach to stimulate reflection (Mann and Walsh, 2013).

2.6 Social learning and Community of practice in the context of reflective practice

The work of Lev Vygotsky (1978) in social learning theory places great emphasis on the centrality of social interaction and cognition whereby learning happens as learners transform what they learn from their interaction with the "More Knowledgeable Other"; in that sense it provides a natural theoretical backdrop against which both collaborative reflective practice and *Community of practice* (CoP) can be understood.

CoP is a widely used term in many professional fields and in relation to professional development. Wenger (1998), in an attempt both to describe the need for developing competence, knowledge and skills across the professions and to introduce a degree of accountability amongst professionals, refers to CoP as an analytical tool and describes it as a 'social structure that reflects shared learning' (p. 126). Wenger's diagram below

(Figure 2-1) shows the three dimensions of CoP and how they interact:

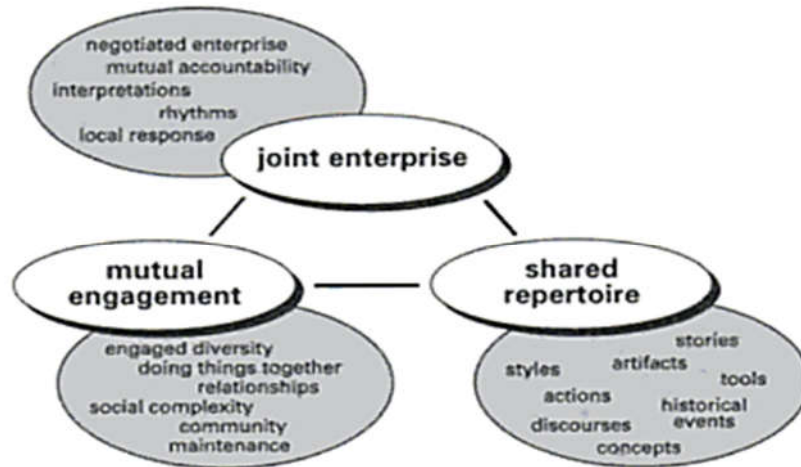


Figure 2-1: Wenger (1998: p. 73)

The model consists of three key areas that are applicable in a generic manner but can be adapted to the specifics of any professional context. For a TESOL context, the model could be adapted around the concepts of joint enterprise, shared repertoire and mutual engagement, as shown in the diagram below (Figure 2-2):

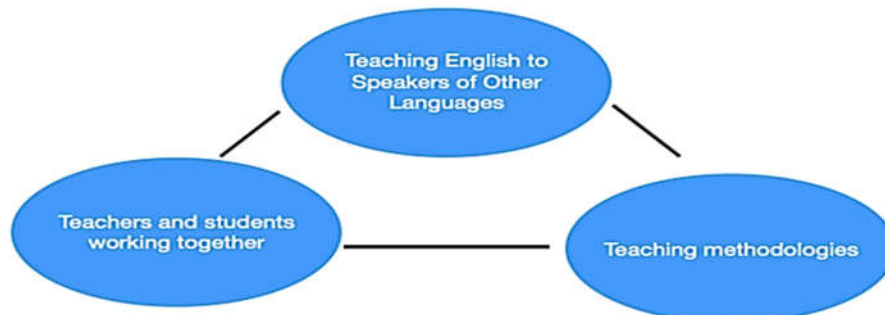


Figure 2-2: Community of practice in TESOL, based on Wenger (1998)

The joint enterprise is here considered the purpose for why the professionals come together: ‘teaching English to speakers of other languages’. The shared repertoire, here briefly summarised as ‘teaching methodologies’, relates to what TESOL teachers anywhere would consider their tools and methods, the actions they take in the context of teaching. Finally, the mutual engagement is what the community of teachers and students is doing with one another, which is simply ‘working together’.

Taking this model one step further and narrowing it from the broader TESOL teaching perspective to one of reflective practice, the three-pronged relationship could be established specifically with reflective practice in mind. One possible model is suggested below (Figure 2-3):

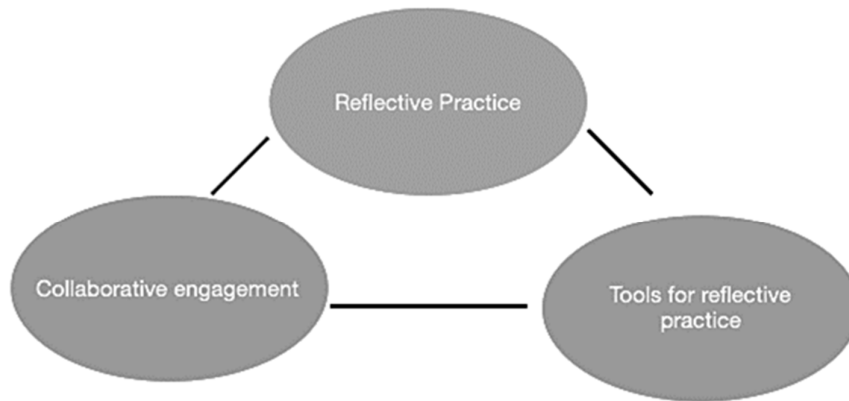


Figure 2-3: CoP model for reflective practice overview, adapted from Wenger (1998)

Following this approach, reflective practice, based on Wenger’s (1998) notion of joint enterprise, encapsulates the negotiated sequence and procedure, which, as introduced above, is the agreed and mutual responsibility, to name but two. Tools for reflective practice, based on Wenger’s (1998) interpretation of ‘shared repertoire’, could be the critical incident approach, as adopted here: journaling, collaborative meetings, interviews, or a WhatsApp group message exchange. Finally, the mutual engagement category, as defined by Wenger (1998) is interpreted here as collaborative engagement and delineates the diversity within the group, the relationships and joint action for a shared purpose.

Tavakoli (2015) finds that whilst the volume of research on CoP in TESOL is considerable and there appears to be evidence that TESOL teachers and student teachers are increasingly engaging in it, there is little evidence that ‘TESOL teachers engage with research as part of their day-to-day practice’ (p. 1). Based on qualitative research involving 20 EFL teachers, Tavakoli found that a perception persisted that divided EFL teachers and researchers into two CoPs with very little overlap. Alsalahi (2016) investigates the notion of CoP in the context of 9 EFL teachers in Saudi Arabian schools

through the lens of teacher leadership and finds that creating a CoP within a school leads to a ‘collective capacity of teachers’ (p. 18) and explores the role of reflective writing in this context. This finding is echoed by Afshar and Donyaie (2019), who underscore the importance of reflective journal writing in constructing and developing teachers’ identity as part of a CoP. They highlight the collaborative nature of the activity since the critical reflections, which contribute to raising their awareness of critical reflection and which impacted their identity, emerged from a shared workshop.

Yang (2009) investigates the use of technology in creating a CoP amongst 43 TESOL student teachers and finds that reflection was facilitated effectively through the anonymity provided by blogs, and that the student teachers made more use of the facility than they would have done if they had conducted their discussions in person. This is mirrored by Alimirzaee and Ashraf (2016), in their study of an intervention involving 50 EFL teachers. They test their participants using the Teacher Knowledge Test before and after an intervention consisting of online sharing of teaching-related experiences. They find that the intervention had a significant impact. The significance of Alimirzaee and Ashraf’s (2016) study constitutes the first of this kind in the Saudi context focused specifically on the online aspect of an emerging CoP of EFL teachers. This study was based on Plastina (2009), who investigates the use of collaborative digital technologies for the purpose of creating Virtual Communities of Practice, or VCoPs, highlighting the lack of spontaneity in their emergence as one of the key differences with traditional CoPs, because setting up a VCoP requires extensive preparation.

2.7 Teacher development in relation to reflective practice in TESOL

It is necessary to distinguish between teacher education and teacher development. The former refers to the pre-service training teachers receive in preparation for their teaching career (Genc, 2016). The latter, in contrast, concerns the continuing professional development of teachers who have completed their training and are working in a teaching role. Novice teachers are considered to be those who have completed their pre-service training but are still in the early years of their in-service teaching. This domain is well researched from a variety of perspectives and in recognition of different needs (Genc, 2016; Yazan, 2016; Sahragard & Saberi, 2018).

2.7.1 Reflective practice: Pre-service TESOL teachers

Azizah, Nurkamto and Drajiati (2018) investigate the experience of pre-service EFL teachers with regard to reflective practice. The data, gathered through open-ended questionnaires and unstructured interviews, is rich. The analysis of the data shows that the pre-service teachers' relative lack of experience limited the benefit of employing reflective practice with them. The small number of participants in the study – only two teachers participated – renders the applicability of the analysis questionable. In contrast, Hos, Cinarbas and Yagci (2019) find that during later stages of pre-service teachers' development, once early experiences of teaching had been gained, participants are more likely to develop the skills for effective reflective practice. Borg et al. (2014) developed the concept of reflective enquiry further by including a visual element into their study of a small number of second-year pre-service trainees. Borg et al. (2014) found that the inclusion of reflective drawings could be considered an additional tool in the development of pre-service teachers' skills and competencies when applied to reflective practice.

Çapan and Bedir (2019) investigate the use of reflective practice in the development of pre-service EFL teachers through the use of reflective journals and their application in peer mentoring scenarios. To aid the student teachers, who lacked experience with effective reflection, Çapan and Bedir (2019) develop a template-based form for the student teachers to adapt and complete. Çapan and Bedir (2019) find that 'peer observations provided the participants in the RPM [reflective peer mentoring] group with salient opportunities to think reflectively and devise alternative solutions for possible problems' (p. 502). This study introduces the factor of collaborative reflection in the form of exchanges and discussions, based on individual reflective journal entries. This view is supported by Nguyen and Baldauf (2010) who, for their research, draw the parallels of peer mentoring to Vygotsky's (1981) view of learning taking place through social interaction, rather than in isolation. Participating pre-service teachers were asked through pre-intervention and post-intervention questionnaires about the self-evaluation of their instructional competencies. These were juxtaposed with parallel questionnaires completed by the student teachers' school-based mentors and university teachers. The intervention was a formal peer mentoring process and the research was conducted using a group of 32 student teachers (and a control group of 33). Nguyen and Baldauf (2010) found that the mutual interaction amongst the participating pre-service teachers led them to develop their 'professional practice' (p. 55) which led the authors to conclude that peer

mentoring is not only an effective tool for the development of reflective practice but also that the reflective practice developed through the peer mentoring increased the student teachers' preparedness for practice.

The importance of reflective practice and opportunities for student teachers to develop the necessary skills prior to entering the profession is also highlighted by Dollar and Mede (2019), who find that effective reflective practice skills helped pre-service EFL teachers develop self-awareness through a more acute understanding of their strengths and weaknesses, which thus gave them strategies to be employed once in service. The context for Dollar and Mede's (2019) study was a system (the Turkish teacher training system) which they believed contained insufficient space for, and inadequately focused on, such fundamental skills during the pre-service teachers' education and training. Their study revealed that the Turkish teacher training system lacked the infrastructure to support the development of reflective practice for pre-service EFL teachers.

Kadri and Benmouhoub (2019) identify the absence of a nationally adopted pedagogical framework for teaching as a hindrance for the development of reflective skills amongst pre-service teachers in Algeria. Acknowledging the challenges in different systems, Pop (2015) highlights the importance of reflective practice, on two levels. First, it improves a pre-service teacher's professional skills and thus positively impacts their teaching. Second, it develops their professional practice with a view to the importance of continuing professional development once in service. In her research, Pop (2015) utilised a reflective journal which she asked student teachers to keep. The journal headings were designed to accommodate open-ended answers, thus encouraging the student teachers to reflect as fully as possible whilst completing the journal. Pop found that the students she studied identified a series of challenges, often related to the time and space available within a crowded curriculum and teaching day. The pre-service teachers, however, also highlighted the benefits and commented that 'the reflective journal represented a valuable tool that allowed them to develop their reflective skills' (p. 382). Pop also outlines the benefits of educators sharing reflective journals with each other, showing that this can inform changes in the curriculum and in training-course design.

Erkmen (2010) finds that the beliefs and expectations of novice teachers are likely to change from time of their pre-service training to when they are fully settled as in-service professionals. This is why Erkmen (2010) considered reflective practice very important in teachers' evolving repertoire. Reflection encourages, according to Erkmen (2010)

enhanced self-knowledge and a critical ability to analyse what did and did not go well in any given lesson.

2.7.2 Reflective practice: In-service TESOL teachers

Farrell (2013a), who has published much research in the domain of reflective practice in TESOL, has sharpened the debate by investigating experienced teachers' views of reflective practice in their professional development, highlighting an approach which involves the teachers, rather than merely analysing their views. Farrell (2013b) links this to Tavakoli's (2015) work, which observes that the reflective communities of practice of researchers and practitioners were separate, Farrell finds, in contrast, that experienced teachers 'began to theorise from this new knowledge of what they do in their classrooms' through reflective 'group meetings and journal writing' (p. 2). Reviewing Farrell's (2013b) book, Payant (2014) acknowledges the benefits emerging from the research on reflective practice in professional development. Payant highlights the importance of the 'plurality [of pre-service teachers' unique personalities] as a means of encouraging diversified ways of teaching' (p. 68) in the context of pre-service education.

Genc (2016) conducts a comparative study that focused on aspects of reflective practice from both the pre-service and in-service teachers' perspectives. Identifying them as two distinct groups, Genc (2016) finds that pre-service teachers benefit not only from the training and pedagogical insights but also from the process of keeping reflective journals. In sharp contrast, in-service teachers were not asked to keep a reflective journal. In discussions and interviews with the researcher, however, they did comment on the benefits of developing their reflective skills.

2.8 Reflective practice studies in the Saudi context

Having explored reflective practice in the general TESOL context, this section deals with the application of this concept in the Saudi context. A variety of constructs impact the development of reflective practice and its implementation based on historic and cultural factors.

Oudah and Altalhab (2018) conduct a large-scale study of in-service EFL teachers and of their own perceptions of needs and expectations. The cohort for the study consists of

questionnaires administered to 215 EFL teachers, of whom 10 were interviewed. The purpose of the study was to understand what the teachers' considered their professional development needs and how these could be best met. 82.2 per cent of the teachers participating in the questionnaires believed they needed (or expected to need) professional development to improve their 'reflective educational skills' (p. 1411). This led the authors to conclude that EFL teachers had a positive view of reflective practice and considered it important and worthwhile to be trained in how to support EFL students to be reflective learners, and they looked forward to doing so.

Despite considerable strides in terms of curricular and pedagogical developments in teacher education and development in Saudi Arabia, Alshawi and Alshumaimeri (2017) contend that much remains to be done specifically for EFL teacher training and education. They recommend, in particular, the development of technology and its potential implementation in teacher education and training as a pedagogical tool, along with teacher reflection as a methodology for the development of a deeper understanding of teaching and learning processes. In their view, such tools could achieve a shift from teacher-centred teaching and learning of EFL to a more student-centred approach. Researching the use of electronic portfolios to develop reflective competence amongst 30 EFL student teachers, Alshawi and Alshumaimeri utilised student portfolios and a combination of questionnaires, triangulated by their teaching scores. The results of the study showed a high proficiency in the use of electronic portfolios and the exchange of ideas and experiences. The authors also found, however, that student teachers did not improve their abilities to write analytically or reflect effectively. Practical considerations, such as time management or clear guidance on the practical completion of the electronic portfolio were noted as important factors. Their study reaches the conclusion that whilst electronic portfolios are a useful tool to employ for the purpose of developing effective skills and competencies amongst EFL student teachers, the question of developing their analytical and linguistic competence should be emphasized more, regardless of what mechanism is employed for the recording of teacher reflections. This is supported by Alharthi (2017), who acknowledges the value of electronic portfolios for teacher reflection but also highlights the crucial importance of the foundational skills without which the electronic portfolio has only limited use.

Based on her professional experience as a school inspector, Alharthi (2017) contends that the Saudi context is characterised by a 'lack of opportunity for teachers to become

reflective and enquiring practitioners in order to maintain and develop their expertise' (p. 22). Alharthi identifies the role of electronic portfolios in helping teachers develop reflective competencies. She asserts that these need to be built and developed as early as possible in the student teachers' training and development. In her own investigation, she also finds a number of potential barriers which pertained to doubts teachers had about the way the electronic portfolio would improve their practice and their apparent lack of a direct correlation they could see between the mechanism and improved reflective practice. Another potential barrier was the time and focus needed to maintain the electronic portfolio (including technical and non-pedagogical issues with the portfolio). Some of the findings are particularly striking, such as the near-complete lack of the use of collaborative activities in the participating teachers' practice. Alharthi suggests the potential use of electronic portfolios for that purpose. However, as in Alshawi and Alshumaimeri (2017), the confusion may point to a much wider issue having to do with pedagogical training and greater exposure to collaborative and reflective approaches in the training and development of Saudi teachers.

On the benefits of technology in the professional development of in-service teachers, Al Ghamdi (2015) found that teachers considered the intervention a positive opportunity because it led to opportunities to reflect on their teaching practice, which in turn led 'to [the] construction of meaning through an integration process' (p. 5). Teachers who participated in the study reported a variety of barriers, however, not least the general inaccessibility of information communication technology facilities and issues such as time and the availability of relevant training. These findings echo earlier research by Al-Ahdal and Al-Awaid (2014), who observe and interview 50 in-service EFL teachers in Yemen and Saudi Arabia. They found little evidence of explicit manifestations of reflective teaching practices amongst teachers. Identifying a series of reflective techniques, such as inviting colleagues to observe teaching sessions, keeping reflective journals of their own teaching experiences, professional conversations with colleagues about teaching experiences or incidents, they test these through observations and interviews. The authors find that there was very limited evidence of any such techniques being employed and they identified a variety of reasons for failing to use such reflective techniques. These include a reluctance amongst teachers to expose their own vulnerabilities through professional conversations or a process of voluntary observations, as well as a reluctance amongst students and parents to engage in foreign (English) language learning *per se*. Acknowledging that 'the teacher's reflection encourages his/her

personal and professional growth and motivation' (p. 765), the authors nonetheless comment that effective and routinely conducted teacher reflection could be considered an ideal which, at the time of their study, was far from fully implemented in the wider teaching reality. From Al-Ahdal and Al-Awaid's recommendations it emerges that teachers need more fundamental training in the pedagogical concepts and theories underpinning reflection.

2.9 Reflective practice and post-method teaching in the Saudi context

AlHarbi (2018) focuses on the concept of reflective teaching on the academic discourse on post-method L2 teaching. This author contends that teachers who do not limit themselves to any specific teaching approach or method are more able and likely to consider themselves and their students in a reflective manner. They are thus able to focus on both accuracy and fluency, drawing on authentic and real-life scenarios for the application of L2. AlHarbi (2018) states the importance of the use of the target language not only for the purpose of engaging and motivating students in their English learning but also for modelling and providing exposure and immersion opportunities for learners who would otherwise not be able to access opportunities to practice English outside the classroom. AlHarbi thus relates the 'assumption that EFL students are committed participants in the collaborative adventure of L2 learning' (p. 35), which is in stark contrast to the general reluctance to learn English uncovered by Al-Ahdal and Al-Awaid (2014). The author sees post-method teaching, however, as freeing the teacher from specific and pre-ordained constraints. Such liberation can lead, in turn, to greater engagement and motivation.

AlHarbi's (2018) research builds on that of Fat'hi, Ghaslani and Parsa (2015), who advance the notion that post-method EFL teaching and reflection are intrinsically and inextricably linked. They 'call for the emancipation of teachers from constraints and limitations imposed by the method and environmental variables and advocate the individual, informed decision of teachers triggered by reflection and reflective practices' (p. 316). AlHarbi discusses these findings specifically in the context of his research, which involved 55 Saudi EFL students. He sought to identify, through the practical application of reflective techniques, how reflective teachers could best help those students learn. AlHarbi describes the need for the study by highlighting long-standing deficiencies in the teaching and learning of English in Saudi Arabia: 'the English language curricula

at that particular [upper secondary] level are inflexible, and passive learning and traditional, teacher-centred teaching methods are used' (p. 3). He contrasts this with the context of teaching and learning English at the university level which, he argues, is more communicatively oriented. This is supported by Albaiz (2016) who studied a peer-observation-based model of reflection amongst EFL teachers. She conducted an investigation into reflective practices amongst 107 EFL teachers in Saudi universities. One of the selectivity criteria was that the teachers had to have been in service for at least two years at the point when the research was conducted.

The focus of the study was on peer observations and their role in developing and supporting reflective practices amongst teachers. The study instrument was a questionnaire consisting of 37 questions. The findings were clear in their support of the application of peer observation as a meaningful tool for developing teachers' reflective competencies and impacting directly on the perceived quality of their own teaching. A distinction was made between the usefulness of observations conducted by those who did not come from the same subject area and those who did. Albaiz (2016) reports that participating teachers considered the collaborative exchange with same-subject teachers a useful tool because it helped 'instructors to identify new or different teaching techniques that led to better student learning' (p. 335). Al-Ahdal and Al-Awaid (2014), Alharthi (2017), Al Ghamdi (2015) and Albaiz (2016) all identify training as a critical issue. Albaiz (2016) identified the benefits of peer observation through the responses gained from the participating teachers, who considered the reflective processes involved beneficial for their practice. Albaiz concludes, however, that, without detailed training, the success of any peer observation for the development of reflective teachers could be jeopardised.

2.10 Reflective practice in higher education in the Saudi TESOL context

Gandeel (2016) concurs with the importance of teacher reflection and ties it to the articulation and application of teacher beliefs. Gandeel augmented observations at Saudi universities with a combination of post-observation interviews and reflective notes in cases when interviews could not take place. The researcher encouraged more teachers to take post-observation notes in order to help them remember the specific details of the classes they had observed. The interviews were conducted over a significant period of time. Each teacher who participated in the interviews was interviewed five times. This not only enabled Gandeel to gather rich and meaningful data over an extended period but

also facilitated a professional dialogue based on mutual understanding. The educational context, according to Gandeel, 'did not encourage teachers to be reflective or creative' (p. 290), which was reflected in his finding that, prior to participating in the study, teachers had not spent much time reflecting on their beliefs or their practice. A predominant concern for the teachers, it seemed, were the institutional requirements, including the syllabus and curricular constraints. Moreover, whilst the teachers were greatly influenced by their own experience of learning English, they did not necessarily reflect on either their own experience or how it had shaped their teaching practice. Gandeel concludes that this can be seen as a causal link explaining the fact that their teaching was not congruent with current pedagogical thinking. Focusing on speaking specifically, Gandeel found that teachers taught speaking as a by-product of linguistic competence, rather than as a linguistic skill. Gandeel concludes that his findings have many implications for the development of programmes for teacher training and development in Saudi Arabia and that 'teachers need to be provided with opportunities to reflect on and to discuss their beliefs' (p. 281) due to the link between effective reflection and effective teaching. For Gandeel, it is not necessarily theoretical knowledge which is lacking. Rather, what is underdeveloped is the ability to implement that knowledge in real-life teaching scenarios – and critical reflection is a vital component in that process.

Saba (2014) approaches the development of reflective practices in EFL teaching and learning through the cultivation of academic and critical writing. This research focused on a small number of Saudi students who were studying EFL at an American university. Drawing on her own (Saudi) background, Saba investigated the role of reflection from the EFL students' perspective and investigated the students' existing, pre-intervention reflective and critical thinking abilities. Saba found that the students' abilities were more advanced than originally expected. Based on the evidence drawn from reflective journal entries, interviews and group discussions, Saba also found that there were differences and similarities in how male and female students approached the reflective tasks. In addition to cultural differences in how the students viewed working in mixed groups, for example, Saba also found that there was a distinct difference between the students' speaking abilities and their writing. Looking at their skills and their need for those skills in a rather transactional manner, since they were needed to gain access to an American university in this case, the students did not aspire to develop their writing further. Saba concluded that 'their previous educational and literacy practices have given Saudi students little to no experience in academic writing either in Arabic or in English' (p. 8). Saba highlights the

students' cultural experiences and how they influence their reflective engagement in learning. This can be seen when reading Saba's study in conjunction with Gandeel (2016) as two sides of the same coin. According to Saba's findings, cultural experiences impact the students' employment and application of reflective practices which then, according to Gandeel, shape the practice of those who go on to become teachers.

2.11 The role of reflective practice in the professional development of Saudi

TESOL teachers

Investigating the views of female EFL teachers regarding reflective teaching practice and its role in teacher development, Shukri (2014) hypothesised that there is a discernible link between reflective practice and a culture of professional development. Shukri finds considerable evidence, in the literature from the wider Arab region, that an awareness of the need for reflective teaching had permeated teacher education institutions and thus teacher education and development practices more broadly. She does not, however, find evidence of a gap between practice as promoted at the point of teacher education and training and the reality seen in EFL classrooms. Consistent with Çapan and Bedir's (2019) later findings, Shukri finds that the participating teachers not only valued professional dialogue and learning from the reflective experience but also specifically identified the role of mentoring and professional feedback as a positive one. Shukri found that 'the [study's] results were significant in that almost all teachers agreed and strongly agreed with the seventeen items which emphasise the importance of reflective teaching taking into consideration its relation to teaching development, critical thinking and continuous professionalism' (p. 198). The participating teachers viewed reflective activities as an important tool for improving their practice through questioning themselves and their peers in a professional exchange on the validity of methods employed, and in an attempt to find ways of improving their practice. The teachers confirmed that this act of self-reflection and collective reflection was essential for continually reviewing one's own teaching and improving professional practice in-service. Shukri concludes that, apart from ongoing administrative support for teachers with a view to enabling and facilitating professional networks, there is a benefit in linking novice teachers with more experienced teachers. It is not only the novice teacher who benefits; rather, the professional exchange leads teachers on both levels to reflect on their practice, to question their habits as practitioners and to continually seek professional improvement.

Shah and Al Harthi (2014) focus on classroom observation as a key strategy for the development of reflective practices in EFL teaching because it can be used to help teachers evaluate and build on the strengths and weaknesses in their teaching. In practice, Shah and Al Harthi draw a distinction between observations that are imposed on teachers by administrators or managers and those that teachers initiate themselves in the goal of enhancing professional dialogue within an institution and to help them review and improve their practice. This distinction leads to the categorisation of appraisal observations to describe the former and developmental observations to denote the latter type. Shah and Al Harthi identify a range of issues with observations, including a frequent lack of training for the observer and the sense of uneasiness and even the stress that can be caused in the observed teacher by the observation itself. The developmental observation is the one with the most scope for reflection on behalf of the observed teacher. The authors find, however, that the institutional setting where they conducted their research was not conducive to the developmental aspects of observations. Rather, they find that ‘the observation scheme at the research site offers an inequitable proportion of control and decision making to the observer while limiting the role of the observee to a passive recipient’ (p. 1600). As a consequence, opportunities for learning were not identified or implemented and, it could be argued, reflective practice was not developed. The study was limited to a single institution. It would have been interesting to compare it with findings from other Saudi institutions, to determine whether passivity in the professional relationships amongst teachers is a more widely identifiable phenomenon.

Alford and Frechet (2015) argue that the prevailing model of teacher development in a Saudi context is ‘mostly underpinned by the process-product, training model represented by the dominance of the one-size-fits-all training programmes’ (p. 749). This would suggest that the notion of the teacher whom development is ‘done to’, as identified by Shah and Al Harthi in the context of observations, is likely more widespread than might be conducive to a professionalised teaching landscape in Saudi Arabia.

Picard (2018) identifies the link to economic development and diversification as one of the key drivers for change in the quantity and quality of – and demand for – EFL teaching in Saudi Arabia. The introduction of e-learning materials in Saudi Arabia for use by school teachers and students has done much to free teachers of the need to create their own resources and thus enable EFL teachers to reflect on pedagogic practice. This has

now also been integrated into the State's prioritisation of teacher training and development.

Assalahi (2016) focuses on teacher perceptions during teacher development and training. This author reports a degree of distrust amongst teachers regarding collaborative training and development. This is partly due to the incoherent nature of the profession and the disparate routes into the professions. However, the research also yielded significant data about how much teachers value the benefits of professional development and particularly its reflection dimension. The teachers studied considered reflection a useful tool to address critical incidents in real-life classroom experiences. For this recognition to take place, it was important to move from an academic discussion of reflection to one to which the teachers related more readily from their own practice and experience. As a consequence, teachers found that 'teacher's reflection as a form of PD was perceived to be more effective than other PD activities as it could provide a source for self-professional development based on their learning needs to resolve teaching dilemmas and concerns' (p. 135). Assalahi finds, however, that the participating teachers experienced a lack of collaborative learning. Just as Shah and Al Harthi (2014) observed when discussing teaching observations, Assalahi identifies a deficit model for professional development as a critical hindrance. When teachers were participating in professional development because management or the administration perceived quality to be lacking (often based on numerical data such as test results), opportunities for true professional development were lost. Enforced development was seen as intrusive and was endured, rather than embraced. This did not stop a number of teachers from commenting on the positive benefits of professional development where an element of reflection was involved and, from the teachers' point of view, a degree of autonomy was granted them in their choices and decision making. The lack of voice was felt to be detrimental to genuine professional development and led instead to 'concerns about a lack of voice and autonomy which surfaced in all of the participants' accounts triggering a range of different emotional responses' (p. 125). Assalahi's specific context is an English Language Centre at a Saudi university and is thus especially relevant to this thesis for understanding what helps to engage or, in contrast, disengages teachers from professional development.

Althobaiti (2017) moves away from consideration of teacher identity and beliefs and focuses on English proficiency instead. Althobaiti contends that there are deficiencies in the pre-service teacher training in the Saudi context which, coupled with weaknesses in

English proficiency in some teachers, leads to lower-quality teaching and learning in the EFL classroom. To address such deficiencies, Althobaiti argues, more pre-service and in-service training which encourages reflection needs to be created. Althobaiti sees the role of the trainer or supervisor as critical and considers that ‘the supervisor’s role in the in-service development of a newly qualified teacher aims to improve not only the quality of EFL teaching but also to develop the relatively poor standard of English the teacher has’ (p. 24).

2.12 Critiquing reflective practice

As I have shown in previous sections of the literature review, a great deal of research has explored the subject of reflective practice over the past few decades (Dabia, 2012; Farrell, 2012; Mann and Walsh, 2013). Much of the discourse equates reflective practice with professional competence in the education and training of teachers and other disciplinary sectors (Eby, 2000; Bradbury et al., 2010; Christodoulou, 2013). At the same time, there are those who argue that reflective practice and its application has become so ubiquitous that it is in danger of being adopted without due critical thought about how it should be applied in specific settings and situations (Mann and Walsh, 2013; Hyacinth and Mann, 2014; Hébert, 2015). It could be argued, therefore, that reflective practice – in any professional context, but particularly from the perspective of EFL teaching – needs to be considered in a more balanced and critical manner. This section addresses some of the issues which have been identified as problematic in the literature regarding reflective practice in the TESOL context. As discussed previously, there is no consensus on a clear definition of reflective practice (Christodoulou, 2013; Sibahi, 2015). Whilst definitional flexibility may have advantages, it is also problematic and, as Farrell (2015) notes, the critics of reflective practice have accused its proponents as simply giving a name to what good teachers do as a matter of course.

Reflective practice may thus range from solitary introspection to engaging in critical dialogue with others. The concept is applied in many ways within various contexts, which adds to the confusion. As a result, there is a lack of clarity and consensus regarding both the theory behind it and its actual practice and effectiveness (Farrell, 2012; Mann and Walsh, 2015). Nonetheless, I do not consider having competing perspectives and models on reflective practice to be problematic. Professional practice and education are likely to benefit from the richness of reflective practice models which render the concept more

flexible as long as practitioners learn to use it considerately, purposefully and systematically (Finlay, 2008; Farrell, 2015) within their specific teaching contexts. Applying it in specific ways in particular settings situates it in a set of concrete and personally relevant contexts, which reduces ambiguity. Moreover, as Walsh (2011) and Mann and Walsh (2013) argue, when the reflective practice undertaken by TESOL teachers is led by data – when it is based on specific data collated and analysed from the teachers’ contexts – reflective practice becomes more specific and can lead to the improvement of practice and professionalism.

A further criticism voiced in the literature is that reflective practice is overly individualistic: ‘Definitions of reflection (which are often implicit) focus on the individual’s internal thought processes and responsibility for their actions’ (Bradbury et al., 2010, p. 3). Indeed, highlighting the benefits of reflective practice from the individual teacher assuming responsibility and accountability could be seen as masking the possibility that by relying exclusively on internal reflection based on existing beliefs and experiences, the process fails to take account of the perspectives of others within a wider professional or institutional context (Melibari, 2016). When the individualistic side of reflective practice is overemphasized, particularly when inward reflection focuses on a critical incident, it may demotivate or ‘paralyse’ a teacher, preventing them from acting. Reflective practice may then lead to feelings of self-disapproval and self-rejection (Quinn, 2000). Finlay (2008, p. 11) notes that ‘if an individual understands the word “critical” to mean “negative”, they can end up in an unjustifiable negative frame of mind’. Instead, teachers and practitioners need to be guided and supported in understanding that reflection can be refined (Allwright, 2005; Hoover, 1994, cited in Christodoulou, 2013) as a learning and professional development activity that can help them see things through a different, more positive and constructive lens.

To mitigate this possibility, a dialogic approach (Mann and Walsh, 2013) facilitated through professional interaction with teachers in the same setting can make the process of reflective practice more collaborative and can foster professional development in context. Making reflective practice dialogic (Mann and Walsh, 2013), enhances awareness and understandings of practice and context because they are shared in critical conversations with others who can provide alternative views informed by their own experiences and perspectives in the same context. Current research (Bradbury et al., 2010; Mann and Walsh, 2013) highlights the need for practitioners, educators, academics and

researchers to adopt a more critical approach in order to transcend restricted and individualistic approaches to reflective practice. In other words, the personal and individual activity of reflection can be used as a ‘springboard’ for establishing dialogical connections within an educator’s community of practice. Effective reflection and practice should involve both the individual and social contexts.

A further point that could be levelled against reflective practice in this critique relates to the use of critical incident approaches. As discussed previously, and reiterated above by Finlay (2008), the approach can be considered as limiting if it uses as its starting point an occurrence, but it can be helpful if a critical incident is applied as a pedagogical prompt.

Other factors that have been raised as potentially detrimental for reflective practice include the absence of emotions and certain institutional factors (Christodoulou, 2013). I discuss the latter in particular in the methodological chapter as a determining factor that impacts reflective practice.

In short, it is hopeful that some aspects of reflective practice are being questioned and that alternative conceptions are being promoted (Boud, 2010). This enriches the debate around the concept in the light of the advancing discourse and the ever-increasing variety of personal experiences reflected in the research. Reflective models which take into account the context, people’s emotions and identities and have a collaborative and dialogical direction can only enhance teachers’ efforts to apply them.

2.13 Conclusion

This literature review has investigated a range of key constructs and concepts that will come into play throughout this thesis. Starting with a historical overview of the origins of reflective practice, I reviewed the contributions of the key scholars Dewey and Schön, which are instrumental in guiding this study. I continued the review by identifying a range of models and frameworks for reflective practice. This revealed that despite, or mainly because of, the tremendously rich body of writing on the subject, there is no consensus on its definition. I examined various tools and positively identified the role of social learning as well as community of practice (CoP) in relation to reflective practice. Based on Wenger’s (1998) definition, I proposed an adapted model for what can be considered a CoP for reflective practice in TESOL.

I also explored culturally, historically and religiously prudent and relevant constructs in order to situate my research in the context where it was conducted, the ELC at UQU in Saudi Arabia. The literature review established that reflection is a religiously informed technique according to the Holy Quran and also culturally informed as an approach in relation to the wider Arab world (Keshavarz, 2010; Dabia, 2012).

I have also underscored the fact that the implementation of reflective practice in TESOL is not prevalent in Saudi Arabia, nor, as a consequence, has much research been devoted to it. This thesis is an attempt to address that lack by exploring and thinking through these issues in the Saudi setting. I encourage participating TESOL teachers to reflect on critical incidents in order to help broaden our understanding of teachers' belief about practice (Borg, 2011), as well as the contextual and cultural factors that have an impact of reflective process. This study thus addresses an identified gap in the literature and will contribute to building capacity the wider academic discourse on the subject.

Finally, it could be argued that there is a dearth of studies concerning the interpretation of reflective TESOL teachers' voices, attitudes, and emotions towards their experience of reflective practice from a psychological perspective. I address this gap by adopting interpretative phenomenological analysis (IPA) as my methodological approach for data analysis in order to contribute to answering the following identified research question:

How do TESOL teachers who work at the English Language Centre in a Saudi university make sense of their reflective practice as a lived experience?

The next chapter will examine the range of methodological approaches adopted to study reflective practice and will present IPA as the most appropriate to support this research investigation.

Chapter Three- Methodology

3.1 Introduction

This chapter provides a detailed and descriptive account of the methodology, methods, participants and analytical tools employed in this research. It also details the data collection process, concerning the procedural steps of the intervention of the study where reflective practice takes place in this Saudi TESOL context. First, I outline the theoretical paradigm and the specific methodology I employ. I offer an in-depth discussion of interpretative phenomenological analysis (IPA), in particular, providing a rationale for using it to study this topic (Creswell, 2012, p. 102). Second, I present the process I adopt for this study and provide information about the participants and the data collection methods I use. Finally, I conclude the chapter with a consideration of the ethical issues involved in the data collection phase.

3.2 The philosophical and theoretical underpinnings of the study

In order to position a piece of primary research in an appropriate context, a researcher must make a series of decisions which relate to the foundations of the research paradigm and any relevant philosophical considerations. These are driven by where the researcher sees himself or herself but also where the purpose of the research is situated and what the intended outcomes are. Creswell (2012) describes the philosophical worldview which underpins a piece of research as a ‘general philosophical orientation about the world and the nature of research that a researcher brings to a study’ (p. 35). These expressions of general philosophical orientation can be rooted in the researcher’s previous experiences, or those of his or her supervisor in many cases, but also of the discipline in which the research is undertaken. The philosophical underpinning is therefore the first level of decision making within a research project and helps to position it in a specific research paradigm.

Cohen, Manion and Morrison (2013) distinguish between two paradigms which are either normative or interpretive in nature. The normative paradigm is based on the view that the world is subject to definable and observable rules which can be investigated. Any such investigation should be based on the methods of natural science. This paradigm is also

referred to as positivist because it relates to the world as it is, as it can be seen, described and tested and its inherent rules and because its underlying principles can be shown.

The interpretive paradigm, in contrast, is not concerned primarily with the natural world and its existing rules and laws. Rather, it is focused on how the individual experiences the world and interprets it for himself or herself. Research rooted in the interpretive paradigm leads investigators to, as Cohen et al. (2013) put it, ‘work directly with experience and understanding to build their theory on them. The data thus yielded will include the meanings and purposes of those people who are their source’ (p. 22). Comparing the two paradigms discussed here, Cohen et al. juxtapose these different qualities, as shown in the figure below (Figure 3-1):

<i>Normative</i>	<i>Interpretive</i>
Society and the social system	The individual
Medium/large-scale research	Small-scale research
Impersonal, anonymous forces regulating behaviour	Human actions continuously recreating social life
Model of natural sciences	Non-statistical
‘Objectivity’	‘Subjectivity’
Research conducted ‘from the outside’	Personal involvement of the researcher
Generalizing from the specific	Interpreting the specific
Explaining behaviour/seeking causes	Understanding actions/meanings rather than causes
Assuming the taken-for-granted	Investigating the taken-for-granted
Macro-concepts: society, institutions, norms, positions, roles, expectations	Micro-concepts: individual perspective, personal constructs, negotiated meanings, definitions of situations
Structuralists	Phenomenologists, symbolic interactionists, ethnomethodologists
Technical interest	Practical interest

Figure 3-1: Comparison of positivist (normative) and interpretive research paradigms in education research (Cohen et al., 2013: 33)

These lists make it possible to juxtapose the different foci of research rooted either in the normative or interpretive paradigms. Whereas normative (or positivist) work would focus on researching systems such as society or the social system, interpretive research, in contrast, is concerned with the individual. Comparing the two paradigms also helps to

guide subsequent decisions, such as the scale of the research or its underpinning methodological considerations.

Interpretivism is based, in philosophical terms, on relativism (Scotland, 2012). This ontological position is based on the philosophical understanding that individuals view and interpret the world differently (Guba & Lincoln, 1994). Interpretive research is thus able to investigate reality as it is perceived by individuals and in relation to their experience of the world. This enriches human knowledge by taking account of the individual, rather than basing research on specific identified philosophical assumptions as advocated by the positivist paradigm. The latter sees the world as existing in a manner which is static and independent of human beings. By comparison, interpretivism allows the human experience to be foregrounded (Cohen et al. 2013). It also enables researchers to investigate the actions of individuals or groups of individuals and how their meaning, rather than their causes, can be interpreted.

Interpretive research has been subjected to criticism over time, in relation to its reliability and validity. Golafshani (2003) notes that this is true of positivist research as well, but that interpretive research has been less subjected to it historically. Cohen et al. (2013) acknowledge the importance of validity by pointing out that ‘validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research’ (p. 133). This is particularly relevant where research is concerned with the subjective experience of individuals or groups of individuals and subjectivity is part of the research design. Where interpretive research is therefore accused of lack of validity because of its subjectivity, in comparison with the natural laws of positivist research, it can respond by attesting to the range of types of validity within interpretive research. Cohen et al. (2013) discuss validity in terms of ‘internal validity, external validity, content validity, construct validity, ecological validity, cultural validity, catalytic validity, criterion-related validity, and consequential validity’ (pp. 135–142).

The paradigmatic choices for the philosophical and theoretical underpinnings of this study are not difficult. The study explores how a group of TESOL teachers at the ELC at UQU experience professional reflective practice and make sense of it. This research focus determines the paradigm. The individual is at the centre of the research, or rather a group of individual TESOL teachers and their experience. I therefore adopt the interpretive paradigm. As Cohen et al. (2013) note, interpretive research is suitable for the

investigation of ‘micro-concepts: individual perspectives, personal constructs, negotiated meanings, definitions of situations’ (p. 33). The value of the research is not to associate it with rules or laws within this educational context, or to understand it as a manifestation of a generalisable scenario. Rather, the accounting of the experience of the individuals, as a lived and authentic example of reflective practice in EFL teachers, highlights the individual situation and interpretation. It thus also addresses issues that I highlighted in the literature review (Mann and Walsh, 2013) for the specific topic of reflective practice in EFL teaching which will be explored in more detail in the section on the uniqueness of this research and the contribution it makes to the wider academic discourse in the field.

It is also important to consider the role of the researcher and their philosophical stance and viewpoint. Kushkiev (2019) notes that one’s ‘position as an educational practitioner is that research cannot be value-free; the values of the researchers are embedded in every step of the process’ (p. 75). As such, as the researcher in this interpretive study I not only consider the philosophical background of the participants but also bring my own philosophical worldview. In line with Kushkiev (2019), I understand that research of an interpretive nature does not take place in a value-free space. I am also a teacher practitioner and teach at the same institution as the participants. Not only are there personal relationships to be considered, however loose or professional they may be, but also expectations and values, as well as fundamental beliefs and assumptions. These relate to the nature of research, but also to the purpose of education in the broadest sense.

At the outset of the research, as the researcher, I assume that the participants share my desire to deliver English in the best, most professional and pedagogically sound manner with the research participants. This is coupled with a passion for the subject and a fundamental and inherent desire to improve one’s practice in a planned and evidence-based manner. As Cohen et al. (2013, p. 33) argue, this involves the ‘personal involvement of the researcher’ and his or her interpretation of the specific, based on the experience of the research participants and against the backdrop of the researcher’s own experience. Finally, the research as described here in the context of its philosophical and theoretical fundamentals also has a practice-based foundation. If the shared assumption between researcher and participants is the desire to improve their own teaching through individual and collaborative reflective practice, this implies potential benefits to their students as well as themselves. Moreover, providing examples of the experience of

reflective practice in a TESOL setting fills an important gap in the wider discourse, as identified by Mann and Walsh (2013).

3.3 Methodology in reflective practice

Methodology is described as the theory of how knowledge can be gained by a researcher in a research context (Scott and Morrison, 2005). Multiple methodological approaches are adopted in researching reflective practice in TESOL contexts, including quantitative, qualitative and mixed-methods research. Quantitative methods are the least frequently employed (Farrell, 2016, anniversary article). Qualitative approaches are the most popular as they deal with human subjects for exploring and interpreting the nature of reflective practice. Some, however, have contended that mixed-methods approaches offer the most pragmatic means of balancing the epistemological and ontological views of the researcher (Dörnyei, 2007). It is worth noting, at this stage, the relationship between paradigmatic, epistemological and ontological perspectives. In suggesting a hierarchical relationship amongst them, I am adopting the approach advanced by Cohen et al. (2013). Taking the choice of philosophical paradigm as the foundation for the methodological context, Cohen et al. (2013) assert that ‘ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations; and these, in turn, give rise to issues of instrumentation and data collection’ (p. 5). This correlational model situates epistemology (knowledge) in relation to ontology (being). This theoretical foundation ensures that methodologies and methods are not merely technical aspects of a study but are situated in the appropriate context.

3.3.1 Quantitative methodological studies and reflective practice

Quantitative research aims to explain phenomena through the collection of numerical data to be analysed in a mathematical and statistical manner (Aliaga and Gunderson, 2002). As previously mentioned above (in the methodology introduction), the quantitative methods have been used in only a limited number of studies in the field of reflective practice. This is due to the fact that this type of method lacks the sensitivity needed to unearth ‘the reasons for particular observations or the dynamics underlying the examined situation or phenomenon’ (Dörnyei, 2007, p. 35). The survey is a frequent method for quantitative data collection (using some form of closed-ended questionnaire) (Dörnyei,

2007; Creswell, 2013), and, indeed, it is the most common instrument for quantitative data collection in fields like applied linguistics, TESOL, and education. The success of the research methodology, however, whether it be quantitative or qualitative, is remarkably dependent on the nature of the topic being researched.

Camburn (2010) is an example of a researcher utilizing quantitative methods. In a longitudinal study, he examines whether or not embedded learning opportunities were more encouraging of reflective practice than traditional professional development for practitioners. Performing statistical analysis on data obtained from 1,540 participating experienced teachers via surveys, he finds that embedded professional learning opportunities help make the participants likely to be highly engaged in reflective practice if they spend more time working on their teaching with peers and instructional experts. The quantitative nature of the study, however, limited it because there was a need for a deeper understanding of how reflective practice, teacher activities and workplace conditions play out in practice, and the study did not provide clear evidence of teachers' experiences.

Akbari and Allvar (2010) investigated three teacher-related variables (including teacher reflectivity) for the purpose of determining the level of achievement of EFL students in Iran. They employed the multiple regression analysis technique to examine the correlations between those variables with the students' achievements. This statistical (regression) analysis, it should be noted, was employed for a specific purpose (measuring reflective levels) rather than for unearthing reflection and its processes.

In a quantitative study in which she describes, develops, and validates an instrument in order to assess a teacher's level of reflection, Larrivee (2008) employs a survey of reflective practice – as a tool assessment for developing a reflective practitioner – which defines and measure the different levels of reflection to which a teacher is progressing. Larrivee (2008) acknowledges, however, that only 'five of the items conceptualized as surface reflection items were actually categorized by the majority of the raters as pre-reflection' (p. 349). In fact, there were some issues concerning the nature of reflective practice whilst designing the survey. She confirms that due to the abstract nature of reflective practice 'with its existence being assumed on the basis of observed performance and expressed beliefs. The capacity for reflection is embedded in values, assumptions, and expectations. The assessment tool described here can provide benchmark indicators of key behaviours of reflective practitioners' (p. 345). This has thus revealed that

quantitative research methods are not the optimal tools to deal with experiential elements for reflective practice.

Within the field of TESOL, the aforementioned quantitative studies revealed some limitations, with objectives not being met due to the individual nature of reflection. Hence, due to their inappropriateness and difficulty, quantitative methods have received criticism as they are not conducive to developing a deep understanding of teachers' reflection (Christodoulou, 2013). This explains the low number of quantitative studies of reflective practice in TESOL. The critique is twofold. First, quantitative approaches are viewed as prescriptive for evaluating teachers' beliefs, thinking, and reflection. Second, it is often believed that quantitative methods place greater emphasis on the 'product', not the 'process' when it comes to investigating reflective practice for teachers of any disciplines. It is evident that quantitative methods are not fully effective in reflective practice research.

Farrell (2016) reviewed 116 studies involved in the field of TESOL published in academic journals between 2009 and 2014 in which TESOL practitioners were encouraged to engage in reflective practice. The number of qualitative studies far outweighed the number of quantitative ones: only 2 of the 116 were quantitative. In line with this, other studies in different fields (i.e. health care, nursing and midwifery) in which reflective practice was investigated have shown the qualitative approach as more compatible and applicable than the quantitative approach (Dubé & Ducharme, 2015; Lambert, Jomeen & McSherry, 2010). This point adds to the criticism mentioned above on the quantitative approach in Camburn's (2010) study which concludes that the use of quantitative approach does not meet some of the objectives of this study, as it enabled a limited understanding of teachers' reflection process.

3.3.2 Mixed-methods research

Mixing methods, known as a 'third paradigm', involves the process of integrating and/or combining both the qualitative and quantitative research and data in a specific research study (Brown, 2014; Creswell, 2012, 2013; Dörnyei, 2007; Mason, 2006). Dörnyei (2007) notes that this approach emerged after the 'Paradigm War' of the 1970s and 1980s, when qualitative and quantitative research theorists had an agreement that the two paradigms were incompatible, which created a dilemma for researchers who tended to

use either qualitative or quantitative orientation in their research endeavours. For the purpose of justifying the use of multiple methods, the notion of ‘triangulation’ was brought to the fore (Symonds & Gorard, 2008). This, in turn, marked the beginning not only for quantitative and qualitative methods (Symonds & Gorard, 2008; Dörnyei, 2007; Mason, 2006) to accept each other regardless of their differences in terms of techniques, procedures and aims, but also to integrate the two approaches. Mixed-methods thus became an accepted research approach (a third research paradigm) which offered a fuller explanation and understanding for the complexity of a target phenomenon (Dörnyei, 2007).

The few studies which follow a mixed-methods paradigm in the field of reflective practice and reflective teaching for TESOL include Oner and Adadan (2011) and Al-Jabri (2009). The rarity of such studies, especially in the field of reflective practice in EFL and TESOL settings, raises the question of why researchers avoid mixing methodologies in their studies (Dörnyei, 2007). Although the notion of this third research paradigm was rationalized as a middle way between qualitative and quantitative research shortcomings, some mixed-methods studies are still published (particularly in the area of reflective practice). Dörnyei (2007) suggests that a ‘lack of sufficient knowledge about method mixing and a lack of expertise to implement a mixed design’ (p. 174) could be the reason researchers tend to avoid it. Given that they are usually achieved through teamwork with researchers who hold different orientations (qualitative and quantitative), another reason for their paucity may be that ‘the publication pressures of the current research climate promote piecemeal publications in general and therefore even when a project involves methods mixing, the authors might choose to try [to] publish the results of the different phases separately’ (Dörnyei, 2007, p. 175).

3.3.3 Qualitative methodological studies and reflective practice

Within the field of reflective practice in the context of TESOL, my ontological stance indicates that reality is not singular but multiple. Qualitative methodology therefore has its base on the interpretivism paradigm which supports its subjective epistemological assumption (Wang, 2017).

Dörnyei (2007) notes that qualitative research achieved a huge popularity in the middle of nineteenth century, particularly in the social sciences. Since then the number of

qualitative studies in education which revolve around reflective practice and other fields has increased. As mentioned earlier in this chapter (section 3.1), researchers widely see the qualitative approach as the most compatible for researching the process and the nature of reflective practice. Scholars (Brown, 2014; Creswell, 2012, 2013; and Dörnyei, 2007) note that the merits and strengths of qualitative, as opposed to quantitative, research methods, can be laid out as follows: qualitative research methods are more exploratory in nature, ‘surprises’ should be explored along the way. Qualitative analyses require in-depth studies with a small number of participants; this allows the researcher to describe and focus on individual cases. Moreover, qualitative research methods are useful for studying multifaceted phenomena – like reflective practice – in thick and rich detail. Brown (2014) argues that this allows the researcher to take an *emic* perspective, in the sense that he/she would take the insider’s view.

In short, a large number of studies of reflective teaching in EFL/TESOL settings are qualitative. Within that rubric, however, multiple types of qualitative approaches are employed, of which I will discuss two: case studies and exploratory practice.

The case-study approach (Creswell, 2012, 2013; Dörnyei, 2007) is seen as highly influential and productive in TESOL and applied linguistics, and is defined as an enquiry design, found in many different fields, in which a researcher tends to conduct and develop an in-depth analysis of a case. Cases can refer to participants, programs, institutions, activities, or events, and they can involve an extended period of time spent in their ‘natural surroundings’. They require an in-depth analysis that could provide deeper, comprehensive and fruitful contribution to the reflective matter being investigated. Many authors (Burhan-Horasanlı & Ortaçtepe, 2016; Farrell, 2009, 2012; Freeze, 2006, etc.) have deployed the case study approach in studies on reflective practice in TESOL contexts.

Exploratory practice is a qualitative approach concerned with ‘practitioner research in language education which aims to integrate research, learning and teaching’ (Hanks, 2015, p. 2). It involves using teachers (and learners) as participants to address classroom issues through a technique called ‘puzzling’. Hanks (2015) and Gunn (2010), amongst others, have employed this approach, focusing on puzzling areas in the language classroom.

3.3.4 Why use a qualitative approach for reflective practice?

As discussed above, I believe that the qualitative approach suits my current study because it uses methods which assist researchers in educational fields (here, TESOL) (Hyacinth, 2013) to get ‘close to practice’ and aims for ‘a first hand-sense of what actually goes on in classrooms, schools... and communities’ (Eisner, 2001, p. 137). Qualitative research thus incorporates conversations, interviews, journals and the like into its enquiry (Denzin and Lincoln 2005, p. 3). Burton and Bartlett (2004) highlight the use of qualitative research methods in educational research with a view to identifying experience and exploring the viewpoints of individual teachers, thus creating a rich picture of a specific situation or context. Highlighting interviews in particular, Burton and Bartlett (2004) note that these afford the researcher the ability to explore in detail the participants’ experiences, not least as the numbers involved are likely to be smaller than might be found in quantitative studies, which makes qualitative studies on a small scale more realistic and achievable. This notwithstanding, Reagan et al. (1993) argue that as classroom practice is the focus of much educational research, ‘we must find ways of evaluating reflective practice that incorporate both qualitative and quantitative methods and perspectives’ (p. 264). In the context of developing teachers as reflective practitioners, however, Reagan et al. (1993) underscore the advantages of qualitative approaches, particularly in the context of exploring the ‘individual and contextual nature of professional decision making’ (p. 274) that occurs in the process of teaching.

3.4 Interpretative phenomenological analysis (IPA) and its theoretical foundations

Zahavi (2018) notes that since the emergence of phenomenology as a school of philosophy in the early twentieth century, it should be understood that all French or German philosophical theory is either ‘extensions of or reactions to phenomenology’ (p. 1).

The methodological approach adopted for the analysis and interpretation of data of this thesis is called *interpretative phenomenological analysis* (IPA). IPA is a qualitative approach originally adopted in psychology and is generally committed to examining the way people make sense of their lived experience (Smith, Flowers and Larkin, 2009). I chose it not least because my literature review identified a dearth of studies that were

concerned with the lived experience of TESOL teachers in the Saudi context in relation to reflective practice. IPA is phenomenological in the way it is concerned with the exploration of experience in its own way (Smith et al., 2009). IPA aims to provide detailed examinations of personal lived experience (Smith et al., 2009). According to Smith and Osborn (2015), IPA has its theoretical foundations in the fields of *phenomenology* and *hermeneutics*. It is also *idiographic* in orientation, meaning that it is focused on specific cases rather than general laws. This following section thus aims to differentiate between these qualities and to delineate their relationship to IPA.

Phenomenology is a school of thought first articulated by the Austrian philosopher Husserl. Heidegger, Sartre and Merleau-Ponty were also key contributors (Zahavi 2018). As the term suggests, phenomenology is the study of phenomena and in particular the underlying experience of it. Gallagher (2012) describes phenomenology as a philosophy that aims to ‘push aside any doctrines or theories’ (p. 8) and to focus instead on the externalisation of the experience of phenomena. Crowell (2013) summarises the differentiation of the philosophical underpinnings of phenomenology by aligning Husserl with meaning and Heidegger with consciousness. In relation to IPA, the phenomenological underpinnings can be interpreted as meaning that the experience explored in IPA-based methodology is lived and has to be seen, interrogated and analysed as and of itself. The collection of phenomena that is researched is thus the experience of those participating in the research and relating it to the researcher.

Hermeneutics then, as the field of knowledge concerned with interpretations, can be considered a supporting pillar of IPA research as it is aligned to the sense-making that each individual is involved in. In this research, the researcher then aides the sense-making of the participant by applying IPA to the reflective process. Bridging the conceptual differences between Husserl and Heidegger in terms of associating phenomenology with meaning, in the case of Husserl, and consciousness, for Heidegger, hermeneutics arguably brings the two together by externalising sense-making. When Nemeth, in his introduction to Shpet’s (2019) *Hermeneutics and Its Problems*, draws the positioning lines of observation and interpretation by noting that ‘unlike in natural science, where the repetition of events aids to corroborate the veracity of our knowledge-claims, in history such corroboration can only be by way of an appeal to the testimony of witnesses. Even a witness to an event can become aware that he or she is “observing” a historical phenomenon only by means of an appropriate interpretation’ (p. ix). As a theoretical

foundation for IPA, hermeneutics as the theory of interpretation lends the scaffolding for the participating teachers to recount and interpret, rather than observe, their experience. As I have previously discussed, the researcher has a hermeneutical impact in IPA. Giddens (1979) juxtaposes the observer and their application of the language they bring to the interpretation of experience recounted by lay people (research participants) and the researcher's technical knowledge and language. Dickie-Clark (1984) articulates the phenomenon that Giddens (1979) discovered as involving 'the use by observers of the agents' natural language and lay knowledge in order to generate adequate descriptions and explanations in theoretical terms' (p. 107). This phenomenon of double hermeneutics is relevant in IPA and needs to be duly acknowledged. In this respect, IPA has two stages of interpretation. These stages are referred to as *double hermeneutics*, which means that 'the researcher is making sense of the participant, who is making sense of' the experience (Smith et al., 2009, p. 35).

Undertaking this double hermeneutic process with each initial participant in turn, before commenting on the group of participants as a whole, makes the approach *idiographic* in nature. Idiography is distinguished from previous phenomenological approaches that sought to identify similarities and resemblances (Miller, Chan and Farmer, 2018).

3.5 Rationale for a qualitative research methodology using IPA

A large corpus of research studies now applies IPA in psychology and cognate disciplines as well as educational fields (Smith & Osborn, 2015). Much of this research is on the patients' perspective on illness, and it includes a number of papers on the experience of pain. IPA is also a particularly useful methodology for understanding teachers' interpretations towards their experience of reflective practice, for a number of reasons. First, IPA is especially valuable when examining complex, ambiguous and emotionally laden topics. Reflecting on critical incidents experienced by TESOL teachers is a prime example of such a phenomenon: it is elusive, involves complex psycho-somatic interactions and is difficult to articulate. IPA is helpful here because of the painstaking attention it gives to enabling the participant to recount an account of their experience as fully as possible. Applying the definition of IPA advanced by Smith and Osborn (2014) discussed above, this means that phenomenologically, the experience of each teacher is taken as one that is original, and explores it in its own right. By applying the methodology of IPA, the experience of each teacher is interpreted *with* the teacher in order to aid the

sense-making process prompted by the reflective practice teachers are engaged in during the research. Finally, as each teacher's experience is explored, the group is then treated idiographically by considering it as a group of individuals within the context defined for this research.

'Theoretically, reflective practice is a professional development strategy with roots in the constructivist paradigm' which is qualitative in nature (Sibahi, 2015, p. 340). Qualitative research methods are generally involved with the processes of exploration, description, and the interpretation of the experiences of participants at personal and social levels (Smith, 2003). As I have explained, the purpose of this study is to explore and understand the experiences of a group of TESOL teachers in relation to reflective practice. As I showed in the literature review, the process of reflection, whether undertaken individually or collaboratively, is one that is intrinsically concerned with thinking and reflecting on something that has occurred in one's practice – reflection-on-action – or that is occurring – reflection-in-action (Mann and Walsh, 2013). Using a quantitative methodology would have been counterintuitive. Rather, I considered the aim of the study was considered best served by a qualitative methodology that allowed me to explore the experience of reflective practice in detail and depth. I considered IPA, because it is the study of lived experience (Smith, 2003) – particularly given the complexity and potential ambiguity in these lived experiences – the most appropriate methodology.

3.6 Considering other approaches

Decisions are made in conjunction with choices regarding methodologies and approaches at every stage of planning a research project. The previous sections provided a rationale for the choice of a qualitative methodology generally and IPA specifically, but it is worth outlining briefly how IPA can be situated amongst two other key qualitative methodologies employed in this context: grounded theory and thematic analysis.

Like IPA, grounded theory can be described as an interpretative methodology. Unlike IPA, however, grounded theory is a methodology that generates theory, based on data which is collated and analysed systematically (Cohen, Manion and Morrison, 2013). Grounded theory generates theory inductively, starting with the data.

Thematic analysis, in contrast, can be used both inductively and deductively, as Braun and Clarke (2012) show – although they recognise that in reality, thematic analysis likely

employs both inductive and deductive approaches, as the coding of the data can be done either from the top down, through a series of ideas or concepts the researcher brings to the analysis, or in reverse order, where the researcher uses the data to identify the themes.

Spiers and Tiley (2018) argue that IPA and thematic analysis can sit together as two related and complementary methodologies. Studying mental health-related barriers to help-seeking amongst a group of general practitioners in the UK, Spers and Tiley find that their use of IPA and thematic analysis contributed depth and breadth, respectively. According to Smith et al. (2009), however, thematic analysis lacks the deeper level of interpretative analysis of the themes and an idiographic focus (for participants) as well as the limited sample size, which are key requirements for IPA. IPA is therefore the most suitable methodology to address the research questions of the study presented here.

3.7 Reflexivity: My role as a researcher

The role of the researcher in this study lies in observing what is going on throughout the entire data collection phase (i.e. the process of reflecting on potential critical incidents occurring in classroom teachings).

Reflexivity relies on self-awareness (Johnson, 2002). It requires the researcher to take ownership of and responsibility for his or her role ‘and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation’ (Berger, 2015, p. 2). To foster reflexivity in my work I decided to write my own reflexive account (journal) in which I observed how participating TESOL teachers behaved while doing reflective practice. Writing this personal log (reflexive account) added significant value as it contributed to the exploration of what potential issues needed to be addressed throughout the research (Mann, 2016).

3.8 Qualitative interviews (according to IPA in particular)

I designed IPA data collection events for the purpose of eliciting thoughts, feelings, and detailed stories from the participating TESOL teachers. The suitable and preferred means to collect such data was one-on-one, semi-structured interviews, which fulfil IPA research requirements for the data collection phase (Smith et al., 2009; Biggerstaff & Thompson, 2008). In qualitative research, the interview is seen as a ‘conversation with a purpose’,

and this purpose is implicitly informed by the study's research questions of the study (Smith et al., 2009). My plan for the IPA interviews was thus to pose the research questions indirectly. In fact, according to Smith et al. (2009), asking study participants the research questions directly during interviews is not conducive to success. The IPA guidelines stipulate that interviews are to be designed so that it in itself is considered an event for the purpose of facilitating the discussion of the topic being researched. The research questions are indirectly answered in the end through the process of analysis.

Smith et al. (2009) emphasize the importance of thinking about certain issues about the interview before it takes place. Participants, for the most part, need to be informed about what to expect in the interview session ahead of time. This is because this interview is in depth, and in-depth interviews usually take a considerable amount of time. According to Smith et al., it is desirable for the interview to start with rapport building between the interviewer and interviewees. Smith et al. also suggest having a negotiation regarding the venue where the interviews are conducted. I will therefore discuss the matter of selecting an appropriate venue for the interview to ensure a feeling of safety and comfort and lack of interruption. This will allow participants to talk freely without any distractions or hesitation in sharing information they may consider confidential. I also piloted interviews with my colleagues and friends to test how the schedule of the interview works and to be able to adjust it prior to the real interviews. Organising interviews this way increases their chance of success. Finally, along with diaries, reflective accounts are used in which critical incidents are adopted. For analysis purposes, the data obtained from the interview should be voice recorded, while the interview is being conducted for later verbatim transcripts process.

3.8.1 Criticisms of interviews

The most common criticisms of qualitative interviews are that the approach is not scientific, that it is not valid, that it is not something that can be generalized, that it is subjective, and that it is biased (Kvale, 2002). Only the final two arguments have merit. In fact, the first three constitute an attempt, metaphorically speaking, to condemn the colour red for not being blue or green. Red does not seek to be blue or green any more than qualitative interviews seek to be quantitative, generalized or objectively positivist. When conducted properly, validity is assured when they measure and investigate what the researcher claims to be measuring and investigating (Kvale, 2002). While it may be

possible for interviews to reveal commonalities where such exist, each interview is an individual account of events, experiences and constructs of knowledge. As such, generalization is not, and should not, be a requirement. Holloway and Wheeler (2002) explain that ‘understanding in the social sciences is different from explanation in the natural sciences’ (p. 7), so applying the rules of natural sciences to the social sciences is a fundamental error.

By their very nature, however, interviews are not objective, and they are subject to a significant risk of bias. In fact, there will always be some level of bias. The key is to minimize it. Seidman (2013) acknowledges that ‘one major difference... between qualitative and quantitative approaches is that in in-depth interviewing we recognize and affirm the role of the instrument, the human interviewer’ (p. 26). There is no such thing as a truly objective interviewer-researcher. This is what leads to the need for being reflexively aware of one’s subjectivity (Symon et al., 2000, cited in Cassell, 2005). The risk associated with the role of the human interviewer, therefore, can, and must, be mitigated by the reflexivity of the researcher. As mentioned earlier, the need for the researcher to keep a reflexive journal plays an influential role in this study as it provides ample information about the researcher’s views, feelings, concerns and observations throughout the whole research process and can thus address bias concerns with transparency.

3.8.2 Ethical considerations

The participants in this study are ‘human subjects’. My project thus needed ethical clearance before I could proceed. Initially, the sample size of the study ranged from 10 to 13 teachers with a range of ages between 28 and 56. Since the research participants were all adults, there was no risk involved. I am bound by research ethics as well as professional ethics. While the former codifies the interactional relationship between the researcher and the study participants, the latter is concerned with such issues as plagiarism, intellectual property and the fabrication of data. It is important to state that my research does not have any potential conflict of interest such as a funding body’s preferred outcome or a private relationship.

Ensuring privacy through confidentiality and anonymity is standard practice in research. Confidentiality and anonymity become a real issue when data is recorded on a computer

(e.g. named responses to questionnaires). In an attempt to deal with the data protection process, I coded and stored the data I collected in a manner that does not allow direct recognition of individuals within the stored data set(s). I also made my plans to publish the research clear to participants from the start. If I ever come to suspect (due to the nature or context of the research work) that anonymity cannot be guaranteed (even if the data is coded, etc.), then I will make this limitation clear to my participants. Also, for the purpose of this research, it was crucial to insist that none of the reflective tools (e.g. journals, collaborative online reflections and the face-to-face reflective group) and research tools (interviews) employed in this study will be viewed judgmentally or be evaluated for participants' annual performance. This was done with the agreement of the management of the academic institution (the ELC).

I complied with the ethical standards stipulated by the University of Hull in order to help ensure that as a researcher, I explicitly considered the needs and concerns of the participants in the study, that appropriate oversight for the conduct of research was in place and that a basis for trust could be established between researcher and participants. An additional reason to carefully approach such practical issues as researcher-participant relationships is that they could influence participants' sense of empowerment and therefore affect the outcome of the study.

Participation was voluntary and done on the basis of informed consent (within the ethical approval issued from the research office – the Graduate school – at the University of Hull) (see appendix 1-a). They were informed that they had the right to withdraw from the study at any time without mentioning any reason since the consent given does not oblige them to do so. Furthermore, the participants were handed an information sheet in which research aims, objectives, methods, expected findings, and contributions made in the field were listed, in order to ensure transparency and to clarify any potential benefits that might accrue from this study.

Another ethical issue which needed to be considered was cultural awareness. The participants in this project are multicultural; they come from different countries around the world in addition to Saudi Arabia (e.g. Jordan, India, Pakistan, the USA, and Canada). Since their cultural backgrounds are different from mine, I acquainted myself with their backgrounds, throughout the period of the research in an effort to mitigate misinterpretation. It is important that honest errors are not mistaken for misconduct. Poor research practices, such as weak procedures or inadequate record-keeping, might only

require further training or development rather than formal disciplinary action. To avoid any misunderstanding, all documentation was transparent and accessible to each individual participant at all times during the research.

Another factor in ethics considerations is perceived power issues. Researchers often have the advantage of being more ‘powerful’, based on their knowledge about their research. Behar (1993, p. 273), put it, ‘we ask for revelations from others, but we reveal little or nothing of ourselves; we make others vulnerable, but we ourselves remain invulnerable’. Cameron (1992) argues that researchers need to be open about their agenda; negotiate with participants at every stage of the study; acknowledge and integrate the perceptions and knowledge of participants into the study; and share information and present research findings to participants in a form that is accessible. I therefore considered it important to implement all of these aspects of transparency with my participants so that any potential tensions could be addressed.

3.9 Conclusion

This chapter was concerned with outlining the philosophical and theoretical underpinnings of this study. It began by comparing the philosophical paradigms relevant to this project and providing the background for the choice of interpretive paradigm. Adopting a hierarchical conceptual approach, as advanced by Cohen et al. (2013), this section then went on to consider the epistemological and ontological roots of the study before discussing the methodological choices that shaped the study.

I then reviewed the epistemological and practical implications of the IPA approach. Given that the thesis focuses on how a group of TESOL teachers experienced reflective practice at a Saudi institution, I selected IPA as the study of lived experience and described my selection process. In the next chapter (4), I examine in detail the specifics of the methodology in relation to the research questions, the data collation stages and, in accordance with the IPA framework, the data analysis process.

Chapter Four- Methods of Data Collection and Analysis

4.1 Introduction

The IPA approach, as discussed in the previous chapter, is a qualitative research method that invites research participants – TESOL teachers in this case – to offer details and reach first-person accounts of their own experiences with the implementation of a reflective approach to their teaching (Smith et al., 2009). The data of this study will be collected from individual *semi-structured interviews* (the primary source of data), along with the participants' *reflective journals* (which can be used as a record for the critical incidents observed, and which are seen as a secondary data source (Smith et al., 2009)), as well as a post-intervention follow-up interview (six months after the end of the first data gathering) to evaluate the sustainability of the participants' reflective practice beyond the implementation of the Reflective Practice Programme I put into place at the ELC. The post-intervention follow-up interview also might provide a measure of the impact of the programme.

4.1.1 Reflective Practice Procedures based on Critical Incidents Approach adopted

From the literature on the benefits of utilising reflective practice, I identified the critical incident approach as a useful tool to adopt for this research. By enabling the critical incident to act as a prompt or a trigger for the reflective process to commence, the experience of the research study can be standardised to some extent. Employing this approach, I developed a process, prior to beginning the research and then further in collaboration with the participating teachers, which allowed for procedural integrity. The procedure (the intervention of the study- stage 2 shown below) was designed to follow a prearranged sequence which is shown in Figure 4-1:

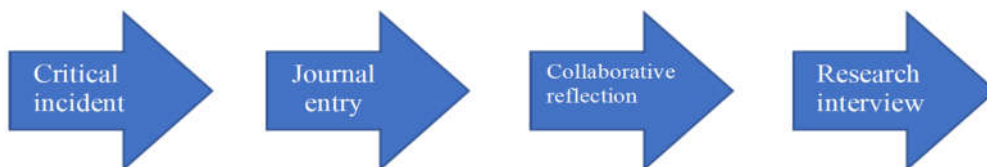


Figure 4-1: Sequencing of the critical incident approach adopted

4.2 Stages of data collection

I collected the data for this study at the ELC at the University of Umm Al-Qura. Due to the restricted time frame for data collection imposed by my sponsor (the Saudi Cultural Bureau in London) (i.e. 3 months maximum), I gathered the data from October to December 2017.

The procedural stages of the actual data gathering process were designed to ensure the engagement of participating TESOL teachers in a reflective practice experience. This, in light of IPA approach, would lead teachers to articulate their meaning making and interpretation of their lived experience of this approach. These stages were structured as follows:

(1) The first stage: The process began with gaining ethical approval and recruiting potential participants by sending indicative emails containing information about the nature of the study in order to make the participation of the study as understandable as possible to them.

(2) The second stage (*the intervention*): The primary stage of the data collection process (which I detail below) involves the actual implementation of reflective practice activities performed by the participating teachers as well as the process of conducting interviews.

(3) The third and final phase (*the post-intervention of the study, 6 months after the second stage*) involves conducting interviews with the participants in order to evaluate the extent to which participants' continued reflective practice after the time of the intervention itself. This is needed to get an indication of the sustainability of the approach and to examine the impact of reflective practice on their behaviours, beliefs and motivation as to whether or not they persisted in reflecting on their practice.

4.2.1 Stage 1: Obtaining ethical approval and the recruitment process

Prior to travelling to Saudi Arabia for data gathering purposes, I was required to fill in an *application form for ethical approval* (see Appendix 1-a for the ethical approval application and see Appendix 1-c for the data collection plan) which I submitted to the Research Ethics Committee of the Faculty of Art, Cultures and Education (FACE) at the University of Hull. The ethics application, a research proposal, an information sheet, a

consent form, and an indicative interview plan (questions and themes) were submitted for approval. Approval was obtained on 3 July 2017(see Appendix 1-b).

4.2.1.1 Negotiating access

Once the ethical approval was granted, I proceeded to contact the Director of the ELC at UQU in Mecca via telephone and emails to obtain the final *confirmation of my field study request for data collection* (see Appendix 2). An important component of my negotiation process with ELC management was the gathering of ample information about the teaching staff, their workloads, teaching experience, age and nationalities. The ELC Chair nominated one of the professors in the centre to be my (internal) supervisor for the data collection process. I later received a list of potential participants from my internal supervisor. Afterward, I started the recruitment process with potential participants via emails and phone calls, asking them to read the *information sheet* (see Appendix 3) as well as the *consent form* (see Appendix 4) so that they would have the opportunity to consider their participation and make an informed decision.

4.2.1.2 Sampling

The small sample size of most IPA studies enables a micro-level reading of the participants' accounts, which in turn offers the possibility of an understanding of the phenomenon (reflective practice) in some depth. That is, the use of IPA's inductive, interpretative analysis allows for a thicker description and a sharper account of the participants' experiences, grounding the enquiry in a close examination of what the participant reported at each stage of the experience (the experience being the intervention, which I called the Reflective Practice Programme) (Smith & Osborn, 2015).

The sampling procedures of this research study consistently complied with the qualitative paradigm in general, and with IPA in particular. That is, it was important that the sample of participating teachers be selected purposively; the number of participants had to be *small*, and it also needed to be *homogeneous* (Pietkiewicz & Smith, 2014; Smith et. al., 2009). The purposive sampling is seen as a common sampling technique to gain access to the topic (reflective practice) in order to provide ample information about the experience (Gray, 2014). In the study presented here, IPA, according to Smith et al.

(2009) is meant to select particular individuals (here, TESOL teachers) purposively in order to understand their experience.

With regard to this study’s sample size, Smith et al. (2009) note that in the qualitative approach, and IPA in particular, the focus is on the quality and detailed accounts of the participants’ experience to ensure the identification of the depth and complexity of the phenomena. IPA studies are thus usually considered successful when the emphasis/focus is given to the in-depth analysis of data obtained from a small size sample.

4.2.1.2.1 Selection criterion according to IPA

In the IPA approach, according to Smith et al. (2009), the sample selection should ensure the *homogeneity* of participants. Homogeneity in this study refers to a group of TESOL teachers who share a particular experience (reflective practice on teaching) in a particular context (ELC). Homogeneity renders their meaning-making process for this phenomenon more understandable for the researcher to interpret their experience. In this respect, the more homogeneous the sample of this study, the more understandable the phenomenon will be (Pietkiewicz & Smith, 2014).

As for the *inclusion and exclusion criteria*, the selection of TESOL teachers willing to participate in the study can be summarised in the table below (Table 4-1) where purposive sampling and the homogeneity of the participants are illustrated through the criteria of inclusion and exclusion which guided this process (Smith et al., 2009):

Inclusion criteria	Exclusion criteria
Experienced in-service TESOL teachers	Novice pre/in-service TESOL teachers
Full-time teachers	Part-time teachers
Multinational	Only Saudis
Both genders	Gender-bias

Post-graduate qualification (CELTA, MA, PhD)	Undergraduate qualification
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Table 4-2: Inclusion and exclusion criteria for the selection of participants

The participating teachers recruited for this study were thus homogeneous in the following characteristics:

- (1) *Their ages, which range from 30 to 56. They were thus all middle aged.*
- (2) *They worked in the same context/environment (the ELC at UQU).*
- (3) *They taught the same courses, which are generic English courses and ESP courses.*
- (4) *They use the English language as the primary medium of instruction with their students and colleagues since they are multinational in origin.*
- (5) *All of them hold postgraduate qualifications (Masters and PhD degrees in English language teaching, applied linguistics, TESOL, translation of the English language, and literature).*

4.2.1.2.2 Participants

Twelve teachers took part in this study. They are multinational, with 3 Saudis and the rest expatriates from other countries living in Saudi Arabia (Sudan, Pakistan, India, Jordan, Canada, and the USA are their countries of origin), as shown in (Table 4-2) below:

Participant	Age	Gender	Qualification	Nationality
<i>One</i>	35	Male	PhD Applied Linguistics	Saudi
<i>Two</i>	36	Male	MA ESP	Saudi
<i>Three</i>	35	Female	PhD Applied Linguistics	Saudi
<i>Four</i>	56	Male	PhD Theoretical Linguistics	USA
<i>Five</i>	52	Female	PhD Linguistics	Canada

<i>Six</i>	43	Male	MA Linguistics & Literature	Pakistan
<i>Seven</i>	43	Male	MA Literature	Pakistan
<i>Eight</i>	34	Male	MA-Applied Linguistics	Jordan
<i>Nine</i>	43	Male	MA ELT	Pakistan
<i>Ten</i>	49	Male	MA ELT	Sudan
<i>Eleven</i>	34	Male	MA TESOL	Canada
<i>Twelve</i>	40	Male	MA Literature	Pakistan

Table 4-2: Description of participants

4.2.2 Stage 2: Study intervention: Reflective practice activities

The primary stage of the study intervention consisted of an initial introductory group meeting with the participants during the first week of the data collection process. However, because the participants had busy teaching schedules, only a few of them were able to meet with me personally; others were subsequently contacted individually, and then they were sent the necessary documentation via email with ample examples and explanations to show that they had completed the activities. This step is important because it involved the explanation of core information for the Reflective Practice Programme requirements, its objectives and instructions.

Participants were informed, for example, that in this particular study, reflective practice consists of identifying, recording and reflecting upon a critical incident (positive or negative) that happened during their classroom teaching.

For a period of thirteen weeks, participating teachers were asked each week to identify a ‘critical incident’, in other words an unplanned incident, positive or negative, that happened during class, and do the following:

- a) *They would jot down details of the incident in a ‘reflective diary’ or ‘journal’, giving a full description of what happened before, during and after the incident.*

During this step, teachers were expected to write their account of what happened and their reaction to a single incident (on a one-page A4 single-sided paper). (see Appendix 5 for a reflective journal template provided to participants)

- b) After preparing the critical incident report, teachers were asked to reflect on the incident collaboratively, using an online reflective teachers' group operating through the WhatsApp application. In that reflection group, colleagues were required to exchange ideas and possible solutions for the incidents reported (see Appendices 6 and 7: WhatsApp reflective group)*
- c) By the end of this third step (and the end of semester), interviews were conducted individually with participating teachers to get their exploratory views, revealing their meaning-making processes and interpretations of their experience of reflective practice.*

4.2.3 Stage 3: Post-intervention follow-up interviews

Six months after the end of the study intervention, a follow-up interview was conducted in order to gauge the TESOL teachers' desire and willingness to sustain a continuing reflective practice. The study's intention here was to examine the extent of the impact the experience of reflective practice had had on them.

It is worth noting that the easiest means of communication between the participants and the researcher was the WhatsApp reflective group created for the purpose of this study. To this end, a few open-ended questions, selected from the interview schedule previously mentioned (and related to the commitment, professional needs and personal initiatives of reflective practice) were used for this final stage of data gathering.

4.3 Data collection methods

When undertaking phenomenological studies, careful thought should be given to the method of data collection (Oiler, 1982). Phenomenological studies attempt to ensure that data are free from preconceived notions, expectations, and frameworks. Polit and Beck (2010) emphasize that the purpose of data collection is to extract information of unique quality. IPA mechanisms give participants the opportunity to freely talk about themselves

and their lived experiences, to develop their ideas about their lived experiences and to express their worries and emotions as well.

According to Smith et. al. (2009), IPA data collection is inclined to utilize in-depth interviews and reflective diaries. Given this, it is appropriate for this study to collect in-depth data about the TESOL teachers' views about their lived experience of the reflective practice approach through semi-structured individual interviews and reflective journals. This approach enables the researcher to explore the phenomenon not only from two different perspectives but at two different times, enhancing the creative and reflective aspects of it. The process of data collection could thus be said to follow intrinsically that of reflection-on-action, as defined in the critical incident approach described previously. A sequential approach in the data collection, as well as in the reflective practice as designed and implemented for this research, ensured a conceptual continuity and integrity.

4.3.1 Individual face-to-face interviews

The purpose of conducting in-depth face-to-face interviews with participating TESOL teachers was to gain an understanding of the lived experience of reflective practice. Interviews, as the main source of data in the IPA approach (Smith, et. al, 2009) can unearth their interpretations of their feelings, beliefs, identities and emotions (Almegewly, 2017). In contrast to quantitative approaches, interviews allow the researcher to follow up on any question that may not have yielded sufficient information or was misunderstood, or be prompted by the conversation and the interviewee's response to explore a different direction arising from their responses to pre-planned interview questions (Kvale, 1994).

4.3.2 The practicalities of the interview process

I started interviewing the participants during the last two weeks of the data collection period, when the research intervention was conducted (the Reflective Practice Programme, which included a reflective group and critical friends' meetings). I was in a constant contact with the participants to set convenient times for interaction and discussion and for any question they may have about the research process. Each interview was audio-recorded for subsequent ease of access for consultation and transcription. I

started every interview with an introduction, reminding the interviewees of the aim and objectives of the study, as well as the requirements they would need to meet in that specific session. There were certain interview questions prepared in advance (see Appendix 8 for the *interview schedule*). The type of interview questions presented in this study included descriptive, narrative, comparative, circular, probes and prompts (Smith et. al., 2009).

After completing all interviews, I flew back to the UK and started the process of transcribing the recorded interviews (Smith et. al. (2009) considers the process of transcription as the initial stage of data analysis).

4.3.3 Validity and quality in qualitative research

Qualitative research, in contrast to quantitative approaches, is at times criticised for lacking what the latter offers, particularly in terms of the rigour and the scientific methods applied. Moreover, the role of the researcher in qualitative research is sometimes equated with creating bias or lacking objectivity. As a consequence, in the words of Noble and Smith (2015), ‘demonstrating rigour when undertaking qualitative research is challenging because there is no accepted consensus about the standards by which such research should be judged’ (p. 2). Strategies can be adopted to show as much rigour as possible in qualitative research and to ensure validity and credibility. These range from meticulous record keeping to accounting for and acknowledging any personal bias a researcher may bring to a study. The issue, however, is not without controversy. According to Cohen et al. (2013), ‘clearly this is a contentious issue, for it is seeking to apply to qualitative research the canons of reliability of quantitative research. Purists might argue against the legitimacy, relevance or need for this in qualitative studies’ (p. 148).

Examples of how the methodology was implemented in striving for the integrity of the data analysis and validity are presented in the data analysis section.

4.4 Issues arising during the implementation of reflective activities (Reflection 1)

The first week of the study was lost as students were given an extra week of holiday. As a consequence there was no teaching, and teachers had to sign their names to prove their attendance. There was also an issue with the air conditioning system in the University

campuses because the weather was extremely hot, and it was difficult and unhealthy to be in a place where air vents were partly blocked.

I was, however, able to start contacting potential participants and received a positive response from 12 teachers (10 males and 2 females). All of them signed their consent form, and I started gathering some background about their existing knowledge with regard to reflective practice. I discovered that most of them agreed with the usefulness of reflective practice for teaching English although they had never actually practised reflection in a systematic way. Only three of them reported that they had tried reflective practice before.

The first week of October 2017 was the first actual week of implementation of my field study and data collection. I asked the participants to prepare a reflective report about an incident which happened during their teaching that week. Taking the participants' heavy teaching loads into account, I limited the requirement to a single report per week. In fact, I only received around 10 reports in the first week of the study; 3 participants failed to submit them.

With regard to the online mode of conducting reflective practice, WhatsApp was the platform into account for collaborative group discussion of the reflective activities on critical incidents. The creation of the WhatsApp group for online collaborative reflection was decided as a suitable, accessible tool to accommodate the teachers' workloads and time commitments. This tool was familiar to all and would add flexibility and save travel time. It would also allow anyone unable to attend face-to-face meeting to feel connected and be able to participate at their own pace.

Online chat would facilitate the sharing of experiences amongst the participants. Bangou & Fleming (2010) and Ray & Coulter (2008) report that the integration of online technology, in the form of virtual reflective group, allowed them to get the benefit out of reflective blogs as they are dynamic, social, collaborative, and are seen to be informal, encouraging practitioners to freely reflect on their teaching practices. Bangou (2011), in his study about using online blogs to promote collaborative reflective practice, reported that the majority of the participants (also TESOL teachers) enjoyed the openness and informality of the blog. Some pre-service teachers asserted that the asynchronous nature of the blog conversation enhanced their reflection by allowing them time to think about what they wanted to say, whereas, Farr and Riordan (2015) noted that the transcripts of

online reflective chats provide ‘data for the study of written text, and the fact that the mode is synchronous makes for interaction that is similar to spoken discourse’ (p. 4).

During the second week of October 2017, I invited participants to engage in collaborative reflection online. I posted the critical incident reports they submitted in the online WhatsApp group, and asked them to reflect critically on each other’s reports and to provide further suggestions and opinions about each incident. A few engaged positively, but the vast majority did not. In fact, more than 90% of the teachers did not participate in the online WhatsApp group. I felt a bit confused about this absence of active interaction. Soon after, I had long discussions with colleagues as to whether there may be other ways to deal with this issue. It transpired that due to overlap in turn-taking during the first week of collaborative reflective practice via WhatsApp, it was difficult to follow the thread. I therefore decided to change the strategy and shifted from virtual collaborative reflection into a face-to-face group discussion (see Appendix 9: extracts as examples of *reflective group meetings*) while using my voice recorder to record, with consent, the discussions, though these meetings are not parts of data set of my study. This shift was welcomed by all, and during these face-to-face encounters teacher who had prepared reflective reports of incidents could explain what issues they had experienced, and could instantly receive reflective feedback and suggestions from their peers in an interactive discussion.

Another change I had to make was to ask each participant to prepare a single report on one week and then, the following week, the group would talk about them collaboratively in a face-to-face group discussion. This created a lighter load for the teachers and gave them more time and space for analysis of the critical incident and to prepare and engage in reflection on their own and others’ incidents and issues arising from these. In the end, each participants handed in one or two reflective reports about the incidents; that is, they attended two collaborative face-to-face group discussions where they exchanged and discussed ideas and solutions about the shared critical incidents.

Some participants were unable to attend the reflective group meetings; based on a critical friend approach, as a supplementary reflective tool (Farrell, 2018a), they were invited to discuss critical incidents collaboratively with other peers who could not attend the agreed meetings (see Chapter 2, Section 2.4 on ‘critical friends’ as a reflective tool).

4.5 Data analysis

As outlined previously, the selected methodological approach for analysing the data in this study is IPA. The IPA analysis of qualitative data is often time consuming and should be systematic, comprehensive, grounded, dynamic and accessible (Robson, 2011). The amount of data collected in this qualitative research study was large and rich, as shown in Table 4-3 below, and large amounts of data are expected to put researchers under pressure (Bryman, 2008).

Participants	Word count for Interviews + post-interviews	Word count for reflective journals
1	8472+ 390	530
2	5413+ 427	689
3	4646+ 583	1152
4	4187+ 503	1189
5	4031+ 541	707
6	4161+ 400	632
7	2823 + 380	413
8	5024+ 1000	745
9	3030+580	592
10	4422+ 385	794
11	5115+ 536	117
12	5580+ 300	983

Total word count of collected data: 71082 words	62539	8543
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Table 4-3: Summary of the word count for the collected data

I adopted a process of data reduction and interpretation which allowed patterns and themes to develop through which I could reach a valid understanding (Willig, 2008). Smith et al. (2009) suggest that there is no right or wrong way of conducting an IPA analysis, but the approach provides a helpful framework for researchers looking for guidance.

I did not choose to use computer software (such as NVivo, ATLAS.ti and MAXQDA) in the arrangement and process of data analysis. This is because software programmes targeting qualitative data do not actually do the analysis as opposed to what some researchers expect; rather, these programmes help researchers to organise data. They also do not give researchers a chance to capture the phenomenological experience of reflective practice. Wagstaff et al. (2014) addressed this issue in relation to qualitative researchers conducting IPA studies and reported that ‘NVivo is often considered a poor tool for IPA as it does not allow two separate types of coding’ (p. 9). I therefore avoided such software.

Moreover, given that the amount of data I collated was fairly large, it would have also been challenging for an inexperienced researcher such as me to try to accommodate the richness of the data without possibly losing some of the details. I felt that given the already complex IPA analytic process and the need to engage reflectively with the data, the technology might have acted as an additional distraction. Based on Smith et al. (2009), I decided to do the analysis manually using a Microsoft Word document.

4.5.1 IPA process for data analysis

As IPA offers a flexible set stages that would suggest moving from the transcriptions of data to tables of themes and then to superordinate themes. The stages, according to Smith et al. (2009), move from idiographic (individual) to shared experiences (reflective practice thereof).

The process of data analysis in this study was designed to identify the themes that described and illustrated how TESOL teachers' interpretations made sense of their lived experience of reflective practice. The IPA levels (idiographic, descriptive, conceptual) were identified through different readings of IPA studies as well as attending regular IPA workshops conducted by expert IPA researchers such as Dr Atkinson and Dr Holland. These workshops took place in the University of Derby on two separate occasions (*Getting Great IPA Data* on 8 February and *IPA Supporting Analysis* on 10 May 2018). I also attended other IPA research sessions in London, where a group of researchers and postgraduate students discussed and shared suggestions about IPA applications. Attending these workshops enhanced my skills in IPA data analysis.

The three IPA themes or levels mentioned above are concerned with the following:

- a) *Idiographic and biographic: this is where the researcher starts a detailed examination of a single case of an individual participant in order to gain a high level of understanding before proceeding to the next participant (case).*
- b) *Descriptive: This has to do with explicating the shared narrative through a broad analysis of themes and a low interpretation level.*
- c) *Conceptual: this involves in-depth interpretative analysis of significant events.*

I therefore started the process of analysis in alignment with the IPA by first transcribing the audio recordings of the interviews; this was the initial stage of the analysis process (Smith, et. at, 2009). Using Smith et al.'s (2009) framework allowed for the data analysis process to be underpinned by a practical form of scaffolding which ensured consistency and reliability. This meant that the potential for inconsistency and potential over-involvement of the researcher could be minimised as much as possible. Applying the framework suggested by Smith et al. (2009), for both interviews and journals, I adopted the following step-by-step analytical process as illustrated in Figure 4-2:

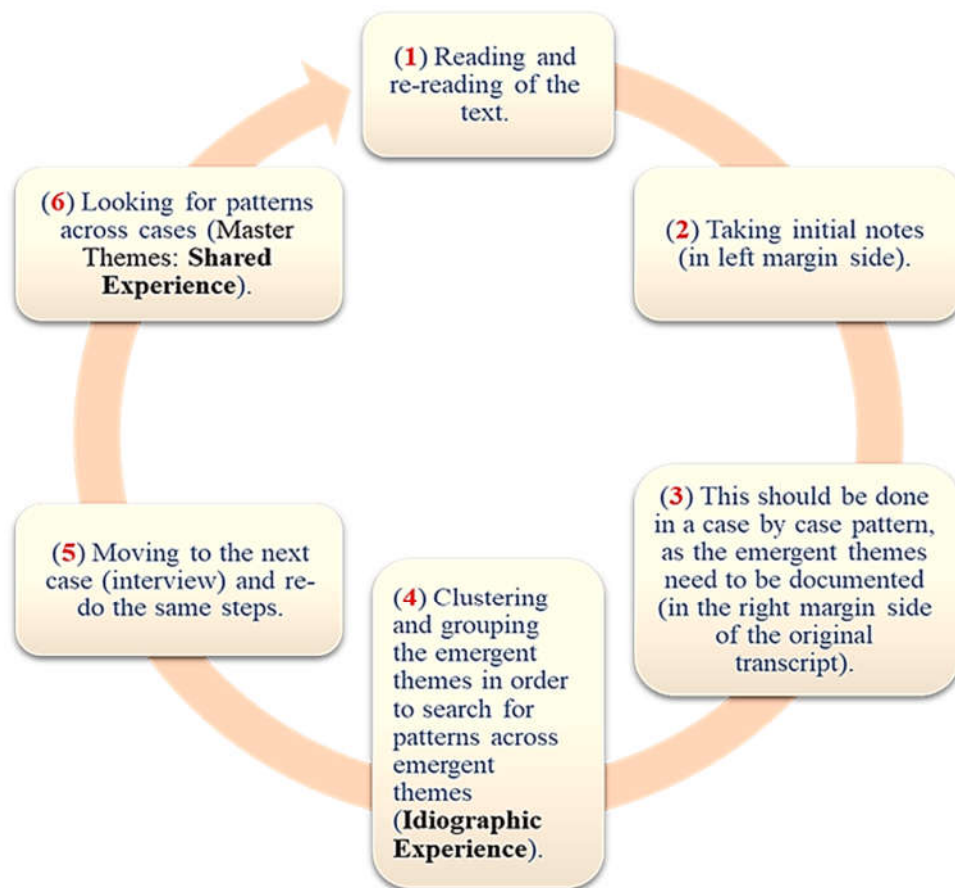


Figure 4-2: Analysis process (steps) according to Smith et al. (2009)

- (1) **Reading and re-reading of the text.** *I began to read the first interview transcript and listen to the audio recordings a couple of times in order to familiarise myself with and immerse myself in the text and to gain a deeper understanding of the participants' experience.*
- (2) **Taking initial notes.** *At this stage, I familiarised myself with the transcript and with the way participants thought and expressed their experience. I wrote preliminary comments on the left margin of the original transcript, following the line-by-line strategy for what is most important to be commented on in the text. It should be noted that each individual transcript needs to be placed in the middle, while the initial comments are written in the left margin (see Figure 4-2 below). In this study, to understand the individual participants' experiences, describing the content of each interview was needed to identify the main issues that seem unique to the participant's story. The researcher does this without doing any interpretation at this stage. The initial notes on the left describe the thoughts and*

beliefs which influenced each TESOL teacher's experience (reflective practice) as they display the distinctiveness of his/her story (see Chapter 5: The Idiographic Experience). Each individual transcript was analysed separately and independently with the initial notes from the preceding transcript. The use of individuals' metaphoric language and binaries were outlined.

(3) Developing emergent themes. *This should be done in a case-by-case manner as a single case to identify the emergent themes which need to be documented in the right margin side of the original transcript, that is, turning notes into a concise statement (emergent) themes that are connected and clustered in order for patterns to be detected in each case (Smith, et. at, 2009). (see Figure 4-3: Sample of Interview analysis).*

<p>He is one of the teachers who couldn't come to CR meetings. However, he was assigned to meet a critical friend to reflect with.</p> <p>He believes the virtual group was useful for saving the time and effort.</p> <p>The desire he has to create a reflective group at work for further learning and professional development.</p> <p>Without RP his practice is tedious.</p> <p>RP makes a change in practice to get rid of routine teaching. RP helps in changing teaching methods though 'Eclectic Approach'.</p>	<p>Me: What were in your opinion the setbacks? Having the face to face meetings with teachers instead of continuing with the WhatsApp group.</p> <p>Ah: I can tell you because I was one of the teachers who couldn't make it for one or more time to come and have a face to face reflection. Most of us are busy and you get busy with our class or with a time tables, and busy outside the classroom. So, if you are asking me to come and have a face to face reflection with my peers, it will be problematic for me. So the WhatsApp group was making it easier for us, just to gather in a platform set the incidents as they are happening and then discuss together and most of the time and we could have instant replies from teachers at the same time that that incident is happening which is just something that we're even not very close from thinking about before your arrival. We're not having such such a thing. We were not having even a group where we can personally reflect on our incident. But what you made was really important for all and every one of us. Nowadays, we are just generating the same idea of having WhatsApp group and tended to be beneficial for all other committees that we have. <u>Why not to have groups and discuss what happens to us, and then find solutions and implement these solutions inside our classroom and just avoid having problems.</u></p> <p>Me: Okay. How do you think your teaching would be like without reflecting on your practice?</p> <p>Ah: Yeah, it will be something boring I guess, because whenever there is an incident, I try to find a solution for that incident, or I try to make use of it if it is positive of course. But to look at the incidents from one angle, it is something that doesn't make it practical, and sometimes students feel fed up with in the future. You need to have different varieties in your techniques. <u>You need to change your techniques from one time to another. You don't want to rely on one technique, one approach and then say this is the one approach that I can rely on along the semester.</u> That's why the eclectic approach is something that we can rely on. Eclectic approach where we can have views of ideas of different approaches make use of them when we are in need to use them in our classroom. Just thinking of one approach that this is the only approach that they have is not the proper choice I think from my point of view.</p> <p>Me: OK. If you can tell me what are your views or expectations of the impact of reflective practice on the part of the ELC management and the classroom setting. So what can be the impact on the economic level, on a professional level, on the administrative level?</p>	<p>Experience of CR sessions.</p> <p>A call for forming a reflective group at the ELC.</p>
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Figure 4-3: Sample of Interview analysis according to IPA (initial notes on the left margin side and emergent themes on the right margin side)

During this process, I aimed to find patterns and identify the regularities and irregularities in order to draw particular attention to the connections and relationships between different parts of the data so that a set of themes could be formulated. At this stage, the interpretative circle is applied (from general to specific).

(4) Searching for connections across emergent themes in a single case. *At this stage, I followed the approach Smith et al. (2009) propose in that I created a large noticeboard where I gathered the emergent themes (after printing them out and cutting up the list), putting them on the board according to opposition and similarity. I then tended to move the themes around on that board. This helped me highlight the critical aspect of participants' narratives. This eventually enabled me to complete the process of clustering and grouping the emergent themes in order to search for patterns across emergent themes and form sub-themes which is the last analytical step in an individual interview. This is shown through case by case analysis in Appendices 10a, 10b, 10c and 10d, where themes are clustered on a large noticeboard, and see appendices from 11 to 22 individual cases.*

(5) Moving to the next case. *I followed the same steps with each case (interview). This process has to do with the transition to the next interview (participant), following the same analytical procedures discussed previously in steps 1 to 4. The resumption of the analysis process for new data is based on IPA guidelines. This, in turn, helped the researcher to explore new themes within the next case as much as possible by bracketing (stepping back) the ideas derived from earlier moments of analysis.*

(6) Looking for patterns across cases. *As in step 4, after placing all the tables of themes from all the cases on the noticeboard, all of the sub-themes for the transcripts needed to be figured out and the connections amongst them identified. In other words, I located patterns across multiple cases. This step helped me to locate (See Figure 5-1 in Chapter 5, Shared Experience).*

It is important to know, at this stage- shared experience, that for a relatively large sample like this (12 TESOL teachers) 'measuring recurrence across cases is important' (Smith et al., 2009, p. 106). It may well be the case for a superordinate theme or an emergent theme to be classified as recurrent (master theme); the theme must be present in at least a third or half of the cases of the study. This enhances the validity of the IPA findings (Smith et al., 2009). Hence, the presence of master themes and sub-themes shown in Figure 5-1 in chapter 5 are no less than 50% of all cases in this study.

4.5.2 Reflection 2

As a novice IPA researcher, I found it fairly challenging to have the freedom to bravely interpret the data down to the granular level as IPA requires (Smith et al., 2009), and initially tended to make errors while exploring the data conservatively. Therefore, in conducting data analysis and refinement it took a long time for me to gain an understanding of the analytical process, especially when it came to figuring out the implicit meanings within the data and interpreting these with fresh eyes each time. Still, this process was engaging as it allowed me to be fully immersed in the data, and, to some extent, to gain confidence and ability in identifying hidden meanings and connections present in it.

4.6 Generalisability in qualitative research

Like validity, the concept of generalisability is a contentious one in qualitative research generally, and in IPA in particular. The focus on the individual experience would essentially render generalisation an approach that runs counter to the intended and actual method applied. Where quantitative research includes provisions for the principle of replicability, qualitative research would seem impossible to replicate and conclusions drawn based on the research relating to individuals, would also seemingly be difficult to generalise. This is particularly true when the methodology is IPA. Where lived experience is the focus of the study, the individual experience, which is shaped by historic, cultural and religious factors impacting the life story of a particular individual, generalisability will remain problematic. It could also be argued that the principle of generalisability may be neither relevant nor desirable in the context of an IPA study such as this. The dearth of studies relating to the emotional and personal views of TESOL teachers was the key driver for the adoption of IPA as a methodology in this study. Pairing it with quantitative methods for the purpose of generalisability would not have served the study. One could go as far as to say that it would have tampered with the integrity of the study as it is presented here.

However, in IPA, the focus is on the possible transferability of the findings from a particular group of individuals to another, rather than generalisability. This argument is supported by Smith et al. (2009) when they contend that *theoretical generalisability* is where the reader may be able to 'assess the evidence in relation to their existing

professional and experiential knowledge' (p. 4). This does not indicate that IPA negates general claims; indeed, through the accumulation of similar IPA studies, more claims can possibly become generalisable (Noon, 2018).

4.7 Conclusion

The core purpose of this study is to explore and understand the experience of reflective practice as lived by TESOL teachers at the ELC at UQU. I identified the IPA framework as an appropriate methodological approach to be utilised for data analysis in this study. In this chapter, I outlined the processes of data collation (the stages of data collection), verbatim transcription of the interviews and the data analysis approach within the IPA framework. I outlined the methods of data collation. They included semi-structured interviews (the primary source of data) and the journals TESOL teachers kept (the secondary source of data).

I also discussed reflexive accounts and identified some challenges related to the process of data collation, including validity of qualitative research. In order to highlight the specific nature of the IPA analytic approach, I presented the six detailed procedural steps for analysing both the interviews and the reflective journals, as laid out by Smith et al. (2009). Lastly, I examined the question of the generalisability of the IPA framework. I present and explain the findings of this study, distilled from the idiographic and shared experiences of the participants, in the next chapter (Chapter 5: Findings).

Chapter Five- Findings

5.1 Introduction

This chapter outlines the findings of my analysis of the three tranches of data I collected in my research. The first tranche consists of semi-structured interviews with the participating teachers conducted during the period in which the intervention was in operation. These interviews took place at the end of their 13 weeks of reflective activities. They are my primary source of data (Smith et al., 2009). The second tranche of data, the teachers' reflective journals, constitute a secondary source, given the fact that the teachers, for the most part, used these journals to write details about the critical events they experienced. The third tranche consists of the post-intervention follow-up interviews, conducted 6 months after the end of the reflective activities they were required to perform. The aim of these interviews was to evaluate the impact of the reflective experience and the potential for the participants to sustain their reflective practice activities in the wake of the intervention. I present the findings in the same order as that of the research questions. I follow Smith et al.'s (2009) suggestion to place the discussion of the findings in relation to the existing literature in a separate chapter (see Chapter 6).

5.2 Idiographic experience of reflective practice as lived by EFL teachers

The reason I started this part of the findings with the idiographic experience of the participating teachers is, in principle, to gain an understanding of and to map the individuals' unique experiences of reflective practice. Holland (2014) states that the main concern of IPA studies is the idiographic element, followed by claims made at the level of the group (patterning the meaning of experiences of reflective practice across all TESOL teachers who took part in this study). Smith (2004) asserts that 'the very detail of the individual also brings us closer to significant aspects of a shared humanity' (p. 43). Thus, in accordance with the IPA framework (my research approach), participants' idiographic experience of reflective practice is followed by their shared experience, where the superordinate and subordinate themes are discussed, evidentiary quotations (direct quotations are taken from transcribed interviews and written journals *in italics* from participants) are provided to support the descriptive and interpretative parts (i.e. the

double hermeneutic)². In this respect, it is worth mentioning that only two participants out of twelve are native speakers of English; this can explain the variation for quality of the English in the quotations presented (linguistic clarity) and their interpretations. All references to participants' names and means of identifying them have been removed. An analytic presentation of the idiographic experience of the 12 individuals (participants) is found in Appendix 23.

5.2.1 Participant 1

Participant 1 is 35 years old; he is a Saudi national. He earned a PhD in applied linguistics in Australia. He expressed himself in the interview in open and clear answers.

He started the interview by narrating his personal understanding of the term *reflective practice*. He declared that teaching and reflective practice go hand in hand: he views teaching as 'a reflective matter'. To him, teaching without reflection would have no purpose:

...there is no such thing as teaching without being reflective. That's a necessity, other than that it would be just simply reading the book for the students and giving the answers, which is not teaching, obviously. That would be pretty much speaking dictionary. (p. 2)

Although he mentioned that he had previous experience with reflective practice, he noted that the type of reflection he used to do was different from the reflective practice he did in this intervention. It was the employability of the reflective tools and procedures which made the experience different. I asked him to explain in detail the difference between his previous reflective experience and what he experienced in this particular study. To him the reflective instruments or tools, such as written reflection and the collaborative reflective group meetings in which he reflected with colleagues constituted 'a very new and different reflective experience':

² As mentioned in Chapter 3 (Methodology), the concept of *double hermeneutic*, according to IPA, has two stages of interpretation, in which 'the researcher is making sense of the participant, who is making sense of' the reflective practice experience (Smith et al., 2009, p. 35).

my study is actually very much reflective as you know. Ehm, we had a different probably different ways of reflecting when we were going through the incidents with you, so one of them was to actually write it down. I did write down a couple of stuff but that wasn't a diary it was more of a research proposal or research or study. But to do it as a journal. Maybe it wasn't like this. To reflect with other teachers that was new for me. Normally I used to reflect with researchers the ones that I was studying with but to reflect with teachers that was very different. To reflect, using social media. That was again very different (p. 3)

During the collaborative discussion group, he revealed an assumption he held regarding the non-Saudi English teachers who work at the ELC. He assumed that these teachers do reflective practice in order to get to know their students and to be aware of their teaching practices *because* they belong to different cultural backgrounds:

I really doubt that they're not. I can't find a teacher at least to some extent not reflecting. I mean, we had all our colleagues over here they reflected. I really can't imagine a teacher coming from overseas to teach in a Saudi context and not reflect on how students are different or not. (p. 14)

He learned, however, that his assumption was incorrect. His attitude towards collaborative reflective meetings with colleagues had been negative; he believed that what they were doing was to some extent a superficial reflection and not reflective practice. From the beginning, this was particularly related to implementing collaborative reflective practice through a virtual reflective group as a tool for reflection. His criticism of ineffective reflective activities in the WhatsApp group was that the discussion element was absent:

The practice that we had on WhatsApp, I found it to be fruitless and I found it to be more about commenting rather than actually discussing. (p. 15)

Everyone wrote something. Each one wrote two sentences back to say good or bad. Not much of it. If there was any I don't I can't recall any to actually explain what's happening and how can we... So we are pretty much from what I saw discussing the symptoms. The students are not talking, they should talk. OK, we

know that!!... And once we know why we can address the how, I did not find that through WhatsApp. (pp. 15–16)

Therefore, based on his experience and what he observed in some colleagues, he preferred to have face-to-face reflective group meetings, as this type of collaborative reflection more likely to be conducive to cultivating productive skills amongst the teachers. Face-to-face collaborative reflective practice may also promote teachers' ability to think reflectively:

Possibly because there were a couple of people in your group that understood what a reflective practice was when you were asking them how did you feel about it, you actually encouraged them to some extent reflect upon it. When someone was challenging them to say no, I think I think it's because of this and that rather than that and that. They began to think about it. I think that induced more reflective thinking. (p. 16)

He also expressed enthusiasm about the face-to-face collaborative reflective group meetings, which he felt helped to reinforce the social network amongst colleagues. He mentions that the meetings allowed him to get know some colleagues. The meetings enabled him to engage with them in meaningful conversation, whereas he never got a chance to talk to them during working hours at the ELC:

it did make a lot closer contacts and relations; personal relations. None of these teachers I saw, but you outside the university. I saw them only 10 minutes the most in between breaks. This was the first time I actually saw them outside and in fact you might recall I think. (p. 22)

At the institutional level, he felt a sense of desperation that the institution showed no interest in adopting this kind of approach. But he was hopeful that teachers, especially novice teachers, would be taught how to do reflective practice in the not-too-distant future. He saw this as a way of achieving professional growth for the ELC teaching staff:

To say the least, what I found was that to teach future English teachers how to reflect on their practice is a must. We can't just simply wait for teachers programs to teach to just into it that for the students. And later on, tomorrow they become

teachers and we expect them to actually know how to do that. They have to be taught and what is shown in all literature is that our preparation programs for teachers and English language are very very narrow. (p. 16)

The experience of doing reflective practice made him eager to do further collaborative reflective activities with colleagues in the future. It appears that he sensed the positive impact the reflective approach had on his teaching practices.

5.2.2 Participant 2

Participant 2 is a 36-year-old Saudi national, he exhibited excitement about and interest in implementing the reflective approach. He acknowledged that, in principle, reflective practice is an embedded component in the context of teaching. He then articulated his belief that reflective practice enabled him to explore issues he needed to deal with inside the classroom. He further believes that reflective practice is a strategy that prepares the teacher to make an informed decision about his or her teaching practice:

This kind of long process that I said starting with noticing let's say whatever, we can identify as a problem and try to find a solution and before finding the solution, you try to see the reasons and why this happens. I mean finding solutions, then I think consulting those you feel they have the experience in such field to find out the true, let's say, or before making the true decision, finding the solution and apply it and see the results so this process I think is a process according to my experience. It's a process to find out and to make a correct decision if you have it. (p. 2)

He believed that he had already been acting as a reflective practitioner subconsciously, but after engaging in the experience of reflective practice in this intervention, he believed that he became aware of his teaching practice, as this enabled him to identify critical incidents which occurred in his classroom:

Yes, it was interesting to be honest because maybe I was doing this but unconsciously, okay!! So now now I'm doing that and am looking for a solution and am following procedures one by one, and they see the results, apply something

to see the results. So I think it's kind of 'active method', maybe before it was just I'm doing it without noticing (p. 3).

He claimed that he enjoyed implementing the reflective approach as it helped him find multiple solutions to certain issues. His awareness also made him eager to exert an effort to do reflective practice systematically. Due to his deliberate efforts to do reflective practice, he described the action of teaching as dynamic and more conscious. Yet he pointed out that due to lack of experience in the field of reflective practice, his initial feelings were preoccupied with the difficulty of doing it:

Yes. To be honest at the beginning. At the beginning I feel that it's difficult for me as a teacher (p. 4).

After engaging personally in a reflective process, however, he figured it out and found it less difficult. He affirmed that, according to his personal experience with reflective practice, doing reflective practice collaboratively with colleagues is much better than doing it individually. This is because collaborative reflection is more likely to be conducive to a variety of multiple experiences, suggestions and discussions about one's practice. In this sense, reflecting with a group which belongs to different or diverse cultural backgrounds is a way of eliminating barriers that may keep someone from discussing delicate issues or weaknesses which would not have been discussed with a reflective group which belongs to a monocultural background. This participant's thinking about his teaching started from uncertainty about his practice and developed into self-confidence and self-satisfaction:

So, this is the feeling at the beginning, there is an incident but I'm not sure about it. I just need to deal with it, but first of all, I want to be sure whether it's true or not. So, to judge is a difficult... I mean it's a difficult decision, yes. Then, I think throughout the practice or reflective practice. One of the stages was, the collaborative reflection and we sit together with some of our colleagues, and they shared a lot of their ideas and when I tried one of them, it worked, yes. The feeling changed now. It was kind of a kind of challenging to say okay. Difficulty at the beginning. Now you're feeling start to be confident you're confident. Now, I'm sure I did something in the right following the right way and let's say to all high

percentage I did the right thing. Okay. So, this is the feeling, change of the feeling in the beginning. (p. 5)

Participant 2 believes that one of the factors that can affect the process of reflective practice is the teacher-management relationship. The management of the ELC has the authority to confirm the levels of the textbooks that are required to be taught. In his case, one of his incidents was about students in his group who were claiming that their level of English was above the level of the textbook they were being required to study. To make sure of this, he started to ask the rest of the class whether or not they felt that their level of English was above their assigned book. The answer was yes! When he started to think about this incident, he sensed the gap between the management and the teachers in how certain decisions related to the teachers' job are made:

the reason was maybe the classification something related to administration, so this could be a factor that affects your work. You know dealing with administration as a teacher is not difficult but at the same time you cannot change things, I mean just like advice okay takes time (p. 13)

It was evident that such an incident made him articulate his emotional reaction to it:

I feel confused and find myself in a position in which I have to decide whether to go on with teaching the level of the book as it is and ignore these differences or add external materials to cope with both the students who are above and below the level the book (Reflective journal 2).

He strongly criticized the educational system in Saudi Arabia, arguing that those in charge have not taken into consideration the quality and the development of language teachers, or made use of reflective practice.

In terms of collaborative reflection with colleagues, he believes that a person who needs to reflect with peers should be allowed to select a trustworthy colleague. He noted that those who took part in this study were willing to participate as they felt this approach was tailored to their teaching needs.

Employing technology, in the beginning, to do reflective practice was a good idea to start with the WhatsApp group; however, the overlap in turn taking and the need to follow up

regularly in that group made it less interesting and less effective to continue with WhatsApp. This led him to believe that the face-to-face collaborative discussion group was more effective, exciting and productive.

Overall, he acknowledged that reflective practice had benefits for himself and his teaching practice. He mentioned that he had high hopes that the ELC would adopt the reflective approach to facilitate the process of professional development for TESOL teachers for the purpose of enhancing the process of teaching and learning for both teachers and students. He also recommended that teaching group meetings be planned and organized on a regular basis so that teaching issues can be sorted out.

5.2.3 Participant 3

Participant 3 is an assistant professor of applied linguistics. She has been teaching at the ELC for five years and is in her mid-thirties. She started the interview by talking about her experience with the reflective practice approach in the intervention for this study. She admitted she had had no knowledge of reflective practice prior to the engagement of the reflective approach in this study. The interview was smooth and interesting in the way she related her experience along with her feelings towards the reflective approach. Based on her experience in this study, she characterised reflective practice as follows:

So, it was interesting, and my understanding is that reflective practice is basically a teacher pointing out that incident in a classroom whether it is positive or negative, then the teacher would reflect on it and write diary of what happened... what is her understanding of that event. How does it affect the teaching practice the learning and outcome, And then she tries to find solutions for any similar problems if this is negative in the future, she tries to find what ways out of it in the future. (p. 1)

She also exhibited self-interest in the implementation of reflective practice, as she found herself eager to do it. She told me explicitly that the implementation of reflective practice enabled her to explore herself. However, she found that, to be successful, the process requires sufficient time, and time constraints cripple the process.

Reflective practice helped her understand the context in which she teaches and her students' learning levels. She also highlighted the importance of writing a reflective

journal, which she considered a personal reference for herself and others with which to review past events.

The critical incident approach raised her awareness of her teaching practice in that it stimulated her reflective ability to analyse the incidents she recorded in her journal:

I found this incident quite interesting as it shows how persistent some of the errors in writing mechanism and grammar are. (Reflective journal 3)

She thought she experienced the benefit of cultural diversity in fostering group reflective practice, helping her form tight relationships with colleagues who also practise reflection. In addition, she highlighted the effectiveness of using technology to engage in it. The WhatsApp group used at the beginning of the study was not successful, however. It did not meet her expectations because there was an overlap in turn taking during the process of reflection amongst participants.

Participant 3 emphasized that the impact of reflective practice would require more time than expected. There is no overnight change. Given the lack of cooperation on the part of management, time constraints and other influential factors, teachers had little chance to think about engaging in reflective practice. However, she mentioned that there had been slight changes in her beliefs; she became aware of her beliefs about her teaching practice inside and outside the classroom and her decision making became more informed.

The ELC administration's relationship with its teachers is not as strong as it should be. The administration is unaware of the importance of reflective practice due to its weak relationship with teachers and therefore it is not interested in providing professional development courses/programmes for them. Participant 3 thinks the orientation provided by the administration is just a waste of time as these orientations are provided and offered by outsiders (lecturers from Oxford Press) who deliver one-day workshops about certain techniques for teaching with textbooks, which has nothing to do with professional development for language teachers at the ELC:

I attended maybe eight sessions out of 10 maybe since I came back from my scholarship to do my PhD. I would say that only two sessions were useful because I believe that it depends on the trainer either himself or herself as he or she is obliged to present at the time there is a lack of knowledge when it comes to context

and sometimes I feel like it's boring as I feel there is a gap between the words that are spoken and the actual context in situations we are dealing with here. And you know we as teachers we prefer practice rather than shooting theories here and there without real concrete connection between theories and practices. (p. 13)

In fact, since she was the chairperson in the girls' section, and according to her experience, she implied that she has a negative attitude towards the way the administration got things done at the ELC.

Lastly, she was hopeful for herself to be committed to doing the reflective approach whenever possible in the future.

5.2.4 Participant 4

Participant 4 is a 57-year-old American gentleman. He holds a PhD in theoretical linguistics, earned in the USA. The interview with him was characterized by the openness, honesty and clarity of his words.

At first, he started with a description of his experience concerning the reflective practice approach which took place in this particular study. He provided his personal conception and view of the reflective approach based on his experience. He considered reflective practice a tool for awareness and an enhancement of teaching performance.

With regard to the role of reflective practice, he believes that reflective practice is an exploratory approach that enabled him to see things that were hidden before. He felt surprised, as he talked to me, while being interviewed, that this approach, reflective practice, has made him realise that he did not know his students. He felt that he is teaching his students without considering their cultural characteristics. This kind of realization raises certain reflective questions about his knowledge regarding his students.

He brought up some of the contributing factors that can affect the process of reflection. For the most part, he views the collaborative reflective group meetings as the most influential factor. He is also in favour of collaborative reflective practice, especially with peers who belong to the various cultural backgrounds, as this would possibly enrich the type of feedback, suggestions and criticism, and all of these can help enhance teaching performance.

He also mentioned the daily interactions with students as an influential factor for his reflection. That is, being attentive during teaching sessions made him discover many new things about his students; he felt he got rid of the daily teaching routine and observed his students more closely, exploring things he had not looked at before, such as student participation and behaviour. Reflective practice also made him critical of his own teaching practice:

'Silly me!' I thought. After decades of educating young men (and women), I should know better. The strategy of calling students out on such kinds of disruptive behaviour has a short life-span at best and a counterproductive effect in the worst case scenario, so I had to shift gears. (Reflective journal 3)

He confirmed that his reflections were reinforced through the process of writing reflective journals throughout the whole experience of reflective practice. He affirmed that since reflective journals target teachers who reflect and share with one another, they must be considered a basic tool for future professional development for language teachers in the centre:

when it came down to writing a report, I had to be a lot more coherent than my notes suggested because as I said earlier writing is such a deliberate effort through which we sift through a fluff because a lot of the things that we think are just fluff not substance and look for substance and make sure that my report has nothing but substance and is a very coherent logical cohesive, presented in a way that will be beneficial to me as well as to other people reading. (p. 8)

The management of the ELC was neglecting the needs of the teachers; this prevented them from finding sufficient time to reflect due to non-teaching duties which limit teachers' time to do anything related to developing their professional abilities. The ELC should thus consider this issue to be sorted out.

Imagining himself teaching without reflective practice, he thought it would lead to a psychological struggle. He sensed the positive impact on his personality, identity, and psychology of engaging in reflective practice. He hopes to establish an official reflective group as a platform where every teacher can reflect freely and effectively in this

institution. He felt that reflective practice had raised his awareness level and increased his self-confidence.

5.2.5 Participant 5

Participant 5 is a 50-year-old professor of linguistics. She obtained her PhD in Canada and has been working at the ELC since 2014.

At first, she was happy to be interviewed about her participation in this study. She started her interview by providing her personal understanding of the term *reflective practice*, reporting that she had a prior experience in doing reflective practice back in Canada when she used to teach English there. That had been an informal reflective experience as she used to gather with English teachers who work in different institutions and talk about their teaching practices.

She mentioned something very interesting about using the journal as a reflective tool. She had never experienced or even heard of written reflection, and she found it to be very useful for reviewing critical incidents:

To her, reflective practice made her aware and able to understand the context of teaching she works in. In line with this, she built a strong relationship with her colleagues who belong to multicultural backgrounds and therefore she felt that doing reflective practice collaboratively would have no problem to her.

Before she took part in this study, she had tried to reflect on her teaching individually and whenever she explored something she felt had been wrong, whether it be the textbook or the equipment in the classroom, she came to realize that her voice went unheard. This sense of powerlessness led her to quit doing reflective practice on her own. She attributed the reason for this to the institution. The ELC provides language courses for students who undertake a preparatory year and there therefore no coordination between the two entities. This is evident when she relates her experience of reflective practice making her aware that the classrooms were poorly designed; they were not designed to be language classrooms:

When I feel that my opinion will not be taken into account or it will not be considered, so I will stop reflecting or sharing opinions or give like advices because I did that before, and I felt that my opinion was ignored. Yeah, yeah it was totally ignored, like it wasn't mentioned at all, and this was in a written form actually. It was about the curriculum actually; it was not about students or classroom. It was about the books that we used to teach. (p. 5)

OK. OK. Yes there's always a problem between language centre and the preparatory year administration. And the communication is lost, I'm talking about the girls' section. (p. 9)

She derived satisfaction from doing reflective practice as it gave her useful experience that can enable her to be an effective and a confident teacher. She learned a lot from the systematic reflective approach:

sometimes when I discuss with a colleague who's background is Indian or Pakistani, I feel that they add to my experience and I give them from my experience. So it enriched our teaching and our experience; it's here I mean the reflective practice, it enriched our experience a lot and it affected our teaching, our classroom management, and our relationship with the students (p. 11).

Finally, she was eager to formally do reflective practice and hopeful that the management of the ELC would adopt this approach in the near future, especially that they would launch the process of forming a reflective group amongst teachers.

5.2.6 Participant 6

Participant 6 is a 43-year-old gentleman from Pakistan. He obtained his master's degree in applied linguistics there. The interview was characterised by critical as well as positive accounts of his reflective practice experience.

He began the interview by providing his own understanding and conception of the reflective practice approach. He views reflective practice as a form of professional development which aims to help teachers enhance their performance, which, in turn, will enhance the learning for the students. He defined it as an:

...ongoing process which is essential for the development of a teacher and I will say this should be it it's a part of the professional development... (p. 1)

He also views the reflective approach as a tool which enables teachers to understand the context in which they are teaching, their teaching practices and the students' needs and issues related to their profession:

We try to understand the latest developments in teaching and pedagogy. So in order to to keep up this to those changes, We definitely need to to reflect on our own practice and see is it up to date? is it relevant to this student's needs and does it you know like give the optimum benefits at the end of the course or the Semester. So if we once go to the class you know we are in a situation that we try to understand the whole environment in the class, and see that are there any problems that students are facing whether they are you know psychological problems or logistic problems or psychological or emotional problems. (p. 2)

Considering the influential factors that prevented him from doing reflective practice, he acknowledged that time constraints and the heavy workload that the institution demanded of teachers as well as the teachers' attitude towards their profession. All these factors made the implementation of reflective practice less possible:

So my opinion...in my opinion it is the time constraint, and the syllabus that we are supposed to cover. Sometimes you know you don't find it (TIME) to reflect on the different activities that we conduct in the class. Because we're always on our toes to keep up with the pacing that's been provided by the institute. So this is one of the factors which can influence the practice of teacher being reflective. (p. 6)

The above quotation implies that it is highly unlikely that TESOL teachers would have a chance to reflect on their teaching practices given the heavy workload they are assigned, which is an ELC management issue.

He attributed the less efficient teaching level of teachers to the passive role played by the institution in not providing enough training or professional development programs and workshops for the teachers. He thus emphasized the need for adopting the reflective approach at the ELC so that teachers can develop themselves professionally without the help of outside trainers brought in to provide one-day workshops once or twice a year,

talking about specific details of the assigned textbook, paying no attention to the teachers' needs and issues:

So, I will say that we would hopefully fill the gap in the ELC; as we don't have any professional development programs; There are no trainings. Teachers don't know whether they are teaching in the right way or not. Teachers they have never been asked whether they're prepared or not in even, for example, any formal way. We don't have a tradition of exchanging views, or you know what happened to a class or what happens inside the classes. So you might have seen that we have different trainers ...they come different publishers. They send us teachers who teach topics which we already know and which are not relevant to the hands on activities that we do in our class. They don't address and meet the needs for the teachers. They are doing it for us because they are actually doing it in the sense that one size fits all. Every teacher has his own Problems and needs. Classes is a place where we face the practical problems. (p. 11)

He ultimately showed that the reflective experience had given him satisfaction and self-confidence. He expressed enjoyment and gratitude for being given a chance to do reflective practice and hoped that a group would be formed at the ELC in the near future; so that everyone would get benefit from it.

5.2.7 Participant 7

Participant 7 is 43 years old and obtained his master's degree in English literature in Pakistan. He started the interview by explaining his understanding of the reflective practice approach and providing the distinction between reflection and reflective practice, based on his experience in this study. He views reflective practice as a key element in boosting the professional development of language teachers.

He acknowledged the usefulness of doing reflective practice, mentioning that he had never practiced reflection before. In the critical incident analysis, he was able to identify certain important moments which transpired in his classroom. He used to let them go, having no idea of how to deal with such incidents.

He also talked about the reflective journal. It was a difficult experience for him to write his incidents in a journal as he believed that written reflections need to be drafted and

redrafted in order to be presented in a perfect form to colleagues. He would feel self-conscious towards his colleagues if there were a mistake in his writing. Still, he had a positive attitude towards written reflection, recognizing that it may be the only way to document interesting teaching moments so that he and his colleagues can refer back to it at a later time for further reflection:

The documentation is always a difficult task Or process. As far as myself Is concerned, I just took it as a diary writing that this happened today OK and I did it, and it was good for me. Because if I don't write maybe I will forget it. So, it was a good idea to write it I want to record it and to reflect on it, it was a good thing. But writing again as an element of fear and maybe some people who have written maybe 11 drafts for a one single incident and then sent the last version to you because we have some special concern about writing always; Writing should be presented in a perfect form. (p. 5)

He discussed certain issues that can hinder him from doing reflective practice, such as his relationship with his students, institutional issues at the ELC, time, and lack of confidence when discussing critical incidents with colleagues.

He favoured collaborative face-to-face over individual and virtual reflective practice, believing the former is more effective than the latter:

That was really effective, whereas individual reflection as it is known is not as successful as collaborative reflection. (p. 6)

Interestingly, he affirmed that the learning process is achieved through repetitive reflective attempts through which, he believed, he may give be able to make a change in his teaching practice.

5.2.8 Participant 8

Participant 8 is 34 years old. He earned a master's degree in applied linguistics in Jordan. The interactive way he delivered ample examples and information regarding his experience of doing reflective practice made the interview interesting.

He started the interview by providing his conception and understanding of the reflective practice approach based on his experience in the intervention. He thinks this approach is a must-have instrument for examining his teaching practice with his students:

RP, why it is important and why I feel that reflective practice is something that we have as a teacher to rely on. This is importantly shown as a tool by which I can utilize, and I can emphasize I can analyse students practices inside the classroom and then make use of that. (p. 1)

He emphasized the difficulty of identifying critical incidents – particularly the positive ones. He blamed himself when he identified negative incidents, and thought this is due to his passionate personality (as a teacher) and the positive attitude he holds towards his career. Doing reflective practice helped him sort out negative moments in his teaching:

when it is a negative thing I feel something inside of my chest... I feel something bad in my mind, so I need to work out this problem and try to find a solution. This is the feeling that every teacher can experience. (p. 2)

In one of the reflective journal entries where he recorded the critical incidents in detail, he acknowledged the existence of a problem (and thus came to realise the criticality of the incident). He further gained an understanding of what should be done in similar situations in order to meet his students' needs:

...I felt I was stuck. However, the easiest way to sort this problem out is to open...Such an incidence proved the importance of careful preparation before meeting students no matter if it was an easy or difficult topic. Moreover, a teacher should have the skills of problem solving, critical thinking and be confident enough to alter his way of teaching according to the situation he/she may face in classroom. (Reflective journal 1)

He mentioned some of the factors that influenced the process of doing reflective practice. For example, the students' level (whether high or low) would give him an insight about the things going on in the classroom. He also mentioned another factor that could affect the process of doing reflective practice; the large textbook that needs to be covered, which created a time issue:

the book the is very bulky one, and the pacing doesn't give me a chance to alter... to change ...to develop even, and sometimes to look at my students individually. I can't, why? the textbook and the pacing are very tight one. The textbook is bulky one. (p. 5)

He also added that he is involved in administrative work at the ELC in addition to his teaching duties. This gives him little time to reflect on his teaching practice.

His personal preference with regard to written reflection (for him) as a new tool for reflective practice was evident in this interview. In his view, documenting the incidents in a journal was an effective way to trigger reflective comments about that incident to make it easy to share with his colleagues:

your teacher will receive something written this means an official thing; something that I can't ignore. So it's really beneficial this is something we're looking at for very long time, but we didn't have a chance. (p. 10)

However, in contrast with the others, he was in favour of using the WhatsApp group, because of the administrative work he does. He views the virtual reflective group as an effective reflective tool, because it saves time and effort for participants. Additionally, he hopes an official reflective group will be formed at the ELC so that the reflective approach can be officially adopted by the administration of the ELC as this would contribute to teachers' professional development in their career.

5.2.9 Participant 9

Participant 9 is 43 years old. He obtained his master's degree in English language instruction in Pakistan. Although he took part in this study voluntarily, he showed little enthusiasm for the reflective practice approach, asserting that reflective practice is a natural strategy that people always do in their daily life. This may be because he never practiced reflective teaching before, has no knowledge about the approach and does not understand it.

During the interview, he provided his personal conception about reflective practice, emphasizing that the process of identifying a critical incident was not as easy as he had imagined. He now believes that systematic and continuous reflective teaching could make

it easier for him to identify critical incidents. He also confirmed the effectiveness of using writing as a tool for documenting the details of the incidents. He admitted that written reflection made it possible for him to reinforce the lessons of the incidents he identified and made it easier for him to share the anecdotes with his colleagues during collaborative reflection:

The second one (incident) was easy. It made us specific. The students were engaged in copying the answers. So I think after first Probably in our lives as teachers, we were not writing it down; That something happens in the classroom, we deal with it and we forget. (p. 2)

Another noteworthy point he discussed during the interview was the negative role played by ELC management. He felt disappointed that the ELC administration does not provide any professional development activities or training programs for teachers. They just want the teachers to focus on the content of the book without considering the students' needs or level of development:

look...while teachers they say professional development and this and that, probably we are not given much time. Here at Umm Al-Qura University... (p. 3)

Therefore, as stated in the above quotation, teaching bulky textbooks and having a fully loaded teaching schedule does not leave instructors with sufficient time to reflect on their teaching practices.

As for the collaborative reflective practice sessions, he confessed that it was hard for him to exchange the details of incidents freely with colleagues, particularly in the first session. In the second session, however, he felt more at ease and open up:

Sometimes if you critically talk about certain things, people mind it. For example, If something happens and you say I saw you doing this as you would notice he isn't feeling comfortable with what you say. So, I would need to be careful. It's like zero tolerance. But, At this stage, I realize I can do nothing except sharing my problems with others. I liked this topic by the way. Though it must take some time... You know... Much effort from teachers, it's really very good. (p. 6)

He also remarked that the cultural diversity in the collaborative reflection session was a rich source of information, as opposed to a monolingual cultural group of reflective teachers.

He declared explicitly that reflective practice made him eager to read more about this approach as he found it interesting, inspired by his reading, to videotape his teaching sessions and then try to write something about an incident in the reflective journal in order to be able to share it with colleagues during a group session:

I think there's one thing came to my mind, OK, that we should record our lectures ...video I mean! Let's see it afterward: What was there in the lecture that was critical? I think I'm going to buy a camera now, because of this. I was driven to be curious as I search and did some readings...I read an action research paper...I then became a member of a journal called... Maybe it deals with English teaching professional. So out there I saw the idea when I think you can reflect on your lectures by videotaping them. And later on you can reflect on them Ok...what was wrong! And really it's a very good thing. (p. 8)

The change in his teaching, seen in this quotation, which occurred due to the implementation of reflective practice, was that he gained more confidence and more awareness of his teaching practice; he felt he experienced an enhancement in his teaching.

5.2.10 Participant 10

Participant 10 is a 50-year-old Sudanese gentleman. He earned a master's degree in ELT from Sudan. He began the interview by articulating his experiential concept of reflective practice. His understanding of the reflective approach taken in this study is that it is an exploratory tool for identifying the strengths and weaknesses of a teacher's performance in order to make improvements:

When we reflect, when we seek a reflection, we want to see what areas of strength and weakness to reinforce the former and rectify the latter. The beauty of reflection is it shows us our place in the map where we are, and the action we have to take to improve the situation of learning and teaching. (p. 2)

He also observes that awareness and reflective practice go hand in hand in order to achieve professional growth and learn from the experience of other teachers. He personally had not previously had a chance to do reflective practice, and therefore he was not aware enough of how he taught. However, when he took part in this study, he felt that the engagement in reflection increased his sense of responsibility for his teaching. In other words, he became aware of and confident about his teaching.

He revealed the personal feeling he gained out of engaging in the reflective approach; experiencing self-satisfaction at seeing the point of departure where he could make a change for the betterment in his teaching which, in turn, would be reflected in his students' learning experiences:

Identification means awareness. I got it that way. And based on that, I was put in picture about my teaching... my practice. The personal feeling was that I felt I was put in the right track, because if you identify, you know the weaknesses of your practice and once you put a theory into practice then this will be the right way of change, it takes you to the second level where you can make a change and this change will be reflected in your students learning and in your teaching as well.
(p. 5)

He mentioned that he became determined to do reflective practice. This determination came from his internal desire to learn from his experience. However, he still felt unable to reflect, in one way or another, due to certain factors. The role of the institution did not meet the teachers' expectations when it came to allocating sufficient time to practicing reflection for professional development. He thus hoped that ELC management would adopt the reflective approach in the institution so that time spent reflecting on practice would be made part of the teaching plan:

If I think of the welfare of my students and their growth and also my professional growth, I can't do it without trying new things; without putting things into action. I was internally motivated although we were constrained of time, the crowded timetable. I really feel sorry because you (administration) should have given it more time, honestly speaking we should have much more time for reflection. Maybe in the near future we can adapt this approach! (p. 6)

He thus voiced criticism of ELC management regarding the way it dealt with certain teaching issues. Teachers feel under pressure to cover the textbooks although the time frame is insufficient for this; especially when the first week and sometimes the middle of the second week are cancelled due to certain circumstances at the beginning of the semester (e.g. course registration). Yet teaching materials and bulky books still had to be covered within the specified time frame. This burdened the teachers, giving them no opportunity to think and reflect on different aspects in their teaching because the institution either does not consider this an issue or does not recognise its importance.

To Participant 10, the collaborative reflective practice was important and useful as it gave him constructive feedback and suggestions regarding the incidents discussed with peers. The cultural diversity amongst the teachers who shared those incidents together gave a special flavour which was rich in experience. He tended to use metaphors to describe the dialogic reflection with peers, saying, '*my peer is my mirror through which I see my shortcomings*', this indicates the enjoyment of exploring teaching setbacks he experienced throughout the reflective activities he did in this study.

He has decisively confirmed the impact on himself and on his personality as a teacher through reflective practice, mentioning that he became critical in his teaching hoping that in the long term it would contribute to the professional growth to which he aspired:

The impact is that reflective practice makes me critical, I used to do my job without getting back to repertoire... Without going back to my past. I just go ahead I never make a pause all through my Career. Now after this practice I I stand on a firm ground, I reflect on my own teaching, I just practice it while I'm teaching, I stop OK this Point needs some revisions, I have to stop here I have to check here, I have to reflect on this. It's a personal criticism, it is not a matter of waiting for someone to criticize or to reflect on your teaching. (p. 17)

5.2.11 Participant 11

Participant 11 is a 34-year-old Canadian gentleman who obtained his master's degree in TESOL in Canada. Throughout the interview, it appears that he was comfortable to reveal certain points and issues about his personal experience while he was doing reflective practice in this study.

His views about reflective practice was obvious in the way that this approach made him a student who needs to learn from the experience. His unique perspective about reflective practice views it as a tool for self-examination; it makes a teacher examine his teaching practices systematically. Hence, it contributes to raising the level of awareness for the teachers to understand the needs of different types of students:

I think the best part about reflective practice is that you are focusing on yourself as a teacher more than the students, I mean in the sense that how do you communicate the lessons to students in the best way possible. So, if you're not reflecting on that each and every week, then you're probably not progressing in understanding the needs of the students. So the focus is on the students and always in English language class but reflective practice also makes you a student. So you're focusing on yourself and improving the students. You're learning you're adapting and improving and I think a teacher needs to do that because you get with the experience sometimes you're teaching a lower level group or advanced level group. So you have to understand the needs of both groups. (p. 1)

As for the collaborative reflective practice, he believes that this kind of collaboration is considered the point of departure for a teacher to learn new strategies in his career. He also felt, due to this collaboration, that he became attentive in his teaching after he took part in this study to do reflective practice.

He further revealed the influential factors affecting the process of reflective practice; such as time constraint as the teachers' timetable is fully loaded. Also, another factor that may affect the processing of reflection is the language of communication between the students and the teachers; it would be so hard for the teacher to identify critical events when students lack the communicative tools (The English language vocabulary) with the teacher especially for passive students. This is due to the fact the students are Saudis, whereas teachers, most of them, are even non-Arabs, so there could be a miscommunication between the two:

Because Arabic is not my first language. And I struggle in Arabic a little bit. So when I had an extremely weak group..... So I had to struggle a lot to explain a lot of things for them. I mean how I get across to them because they don't understand English a lot. (p. 8)

He believes that ELC management has no problem whether teachers do reflective practice or not, as he assumes the management cares only about the product of teaching not the process. This would raise the question of how aware the ELC management is towards the reflective approach and professional growth for ELC teachers. However, he confessed that the ELC must allocate sufficient time for teachers to reflect on their practices. This means that there is an issue with the management as to how to deal with teaching issues.

Of importance in Participant 11's experience, he relates the change in his teaching behaviour due to the reflective approach by saying that he felt himself engaged (more serious) in the process of teaching soon after he took part in the study to do reflective practice even though he declared that he was a bit careless in his teaching. Hence, he admits that he became aware and had a self confidence in his personality through reflective practice. He concluded in the interview by calling for forming a reflective group in this institution where every teacher has the opportunity to do dialogic reflection with peers whenever possible, but this should be adopted formally by the institution in order to sustain the reflective approach therein.

5.2.12 Participant 12

Participant 12 is a 40-year-old Pakistani gentleman. He holds an MA in English Literature, earned in Pakistan. He was keen to take part in this study, showing enthusiasm for reflective practice before the research intervention had even started. During the interview, he was pleased with the opportunity he was given to practise reflection. In the first instance, he started the interview by sharing his view of the concept and definition of reflection and reflective practice.

Throughout, he stated that reflective practice is innate in him; yet, he feels that it is not explicit; the reflective approach he had done in the past had not been deliberate until he participated in this study, and now he had become more aware of his teaching:

First of all for so long period of my teaching I think it was somewhere in my mind already, reflective practice. It was there because students attitudes are noted by the teacher, and they... they have been important for me... after becoming a participant, I read something about reflective practice and then I became more conscious to be honest. (p. 1)

He then talked about his experience of the reflective approach he participated in during the intervention period. He mentioned that the implementation of reflective practice contributed to his ability to manage his classroom, to have a moderate and flexible relationship with his students and a productive and professional relationship with colleagues.

Participant 12 remarked on the difficulty of the task of identifying positive critical incidents from the beginning, as opposed to identifying negative critical incidents:

So that is the most critical time when such things happen, this is one part, but negatively speaking, I'm sorry maybe it was my attitude that I was more into looking to the negative critical incidents, not to the positive (p. 2)

He related his past experience with ineffective reflective practice when he worked as a supervisor at Saudi public schools prior to joining the ELC. The reason his reflective practice was ineffective in the past was due to the judgmental nature of reflective processes for assessing teachers' performances.

As for his experience of collaboratively reflecting with his peers, he mentioned that the first collaborative reflective meeting was conservative; participants were unwilling to critically reflect on the incidents discussed. He believes that this is due to the absence of a culture of open criticism in the Arab world:

So it means we lack this culture due to many factors... factors can be so many. Teacher maybe he had this in mind that Well if I share something that is related to my teaching in that class, others might have this impression that guy might lack competence or teaching skills In the class. So to some extent you you can say that this is a restrain that a teacher would not like to share. (p. 6)

In the second and remaining collaborative reflective meetings, however, he mentioned that the 'ice melted' in the sense that participants became willing to share their thoughts more openly. It was a relief to feel he could dig deeper into discussing classroom occurrences, whether positive or negative:

He also reported that the experience of using reflective journals had been beneficial. He believes that documenting critical incidents in a journal would be very useful for him and

others, constituting a reference for himself and other teachers who may benefit from the record of reflection in the future.

Participant 12 described his personal experience with the reflective approach, asserting that reflective practice could not be as effective as is expected unless it is done systematically; its consequences can therefore be observed over a long period of time.

5.2.13 Conclusions on the ideographic experiences

This part of the findings (the idiographic experience of teachers' reflective practice) was meant to align with the IPA framework, which has a particular focus on the idiographic element of the lived experience (Holland, 2014). The individual experiences of reflective practice appeared to be shaped by teachers' beliefs, which are based on their prior teaching experience. The idiographic element also contributed to capturing/mapping these teachers' unique experience of reflective practice. This, for instance, included a unique experiential element in terms of conceptualising the practice, emotions accompanied by doing reflection, along with attitude, relationships with colleagues, and critical articulations relating to reflective practice as a lived experience.

The next section of this chapter, following IPA guidelines (Smith et al., 2009) deals with the teachers' shared experience of reflective practice and the master themes which emerged across cases (i.e. the patterns of meaning-making across all individuals who experienced the practice).

5.3 Shared experience of reflective practice lived by TESOL teachers (master themes)

Following the presentation of the findings about the idiographic (individual) experiences of reflective practice lived by TESOL teachers at the ELC, this part of the findings chapter examines the common shared experience of reflective practice of the 12 participating TESOL teachers. The shared comments reported through the semi-structured interviews were grouped and linked with superordinate themes, these themes in turn described the subordinate ones; as each theme can be said to reflect the essence of TESOL teachers' reflective practice experience. Hence, the presentation can be shown through the overall

conceptual framework of a set of interrelated master themes presented below in Figure 5-1:

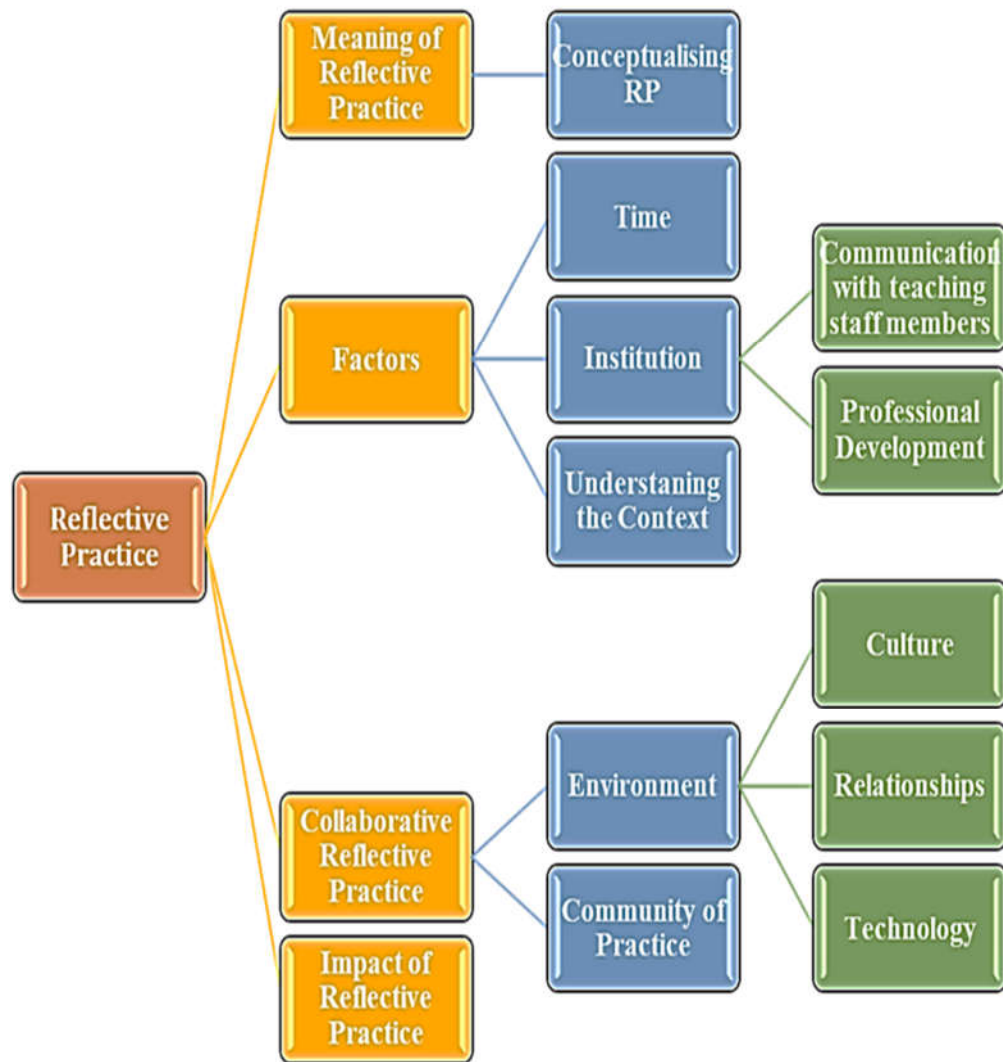


Figure 5-1: Conceptual framework for the master themes underpinning the reflective practice experience

5.3.1 Theme 1: The meaning of reflective practice

Participating TESOL teachers shared their personal understanding of the reflective practice approach based on their experience of the activities required of them in the intervention. In the first instance, it was important for participants to understand and define the concept of reflective practice and how they would make sense of their reflective

practice experience (Farrell, 2007). Without an understanding of this concept, it would be difficult for them to talk about it. The complexity of the term *reflective practice* lies in its unclear definitions presented in various studies (Farrell, 2018b); this implies its flexibility in terms of conceptualisation and implementation.

It appears from participants' responses in the interviews that reflective practice is a multifaceted term. It means different things to different people. The participating TESOL teachers therefore offered multiple definitions according to their experience with it.

One participant emphasized that reflective practice and teaching go hand in hand; teaching without reflective practice is ineffective and meaningless:

reflective teaching is obviously a very important concept. And it's the only way I believe to promote efficient teaching. There is no such thing as teaching without being reflective. That's what I truly believe. (Participant 1, p. 2)

Another teacher, Participant 3, connected the term *reflective practice* to deliberation and consciousness, as it focuses on 'something worthy of notice' (p. 3). Participant 3 also adds that reflective practice is an action where a teacher deliberately observes each segment in his/her lesson, trying to analyse critical events and transform these reflective thoughts into a written form in a journal for later discussion with peers.

In this regard, reflective practice has its impact on teaching practice. Participant 4 describes reflective practice as:

a set of behaviours that teachers have, or conscious teachers have, that consists in homing in on a particular event that happens in the classroom no matter what that event is. Reflecting on that event for the purpose of that reflection later on influencing teaching again. (Participant 3, p. 4).

This participant emphasizes that the reflective approach helps make instructors independent thinkers, reinforcing their ability to not follow the:

cookie cutter approach to teaching. You think that what I do with class A classroom I can do with classroom B next year and next the following year. everybody has a cookie they could fit in a cookie cutter. Anybody can fit into a

cookie cutter because everybody is like a cookie. They're the same. They think the same thing the same students are not human beings are not like, they are different. So, call for adjustment. So reflective practice allows you to make it possible for you to not look at your students from that approach from a cookie cutter approach and look at them as individuals with differences particularities. (Participant 4, p. 20)

The metaphoric use of the phrase 'cookie cutter' mentioned in this quotation suggests that the reflective approach assists practitioners to be innovative and to have a high level of awareness when dealing with students in different teaching circumstances so that teachers do not slavishly follow a teaching routine. What suits a particular individual may not necessarily suit another.

In that sense, Participant 6 and Participant 8 both view reflective practice as an exploratory tool to gain knowledge which helps uncover the hidden aspects in the teaching career. Participant 11 further thinks of it as an exploratory tool for self-discovery; it makes him feel like a student, putting him in a learning mindset:

I think the best part about reflective practice is that you are focusing on yourself as a teacher more than the students, I mean in the sense that how do you communicate the lessons to students in the best way possible. So, if you're not reflecting on that each and every week, then you're probably not progressing in understanding the needs of the students. So the focus is on the students and always in English language class, but reflective practice also makes you a student. (Participant 11, p. 11)

Participant 10 sees reflective practice as a tool to gain knowledge which can benefit students:

Knowledge is not only God made; knowledge is manmade so it should be negotiated. We should consider it as manmade; negotiable, we discuss it, we see how we can change it, so that our students can benefit from it. (Participant 10, p. 12)

Participant 4 and Participant 5 link the deliberation of reflective practice with writing as a reflective tool:

writing is a deliberate activity that allows one to sift through the fluff and get the substance. So yes I definitely did jot down ideas as I engaged in the process. (Participant 4, p. 8)

But this this time it was the first time for me to write that down, and while I'm writing sometimes, I get back to my writing to change things and you know that will not happen if I'm doing that orally. (Participant 5, p. 2)

These statements clearly show that the written reflection contributed to the reinforcement of thoughts into the coherent ideas documented in their journals.

Another participant (Participant 5) also views writing as an essential part of reflective practice.

However, Participant 7, after his engagement in this experience, reveals that reflection and reflective practice are not the same; the former involves mulling things over, while the latter has to do with deliberately and practically implementing thoughts:

Actually, before joining this research document it was something different. I had different views about it in my mind. Like There was no difference for me in reflection or reflective practice. That was the main or major Issue. After joining the research I've come to know that it's not a reflection. Reflective approach is reflective practice is something different. It's quite practical. And it's not the reflection because and by when we have a reflection of our work at that time maybe we have 20... 25 ideas. I more than one idea and when it comes to practicing at that time we choose out of them the most suitable or what you think these are the most suitable. So using practically your reflection into the classroom I think it is the reflective practice. That is a more practical term. (Participant 7, p. 1)

This statement suggests that Participant 7's experience in the intervention enabled him to sense the difference between reflection and reflective practice, and it shows that the reading materials provided to him for reflective practice were understandable.

5.3.2 Theme 2: Factors

When asked what could enhance or impede the process of their reflective practice, the teachers gave a range of answers. Whilst implementing reflective practice, the vast majority of participants experienced the factors which can be categorised as time, institution, lack of professional development, and relationships.

5.3.2.1 Time

Although the participating teachers reported that they were excited to implement the reflective approach in their practice, the vast majority of them (Participants 2, 3, 4, 6, 8, 9, 10, 11, and 12) explicitly expressed resentment towards time constraints as a factor which would make it difficult to do.

I think we need time in applying this kind of reflective process. It needs time, it's not a big deal in terms of time but it's still time. So, as a teacher if you're busy or your mind busy with other things, this is one of the factors that might affect you're applying this method or applying discovery. (Participant 2, p. 11)

Participant 3 was excited about the practice. It was not only the lack of time, however, but also the systematic way of the approach; this would, therefore, result in an unnoticed impact of reflective practice on her belief about her teaching:

yes, we can do it, we can apply it more...the more I do it, the more I believe in it! So, there is an effect, but as I said the time limitation might make the effect not very visible if you want...the Time was really limited because here in The English language centre the schedules are also very fixed...I'm very you know the exams are unified and you need to finish everything on time. So, it was a really difficult if you want to reflect more. (Participant 3, pp. 8–9)

Others (Participants 1, 5, and 7), however, implicitly alluded to the issue of time differently in this matter in the way that certain non-teaching duties and managerial requirements made it hard to make time for reflective work.

5.3.2.2 Institution

The participants also saw the institution in which they worked side by side as a factor influencing their ability to carry out this work. 11 participants out of the 12 alluded to the role that needs to be played by the ELC administration. When asked to speak about the factors which would influence whether they practise reflection, various responses indicated that the question made the participants uncomfortable. The main issues were the gap in communication between the institution and the teaching staff and the absence of professional development, which I discuss in the next two subsections.

5.3.2.3 Communication and relations with teaching staff

In describing their experience with reflective practice in this context, participants were somewhat hesitant to express their feelings about the institution but nonetheless felt they needed to mention it in order to sort out the problem. Although participants felt excited about reflective practice, they appeared to be dissatisfied with the ELC administration. That is, they confirmed the absence of a communication channel between ELC management and the teachers and that this negatively impacted their practice. That, in turn, restricted their ability to integrate reflection in their teaching routines.

Participant 2 clarified the poor quality of the communication between teachers and management. He mentioned that management does not listen to teachers' opinions and if a teacher suggests something, it is unlikely to be taken into account. This suggests that there is a gap in the communication channels between ELC management and the teachers due to lack of trust when it comes to teachers voicing their comments towards their professional practice:

dealing with administration as a teacher is not difficult but at the same time you cannot change things, I mean just like advice okay takes time. (Participant 2, p. 13)

Participant 3 reflected on her past experience of being part of the administrative staff in the girls' section. Based on her inside knowledge, she revealed that the administration tends not to trust TESOL teachers, which may have created the communication breakdown:

when I was part of the administration, as a teacher you would feel that there is a smell in the atmosphere; you know how the administration is thinking about the teachers and how they are dealing with them, all of these things make a big difference to me. So, it is difficult to explain but it's something that you can feel. So the problem I think here when we think about the administration level, there's a lot to do and the time is really limited and you know with preparatory-year you have a lot to do and you have a lot to think about; you finish the midterm and then you need to think about the final, rooms are difficult, the number of staff members... there are so many problems to think about. Then as for people in the administration, you would be involved and you know those small things, for me they are small, because we are not what we are looking for in the future but if you think about the vision, we want to have like something or a place where language taught properly. (Participant 3, p. 11).

She also admits that ELC management lacks knowledge of the reflective approach, and it is imperative that it plays a role in promoting reflective practice and encouraging TESOL teachers to reflect on their practice:

Well, there are so many things that you can do. I have the administration level if you want you can give teachers more trust, do you know if you give them more trust you can... they might stop thinking about all of these smaller things which you may call it distraction this is number one. You can also try your best, although I know it's not easy because I know it's not easy, I was... I was in administrative position, so I know it's not easy... To give them more freedom... I believe that in order to have an effective reflective practice here the ELC administration should believe in it, and this belief needs to be fed into teachers who should agree that this approach is important. And if we can convince the teachers the significance and importance and effectiveness of reflective approach then we would have a productive outcome other than this I don't believe that it's gonna work out. (Participant 3, pp. 12–13)

In line with this, Participant 1 alludes to establishing a negotiation and communication channel with ELC management, emphasizing the idea that the management must take responsibility for helping the teaching staff meet their professional needs, one of which is taking time to reflect:

Now looking at the teachers and what they're reflecting upon, it's very clear... this is not meant to be a skill for people to develop on their own. Our departments should actually teach how to develop reflective teaching for future student for future teachers. Otherwise we're just going to be redoing the same mistakes over and over and over again. (Participant 1, p. 17).

The teachers-administration relationship is annoying to participating teachers, and particularly to Participant 5. She reported that she felt frustrated at having tried many times to discuss certain issues with management, both verbally and in writing, but her voice goes unheard. She felt that frustration would prevent her from doing reflection:

When I feel that my opinion will not be taken into account or it will not be considered, so I will stop reflecting or sharing opinions or give like advices because I did that before, and I felt that my opinion was ignored. Yeah, yeah it was totally ignored, like it wasn't mentioned at all, and this was in a written form actually. It was about the curriculum actually; it was not about students or classroom. It was about the books that we used to teach. Yeah, I could decide from something in the materials. Yeah, nothing changed next term or next year. So, I stopped doing that. This prevented me from reflecting on the curriculum because that's what they want me to do and they will not change that, so I stopped. (Participant 5, p. 5).

It is evident that there are communication problems between the teaching staff and ELC management. Perhaps this might be attributed to the level of awareness and the educational system of the University (authority of the University) which needs to be updated in order to be made compatible with the ELC's current needs. Due to the shortage of staff in the administration, some teachers do administrative work in addition to their teaching duties, which puts a heavy burden on those teachers. Thus, the educational system policy of the University is reflected in the ELC endeavours which, in turn, had negatively affected the relationship between the teachers and the administration. A quotation from Participant 8 reveals how this type of issue influenced the ability of teachers to engage in and commit to doing reflective practice:

one of the things that we do at the ELC. Now the teacher who is supposed to be as a coordinator is not a teacher who doesn't have classes. In other words, the

number of students that we teach is exceeding 4000 students, and the number of teachers compared to this number is nothing, which means that some of the teachers who are involved in teaching should be involved in administrative work. This is something that we can't overlook. This is a fact that we are dealing with as it is. We tried in many different ways just to make teachers who are just heading committees to be out of the teaching, but we couldn't. There were some lacks teachers who are supposed teach some classes, at the end who are involved in teaching and administrative work. This is something that the ELC has been into for about a long time. It's not something that happened only this year. (Participant 8, p. 7)

Additionally, it might be justifiable for ELC management to ignore TESOL teachers' complaints pertaining to classroom settings and equipment malfunction. This is because the ELC is an independent centre which provides academic services (teaching English) to students from all faculties in the University. This means that the classrooms where English teachers deliver their lessons are not designed for language teaching lessons, and this could be the reason why this issue is overlooked:

We are as the (ELC) English language centre, we are teaching students outside our department which means that we are only providing a service for all other faculties to teach their students the English language. In other words, we are teaching the students who are not affiliating to our department. So, we go to buildings which are not us (ours). We go... we use utilities use which are not designed which are not set by our department. So, if you want to report this to anyone of these problems that happen in your classroom, it might take years, just to fix the problem. Sometimes it happens that to administrative, having problems together, when we report about a problem that are happening inside a classroom, administrative parties from our department or from other departments can give on together in a certain way find a solution to the problem, because they themselves don't feel that they are in need to sit together. (Participant 8, p. 12).

A clear cause of the communication and relationship problems between the administration and the teaching staff is the fact that the chair appointed to lead the ELC is not himself a member of the ELC, which leads staff to view him as an outsider, and to believe that he is unaware of the teachers' needs. However, to address this issue and to

generally encourage teachers to do reflective practice, the administration of the ELC needs to allow teachers to reflect on academic decisions. This would involve critical reflection about educational and social concerns in the institution. In that sense, Participant 10 refers to bridging the communication impasse between ELC management and the teaching staff by activating the role ELC management must play:

...there should be a negotiation: a channel between teachers and the ELC administration, bearing in mind... ever since I've joined the ELC, not a single administrator... ELC director has been hired and recruited from the ELC staff members, with an exception of one. Yes the English department is there... and there is a partnership between the ELC and the English department, but still a person who is inside knows better than a person who is outside. We need to have this; we need to widen the scope of negotiation and reflection. Reflection in my eye doesn't stay in one box, it should be extended. And the administrative involvement... sometimes academic decisions are made without involvement of teachers, the ELC teachers. Administrative meetings should get reflection from teachers. When you're doing a task, and then you are informed by the students that a decision has been taken by the ELC administration without enlighten you about it. This really... there's a gap and this gap should be bridged. (Participant 10, p. 9).

This participant demonstrated how difficult it is to speak to the administration and was persistent in articulating the teachers' needs:

It's very hard very hard. I feel we need to reconsider the whole thing we are doing here; we need to talk to the administration, we need to show them our weakness... our needs, and they need to be responsive to our calls. (Participant 10, p. 11).

5.3.2.4 Professional development

When asked about the usefulness of reflective practice, the participating teachers most commonly responded that it is a tool conducive to the enhancement of their teaching practice and professional development. However, the feeling of being disappointed leads

them to reproach ELC management for not providing professional development courses or worthwhile training onsite or elsewhere.

Participant 3, for example, suggested that the ELC administration role had abdicated its responsibility for supporting professional development:

...is the institution really interested in implementing this practice, encouraging the teachers to do reflective practice? Is it really interested in teacher development? Or is it something that we are only saying we are not sure about? So, this is number one. Number two is the time: do you have the time and effort as you said? And even at the economic level, do you have the resources that allow you to implement this method on a larger scale to all teachers? So, I would say unfortunately the answers to both questions now it is not. (Participant 3, p. 11).

This quotation suggests that the ELC administration is oblivious to the need to pay attention to the performance of its instructors. The questions Participant 3 asked confirm that the teachers believe the current administration is not yet ready to devote resources to supporting the reflective approach.

Participant 6 also spoke of the lack of guidance for improving teaching at the institution given the lack of any professional development framework there:

So, I will say that we would hopefully fill the gap in the ELC; as we don't have any professional development programs; there are no trainings. Teachers don't know whether they are teaching in the right way or not. Teachers they have never been asked whether they're prepared or not in even, for example, any formal way. We don't have a tradition of exchanging views, or you know what happened to a class or what happens inside the classes. (Participant 6, p. 11).

Discussing the training sessions the ELC administration provides, Participants 3, 6 and 10 reflected on the one-day orientation held at the beginning of each semester. They confirmed that such 'training sessions' did not meet their professional needs; on the contrary, they viewed them as a waste of time and effort.

Since Participant 3 felt that her experience with the reflective approach was worthwhile, she expressed her opinion that the ELC administration should adopt it in place of the training sessions conducted by Oxford Press consultants:

I am confident that if we change the mind of the ELC administration and the teachers, then and only then the training sessions can be replaced to the reflective practice approach provided by Oxford which unfortunately I think the way they are doing it now is just a waste of time and effort. I believe that reflective practice is very important and worth of practice and then attending sessions which are not relevant to our teaching because within reflective practice teachers who are working in the same context, they know their problems their deficiencies and their issues more than anybody else. I remember when I was collaborating with peers for collaborative reflection, we knew what we were talking about issues, and it was easier to come up with a reasonable solutions as opposed to calling someone from the outside I'm trying to get the benefit out of his talks all the time he or she doesn't know anything about this Context. (Participant 3, pp. 13–14)

The above statement by Participant 3 exemplifies the need for teaching staff to continue to insist that the ELC administration change its approach to professional development. They should persist in asking the administration to hear their pleas for their professional teaching needs to be met. Another point is that the outside consultants who delivered presentations in the one-day orientation are doing so for the sake of explaining very specific details of the Oxford textbook which the administration has adopted for its curriculum. This has nothing to do with either the needs of teaching staff or the ELC's internal issues. There is therefore no point in relying on such orientation sessions. Instead, reflective practice can do the job; teachers can reflect collaboratively with their ELC peers, who are familiar with the same concerns and issues and can help sort them out.

Participant 10 likewise spoke about why the one-day orientation approach is problematic:

I think it's not worth it if we just allocate two hours or three or five hours for professional development a semester, bearing in mind that some of our colleagues although they have a vast experience, but to me, I'm talking about myself, it is just like a 20 years of repetitive experience, we keep doing things and then we do it for 20 years. Not all of them in the English language centre are specialists in TESOL or EFL or ELT, some of them are majoring in science, their background is in science, so they need to be trained; so professional development in the area of English and English teaching. It's not enough if you have experience for 20

years at the time your background isn't aligned to English language teaching field. (Participant 10, p. 18)

The interpretation of the above quotation unearths the point of ELC negligence towards the implementation of reflective practice for developing the teachers professionally; this has to do with not being given sufficient time for orientation sessions and with not paying training and educating teachers whose educational background is in the TESOL field. Such on-going negligence is unlikely to be conducive to developing reflective teaching and professional growth.

To sum up, the participating teachers saw the neglect of professional development as a 'critical incident' in the life of the institution. Although the interviewees were excited to implement the reflective approach, they made the point that the institution itself could cripple their willingness to do reflective practice because it provides no professional development framework which gives teachers enough time to practise reflection and develop their professional knowledge.

5.3.2.5 Context

The theme of 'context' emerged as the vast majority of participating teachers made connections to the context they teach in, considering it an influential factor that needs to be kept in mind throughout the process of reflection. Understanding the context refers to thinking about such factors as students, textbooks and classroom equipment. It goes hand in hand with reflective practice:

To me the context means more than one thing. It might be the institution, it might be the students Level, it might be the course you are teaching. (Participant 3, p. 3)

The central enquiry for Participant 4 was the extent to which he understands his students' backgrounds:

The first time I participated in this research the critical incident that I talked about that I mentioned had to do with my realization that I did not know enough about the students, every student that I was teaching. And that came about as a result of

a student, making a remark in the class that threw me off, in the sense that I wasn't expecting that remark from a 17 or 18-year-old student. And that made me think well I have I don't know my students well. Or maybe even worse maybe I have a very warped view of who my students are. (Participant 4, p. 4)

This quotation suggests that Participant 4 felt his lack of knowledge of his students' backgrounds undermined his teaching. This suggests that teachers need to familiarise themselves with the different characteristics of their language students; the more teachers know about their students, the more productive the teaching outcome will be. Sufficient knowledge of their students will probably enable teachers to handle situations in which critical events take place.

In the same vein, some participants (3, 8, 11, and 12) reported that the students' level has a role to play (influencing the process of reflective practice). For instance, Participant 3 alluded to the necessity that, as a teacher, she would need to consider the students' level while doing reflective practice; as this would help teachers identify reflective strategies applicable to their students:

I think the most important one is the level of the students, because actually when you're teaching and you're reflecting, you have to keep the students' level in your mind; whatever you want to do, you have to make sure that it is applied to them... (Participant 3, p. 3)

More specifically, students' individual differences (especially weak students) will help improve teaching in that they make the reflective activities doable:

students have individual differences in each class you might have two, three, or five students which are brilliant enough to understand and just help you sometimes if there's a problem sometimes they help you, they give you something that you didn't even imagine. But the problem is not with those guys, the problem is with the low achievers. So, one important factor that can sometimes change and alter my way of thinking about that incident is the level of the students. (Participant 8, p. 4)

Classroom settings and equipment were also viewed as a contextual factor (Participants 5, 7, 8, and 10) influencing the process of reflective practice. Participant 5, for instance,

felt 'irritated' (p. 8) because the classrooms were not designed to be language classrooms; this is because they are located in the preparatory year deanship, where all courses, including English, are taught. This implies that she did not find a way to practise reflection in a proper setting; which would hinder her readiness to do it:

when I came first, I didn't like the way how students sit in the classroom because you know they sit in a totally different way because they use computer labs ...the way the organization of the classroom was totally different and strange for me it was not like a regular language classroom where all students facing each other in a circle or in rows. All students facing me because in the computer labs unfortunately unfortunately they were facing the wall instead of facing me they gave me their backs, because that is the organization of the table because they are expected to face their computer screens. That's why. So, this was really strange for me and it irritates me a lot because I couldn't see the faces of my students and their expressions and I lost the eye contact with them which I used to depend a lot on when I was teaching in different places. (Participant 5, p. 8)

As for the ventilation system inside the classrooms, Participant 8 expressed desperation about technical problems in the air conditioning system, which creates an uncomfortable teaching setting. This suggests that the maintenance of the building's ventilation system is not being taken care of in the way it should be on the part of university management. It would be difficult to do proper reflective practice in such a challenging teaching environment:

If the setting of a classroom environment is not helping us as teachers to make use of collaborative and reflective strategy or reflective approach, then it will be in vain. We can't instead give it for example 50 and let's say 100 percent or let's say 80 percent of what I learned from the reflective approach; I can only give for example 30 percent. Why, because classroom environment is not helping me, because I don't know, you have been teaching with us and you know there are some of the classrooms... the air conditioning is not helping the students. Just imagine and open their minds about what is discussed in the classroom; it's either freezing or boiling one. Extremes, no solution. We talked to the people involved but still the problem is persisting for many years. (Participant 8, p. 12)

Participant 7 referred to the issue of classroom equipment as ‘the infrastructure problems’ of the classrooms he teaches in; this includes the malfunction of desktop computers inside the language labs.

Participant 10 expressed disappointment and resentment about the distance between the ELC offices and the classrooms they use. He mentioned that the long distance between the two makes it hard for teachers to have opportunities to reflect and even to establish closer relationships. The quotation below highlights the fact that reflective practice is not restricted to classrooms; it can be done both inside and outside the classroom. ‘The big race’ teachers must run to get to their classrooms has a negative impact on their willingness to reflect:

also, one of the constraints the big race we take from our offices to the premises of the preparatory year where we offer our courses. We don't have time, it takes us 10 minutes to get to our classes for lecturing. And then back to our offices. I feel this honestly this affects negatively. We need to have a premises where we can offer our classes and where we can be closer to our students, because reflection, in my point of view, is not only we can drive it from our colleagues or from our peers, also we drive it (reflection) from our students. If we are closer physically I mean... If our offices for office hours... (Participant 10, p. 7)

Teaching materials, including textbooks, can also constitute an obstacle preventing some teachers from doing reflective tasks. In line with this, Participant 8 refers to the ‘bulky textbooks’ that need to be taught within ‘a tight pacing’, giving teachers little time to consider reflection either ‘in’ or ‘on’ action. They just have to teach to the next point of the book without paying much attention to students’ progress:

The textbook itself doesn't help me in a way to just look at the problems in a very easy way ...revise the problem...analyse it, trying to find solutions and then come back and say to my students that: Okay, yesterday something wrong happened and today we're going to do it the right way. I can't, why? Because the book the is very bulky one, and the pacing doesn't give me a chance to alter... to change ...to develop even, and sometimes to look at my students individually. I can't, why? the textbook and the pacing are very tight one. The textbook is bulky one, If I want to just look at a certain matter twice, this means that I'll lose something. So, most

of the time, I tried to overlook some of the very critical issues because I need to pursue. (Participant 8, p. 5)

All of these statements show that the participants understand that the setting where they teach has a profound effect on their ability to practise reflection.

5.3.3 Theme 3: Collaborative reflective practice

In an attempt to engage participating teachers in a collaborative reflective practice (to make it less elusive and less general through dialogue and interaction), teachers discussed the experiential ‘dialogic’ collaborative approach, which is central to the reflective tasks assigned in the intervention. Learning is a dialogic process (Mann and Walsh, 2013; 2017); it can therefore be fostered through interactive dialogues between teachers during collaborative sessions.

5.3.3.1 Environment

As a sub-theme, environment involves the surroundings and conditions where reflective practice takes place. Cultural, relational, and technological aspects are the main components (explained below) of the sub-theme.

5.3.3.1.1 Culture

The teachers who took part in this study have different cultural backgrounds. This made the collaborative reflective practice unique and engaging as different multicultural perspectives were exchanged. The participants (2, 3, 7, 9, 10, 11, and 12) who advocated for the presence of culturally diverse peers found the dialogic reflective practice a worthwhile experience.

On this point, Participant 2, a Saudi national, expressed a preference for a multicultural group of teachers in order to hear different perspectives and recommendations (from non-Saudi teachers) which may not have been considered in this particular Saudi context. On the other hand, he also felt it might be embarrassing to share with peers from his own culture. This suggests that discussing teaching issues in a mono-cultural group might sometimes generate cultural confrontations, either because some issues might be taken

for granted or because the culture may have a taboo about a topic that can never be mentioned in that culture. Multicultural groups can be more open and tolerant of issues that might generate constructive feedback via discussion:

if you are from the same culture I think if we share some point that you feel shy to raise this topic her or there... other one is if you know different people from different culture you can benefits from this different experience so this is what I want to say... different culture... different education system, different experience will help a lot, finding out more of solutions for the things you are looking for. (Participant 2, p. 21)

In the same vein, Participant 10 appears to be proud and in favour of the multi-ethnic and multicultural teaching staff who work at the ELC:

The beauty of the ELC is that it is a multi-ethnicity setting. This multi-ethnicity setting makes it more beautiful. If we consider reflection from a cultural dimension, and when you see a reflection from a colleague who belongs to an Asian country or subcontinent, you get more involved in the Asian context because in Saudi Arabia, actually students share the same attitudes in a way or another the Asian people. So, we have some colleagues from America and Australia and a galaxy of colleagues from Canada. So, the beauty of the ELC is that what I got was I felt it was a fascinating experience to me the reflection itself, we don't get it from one source, we don't get it from one person. So we sat together we shared experiences, and they reflect on one aspect of our tutoring, another aspect of the critical incident we encountered in the class, and all of us we just amalgamate that experience in one and try to put it into practice and it was honestly speaking it was informative, it was to me fun, it was a momentum, I benefited a lot from them. (Participant 10, p. 13)

Participant 11 similarly told me that the experience of his collaborative reflection with two critical friends – the alternative reflective instrument used by those who could not attend the group meeting – who belong to two different cultures was enlightening; he described the experience as follows:

it's a learning experience and because I mean from (Arab peer) I got from him exactly how I do things. I go direct. But with (American peer) I learned that you know you need to probably go in more detail. You need to Develop more ideas. I'm exposed to something different. (Participant 11, p. 5)

Participant 3 agreed with Participant 11, saying the same incident can be more understandable when discussed and analysed from different perspectives:

it was like a positive effect. In my understanding If you have to choose from different backgrounds and different cultures in different contexts, so they have different types of experience in teaching, I think it is a positive point for the reflective practice If you want to understand the same incident from different perspectives. So, for me it was an addition, it wasn't something negative, especially in the last three incidents and we were me and the other teacher I found it very interesting because it was very easy to communicate with this person. So, when you know that she understands you and you understand her you can talk openly about topics as there is not any problem. (Participant 3, p. 5)

On the other hand, Participant 4 has a somewhat different view, suggesting the multicultural aspect of teachers can sometimes be alarming. That is, in Participant 4's viewpoint, what is believed to be culturally applicable in this context is not necessarily so in other contexts:

I remember one of our colleagues suggesting or thinking that it was a good idea to know the student's family background and so on and so forth. I'm not interested in that as an American I'm not interested in the student's family background as much as he was laying it out. I was more interested in understanding the student's educational background or the student's personal value systems and personal ambitions and so on and so forth. I'm not interested in what the student's father does, the occupation, I'm not interested in what the students with the student's father is not necessarily interested. (Participant 4, p. 11–12)

It is apparent that the ELC teachers who took part in this study were satisfied and felt supported by the different cultures of their peers during collaborative reflective practice. The cultural aspect of collaborative reflective practice would normally include

relationships amongst participants in collaborative reflective sessions. The next sub-theme, ‘relationships’, addresses related issues.

5.3.3.1.2 Relationships

Despite the variety of cultures amongst the collaborators in the current study, it was obvious, through their narrations about the experience of collaborative reflective practice, that there is compatibility and cordial ties amongst them. This cultural acceptance has played a positive role in fostering good relationships amongst participating teachers, and, in turn, it most likely led the collaborative reflective practice to be conducive to an exciting experience.

Participants 1, 2, 4, 5, and 10 reflected on the friendly atmosphere (environment) while doing collaborative reflective practice with peers. Participant 1 described the relationships between him and collaborators as positive, which made the reflective sessions ‘less formal’ and ‘more encouraging’ for the thinking they were there to do:

it was always warm and friendly...It really was. So yeah definitely it encourages friendship and encourages better ties and encourages less formal communication and it makes it feel more like friends getting along rather than teachers inside the teacher classroom. (Participant 1, p. 24)

He adds that the collaborative reflective sessions fostered sociality:

I got to know them a lot more in those two hours than I've done all those years. So that was a brilliant aspect out of it. It definitely brought closer ties... created ties this definitely did a lot more friendship a lot more respect. (Participant 1, p. 23)

Participant 10 reported that during the meetings, tolerance should be exercised in that even the negative or critical feedback a teacher receives from his or her colleagues must be constructively taken in the interests of bettering one’s professional practice:

Of course, we have sometimes. it was negative on my part when I look deep into myself, because colleagues are my mirror. When I look into the mirror, I see my

shortcomings. I never see it as a negative experience When I get information from different backgrounds. I'm not super human, if they criticize, I'll take it constructively. (Participant 10, p. 14)

The above quotation suggests that Participant 10 came to the realization that the main purpose of collaborative reflection is to learn. Also notice the use of metaphor. The word 'mirror' suggests that the 'critical friend' approach as a reflective instrument is seen as a source of information and a non-judgmental observer of his teaching drawbacks, which can later be altered and improved.

Despite the excellent relationship with peers during collaborative reflection, Participant 1 alluded to his previous experience of collaborative reflective practice. He remarked that he preferred to discuss with researchers rather than with teachers at the time he was doing his PhD in Australia. His justification regarding this point of argument was that he:

used to do it with researchers, researchers I find to be a lot better and more equipped to answer reflective studies and give positive feedback, practical feedback rather than what I found with my colleagues of teachers. (Participant 1, p. 5)

Meeting with researchers is a very different view. Researchers are trained I guess to find a problem and look for a solution. So, in my previous experience of reflective practice, especially when I was studying in Australia (Participant 1, p. 8)

These two quotations indicate the extent to which researchers are up to date on issues of English language teaching which makes them capable of reflecting constructively and enables them to solve problems in their professional practice. The participant contrasts this with teachers who are tied up with their schedule of teaching practices and have no time to read research papers that could expand their knowledge of the field.

The cultural and relational aspects of collaborative reflective practice lead to a third sub-theme which has to do with the platform in which collaborative reflective practice takes place; technology. Technology in this respect can be said to be the venue where collaborative reflective practice is done.

5.3.3.1.3 Technology

The idea behind using technology to do collaborative reflective practice was to save the time and effort of the participating teachers as they were engaged in their teaching duties. At the beginning of the study presented here, the reflective group was formed online through the use of WhatsApp application, where teachers were requested to share their critical incidents in the group to exchange feedback with peers.

When asked about the implementation of collaborative reflective practice through the WhatsApp group, participants 1, 2, 3, 4, 7 and 10 made the point that a virtual reflective group was a worthwhile idea in theory. But they found in practice that following up what was going on in it was difficult because the large number of participants made it hard for them to understand and reflect on other participants' critical incident reports.

Participant 3, on the one hand, mentioned that the large number of group participants in the WhatsApp made it difficult for her to follow up:

the large number of group members would make a difference, so I think it is effective, but the number of group members should be limited. I would say that in order for the WhatsApp group to be effective in practicing reflection, the maximum number of group members should be five or six. I think a large number made it really difficult for us to follow what's happening especially that each one of us is busy in different ways. (Participant 3, p. 6)

The large number of participants in the caused an overlap in turn taking which was distracting for participants.

Participant 1, on the other hand, found that the online group was not conducive to effective communication for other reasons:

The practice that we had on WhatsApp, I found it to be fruitless and I found it to be more about commenting rather than actually discussing. Everyone wrote something. Each one wrote two sentences back to say good or bad. Not much of it. If there was any I don't I can't recall any to actually explain what's happening. (Participant 1, p. 15)

Participants 2, 3 and 4 reported that face-to-face reflective meetings were preferable as collaborators are able to identify peers' facial expressions emotionality could be grasped (Participant 7, p. 10), through body language which can 'tell a lot when it comes to conveying the message' (Participant 11, p. 10):

using the WhatsApp, you don't see the facial expression, okay, so it's difficult to judge what people are saying whether they're just kidding let's say or they are serious in what they're saying. Face to face, I think is easier to stop someone to comment. (Participant 2, pp. 25–26)

Face-to-face group meetings would also make communication much easier for everyone, as collaborators would probably be given an opportunity to ask for clarification on the spot if what they said was unclear:

given the options maybe some options those who don't like to face or who are time constraints or other constraints might prefer that platform rather than live. a face to face makes it easy for all sorts of interactive gimmicks to happen on the spot. You say something I don't understand why I won't follow it and I immediately ask you and ask to follow up questions and you clarify things from me and move on. (Participant 4, pp. 16–17)

This particular online platform was thus counterproductive for almost all collaborators, and this is the reason why participants explicitly stated that they would prefer face-to-face reflective meetings instead. It is worth mentioning, however, that 4 participants, who were unable to attend the reflective group meetings, opted for the 'critical friend' approach in which they paired with a peer to, whilst the remaining participants were able to attend the reflective group meeting for this study.

5.3.3.2 Community of practice

The teachers who agreed to participate in this study share many characteristics. They are all teachers within the same institution and, as qualified teachers with varying degrees of experience, are practitioners within a specified context which is determined, to some extent, by the institution. Whilst there are characteristics that can be identified as common and thus identify the teachers as acting within a community (influenced by the

institution's culture and structures), this does not, in and of itself, make them a CoP. According to Wenger (1999), the three dimensions of joint enterprise, shared repertoire and mutual engagement are the 'three dimensions of the relation by which practice is the source of coherence of a community' (p. 73). Thus, based on the environmental constituents (sub-themes) of the collaborative reflective practice mentioned above (i.e. culture, relationships and technology), the participating teachers exhibited a strong tendency towards sharing the main principles of forming a CoP in which dialogic and collaborative reflection, including the discussion of shared concerns, can be carried out.

The majority of participants stated that they perceived the involvement in collaborative reflective practice as an experience worth attempting. They felt that this is what they really need in their profession. Participant 2, for instance, appeared to anticipate the process of bridging the gap between theory and practice in his profession through the aid of collaborative reflective meetings:

I get the benefit of doing this [collaborative reflection with peers], yes. And see the results through this. So, this is the part that I think is blessing, okay that you can exchange experience and share with others so it's helpful here exactly. Yes, exchanging information and experience in a systematic..., yes, this is the word. (Participant 2, p. 11)

Participant 4 calls for making the collaborative reflective meetings a habitual and an integral part of the teaching profession at the ELC, as this would probably reinforce the importance of reflective practice in the teachers' minds:

Reflective practice should be part of the conversation. In other words when teachers are sitting for example having coffee during day breaks, let that be part of the conversation so that it becomes natural. Otherwise it would be almost equivalent to saying to them every once in a while, well today we're going to have a workshop on programming languages... they'll feel that it is irrelevant ... in my in my view this this happens when you have people who really are brought... I mean teachers were brought into the idea the notion that this is important and who actually make it a topic of conversation. So, it just needs to be a part of the pedagogical narrative. (Participant 4, pp. 11–12)

Participant 6 stressed the benefit of knowledge being negotiated and transferred and the learning outcomes that teachers could achieve through dialogue in a ‘community of practice’:

Well I really enjoyed the critical incident we noted, and I enjoyed the group discussions, especially the solution that we got from different teachers. So, it was really innovative and informative for me. This is how it should be applied in the ELC. So, if we have this opportunity that all colleagues can sit together and discuss practical solutions to the problem we face in class on a daily basis... (Participant 6, p. 13)

Participant 8 underscored the significance of collaborative reflection by expressing regret that teachers at the ELC, including himself, have not had the opportunity to have reflective group meetings, not even a virtual group, in the past few years. This suggests that his engagement in the collaborative reflective meetings may have made a difference in his behaviour, and in the way he delivers his lessons:

We were not having even a group where we can personally reflect on our incident. But what you made [encouraging teachers to collaboratively do RP] was really important for all and every one of us. Nowadays, we are just generating the same idea of having WhatsApp group and tended to be beneficial for all other committees that we have. Why not to have groups and discuss what happens to us, and then find solutions and implement these solutions inside our classroom and just avoid having problems. (Participant 8, p. 11)

In sum, the mutual acceptance of the multicultural teachers and the strong relationships amongst them revealed the learning experience they gained. That is, the collegial atmosphere during collaborative reflective practice meetings made participants feel comfortable to engage in discussion to exchange or share information about the critical incidents being reported in the classroom. The professional needs of participants made them eager to be part of this CoP in the future, a community in which their needs are met, knowledge is shared, and learning is achieved.

5.3.4 Theme 4: The impact of reflective practice

This theme is concerned with the impact on the participants of the experience of reflective practice in this study. Although the participating teachers faced some challenges (e.g. time constraint and institutional issues) while getting involved in reflective practice, they articulated their feelings and ideas about it and viewed it as a worthwhile experience which had changed the way they view their professional practice.

Both reflective practice and awareness go hand in hand when it comes to implementation. Reflective practice is deliberately implemented in a variety of actions; it entails consciousness in observing what is going on both inside and outside the classroom. So, in this study, participants confirmed that the impact of the reflective approach has made them more aware of the way they teach. For example, Participant 1 reported that reflective practice had contributed to the raising of his awareness of the way he may be able to value himself as a teacher and his profession and helped him appreciate the job he is doing:

...it [reflective practice] made me feel worthy. Developing a better teaching style by reflection. Reflective practice enhanced my own views towards myself and my own value as a teacher, and as a researcher, and as a person that mattered. Prior being a reflective practitioner prior going into Australia, I was always haunted with this idea and I truly always had it in the back of my head. What's the difference between me and a speaking dictionary? There was no difference. (Participant 1, p. 20)

The metaphor of ‘a speaking dictionary’ in the above quotation implies that Participant 1 experienced a profound change from a teacher who used to be shackled by routine of repetitive actions that made his teaching worthless. The reflective approach enabled him to dispense with that routine teaching and let him feel like ‘a human being’, behaving normally and having wise responses in his teaching practice.

Other participants (2, 3, 5, 7, and 8) made a connection between awareness and written reflection, in that the latter elevates the level of the former. That is, they noted that writing reflections about the incidents in their journal contributed to heightening their awareness.

Participant 3 also comments on the impact of written reflective practice on her beliefs, saying that it takes a long time for the effect of reflective practice to be observed, as

journal writing mirrors the strong and weak points of a certain incident, and to her, this guarantees that her teaching will improve. This suggests that she believes the practice had an effect, but she needs some time to confirm it:

I would say it [RP] is effective but in order to see the effect, we need to do it like over a year maybe or years. Like if we can get the teachers to get to the practice of writing reflective reports, I'm sure it will make a difference because you see your mistakes and you're learning from your mistakes not only in thinking but also in writing. (Participant 3, p. 9)

Participant 3 saw writing a reflective journal as a lens through which teachers were able to monitor their teaching practices and students.

Since writing is, as Participant 4 put it, a 'deliberate activity', Participant 5 talked about how important it was to her to write her thoughts in a journal; she implied that the written version of a critical incident becomes the source of the details she can then recall for further reflection. Her metaphorical use of the word 'story' suggests how much she enjoyed reading her journal:

when I see the critical incidents in written way and I read it as a story, it's very interesting experience for me actually as it's a new thing. And I think it is useful for me to reprocess that; it's more useful than like when you are not like really prepared to hear an incident from a colleague or tell an incident that just happened with you in your classroom. (Participant 5, p. 2)

The positive impact for Participant 8 was gaining a more critical mind and not taking daily teaching moments for granted:

the impact is a really positive ..is really positive. Why? As I told you before: It gave us a chance to look at things from different points of view from different angles so that you won't be just looking at things from your own, and then say that I can handle it. (Participant 8, p. 11)

On an emotional level, the participants seemed to be pleased and to gain self-confidence, satisfaction, and ambition after implementing reflective practice in this study:

I think it can help me in becoming one day a trainer teacher trainer and a good researcher. So, if I want to keep on doing this process I can benefit a lot from it. It's not only just my teaching could be positively affected, but I can also become a teacher trainer and can train others and can guide other colleagues especially you know junior or they are new to the profession and can also benefit by doing some research related to what I've been Observing or doing reflective practice. (Participant 6, p. 3)

This quotation suggests that Participant 6 became motivated to do reflective practice. This led him to want to take the responsibility of becoming a teacher trainer and a researcher in the future to help train and assist both newcomers (novice teachers) and his current colleagues at the ELC.

Along the same lines, from doing the reflective approach, Participant 11 gained self-confidence in his teaching and became approachable to his students:

I think it was extremely beneficial it gave me more confidence as a teacher. It provided a better learning experience for my students that they knew the teacher is reachable and if you don't understand something, he's willing to help us. (Participant 11, p. 2)

Participant 10 came to the realisation that reflective practice is a must-do. He felt that teaching without implementing reflective practice would make teaching chaotic:

The personal feeling was that I felt I was put in the right track, because if you identify, you know the weaknesses of your practice and once you put a theory into practice then this will be the right way of change, it takes you to the second level where you can make a change and this change will be reflected in your students learning and in your teaching as well. (Participant 10, p. 17)

reflective practice makes me critical, I used to do my job without getting back to repertoire... Without going back to my past. I just go ahead I never make a pause all through my Career. Now after this practice I I stand on a firm ground, I reflect on my own teaching, I just practice it While I'm teaching, I stop OK this Point needs some revisions [...] Being knowledgeable about something makes you feel

*committed to it and I feel myself very committed to reflective practice now.
(Participant 10, p. 22)*

This suggests that Participant 10 felt that he had become a critical teacher. Indeed, reflective practice makes teachers aware and attentive on a greater level and this awareness in turn activates their critical thinking ability which filters and analyses the details of incidents as they occur in class. This, in turn, made him eager to learn and feel committed to do further reflective work in the future.

Although Participant 10 reports feeling satisfaction when he did reflective practice, he also said that the satisfaction was not final. Reflective practice, he asserts, will not end until he retires from the profession. Reflective practice is a continuous endeavour:

I feel myself Better, I'm not totally satisfied because learning is an on-going process, you never come to an end. But at least I know my place on the map, I have to take action, but I have to change my attitude my way of seeing things. Also, I have to be more accommodating and more understanding, You know reflection never comes to an end, it accompanies you till the end of your career [...] like a person who is traveling in A big ocean, and he is unable to sip drop of water. This is the way I see it, just like at traveller's in a desert, over there is an oasis, he sees it but he cannot reach it. This is the situation, teaching without reflection is like A dry place. (Participant 10, pp. 22–23)

Participant 10 indicates through this quotation that there is no end to reflective practice which made him eager to make reflective practice habitual in his work. The metaphorical elements he used: 'traveling in a big ocean', 'he is unable to sip drop of water' and 'like a traveller's in a desert, over there is an oasis, he sees it but he cannot reach it' suggest that the reflective approach is like a compass (an exploratory tool), whether on land or sea, which guides the teacher through which way to go, what to do, and how to deal with multiple situations in the teaching profession. The insightfulness of reflective practice must be utilised; otherwise teachers will not be able to reach a satisfactory professional development level—they will be overwhelmed.

5.4 Sustaining reflective practice

After almost 6 months after the study intervention, I sought to measure the extent to which participating teachers felt committed to sustain their engagement in reflective practice. I did this through written interviews with the teachers (this was the ‘post intervention’ phase).

Throughout this phase, from amongst the 12 participating TESOL teachers, 7 of them can be said to have been committed to sustain their reflective activities after the intervention was over, in spite of the challenges they had mentioned. The remaining teachers, however, told me frankly that they were unable to do reflective practice for those same reasons.

Participant 7 initially rejected the reflective experience; he reported in the beginning thinking it was a trivial and an impractical approach. Yet, after getting involved in the reflective experience, he felt that he needed to review this belief because he sensed the significance of the approach while reflecting on the critical incidents. And after that, the motivation for learning within himself made him eager to read and do further reflective activities. There was thus a shift in his belief. He came to believe reflective practice was the best alternative approach for professional development training in light of teachers’ heavy workloads and time limitations:

Seeing and gradually realizing the importance of it [RP], I really appreciated the efforts and continued adopting the phenomenon even though in the beginning it looked silly and impractical. That is how one could observe himself and give feedback. Now I feel that it is what all the teachers have been doing but without realizing its importance to jot down and seriously find some time to reflect and update his/her classroom practice. As a busy modern teacher, we have no time to join or attend professional development course and seminars; reflective teaching is for me the only solution to update yourself with the most relevant issues that to get something that is written far away from the context where you teach. (Participant 7, post-intervention interview)

In the same vein, Participant 8 kept doing reflective practice with peers even after the study intervention; he felt the positive side of this approach. Regardless of the negative factors hindering him to implement this approach, he noted the fruitful outcomes which are worthy of sustaining this approach for further development (self-satisfaction):

such practice like reflective practice is really recommended to be used by all teachers as it helps a lot to deliver the message and achieve their goals, thank you very much for such opportunity for exposing us to do to such a practice. We were doing[it] in a way or another but we were not aware of it; so now we are aware of it. we are sometimes holding some peer conversation um we sit together as teachers; we negotiate we ...we negotiate we debate sometimes and then at the end of the day we feel satisfied with the results and every one of us goes to his classroom um with the changes with amendments that he really needs (Participant 8, post-intervention interview)

Participant 4 managed to continue to do reflective practice after the intervention, asserting that he intended to achieve sustainable learning through the lens of the reflective practice framework. He also reported experiencing certain changes through reflective practice, especially the concepts of reflection ‘in’ and ‘on’ action:

changes have taken place since I started reflecting on my teaching practice. Chief among them is the concept of self-assessment. This has led to greater awareness of what needs to be improved or sustained, and it has meant that reflection is no longer random but deliberate. In the literature on reflective practice, mention is made of reflection in action and reflection on action. The first form happens while one is focused on doing something, while the latter on when the action is done. I have become much more cognizant of both processes; therefore, my teaching has become more engaging and far less ‘robotic. (Participant 4, post-intervention interview)

The paragraph above suggests that Participant 4 felt that the experience of reflective practice is somewhat tangible. That is, he sensed a greater awareness enabling him to adopt the self-assessment approach. The metaphorical term ‘robotic’ implies his desire to transcend the routine in his teaching. This indicates the progress of his reflective ability, as a teacher, for productive learning outcomes.

The rest of the participating teachers (participants 1, 2, 3, 11, and 12), however, did not sustain the practice. Participant 12, for instance, reported that although he found it to be a worthwhile experience, he could do it only rarely when there was an opportunity. The

time and administrative factors continued to stymie him (as well as participants 1, 10 and 11) from doing reflective practice systematically on a regular basis:

I could only do it [Reflective Practice] very rarely; time and administration were limiting my reflective ability. (Participant 12, post-intervention written interview)

Participant 2 provided a justification that prevented him from continuing to do reflective practice after the intervention. The justification suggests that the decision was outside his control:

I couldn't apply this approach because the ELC has assigned us a new method of teaching in which the role of teachers is supervision rather than a teacher. The contact with students was not enough and consequently, there was no way to apply this approach. (Participant 2, post-intervention written interview)

This suggests that despite the decisions that were made by the ELC administration to modify the teaching mode for some teachers, Participant 2 intended to continue doing reflective practice. The short period of reflective experience, however, was not enough to give Participant 2 adept at applying it. This means that, in my view, the more he does it, the more capable he would become as a reflective teacher, regardless of changes in the teaching mode or setting.

To sum up, the Reflective Practice Programme affected most of the teachers in some way, inspiring them to continue to practise the kinds of activities they were introduced to (or reintroduced to) in the intervention. 7 out of the 12 tried to continue to do reflective practice after the study intervention. 5 of the participants, however, could not handle the obstructive factors such as the administration's lack of interest and the lack of time, even though they expressed a willingness to continue that approach. Both categories (participants who sustained the practice and those who failed to) realised that the Programme had made a difference and they appreciated the learning outcomes the approach had produced.

5.5. IPA and metaphor

The IPA framework, particularly the methodology, pays special attention to the use of metaphor ‘as images can give expression to subjects that are emotive or difficult to describe’ (Shinebourne and Smith, 2010, as cited in Holland, 2012, p. 100). That is, the metaphors that were used by participants in their transcripts had to convey different connotations when it comes to interpreting their experience of reflective practice. Lakoff and Johnson (1980) believe that ‘metaphor is one of our most important tools for trying to comprehend partially what cannot be comprehended totally: our feelings, aesthetic experiences, moral practices and spiritual awareness’ (p. 193). Participant 5 used the metaphor of a ‘story’ to describe the reflective journal, which suggests that she enjoyed reading the incidents she had documented in it. Participant 6 used the metaphorical expression ‘stagnant water’ to say that teaching without reflective practice means continuing to make frequent mistakes in teaching that can never be altered or corrected. Similarly, Participant 1’s metaphor ‘a speaking dictionary’ and Participant 4’s metaphor ‘cookie cutter’ both refer to a teacher who does not do reflective practice. The former is inanimate, a mere reference book which does not interact with the teaching environment. The latter takes a ‘one size fits all’ approach and does not pay attention to what may need to be changed during the teaching process.

5.6 Conclusion

The emergent themes discussed earlier in this chapter have portrayed the multifaceted experience of reflective practice from the participating teachers’ perspectives. The IPA framework has enabled me to identify different superordinate and subordinate themes within the experience of reflective practice as lived by the ELC’s teachers in this context. Conceptualising the term *reflective practice* has provided multiple concepts and definitions related to the experience they had in this study. The factors that they considered influential in their ability to do the practice included problematic issues within the institution and unstable relations between the teachers and ELC management. Lack of time given their workload was the main issue. The participants further explored the extent to which they struggled to make their voices heard as they articulated their professional needs. As for the collaborative reflective practice theme, the participating teachers showed a sense of belonging with the peers with whom they collaborated using

the reflective group meetings and the ‘critical friends’ interaction. This demonstrates the participants’ readiness to form a CoP, which they found to be a productive way to develop their professional abilities. In terms of the general impact of the intervention, the majority of participating teachers showed that they experienced some form of change in their outlook or behaviour – though not necessarily a big change, since reflective practice takes a long time for its full effects to be observed (Mann, 2016). A shift in their beliefs, awareness and attitudes towards their teaching nonetheless made itself felt as a result of their engagement in reflective practice. In the next chapter (chapter 6), a discussion of the findings is presented in relation to the extant literature in the field to answer the research questions of this thesis.

Chapter Six- Discussion

6.1 Introduction

This chapter situates the findings of this thesis in relation to the existing literature. In the process, it addresses the research questions the thesis set out to answer. The chapter thus builds on the approach taken in the presentation of the findings in Chapter 5 by superimposing the overall conceptual framework of the set of interrelated master themes presented in that chapter (see Figure 5-1).

The conceptual framework delineates the concepts explored through the research (Cohen et al., 2013) along with their correlations and interrelatedness. This allows for a systematic approach to the discussion and analysis of the findings and lends congruence and comparability to the data analysis. The aim of the overall discussion is to apply the master themes in the context of the participants' views, which were gathered to provide answers to the research questions. The main research question aims to understand how teachers teaching at the ELC make sense of their experience of reflective practice. This overarching research question was investigated through three sub-questions, each further dissecting the constituent constructs around the teachers' interpretations of the experiences, what factors they think could affect the process of undertaking reflective practice and how they perceive what needs to happen in order for them to become reflective practitioners.

I therefore discuss the findings in relation to the degree to which they address the research questions and in cognisance of the conceptual framework discussed above. Since the conceptual framework was devised to reflect the research undertaken and to guide the analysis, its application in the discussion needs to be seen as providing a structure for the research questions to be addressed.

6.2 Interpretative phenomenological analysis (IPA)

The findings discussed in this chapter were arrived at through a process aligned to the IPA approach. Smith and Osborn (2015) describe the process as able to produce an 'account of lived experience in its own terms rather than one prescribed by pre-existing theoretical preconceptions and it recognises that this is an interpretative endeavour as

humans are sense-making organisms' (p. 41). This methodology lends itself to exploring the lived experience of teachers, as undertaken for the research presented here, the culturally sensitive and organisational tensions, as they could have been perceived by individuals. Exploring the methodology from the angle of TESOL teachers' pedagogical and methodological choices when teaching extemporaneous speaking, Ramdani (2018) conducted an action research study focusing on the lived experiences of both students and instructors and the anxiety experienced by students in particular when they are faced with the need to speak publicly. This highlights the suitability of the methodology of IPA for research on people who are likely to be impacted by emotional, emotive, psychologically coloured experiences and tensions, real or perceived by teachers.

Smith et al. (2009) highlight the IPA approach's 'healthy flexibility in matters of analytical development' (p. 79) when it comes to discussing and analysing data. The focus, Smith et al. (2009) argue, is the endeavour of the research and the researcher to help participants make sense of their (shared) experience. The teachers participating in the research presented here had gone through the process of trying out a technology-enhanced (through a dedicated WhatsApp group) process of collaborative (and individual) reflective practice. The multicultural and multi-ethnic composition of the group of TESOL teachers was a factor in how they understood the purpose of reflective practice and in how they experienced the implementation of it, as will be shown later on in this chapter. The methodology, qualitative in nature, and focused on the lived experience of those participating in the research, thus needed to be flexible both at the point of administration of the research and in terms of the discussion and analysis of the findings. However, it is important to recognise that the findings presented here are the result of the interaction and the interactivity of the process between researcher and research participants. In the words of Smith et al. (2009), whilst it is true that 'the primary concern of IPA is the lived experience of the participant and the meaning which the participant makes of that lived experience, the end result is always an account of how the analyst thinks the participant is thinking' (p. 81). Whilst this could be construed as a constraint of the methodology, it is considered a strength in the context of the research presented here. The researcher, as a fellow practitioner, did not guide any of the interviews conducted with the participants at any point. Rather, the reflections of the participants were collated and analysed from the specific, through their own articulations and utterances, to a more generalised picture, achieved by contextualising it in the existing literature.

6.3 Discussion of the findings

6.3.1 How the teachers understood reflective practice

The data analysis relating to the meaning and conceptualisation of reflective practice identified considerable divergence in the participants' views. According to Amulya (2004), 'Reflective practice is the process of learning through reflection to understand a person's perspective through examining struggles, dilemmas, uncertainty, and breakthroughs' (p. 1). The literature review has identified the origins of reflective practice, both in terms of theoretical models and application across a wide number of fields, specifically going back to Dewey (1933) and Schön (1983; 1987). Schön (1983) in particular discussed the importance of reflection in action which requires practitioners to reflect on their practice as it occurs, as distinct from reflection on action (Russell & Munby, 1991) which presupposes a post-hoc approach that includes a separate (and written) process of reflection.

During the review of the existing literature, it became apparent that reflective practice cannot be easily defined. A degree of ambiguity remains and different scholars have argued that conceptualisation and meaning are relative and dependent on context and usage (Heilbronn, 2011; McLaughlin, 2007; Rarieya, 2005; Jay and Johnson, 2002; Farrell, 2001). The literature found that ambiguity was particularly apparent in distinguishing between reflection and reflective practice (Mann, 2016; Suzuki, 2013). The definitional ambiguity was confirmed in the research presented here. Participants agreed that the term and any underpinning concepts are multifaceted. The participants discussed in a detailed manner what reflective practice meant for them and their specific teaching contexts.

The findings show that the ambiguity extends both the definitional terms and the differentiation between reflection and reflective practice. Participant 7 summarised the ambiguity succinctly by noting that 'reflective practice is something different from reflection'. Moreover, this can be said to focus on the process of writing a reflective account which, for the participants, lifted the reflection from a practical consideration within their daily practice to a more conscious and discreet activity (Mann, 2016; Farrell, 2015; Hyacinth and Mann, 2014). Participant 5 noted the specificity of the written aspect which, for them, took the reflective process from an informal level to a more formal one.

When participants thus describe the difference between general reflection as potentially entailing ‘20 or 25 ideas’ (Participant 7, p. 1) as opposed to the application of reflection in the context of their teaching (which Participant 7 described as ‘using practically [...] reflection in the classroom I think it is the reflective practice’), they could be said to apply Farrell’s (2015) framework, which is discussed in the following section.

Farrell’s (2015) framework is specifically tailored to the contexts of second language education. The framework is shown below (Figure 6-1) and it contains five stages that relate to the practice of teaching, albeit not all of them in the classroom:

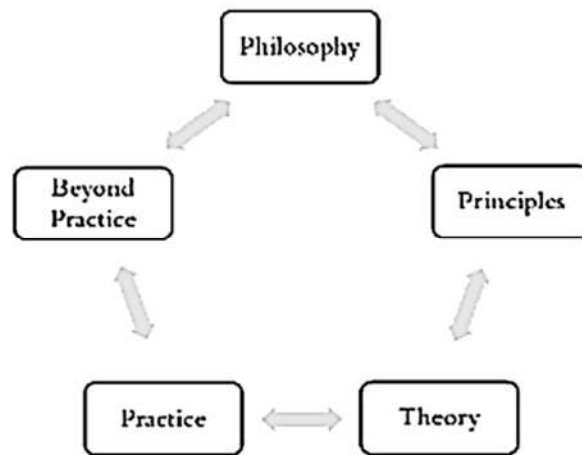


Figure 6-1: Framework of reflective practice (Farrell, 2015, p. 23).

Farrell (2015) gives clear guidance for the use and application of the framework. He contends that for it to be effective, teachers need to progress beyond description in their reflection and to ‘examine and challenge embedded assumptions at each level so that they can use the framework as a lens through which they can view their professional (and even personal) worlds’ (p. 23). Participant 1 further clarified that ‘there is no such thing as teaching without being reflective’ and whilst that could be seen to bridge the concepts of reflection and reflective practice, it also shows a shortcoming in conceptual understanding. Similarly, Participant 1, whilst convinced he was already practising reflection in his practice, also assumed a *de facto* existence of reflective practice when stating that ‘there is no such thing as teaching without being a reflective practitioner’. The ambiguity of participating teachers’ understanding of the two constructs (reflection and reflective practice) should not be surprising when read in conjunction with the existing literature. Hyacinth and Mann (2014) acknowledge that in the research they conducted

amongst a group of English teachers in Nigeria, ‘reflection was started intuitively’ (p. 7). This was mirrored in the research presented here. When Participant 1 notes that they ‘can’t find a teacher to some extent not reflecting’ the implicit acknowledgement is that reflection takes place, even though it may do so out of intuition and without being planned specifically. Similarly, Participant 8 noted that ‘reflective practice is something that we have as a teacher to rely on’, highlighting the intuitive, innate quality of reflection.

The findings have shown that the engagement of the participants in this research elevated their understanding of reflective practice from initial awareness of reflection to a more applied notion of reflective practice which they contextualised to their teaching. In so doing, they mirrored the findings of the literature. It is noteworthy that two of the participants demonstrated a more complex conceptualisation of reflective practice, linking and juxtaposing reflection on the one hand, and reflective practice on the other, as shown in the figure below (Figure 6-2).

Participant	Comment
4	Reflective practice is a behaviour or a set of behaviours that teachers have, or conscious teachers have, that consists in honing in on a particular event... Reflecting on that event for the purpose of that reflection later on influencing teaching again. To improve or shed light at least on the teaching that is going on in the classroom...
11	If you are not reflecting [...] then you’re probably not progressing in understanding the needs of the students... reflective practice also makes you a student.

Figure 6-2: Participants’ views on reflection and reflective practice as interrelated but distinct phenomena

The commentary from participants 4 and 11 is also noteworthy because of their cultural and societal background. Participants 4 and 11 represent two out of the three Western teachers at the ELC at UQU, Saudi Arabia where this research was conducted. As a

consequence, the data from the findings needs to be discussed in the context of the relevant section of the literature review.

The review identified roots of reflective practice not only in the Quranic texts (Keshavarz, 2010) (see chapter 2, Literature Review), but also in the academic literature which investigated reflective practice specifically from an Arab perspective. The literature was ambiguous in this regard. Specific verses were identified in the Quran which could be said to be in line with reflective practice (see chapter 2). However, Dabia (2012) identified the barriers to the successful implementation of reflective practice in an Arab (Libyan) context. Referring to Richardson (2004), Dabia (2012) concluded that '[reflective practice promoted a culture of observation and critical discussions in a setting that has traditionally been characterised as passive and non-reflective' (p. 222). Dabia (2012) conducted an empirical study which investigated attitudes about and experiences with reflective practice at three different points in their training, only some of those being in the classroom. He found that reflective practice was highly significant. Whilst cultural and historical factors were identified by Dabia (2012), as well as Melibari (2016) as being barriers to effective personal and institutional reflective practice, it would not be possible to conclude that participants 4 and 11 had a more open understanding of the individual constructs of reflection and reflective practice, as well as their interconnectedness, due to not having experienced cultural and societal barriers.

In summary, I argue that the participants' experiences and views of reflective practice mirrored the ambiguities around the meaning of reflective practice in the literature. There is some evidence that the participating teachers experiencing this practice intuitively. There is also evidence for the potential for further study of cultural, societal and historical perspectives shaping the meaning (as well as the implementation) of reflective practice amongst teachers. This could extend to the application of a formal framework, such as the one advanced by Farrell (2015), which some participants arguably applied intuitively, in line with their interpretations of what reflective practice meant for them. The fact that teachers interpreted reflective practice intuitively, seeing it as something, as Participant 12 put it, that was 'in my mind already' suggests that the formalised process of engaging teachers in the intervention's Reflective Practice Programme led to the externalisation of something already present (Hyacinth and Mann, 2014).

Having addressed the findings in the relevant literature and in relation to the first sub-research question, the following section addresses the factors that impact reflective

practice, as seen both in the literature and by the participants. In so doing, the section addresses the *second sub-research question*.

6.3.2 Factors affecting reflective practice

The literature review identified a number of major themes that informed the data collection and subsequently the organisation of the findings. Factors affecting reflective practice in the research were *time*, *institution* and *context*. This section thus juxtaposes the findings of this research with the wider academic literature in the field. Koole, Dornan, Aper, Scherpbier, Valcke, Cohen-Schotanus and Derese (2011), for example, identified four key factors. Whilst their research took place in a healthcare context, it is noteworthy, nonetheless, that there is a degree of congruence between the factors they identified and the research presented here. Koole et al. (2011) reference ‘1. Inconsistent definitions of reflection; 2. Lack of standards to determine (in)adequate reflection; 3. Factors that complicate assessment; 4. Internal and external contextual factors affecting the assessment of reflection’ (p. 1) as the key factors they investigated. Despite the factors which they identified as barriers, Koole et al. (2011) also found that there was scope for ‘defining common ground’ (p. 7) which allowed them to develop a model for reflective practice in their field. As previously mentioned, Farrell (2015) attempts a similar construction specifically aimed to underpin reflective practice in second language learning.

6.3.2.1 Time

The majority of the participating teachers noted that time constraints were an important factor in their ability to implement reflective practice successfully. 10 of the 12 stated that the pressures of curriculum delivery constrain their ability to act as reflective practitioners. This, too, echoes findings in the literature. Investigating a nurse tutoring programme, Oluwatoyin (2015) notes that, from the student practitioners’ point of view, ‘time constraints were noticeable barriers in most settings in order to modify their perspective and transform their reflective abilities, time is an important factor’ (31). Participant 2 echoed this, noting that the implementation of reflective practice did not need a large amount of time, but still thought that ‘we need time in applying this kind of reflective process’. Similarly, in the context of a work-based teacher training course in

'Further Education', Malthouse, Roffey-Barentsen, & Watts (2014) identifies time constraints as a perceived barrier to reflective practice. In research conducted amongst tutees, Malthouse, et al. (2014) found that tutees perceived their lack of time as critical and concluded that tutees wanted to make changes towards a more reflective practice, but felt 'unable to do so due to the presence of uncontrollable outside influences that draw upon [their] available time, order [their] priorities' (p. 8). I found the same phenomenon in my participants. Participant 3, for example, noted that 'the time was really limited because here in the English language centre the schedules are also very fixed'. The teachers I studied felt that reflective practice could be equated to a non-teaching duty and potential managerial requirement, alongside many others, for which their available time was limited. Moreover, even if there was time to implement reflective practice, teachers consistently affirmed that their ability to implement it systematically, beyond chance occurrences, was sincerely constrained by their lack of time. Participant 3, for example, noted that reflective practice would have a limited impact on her because of the pressure she felt to cover the curriculum for the exam and the 'need to finish everything on time'. This is echoed by Ng et al. (2014), who link time constraints with a crowded curriculum as a barrier to reflective practice. Participant 4, in support of this, stated that 'non-teaching duties can be a distraction from reflective practice, either by taking time away from the practice itself thereby reducing the time that you used to engage in reflective practice or by interacting reflective practice'. McClure (2004) likewise identifies the need to make time for reflective practice as a key factor in successfully implementing it. In her practical guide for educators, McClure notes that 'reflection is an integral part of practice' (p. 7) and that students therefore needed to be taught to integrate it systematically into their practice. In order to help tutees embed reflective practice from the outset, she recommends a daily practice of briefly noting down reflections into a professional reflective journal in order for reflective practice to develop as a positive habit during their time of training. Citing the experience of a particular trainee, McClure recalls their experience:

At the end of a stressful and demanding day, it is a relief to be able to unload the burdens of the day on the pages of your reflective diary before they build up and become blown out of proportion. Often, when you come to look at the problems you have noted at a later date, they are not as bad as they seemed at the time, or you have found ways of overcoming these difficulties. I was on my own for both

my second-year placements and regret that I did not make use of a reflective diary at this time. They would have provided a release for pent up anxiety and stress and perhaps improved my performance throughout placement (p. 9).

The student practitioner reflects that the benefits not only pertain to their practice but also their workload overall. In other words, whilst the process of reflective practice added a requirement and task to her pressurised day, she considered it an opportunity to alleviate those pressures by keeping a reflective journal.

6.3.2.2 Institution

Institutional constraints, in their broadest sense, were considered impacting factors by the teachers who participated in the research presented here. They felt that the leadership and management of the ELC had a role to play in the systematic implementation of reflective practice. It became apparent that a sense of detachment from those running the centre was in operation and some teachers mentioned it, if sometimes only implicitly. This sense of ‘them and us’ was particularly noticeable when the teachers reflected on the institutional support for their own development generally, and specifically with a view to implementing reflective practice. They demonstrated this not only in the content of what they said but also through a general reluctance to speak about the institution. When they did speak about it, they noted the lack of communication and the distance between teachers and management as a factor affecting their ability to implement reflective practice.

This, too, is echoed in the wider literature. Rigg and Trehan (2008), for example, reference the impact of the distribution of power within an organisation as a significant factor in the implementation of work-based reflective practice, which they refer to as a ‘complicated brew of emotion and power dynamics’ (p. 380). Those who feel less empowered within an organisation, Rigg and Trehan (2008) argue, are less likely to feel able to implement reflective practice. Their case study of an organisational development programme designed to integrate action learning and critical reflection specifically found ‘difficulties of employing critical reflection within the workplace arising from the more complex power relations between the multiple stakeholders in a commercial context’ (p. 374).

My interviews with the 12 participating teachers brought out a significant feeling of dissatisfaction with the organisation and how it supported them professionally. One teacher articulated that there were no mechanisms in place that would facilitate the organisation listening to teachers and their ideas or suggestions for the improvement of practice. As a consequence, teachers make suggestions less frequently since they feel they are unlikely to be implemented. This should be seen in the context of the time constraints on teachers discussed above. This viewpoint is exemplified by Participant 5, who expressed frustration at the lack of impact of the suggestions and ideas she repeatedly put forward. ‘Nothing changed next term or next year’, she said. ‘So, I stopped doing that. This prevented me from reflecting on the curriculum, because that’s what they want me to do and they will not change that, so I stopped’ (Participant 5). Another teacher, Participant 3, who had experienced being in a management function in same institution, expressed some sympathy with management and empathy for the pressure they felt on their time and efforts. She noted that the transactional aspects of management, relating to the provision of resources, rooms, managing the examination and accreditation processes, for example, negatively affected the ability to have a larger institutional vision. Teachers are thus potentially micro-managed, with less effort spent on their pedagogical and methodological development.

Whilst Siebert and Walsh (2013) caution that ‘the use of reflection in the workplace, can be used to reinforce existing power relations in organisations’ (p. 167). Through their research, however, these authors found that the implementation of effective reflective practice can, in contrast, serve to empower teachers and liberate them professionally. Siebert and Walsh thus identify the potential that reflective practice has in the development of practitioners and, they argue, in organisations as a whole.

This became particularly relevant when the teachers interviewed for this research reflected on professional development and the perceived lack of institutional support for it. The teachers generally acknowledged the potential of reflective practice, both from the students’ perspective and their own, but felt an acute lack of institutional support in their development. This has to be seen in the context of the considerable body of literature available that focuses on the importance of teacher development for TESOL generally and the role of reflection within that specifically. The literature review chapter differentiated between teacher education and teacher development, relating, as they do, to pre-service and in-service teachers, respectively. Ho (2009) focuses on teacher training

when advocating the role of reflective journal writing in developing student teachers' reflective practice and skills. By instilling the skills at the point of pre-service teacher education, she argues, teachers' practice is more likely to be reflective when in-service. However, she also discusses the importance of systematic professional development of in-service teachers of English, facilitated by a framework designed to measure critical reflectivity. Ho argues that 'with more intensive and thorough training provided, these frameworks can function more effectively as a means to equip teachers with the ability to reflect critically not only in teacher education programmes but also to continue to grow in their profession through constant reflection in their career' (p. 128). In other words, for professional development to be effective, organisations need to provide a systematic approach which facilitates development over time. This is mirrored by the views of the teachers interviewed for this research. They believed reflective practice to be an effective tool for professional development in terms of the quality of their teaching, as well as student outcomes, but felt that training and professional development was crucial in its implementation. Participant 6, for example, specifically discussed the need for a professional framework, as well as specific training events. In its absence, teachers feel that they lack guidance on the efficacy of their teaching. Moreover, Participant 6 talked about the lack of a CoP by noting that 'we don't have a tradition of exchanging views, or [...] what happened to a class or what happens inside the classes' (p. 6).

When there is training and professional development, the teachers noted that it was transactional. Trainers from a specific publishing company were brought in to demonstrate the textbooks used at the ELC. Whilst doubtless beneficial, this transactional kind of training cannot, in the teachers' eyes, replace pedagogically driven professional development. Priyana (2017) noted the importance of the development of teachers' professionalism through their continuous training (when in-service) and professional development. Priyana's study found that institutions have a critical role in developing the capabilities and skills of their EFL teachers over time. Any professional development, he argues, needs to be evaluated from the perspective of 'applicability and impact on teachers' performances and quality' (p. 45). Participant 3, in contrast, questioned the genuineness with which the training was implemented from the institution's perspective by asking rhetorically 'is the institution really interested in implementing this practice, encouraging the teachers to do reflective practice? Is it really interested in teacher development?' Cambridge Papers in ELT (2018) highlight the importance of developing reflective practice for development and training. Continuous professional development (CPD), they

argue, needs to ‘allow teachers to critically examine their existing beliefs and practices, and understand and reflect on the value and relevance of the new strategies’ (p. 13). The description of reflection as the ‘lynchpin’ (Cambridge Papers in ELT, 2018, p. 13) shows the value attached to the concept of developing reflective practice and the need for EFL teachers to continually be trained in implementing it. Highlighting the institution’s responsibility for providing the necessary resources for effective and high-quality teaching, Cambridge Papers in ELT (2018) conclude that CPD needs to reflect the high stakes for EFL organisations worldwide in terms of competition, changes in education and accreditation systems. They warn that ‘institutions which operate as if CPD is an unnecessary expense and a low-priority activity are at risk’ (p. 32). Galaczi et al. (2018) detail an approach to TEFL CPD which they call ‘bottom-up/top-down synergy’. They argue that ‘teachers are the interface between top-down policy requirements and the bottom-up needs of their students. As that interface, they need to be involved in decisions about the content and process of their professional development, and they need expert support and leadership, so that their professional development explicitly builds on their role and professional needs’ (p. 22). Failure to recognise the bottom-up/top-down synergy and to implement strategically driven professional development for teachers, according to Galaczi et al., leads to disjointed and unsustainable training. Moreover, like Ho (2009), Galaczi et al. advocate CPD that is embedded in a professional development framework in order to scaffold training and implement an institutional focus on the growth and development of teachers. Participant 10 noted that the training they remembered at the ELC was limited to a one-day induction or orientation programme which suffered from a lack of time to go beyond transactional induction. Whilst there are doubtless benefits to be derived from any training and induction, Participant 10 notes that, in his experience, it is a ‘20-year repetitive experience, we keep doing things and then we do it for 20 years’ (p. 10). Similarly, Participant 6 reflected on the connectedness of training to the teachers’ practice which, in their opinion, needed to be integrated and continuous. Drawing a virtuous cycle, Participant 6 noted ‘If we look at the reflective teaching and once we look at the reflective practice we can see that teaching is actually a process you know an ongoing process which is essential for the development of a teacher and I will say this should be it it’s a part of the professional development of a teacher’.

The teachers participating in the research presented here clearly considered the lack of professional development a significant barrier in the way of enabling them to implement reflective practice effectively.

Looking at the literature, it is easy to conclude that this is not a unique situation that the ELC finds itself in. Galaczi et al. (2018) discuss the role of technology in professional development for EFL teachers. They identify it as means of a mitigating time constraints and a lack of institutional CPD strategy. Participant 10 talked about the apparent lack of progress in the development of CPD more broadly as potentially linked to the non-specialist background of management at the ELC. This is certainly a barrier, particularly when it comes to pedagogically driven professional development for teachers. Olaya (2018) concludes that ‘involving teachers in professional development programs focused on reflective teaching gives them benefits to change their perception and belief towards English language education’ (p. 136) and the teachers’ role within that. This supports the findings of Rigg and Trehan (2008) and Siebert and Walsh (2013) about the role of teachers in shaping their professional development and impacting power dynamics within a professional context.

6.3.2.3 Context

The teachers interviewed here identified context as a significant factor shaping their ability to implement reflective practice effectively. As with their interpretation of reflective practice generally, the teachers identified context as being multi-layered and having different meanings. Within those interpretations, the teachers identified such elements as the institution, the students and their individual attainment levels, the physical spaces and the teaching resources, to name but a few. The teachers also noted that different aspects had varying levels of impact in terms of their ability to implement reflective practice. They considered students’ different levels of English and general factors pertaining to students’ individual characteristics and qualities significant. This is particularly true, in the views of the participating teachers, for students with low ability. In order to teach effectively in a mixed-ability class, teachers need well-developed pedagogical skills for the differentiation of their approaches and resources. Participant 3, for example, stated that ‘whatever you want to do, you have to make sure it is applied to them’ (p. 3), in reference to students having a different level of English. Differentiation is a key tool, but one that requires a high degree of reflective practice, as well as a broad arsenal of teaching skills, methods and resources. Naka (2017) highlights the importance of differentiation and distinguishes three different routes of differentiation: by content, process and product. Summarising her research in terms of causality and suggested

strategies for differentiated EFL teaching, Naka advances a model which can be seen below (Figure 6-3):

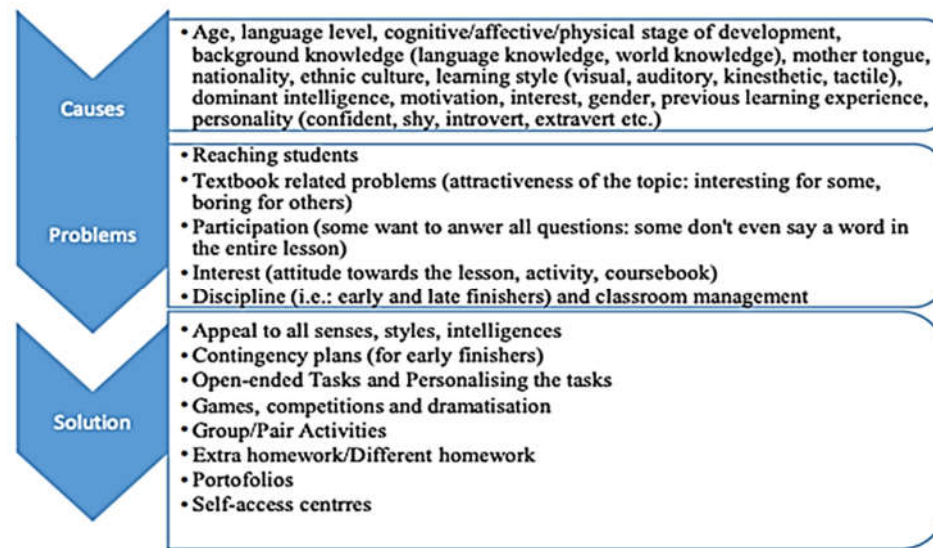


Figure 6-3: Strategies for differentiated EFL teaching (Naka, 2017, p. 74).

Naka's (2017) suggested strategies are varied and designed to develop each student's progress in accordance with their preferred learning style, level of English, learning needs and other factors. The successful implementation of such strategies requires the teacher to have detailed knowledge of the students. The teachers in this research remarked this was not always consciously sought. Participant 4, for example, noted that they realised that they 'did not know enough about the students, every student I was teaching [...] I don't know my students well'. Other teachers echoed this identified it as a significant factor within the main theme of factors affecting the implementation of reflective practice.

Participating teachers also related other contextual factors to the institution, as well as infrastructure within the institution. Richards and Farrell (2011) introduce the notion of teaching being a situated activity, as it 'involves understanding what the characteristics of the teaching context are and how they shape the nature of teaching and learning' (p. 32). Given the broad nature of context and the complexity involved, Richards and Farrell highlight the need for teachers to find out as much as they can about institutions' custom and practice, as well as, and possibly, more importantly, the students they will teach, before commencing. This is not always possible, especially within an EFL context, where the turnover is high and there is a focus on helping students pass exams. However, the literature shows a high degree of consensus on the importance of context. Biggs (1999)

discusses the need for teachers to recognise the increased diversification of student populations and thus a greater need for teachers to be cognisant of context and adapt their teaching accordingly. He remarks that ‘today, when the student population is quite diversified, many students seem not to be coping, while teachers feel they are being unfairly put upon’ (p. 57). This development has been further accelerated specifically in the EFL classroom through ever-increasing numbers of students requiring teaching.

The teachers participating in this research identified such factors as infrastructure and the choice of resources as barriers to their implementation of effective reflective practice. The physical infrastructure at the ELC is such that there are considerable distances between where teachers’ rooms are and where they teach. As a consequence, much time is wasted that could be more usefully employed in preparing classes or reflecting on their teaching. Given the importance of time, or rather the lack thereof, as a critical barrier to the implementation of reflective practice by the teachers in this research, the problem of physical infrastructure can be seen as a needless complication within the broader context.

With regard to the classroom environment, the teachers found it often less conducive to implementing a way of teaching aligned with reflective practice. Afriliani & Holandyah (2018) found a strong correlation between classroom organisation and students’ learning outcomes in EFL. Conducting a study of 338 students which included the pre- and post-event measurement of the students’ scores within a test they administered, and different adaptations of the classroom environment, these authors noted that ‘there was a slight influence of classroom environment towards academic achievement’ (p. 10) at the institution they studied. This was in line with the views of the teachers interviewed for this research. Participant 5, for example, found they were teaching in a computer room which meant that students were all facing away not only away from the teacher but also away from each other. Meaningful interaction based on communication and communicative teaching can thus be significantly hampered by the physical environment. In light of Naka’s (2017) suggested model for the implementation of differentiated teaching strategies, this would be further hindered by an inappropriate classroom infrastructure. Activities such as games, group or pair work activities, would be challenging to conduct in a computer room without the layout being altered. Similarly, Participant 8 pointed to the importance of the classroom infrastructure as either supporting or hindering the implementation of reflective practice, saying that ‘if the setting of a classroom environment is not helping us as teachers to make use of

collaborative and reflective strategy or reflective approach, then it will be vain'. He thus acknowledged the interrelatedness of different factors needing to be in place for reflective practice to be effective.

6.3.2.4 Teaching environment

As in the section detailing the different factors affecting reflective practice, my participants identified the environment as a factor in the efficacy of the collaborative aspects of reflective practice. The majority of the teachers interviewed highlighted the lack of collaboration from a pedagogical or developmental perspective as a barrier to effective collaborative reflective practice. Participant 5, for example, showed a degree of disillusion with ELC management by saying simply that 'we have no cooperation' in reference to having previously made suggestions for the development of teaching and learning that had been ignored, which this teacher experienced as a slight and a potential barrier to taking the initiative again. Other participants echoed a degree of weariness in relation to the support of the management for collaborative practice and the willingness, on behalf of the administration, to provide on-going training and development opportunities for teachers to make use of it consistently and effectively.

The perceived lack of support from management was not limited to the collaborative aspect of reflective practice in the context of this research. It did, however, feature as a factor in presenting actual or perceived barriers to collaborative reflective practice. As such, it led some teachers to suggest that the institution was not committed to implementing it consistently as a tool for the improvement of their teaching. Participant 3 questioning its commitment to it, asking 'is the institution really interested in implementing this practice, encouraging the teachers to do reflective practice? Is it really interested in teacher development?'

6.3.3 Collaborative reflective practice

Godínez Martínez (2018) posits that the collaborative element of reflective practice in teachers' professional development enables the generation and acquisition of new levels of professional learning. She argues that 'knowledge [is] socially reconstructed and co-constructed through personal experiences and experiences with others by continuously testing the hypothesis, encouraging thoughtful reflection of events, being critical

reflection a central factor in the teaching and learning process' (p. 2) which positions the role of self and others in the process. In my research, the participants bore out the centrality of collaborative reflective practice. They identified many positive aspects of this practice. However, they also discussed a number of barriers to being able to do it effectively. This section thus reflects both the positive findings and the barriers, based on the teachers' views and in the context of the existing literature in this area. The section thus addresses the final sub-research question, which sought to understand their developmental needs for becoming effective reflective practitioners. This is carried through into the final section of this chapter, which focuses on the dimension of a CoP within the context examined here.

6.3.3.1 Perceived benefits of collaborative reflective practice

Gutiérrez, Adasme and Westmacott (2019) find that three strengths of the development of collaborative reflective practice were discernible in their research. Whilst their focus was on a group of pre-service EFL teachers (prior to starting their extensive teaching practice), the findings could still be transferred to an in-service context, given that the key findings were that 'participants developed confidence in their ability to problem-solve, their appreciation of collaboration grew, and they became more aware of the need for teachers to change' (p. 53). None of these findings are intrinsically restricted to pre-service teachers. Rather, they appear to echo the views of the teachers who participated in this research. All of the 12 teachers interviewed commented, to a greater or lesser degree, on its positive benefits. They especially highlighted the benefits of working with others. Participant 4, for example, indicated that the discussions he had with colleagues were the 'most influential factors' of the collaborative reflective practice. Similarly, Participant 7 commented that 'we learned from each other'. Loh, Hong and Koh (2018) summarise why teachers in particular value collaborative reflective practice, arguing that 'collaboration with colleagues is critical in such a situation. Colleagues provide the necessary external perspective and feedback; in addition, they act as a sounding board for alternative ideas' (p. 3). Participant 2 highlighted a similar experience, which focused on the benefits of more experienced teachers providing a foil and backdrop for younger colleagues. In essence, the experience of other teachers provided reassurance and gave permission and validity to less-experienced colleagues.

Loh et al. (2018) contend that the climate and atmosphere in which collaborative reflective practice takes place is of paramount importance. Using a particular teacher's experience as a case study, Low, Hong and Koh (2017) concluded that 'collaborative reflections which took place within the workplace of learning helped [the teacher] to make sense of her core beliefs and qualities as a teacher' (p. 7). The teachers interviewed for this research corroborated this. Participant 2 discussed the 'encouraging environment' and Participant 3 referred to the positive impact of professional dialogue with one or more colleagues who had similar experiences which enabled them to 'talk openly about topics as there is not any problem'. Participant 10 opened up about the vulnerability of the process of collaborative reflective practice. Using a metaphor of a mirror, Participant 10 stated that 'colleagues are my mirror' and that looking into it could lead to an overemphasis of shortcomings or flaws. However, Participant 10 concluded that the benefit was in the interaction with others and that their experience provided a positive foil for one's own practice.

6.3.3.2 Perceived challenges to collaborative reflective practice

Whilst all participants acknowledged the potential benefits of collaborative reflective practice, some also highlighted potential challenges or barriers. In the main, these were based on cultural or contextual differences in the eyes of the teachers. These factors were identified amongst teachers but also extended to the students. Participant 2 summarised some initial reluctance about the collaborative aspect of reflective practice by stating that 'you feel it's embarrassing to ask your friend about something. So, this is kind of... this kind of feeling at the beginning'. In so doing, the participant highlighted the vulnerability inherent in the process. This finding is in line with Vachon and LeBlanc (2011) who differentiated between past and current critical incidents and the collaborative reflection on both. The former, Vachon and LeBlanc (2011) found, had the potential to not only not show noticeable benefits for the current practice of 8 participating occupational therapists but was shown to have the potential to increase anxiety levels and result in a reluctance to engage in collaborative reflective practice. Focusing on current critical incidents, in contrast, 'offers a safer and more constructive learning environment than does the analysis of incidents that have occurred in the past' (p. 894).

Acknowledging the importance of the cultural difference between the teachers and the students, Participant 4 noted that he was 'interested in understanding the student's

educational background or the student's personal value systems and personal ambitions and so on and so forth'. Whilst not extending this professional curiosity to the specifics of the home environment, this teacher nonetheless acknowledged the importance of individual and cultural factors, such as values and expectations as factors that may play a part in effective collaborative reflective practice, or the lack thereof. Participant 5 went as far as to highlight the fact that despite the cultural difference between Saudi and non-Saudi teachers, the collaborative practice was effective and that the teachers did not experience differences as barriers. Participant 1 disagreed with this and related his frustration within their lived experience of the difference between teachers' willingness to explore more deeply the cultural differences that led, in their view, to the students' perceived inability to think critically and express themselves accordingly in the classroom. Participant 1 thus reported, 'that's where it bothered me because I didn't find any of my colleagues who actually bothered to think why our students are passive learners'. This could be seen as suggesting a difference in pedagogical and cultural terms which were not eliminated by the collaborative practice and were perceived, by this teacher, to be a barrier to its effectiveness.

6.3.4 Implications for teachers' practice and development needs – A community of practice

The evidence from participating teachers, whether they had much prior experience of reflective practice or not, overwhelmingly acknowledged the positives and potential benefits of enabling teachers to implement reflective practice systematically and collaboratively in their teaching. Despite potential obstacles, teachers highlighted the benefits for their professional development and teaching. Participant 5, for example, highlighted the rewards of working collaboratively with other teachers in the research project: '[the] teamwork', she said, 'will give you more encouragement to be part of a team and you will feel that you are affecting others and you are taking from them [...], especially here because you know the culture of the students here is completely different from other cultures [...] other students' cultures overseas or in Canada which is a multicultural country. So, I got a lot of new information about how to deal with students actually'. Similarly, Participant 11 noted the benefits of exchanging professional views with colleagues on issues in their teaching, whether they could be described as critical incidents or not. In reference to that exchange, they noted that 'the two colleagues that I

collaborated with, we discussed the issue one of them is actually more from the Arab background. So his approach was very simple. And I mean he did that the reflection which he provided was very direct. I mean this is what you can do in simple terms when I discussed the other report with X, he's an American background he's grown up and brought up there, so he was more into details'. Participant 11 thus emphasized the cultural differences but also professional similarities he experienced.

When Participant 9 succinctly stated that initially he was reluctant to open up in the process of collaborative reflective practice, but as the research project progressed '[they] became a family, accepting others'. He not only highlighted the developmental aspect of collaborative reflective practice but also the coming together of the professional community within the ELC in their professional development journey.

The notion of professional communities in developing practice and themselves as practitioners can be said to stem from Wenger's (1998) defining work on communities of practice. Wenger defines meaning, the search for meaning, practice and the interrelatedness of the constructs in establishing the term *community of practice* (CoP). Identifying the three constituent and essential components of mutual engagement, joint enterprise and a shared repertoire, Wenger goes on to delineate these dimensions in themselves and in relation to each other for the purpose of defining the construct of CoPs, as shown in the figure (see Figure 2-1 in Chapter 2, Literature Review).

Based on this definition of a CoP and its 3 dimensions, it would not be too much of a stretch to describe the community of teachers who participated in the research project presented here as a professional CoP. Their joint enterprise, beyond their teaching at the ELC, was the establishment and implementation of collaborative reflective practice. Starting from different experiences of reflective practice prior to the research project commencing, the participating teachers sought to develop the joint enterprise, within the confines of my research project. Participant 4 summarised this experience aptly by stating that 'the most influential factors were the discussions that I had with my colleagues... my peers... fellow professors, the collaborative reflection session because that was a platform to share ideas to get feedback from colleagues and to do even further reflection and then, later on, synthesise, synthesise everything into one coherent actionable conclusion about teaching. about the nature of teaching'. As TESOL instructors, they already possessed a shared repertoire through the tool and shared discourses of teaching English at the ELC. They built on this shared repertoire by further developing their tools of reflection and

witnessing the resulting growth in teaching and learning strategies at their disposal in the classroom. When Participant 4 noted that the collaborative reflective practice provided a platform for professional exchange, and specifically a ‘platform to share ideas to get feedback from colleagues and to do even further reflection and then, later on, synthesise, synthesise everything into one coherent actionable conclusion about teaching... about the nature of teaching’, he could be making reference to the professional discourse identifiable and discernible for their CoP. Moreover, the shared nature of the collaborative practice through a combination of face-to-face and technology-facilitated opportunities for collaborative reflection could be said to represent Wenger’s (1998) third dimension of mutual engagement.

Wenger (1998) goes on to refine the construct by stating that

Communities of practice are not self-contained entities. They develop in larger contexts – historical, social, cultural, institutional – with specific resources and constraints. [...] Yet even when the practice of a community is profoundly shaped by conditions outside the control of its members, as it always is in some respects its day-to-day reality is nevertheless produced by participants within the resources and constraints of their situation. It is their response to their conditions, and therefore their enterprise. (p. 79)

A potential dichotomy opens up between the definition of the teachers participating in this research as a CoP, on the one hand, and their own articulation of the impact of the environment, specifically the administration of the ELC, and their professional development of themselves and their teaching as a CoP. The acknowledgement of the barriers, however, as Wenger (1998) outlined above, does not negate the existence of the CoP. Rather, it could be said to sharpen the focus on the three dimensions of this particular CoP.

The concept of communities of practice in educational contexts has been investigated from a dizzying number of angles and directions. The research presented here could be said to have identified the participating TESOL teachers as a discreet CoP, according to the definition advanced by Wenger (1998) and as demonstrated above. This particular CoP could also be said to exist within the wider CoP of TESOL teachers globally. However, for the purpose of this research, the definition and delineation of the teachers at the ELC as a professional CoP might be helpful when considering the implications of

the finding from the perspective of the development of the teachers, and specifically their reflective practice as part of their professional development.

6.3.5 The impact of reflective practice

None of the teachers interviewed for this research denied that the collaborative reflective practice experience had had an impact. Whilst some highlighted the potential limitation of the experience due to organisational, infrastructural or other constraints, they all agreed that it had had an impact. Most felt the impact in the context of their teaching and the students' quality of learning. Some felt it even beyond their professional lives. Participant 1 stated that, seemingly to his surprise, the experience had a much bigger impact: 'Honestly although I did this reflective practice. Just to learn about how to teach. I've found it to enhance my own personal life...I really do mean that. It enhanced my own personal life in so many different ways. Being a reflective practitioner is a style of thinking, a style of behaviour, a style of viewing things not as problems, but as issues that need to be to be solved. It's a puzzle. It makes me more active'. Similarly, Participant 4 discussed the experience's personal impact, stating that she felt 'a sense of enrichment personally. There's something in me that is augmented in a positive way somehow or something in me is better', referencing both their professional and personal identities. This could be said to echo Tutunis and Hacifazlioglu's (2018) findings on the impact of teachers' reflective practice on agency. These authors found that for the teachers participating in their study who had 'felt less secure in their personal relationships with their mentors in the earlier phases of their careers', this problem was addressed and reversed by the increased levels of reflective practice the teachers undertook.

Other teachers who participated in the research presented here noted the developmental and iterative impact of reflective practice on the teachers involved. Participant 3 remarked specifically that 'I think if we like to do it over a long period of time it would make a big difference. [...] and then at the end we are going to discuss everything together. I think this would make a big difference because as I said although I did three or four reports, but each time you write about something it makes you think about your teaching practice'. The process of systematic and continued reflection on one's own practice, and the exchange within the safe confines of one's specific CoP, was felt to have considerable potential for the development of practice. However, there was also considerable agreement amongst participating teachers that reflective practice could not be treated as

a one-off event, such as in its links to the research project presented here, but would have to be embedded more systematically and consistently. Participant 4 observed that ‘as a result of engaging in reflective practice I’m seeing concrete results. But those concrete results are not final they’re not absolute. I get the call for more adjustment’. This is an important finding that echoes that of Tutunis and Hacifazlioglu (2018), who found that the teachers participating in their research project highlighted the need for ongoing engagement in reflection and the professional development that went hand in hand with it.

Participant 6 concluded similarly that the experience had been impactful and highlighted specifically the benefits of the collaborative aspects. He stated that he was ‘strongly in favour of this practice that teachers should collaborate, they should all get together. So, if we could just reflect on our own experiences inside the class so that would benefit us all in a way that we probably would not be able to find the reasons or causes of problems that we face in the class and this might give me a better solution to that problem’. Focusing on solutions, as several of the teachers did, Participant 6 emphasized the impact on the students. When referring to solutions, this meant in various contexts the response to critical incidents, but also different teaching and learning strategies for different situations and students encountered. As highlighted in previous sections, a greater focus on the practice of differentiation (Naka, 2017) has a positive impact for the diverse student body encountered by most EFL teachers. Some teachers highlighted the positive role the technology played in enabling collaborative reflective practice to take place. The constraints of teachers teaching to a high-stakes examination within a competitive TESOL environment extend to the amount of time and emphasis given to their professional development. Technology, such as the dedicated WhatsApp group, could be considered to have a benefit here. This is reflected in the literature (Malthouse, et al., 2014; Oluwatoyin, 2015). It is also noteworthy, however, that some teachers did not consider the virtual nature of the technological facilitation beneficial. Participant 2 noted that when attempting collaborative reflective practice virtually, ‘the problem is still you don’t trust the person who is writing because you don’t know about him or her. In my mind, I thought about something like that. But the problem is still. I need to talk to someone whom I trust Ok. if I want to share things... if you trust somebody yes if he is an expert in the field’. The views expressed by Participant 2 need to be considered, not least as they were not unique amongst the teachers and any role considered for technology

in the collaborative reflective process needs to be cognisant that it may not be a solution applicable to all.

The teachers, in reflecting on the impact of reflective practice, almost invariably discussed the challenges they experienced based on the lack of support from the institution, as they saw it. It is important to reference the broader issues they alluded to, which could be said to be more of a pedagogical or philosophical nature. Participant 1 articulated a general unease with the state of teacher training and development in the region by stating ‘I’m more concerned about education school because each teacher has the capacity to ruin a whole generation or to fix a better generation. This is something that needs to be done and needs to be done very quick’. This could be said to be in concordance with the literature that finds teachers are not only in need of continuous professional development but also of being given the agency to shape that professional development (Rigg & Trehan, 2008; Siebert & Walsh, 2013; Galaczi et al., 2018; Olaya, 2018).

6.3.6 Issues for the sustainability of reflective practice at the ELC

The sustainability of any impact from in-service teacher development and training is a widely debated subject in the community of TESOL academics and practitioners (Bando & Li, 2014; Novozhenina & Pinzón, 2018). Bando and Li (2014) highlight that international quantitative studies report a mixed impact in terms of professional development of teachers on student performance. Qualitative research, in contrast, identifies a number of factors that need to be in place for it to be impactful, one of which is that it must be sustained. This chimes with the findings from the teachers who participated in this research, who expressed a degree of concern over their ability to sustain any learning and positive professional development that had occurred during the research, beyond the intervention.

The follow-up interviews with the teachers, conducted six months after the intervention, identified a significant desire on the teachers’ part to continue with their reflective practice. However, the majority of those who did so (7 participants) expressed concerns over not being able to implement effective reflective practice because of the mixture of factors discussed above. Participant 2, for example, related a significant shift in the way the ELC was operating, six months on, which presented a significant challenge. This

teacher noted that they could not ‘apply this approach because the ELC has assigned us a new method of teaching in which the role of teachers is supervision rather than a teacher. The contact with students was not enough and consequently, there was no way to apply this approach’. This was echoed by other teachers who cited time, context and institutional support as key factors preventing the sustained implementation of reflective practice at the ELC.

6.4 Conclusion

In this chapter, I have discussed the findings of this research on the basis of the conceptual framework that outlined a system of interrelated and interconnected themes and sub-themes in relation to the research questions. Using the IPA methodological approach, the lived experiences of the participating teachers were recorded and discussed from the vantage point of the specific experiences and then contextualised within the existing and relevant literature. The purpose was not a generalisation of the lived experiences of the teachers. Rather, the contextualisation of the findings within the literature allowed for the substantiation of the themes and sub-themes, and the correlating of the teachers’ experiences with those of each other and of the themes and sub-themes. The participating teachers, through their reflections, identified their interpretation of what reflective practice meant to them and what factors, both helpful and obstructive ones, influenced their ability to be effective reflective practitioners and identified as well their professional development needs for implementing the practice sustainably at the ELC.

The teachers who participated in this research arguably underwent a considerable professional journey when implementing reflective practice in their own teaching and, potentially more significantly, when doing it collaboratively and as a CoP. The teachers had varied understandings and conceptualisations of reflective practice at the outset of the research project. The differences were rooted in a variety of factors, such as length of in-service experience, the initial and developmental training they had received, but also cultural and historical factors (Richardson, 2004; Dabia 2012; Melibari 2016). The research, through its formalised approach and particularly the emphasis on writing down their experiences of reflection and what those experiences meant to them, lifted what the teachers considered already inherent teaching into a more formal, if personal definition of reflective practice. This process arguably influenced how the teachers experienced the collaborative aspects of the reflective practice, in particular. The IPA framework brought

out a number of vulnerabilities and anxieties participants experienced in the process of the collaborative work, in particular. Opening up in a public forum, albeit within the confines of a professional CoP, was a challenge for some. The existence, and further strengthening, of their CoP, however, was considered universally a professionally enriching experience. Without necessarily identifying themselves as a CoP, teachers highlighted the benefits of the professional exchange and the learning they had experienced from other teachers' experiences and their professional knowledge and skills.

This research sought to identify the factors impacting the teachers' ability to implement reflective practice, and differentiated between personal, institutional and contextual factors. This allowed for the discussion of factors affecting reflective practice at the institution in question, and all teachers highlighted, to a greater or lesser degree, aspects relating to time and context. A specific concern for many of them was the role of the institution in facilitating their professional development. Hence, we feel that the obstacles to reflection (factors) include but are not limited to: textbooks, classrooms, time constrains etcetera, are themselves issues upon which to reflect. Thus, the participating TESOL teachers need to further learn how to engage themselves in reflective practice. The implications of these findings are complex and multi-layered. Specifically, they have to be seen in the context of the broader EFL and TESOL environment in Saudi Arabia and the region. Technology, as has been shown above, has a role to play, even though it may not be the most suitable medium for some. The main barriers to overcome, however, amongst the range of factors shaping the teachers' ability to reflect individually and collaboratively on their practice, appear to be philosophical and pedagogical at the institutional level, manifesting in how teachers of English are trained initially and developed once in-service. Despite differences in interpretations and conceptualisation, the findings showed an all-encompassing agreement with the concept of reflective practice and its role in the professional development and upskilling of TESOL teachers. Despite the barriers and potential and actual constraints, the participants also agreed on the desirability of implementing reflective practice systematically and consistently at the institution in question. The next chapter will focus on drawing the relevant conclusions from the discussion of the research questions and how they were addressed in the research.

Chapter Seven- Conclusion

7.1 Introduction

The research for this thesis was concerned with investigating the experience of reflective practice in a group of TESOL teachers at the ELC at UQU in Mecca, Saudi Arabia. The purpose of the research was to understand the experiences as they were lived by individual teachers in order to draw conclusions on the impact of the reflective practice experience of these teachers on their teaching and their professional practice.

This chapter discusses the conclusions drawn from the findings of this research and reflects on the consequences for teacher professional development and further research on the subject in the TESOL context. Central to the first section of this chapter is the relation between the answers to the research questions and the findings. This leads to connecting the findings to the selected IPA methodology and the significance of its role in interpreting them. This allows for a critical review of the methodology in terms of suitability and efficacy from the perspective of the research having been conducted in a real and practical context. I also consider the methodological contribution of this thesis to the IPA literature.

In addition, I examine the contribution the thesis makes to the field of reflective practice in TESOL, highlighting its originality in terms of the primary research conducted for this study and its use of IPA methodology.

This chapter continues by appraising some implications of this research, with particular relevance for practice and policy. Finally, I discuss the limitations of the study and make recommendations for further research.

7.2 Research questions

Focusing on how the TESOL teachers who participated in the research make sense of the experience of reflective practice, I posed three core sub-questions:

- *RQ1: How do TESOL teachers at the ELC interpret their experiences while reflecting on their teaching on a collaborative level?*

- *RQ2: What factors can affect the process of their reflective practice?*
- *RQ3: How do they perceive what they need to do in order to become reflective teachers?*

My research found that, congruent with IPA methodology, the specific ways teachers made sense of their experience of reflective practice were not generalisable. Rather, the sense-making process was highly personal and individual and was influenced by the teachers' experience and informed by other cultural and historical factors.

Through the analysis of the data, several themes and factors emerged that could be considered either beneficial or detrimental for the implementation of reflective practice at an institutional level. Despite the deeply personal experiences for the teachers of reflective practice, some common themes were identified. As teachers grappled with conceptual and methodological issues such as the definitional elements of reflection and reflective practice, differences and ambiguities could be observed. Given their different starting points in teaching experience, the data shows that teachers found some aspects of the process of reflective practice more challenging than others. For example, from the teachers' observations in their journals and interviews, it emerged that some of them felt that time constraints and other institutional and contextual factors hobbled their ability to continue to practise reflection on their own. Despite the multitude of personal ways of experiencing the process of engaging in reflective practice, a collective sense could be detected in the interviews and journal logs, and it could be seen to have resulted from the process of shared experience of reflective practice. The participating teachers acknowledged how the process of reflecting, individually and then collaboratively, positively affected not only their practice but also brought them together in what was arguably a 'CoP'.

As discussed in Chapter 2, Wenger (1998) defines a CoP as a group of people who 'share a concern or a passion for something they do and learn how to do it better as they interact regularly'. CoPs can develop naturally because of the members' common interest in a specific area, or they can be intentionally created with the goal of gaining knowledge related to a specific field. The CoP that developed through my research intervention was this latter type. It was through the process of sharing information and experiences with each other by using the critical incident report tool that these TESOL teachers learnt from each other and had an opportunity to develop personally and professionally. I therefore

conclude that the benefits of sharing one's practice and developing common tools and ways to describe problems and articulate joint solutions (e.g. to exchange professional values in addressing cultural and language issues relating to their students), are a distinctive finding from this study which these teachers consider worth preserving beyond this research project. This has implications for research and recommendations for institutionally run continuous professional development.

7.3 Time pressure and other institutional and contextual issues

I analysed the research findings in alignment with the conceptual model that identified three factors impacting the teachers' ability to implement reflective practice effectively. These factors were *time*, the specific circumstances of the *institution*, and the need to understand the *context* of one's teaching. Time was a significant factor in the teachers' perception of how well they were able to undertake reflective practice. The timing of the research and the constraints, from a methodological perspective, may have played a role, as discussed in section 7.8 on limitations. However, the overwhelming majority of the teachers participating in the research stated that the pressures of teaching severely limited their available time. This is in line with findings in the wider literature (McClure, 2004; Malthouse et al., 2014; Ng et al., 2014; Oluwatoyin, 2015) which has recognised that institutional factors pose considerable challenges for a systematic and institution-wide approach to reflective practice.

This is particularly true when coupled with the other two factors, institutional circumstances and context. Although sometimes reluctant to discuss institutional matters, the participating teachers generally expressed a sense of detachment from management within their institution. Rather than feeling part of the overall institution, the teachers used the pronoun 'them' when referring to ELC management, and 'us' when talking about themselves and their teaching colleagues. This is not restricted to the ELC and examples have been found in the literature, particularly in the context of commercial pressures on language centres leading to the exertion of power in management styles and a lack of an appropriate balance of power experienced by the teachers in those organisations (Rigg & Trehan, 2008; Ho, 2009; Siebert & Walsh, 2013). This is, however, another insightful example of how the participants behaved as a CoP when encouraged by the Reflective Practice Programme intervention.

As far as contextual factors are concerned, teachers discussed the pressure they experienced in the use of the prescribed resources as significantly affecting their ability to implement reflective practice. The pressure to teach the content of the resources meant that pedagogical considerations, such as effective differentiation in line with the students' different abilities or levels of prior attainment, fell by the wayside. Similarly, the organisational hierarchy meant that teachers were unable to impact or change other contextual factors, such as environment, which the literature in the fields of TESOL and education have shown play a role in teaching effectiveness (Afriliani & Holandyah, 2018).

Participants claimed that these three factors all had a detrimental impact on their ability, or their perception of their ability, to carry out effective reflective practice. This would suggest two related conclusions regarding these factors. The first is that, because these factors are all organisationally determined, or at least influenced, that some solutions need to be developed collaboratively between management and the teaching body in order to make a positive difference on teachers' ability to become more effective reflective practitioners. Greater flexibility regarding resources, for example, would enable teachers to respond more successfully to different students' needs, preferred learning styles or levels of prior attainment. A consistent approach to planning, teaching and assessment could be used to facilitate greater flexibility and freedom in the use of teaching resources in order to ensure consistency and appropriateness. Moreover, adopting an institutional framework for reflective practice, such as the one advanced by Farrell (2015), in the future, would ensure a consistent approach for reflective practice with positive effects on the quality of teaching more broadly. Farrell's (2015) five pillars of philosophy, principles, theory, practice and 'beyond practice' could be extrapolated into an institutional teaching and learning framework which would ensure consistency and the adoption of a systematic approach to teaching with reflective practice as an integrated component of instructors' overall practice.

The second conclusion relates to factors affecting the teachers' ability to implement reflective practice effectively, and to their perception of whether they are able to do so. This struggle to balance perception with ability to engage in reflective practice and to feel empowered to use reflection to inform change is evident in the findings from the teachers' interviews. The teachers repeatedly stressed that they felt disempowered to affect change within their setting. This finding is supported by the wider literature relating to reflective

practice in educational (TESOL) contexts (Rigg & Trehan, 2008; Ho, 2009; Siebert & Walsh, 2013). The boundaries between a barrier to the implementation of effective reflective practice – or at least a perceived or even anticipated barrier – appear to be blurred. These findings call for a review of the role of teachers within education organisations. If the ELC considers itself a learning organisation within the context of the university, there appears to be the scope to strengthen the pedagogical elements in the institutional priorities. This suggestion would align with a proposal for a more systematic approach to reflective practice within the ELC.

7.4 The value of professional exchange

Regardless of their diverse prior experiences of reflective practice and all of the other factors discussed in this thesis, the teachers acknowledged the actual and potential benefits of reflective practice. Furthermore, they told me that engaging in collaborative reflective practice through the research project enabled them to feel connected and part of a greater whole. The professional exchange with peers was valued and recognised as beneficial for their professional practice. The teachers also recalled how their engagement with each other in reflective practice changed and developed over time, moving from reluctance at first to a much greater acceptance of the benefits despite initial doubts and shyness. This could be considered an important conclusion in relation to the aims of the study but also, significantly, in relation to the efficacy of IPA in this context. In fact, the methodology contributed to tracking a change in the teachers not only through a modification of their behaviour but also a shift in attitude towards their ability to engage in reflective practice.

It is important, however, to draw some conclusions on the actual process of implementing the collaborative reflective activities. In recognition of the teachers' workloads and their declared issues regarding lack of time, a virtual platform was established through a dedicated WhatsApp group. This was designed to facilitate spontaneous collaborative reflective practice without the need for face-to-face meetings which needed to be organised and required common time to be set aside. The idea for it was certainly supported by findings from the literature which had highlighted the benefits of technology-facilitated solutions for providing opportunities for collaborative reflective practice (Ray & Coulter, 2008; Bangou & Fleming, 2010; Farr & Riordan, 2015).

Whilst the teachers who engaged through the WhatsApp group in collaborative reflective practice extolled the virtues and the potential of doing so, very few teachers participated consistently and over an extended period of time. In fact, 90% of the teachers failed to engage in the online facilitated group discussion, a phenomenon that I questioned and analysed in detail in the individual interviews (see Chapters 5 and 6). The reasons were diverse and, it could be suggested, only in part ascribable to the use of technology. As a consequence, the collaborative platform was then changed to a face-to-face meeting. This highlights an inherent tension between the teachers' identifying time pressures as potential barriers to effective reflective practice, on the one hand, and their reluctance to embrace a time-saving mode for reflection, on the other. This apparent contradiction could arguably be due to the teachers generally feeling slightly overwhelmed with some of the demands of the research project. Whilst many of them had already been engaging in reflective practice in an intuitive manner (Hyacinth & Mann, 2014), the more formal approach of the research project and the demands for sharing, preceded by periods of individual reflection, may have presented too many simultaneous challenges and demands on the teachers. I subsequently implemented a more simplified approach, which moved away from the requirement for teachers to produce weekly reflective journals in the group session where the benefits (having sufficient time to get their journals ready for collaborative reflection with colleagues) were recognised by the participants in line with the findings from the wider literature (Loh et al., 2018; Gutiérrez, Adasme & Westmacott, 2019).

Finally, the findings regarding the impact of reflective practice were unambiguous inasmuch as that the teachers were explicit about the benefits they experienced, both personally and professionally. Some appeared to have been taken by surprise at how impactful the intervention had been and expressed a desire to engage more fully and over longer periods of time in reflective practice. Other teachers felt that the research project had provided them with the motivation and impetus to engage in a more long-term way in reflective practice, especially the collaborative aspect of sharing their experience with peers and comparing different perspectives and approaches to managing a specific critical incident. This was not about finding agreement but rather about becoming aware of varied options and gaining the confidence to try a different approach. Concerns over doing so in a sustained and systematic manner, however, centred on the combination of facts that the teachers considered barriers to ongoing engagement in reflective practice.

7.5 Methodological conclusions

The methodology chapter (Chapter 3) outlined the search for the appropriate methodology to deploy for this research. Dörnyei (2007) discusses the merits of different methodological approaches and concludes that qualitative ones are predominantly used in the investigation of research topics in the social sciences, specifically in applied linguistics, TEFL and education. As the collation of data relating to the individual experiences of teachers were at the heart of the research objective, I chose a qualitative methodology.

Because the focus of this research was the lived experience of reflective practice for a group of TESOL teachers, I identified interpretative phenomenological analysis (IPA) as a helpful methodology to help foreground the accounts of this experience, with all the feelings, views and opinions that it entailed (Smith & Osborn, 2015). IPA accepts the mediating function of the researcher as investigating the sense-making process from the participants' perspective, as well as their own sense-making of the experience retold to them. Following existing guidance for the implementation of IPA (Smith et al., 2009; Pietkiewicz & Smith, 2014; Smith & Osborn, 2015), I as the researcher was involved at a granular level in the collation and analysis of the data from reading the teachers' pre-research accounts in their reflective journals to examining the in-depth interviews. The size of the sample, 12 teachers, is considered suitable in the context of IPA research (Smith et al., 2009) as it allowed for an in-depth examination of participants' contributions. The IPA methodology indeed proved a suitable one for the investigation of the research question and the associated sub-questions as it is concerned with exploring experiences from the perspectives of the research participants.

7.6 The contributions of this study

This thesis makes distinctive contributions in two areas: methodology and the use of reflective practice in TESOL in a collaborative manner.

7.6.1 Methodological contribution

From my review of methodological approaches to evaluate reflective practice, IPA has never been used in researching reflective practice in TESOL. This thesis is thus the first

of its kind to have used IPA to evaluate reflective practice as experienced by TESOL teachers. Originating in psychology (Smith et al., 2009; Smith & Osborn, 2015), IPA is considered an emergent framework in education where it is being used for the study of the experiences of teachers in a higher education context (Holland, 2014). Whilst this is the first to use IPA in the study of reflective practice amongst TESOL teachers, the conclusions of this study nonetheless build on Holland (2014). Therefore, the use of IPA in TESOL adds capacity and a different contextual perspective to existing research.

7.6.2 Reflective practice in TESOL

This study has shown that reflection is an underused tool in TESOL in the Kingdom of Saudi Arabia. The manifold reasons have been explored in Chapter 2 and can be categorised into historical, cultural and religious contexts. The teachers, as the analysis brought out, are keen for their voices to be heard by their institution and beyond.

This thesis makes the following 5 contributions to the literature on reflective practice in TESOL:

1. In making reflective practice data-led, evidence based, dialogic and spoken (as informed by Mann & Walsh, 2017), this study contributes a new body of evidence through the data collated in *reflective journals* (where TESOL teachers can find something to reflect on) (Appendix 24-b), *interview transcripts* (where TESOL teachers interpreted their experience of reflective practice) (see Appendix 24-a), and *excerpts of collaborative reflective sessions* (as an example of dialogic and spoken reflection) (see Appendix 9). By providing concrete examples of data collation in reflective practice, this study contributes to filling an important gap in the literature on reflective practice (Mann and Walsh, 2013; 2017).
2. The study also adds to the understanding of the nature of the Saudi TESOL context and identifies not only the lack of training and professional development, but proposes a reflective practice framework to develop sustainable professional development and encourages the creation of a CoP through the intentional selection of specific interventions (e.g. sharing critical incidents and solutions; collaborative and individual reflection through journals).
3. Furthermore, regardless of the obstacles discussed, this study has raised the level of the participants' awareness about their teaching practice and enhanced the professional

relationship amongst colleagues by putting into place a programme of individual and collaborative reflective practice. The documented shift in attitude by the participants and their interest in continuing to engage in reflective practice independently and unsolicited is another distinctive contribution of this study and its specific interventions.

4. This thesis also shows reflective practice can be less individualistic and, instead, supportive of community of practice (Wenger, 1998). Using the IPA framework to explore teachers' voices and their experiences of reflective practice had the unexpected result that they developed a need to be viewed by the institution as a community of practice and generated a necessity for continuing professional development integrated and supported by the institution. This is another distinctive contribution of this study.

5. Finally, the use of different reflective tools employed in this study (i.e. the critical incident approach, the critical friend approach, journals, collaborative and dialogic reflection via group meetings) has contributed to the field by encouraging and facilitating the process of reflection. The last two reflective tools (journals and collaborative and dialogic reflection via group meetings), in particular, helped create interactions amongst peers which provided a dialogic environment. This made it possible for their praxis³ to be articulated (Dzay-Chulim and Mann, 2017). Hence, the participants sensed that they were not isolated, and that they have issues, problems and accomplishments in common with each other (Gebhard, 2009).

7.7 Research implications

7.7.1 Recommendations for practice

One key recommendation emerging from the findings is the need for a systematic and ongoing approach to developing reflective professional practice within a framework for reflection such as the one advanced by Farrell (2015). The framework for reflective practice would need to be aligned to an institutional teaching and learning strategy in order to ensure a consistency of approach and sustainability for reflective practice that

³ According to Dzay-Chulim and Mann (2017), praxis: 'is the mindful connection between theory and practice and it can be informed by feedback and suggestions received, ideas for improvement offered, and perspectives shared' (p. 125).

needs to be grounded in an overarching pedagogical approach, rather than a standalone and disconnected process. Integrated in the institutional teaching and learning strategy and framed by curricular and individual outcomes for the students, such a system of reflective practice could become embedded as a way of work that supports teachers, in supporting students, in an effective, and supportive manner.

The pressures on teachers within commercial EFL settings, as well as those who manage them, are well known (Rigg & Trehan, 2008; Ho, 2009; Siebert & Walsh, 2013), as is the impact of balances of power within these contexts. This research has shown the value of reflective practice for the English teachers who participated in it. Their sense of professionalism and self-worth within a CoP was evident throughout the interviews and the wider findings of the research. The research also showed a considerable degree of variation in terms of teachers' starting points regarding reflective practice, their specific past experiences as shaped by factors rooted in their backgrounds and historical and cultural contexts. These differences did not seem to have negatively affected their preparedness and willingness to engage. Rather, their diversity and the variations in their experiences made them aware of the richness of having a diversity of perspectives. However, what did emerge as a conclusion was the need for a systematic and pedagogically-driven professional development programme for teachers.

The findings revealed a dearth of institutional training and development beyond one-off induction events. The literature is unambiguous regarding the need for an institutional approach that embraces and facilitates the on-going professional development of teachers as a pre-condition for the effective implementation of reflective practice (Ho, 2009; Siebert & Walsh 2013). In the Saudi context, however educators are less likely to implement reflective professional practice independently and with consistency and continuity, despite the known benefits for themselves and their students. The commitment of the institution which, because it enabled and supported this research might be considered supportive of reflective practice, will need to be translated into adopting an organisational approach that supports the teachers in implementing reflective practice effectively and leading the organisation to become a reflective institution itself. A framework for reflective practice (Farrell, 2015) could therefore represent the blueprint for the identification of training and development needs and how they can be met. This is not to say that student outcomes would have to take second priority in the process. On the contrary, teachers who are supported to be effective reflective practitioners can in turn

transfer this reflective ability to their students. The link between reflective practice for teachers and its impact on learning could be a source of further research.

The use of critical incidents as objects for reflective practice has highlighted the need for differentiated interventions and approaches with students. Doing so allows them focus resources and effort where they will make the greatest difference and thus teach in a differentiated and nuanced manner that is designed to best meet the individual students' needs, enabling them to achieve the expected learning outcomes to the best of their ability.

In addition to the ambiguities in their conceptual understandings, the teachers displayed varying degrees of awareness of historical and cultural perspectives impacting their reflective practice in line with findings in the literature (Dabia, 2012; Melibari, 2016). This leads to the conclusion that, given the variety of cultural and ethnic backgrounds of the teachers at the ELC, there are implications for further developmental work for the teachers in regard to their professional development and to their understanding of the role of their own beliefs and values in shaping the way they teach.

7.7.2 Implications for policy

Both the literature review and the primary research identified systemic reasons for a dearth of both practical evidence of reflective practice in TESOL in the Middle East and specifically in the Kingdom of Saudi Arabia (Syed, 2003; Dabia, 2012; Fatemipour, 2013; Melibari, 2016). These reasons are reflected in the factors that were found to have affected the participating teachers' ability to reflect effectively on the job. This has implications not just for practice but also for policy. The latter particularly applies to the Foundation/Preparatory Year which is being reviewed in Saudi Arabia (Kingdom of Saudi Arabia, 2005), as well as to the ELC administration.

7.8 Limitations of the study and recommendations for future research

The limitations of this research study are primarily related to its organisational, cultural and methodological aspects.

7.8.1 Organisational limitations

This thesis identified some challenges in relation to timing (specifically, a delay in the beginning of the research). Cirocki and Widodo (2019) conclude that the use of quieter times in the academic year could be best used for this purpose, such as the period after examinations or certain times in the syllabus. In addition to weather-related impediments and the necessity to choose rooms for the interviews with participants (not in accordance with their wishes or preferences but depending on whether or not they had air conditioning), there were some organisational factors that could be improved if a research project like this were to be repeated. Factors such as the time of the year the research is conducted, as well as the length of the project, may be chosen with an eye to limiting avoidable time pressures.

That, coupled with the already tight schedule of the 13-week Reflective Practice Programme, could be concluded to be a limitation of the study. The original schedule was conceived in collaboration with the management of the ELC to fit into the planning processes for the academic year. Losing a week at the beginning, and other delays due to participating teachers not being able to attend an initial group meeting meant that further delays ensued which had to be mitigated. An extended time frame would potentially ensure that a systematic framework, such as the one advanced by Farrell (2015), could be embedded in an institution for a more continuous approach to reflective practice. Moreover, this would help the conceptual ambiguity shown by the participants in relation to reflective practice be replaced by greater conceptual clarity, which might allow the teachers to adopt a more systematic approach to reflective practice instead of the more intuitive one (Hyacinth and Mann, 2014) they were seen to display.

7.8.2 Culturally determined limitations

Due to female and male segregation (for cultural reasons) in Saudi higher education, physical access to the female participants' campus was not possible. Contact in the context of the research was thus through phone, emails, and video calls for the interviews. In addition, face-to-face contact was only possible outside the campus. During the collaborative reflective sessions, female participants followed a 'critical friend' approach with female peers but did not do so with male colleagues. These limitations would suggest that further studies using video call technology, for example, could be conducted for both

male and female participants in order to eliminate potential inconsistencies in the data collection.

Moreover, the current COVID-19 pandemic has created a significant shift in the use of e-learning technologies in almost all disciplines, including TESOL. This would suggest that research is needed regarding how this increased use of technology and remote teaching affects reflective practice and how reflective practice and its benefits on learning can positively contribute to informing an adaptive and transformative teaching practice. This interest is informed by the fact that reflective practice has at its heart recognition of an ever-changing environment.

7.8.3 Methodological limitations

As has been stated above, this study innovates by using an IPA framework as a methodology to investigate the experience of TESOL teachers in engaging in reflective practice. The IPA framework was shown to be effective in capturing the voices of the teachers, their fears and hopes in relation to their lived experiences. It is hoped that the study thus provides a point of departure in the field of IPA in reflective practice in TESOL and leads to further research based on this framework.

7.8.4 Data collection limitations

One example of how the IPA framework was employed in this research relates to one of the participants being discarded from the sample. The rationale was that in the study, the participant was not relating her specific lived experience. Rather, she appeared to want clues from the researcher and tailored her answers into what she thought the researcher wanted to hear. Also, the participant discontinued her participation in the study. She withdrew from the study by not answering the written questions for the follow-up interview (see Chapter 4, Section 4.2.3 Stage Three: Post-Intervention: Follow-up Interviews). It was, however, the participant's right to withdraw in accordance with the consent form she signed at the start of the study. Although this is a limitation in this current study with regard to the data collection stage, it did not influence the findings of the study as 12 participants remained committed to their participation from the beginning to the end. Furthermore, according to Smith et al. (2009) the acceptable number of

participants in IPA PhD studies can reach up to 12, as IPA is concerned with individual experiences.

In addition, conducting interviews on the university's premises would have been impractical to meet the aims of the interview, which are concerned with gaining sufficient information to answer the research questions of this study. This is because most of the participants were quite busy with family commitments at home. I therefore made an agreement with them to conduct the interviews either at my place or theirs during their free times, at their convenience.

7.8.5 Data analysis limitation

It is also worth mentioning that although IPA analytic stages are flexible (see Chapter 4), the process of data analysis is still time-consuming. This is due to the fact that, for me, as a researcher, it was difficult to resort to computer software packages designed for qualitative data analysis, as this might inhibit the close engagement with the data according to IPA requirements.

7.9 Final reflections

On a personal level, I have gained multiple benefits from conducting this research, especially from using the IPA framework. Whilst IPA guidelines are clear to follow on the part of the researcher for implementation, they require ample time and effort to collect data, to analyse it and to write up the findings of the research. I have also gained confidence as I felt that my skills for analysing qualitative data improved over time. This was due to my personal engagement and participation in several IPA workshops and IPA group discussions (see Chapter 4, section 4.5.1). I am therefore hopeful that, in the not-too-distant future, I will be able to publish IPA papers concerning TESOL teachers' reflective practices and to conduct professional development workshops/programmes in multiple Saudi TESOL contexts. This will likely contribute further to the body of IPA research in that it would make its findings transferable and thus address the criticism about IPA's lack of generalisability (Wagstaff et al., 2014; Noon, 2018).

On an institutional level, I hope that the recommendations identified in this study will be taken into consideration. I also hope that when reflective practice is adopted in the ELC,

it will be done with a lack of judgment, so as to avoid ‘fake reflection’ on the part of the teachers; instead, they need to be taught how to reflect on their practice, and they need to be supported during the reflective process (Mena-Marcos, Garcia-Rodriguez, and Tillema, 2013).

The experience gained thus far will allow this researcher to compare the findings of this study to what the current management implements in the centre, with a view to tracking and evaluating ELC issues in order to evaluate the progress of teaching and learning or the lack thereof. A recent change in senior leadership presents the opportunity to propose an ongoing programme of reflective practice as part of continuing professional development and teaching and learning policy.

It is clear from research and practice that as TESOL teachers involve themselves in collaborative and dialogic reflective practice, they share and benefit from one another’s experience, thus becoming better and more innovative reflective teachers. Therefore, no efforts should be spared to spend time to do further reflective practice and to conduct further research to sustain collaborative reflective practice. Our students’ epistemological journey is safer when that happens.

Finally, since reflective practice has become a method for TESOL teachers to improve their teaching (Farrell, Baurain, & Lewis, 2020), I hope to continue to investigate and evaluate the concept of reflective practice and TESOL teachers’ understandings of their reflective practices in order to ensure that this approach can be conducive to distinctive professional development programmes in multiple Saudi TESOL contexts where reflective practice is still under consideration. In the end, ‘it is good to reflect, but reflection itself also requires reflection’ (Akbari, 2007, p. 205).

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Appendices

Appendix 1-a: Research Ethics Approval Form



Research Ethics Approval Form

Please note this form must be completed in type and submitted with one months notice, before start of project, though exceptions to this will be considered.

Full details should be provided where requested.

It is essential that you have read the University Code of Practice and the Faculty Ethics Procedures before you complete this form.

Please confirm that you have read and understood these documents:
Yes/No

Full title of research project

Reflective Teaching Practice: An Exploration of ESP practitioners' reflection at a Saudi academic institution.

Investigator (name and qualifications of Principal Investigator)

Name: **Basim Nadhreen**
Student ID: **201510966**

Qualifications: (1) **BA in English Language (Linguistics and Literature)**
(2) **MA in TESOL**

Status

Member of University Staff	Yes/No
Undergraduate Student	Yes/No
Postgraduate Student: MA	Yes/No
Postgraduate Student: PhD	Yes/No

Contact Address**Email & Telephone**

21 Bluebell Court, 1 Heybourne Crescent , Colindale, London, NW9 5QE	<u>B.Nadhreen@2015.hull.ac.uk</u> <u>Basim217@yahoo.com</u> 07477696235
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Names and addresses/affiliations of other investigators

None.

Name and addresses/affiliations of research supervisor/s (if applicable)

Main Supervisor: **Professor Marina Mozzon-McPherson**
Professor of Innovation in Language Learning and Teaching at the University of Hull,
School of Histories, Languages and Cultures.
Email: M.Mozzon-McPherson@hull.ac.uk
Office: Larkin 120
Phone: +44(0) 1482 465837

Purpose for undertaking research (e.g. dissertation/thesis/funding)

This study (Thesis) is being done as part of my PhD (Modern Languages TESOL) degree in the School of Histories, Languages and Cultures.

What is the aim of your research? (50 words max)

This research (thesis) is concerned with exploring the way ESP/ TESOL teachers experience the practice of reflective teaching in a Saudi context at the University of Umm Al-Qura, Makkah (Mecca).

Duration and expected date of commencement of the research project?

90 days, starting from (September 10th to December 8th 2017).

Proposed Methods

Sample (description and size)

The expected number of participating teachers may range from 10 to 15. They are all English teachers, and they are multinationals, including Saudis, Americans, Canadians, Indians, Pakistanis, and Arabs. Their ages range from 31 to 56. They are experienced English teachers, working in the English-language centre at the University of Umm Al-Qura (Saudi Arabia).

How will your participants be recruited?

The potential participants will first be contacted through their email addresses, will be given an overview of the study, its aims and objectives, and will be then asked whether or not they are willing to participate in the intended research study. Once they confirm their willingness to participate, I will then hold a meeting with them, explaining in detail all the requirements of the research study.

How will you brief participants about the research, e.g. information sheet?

During that meeting, held in the first week of the data collection phase, the participants will be handed in an information sheet and the consent form to sign. That information sheet contains all the information about the research study. Also, stated therein are the requirements that need to be met on the part of the participants, aims and objectives of the research study, the confidentiality issues, and complaints/ withdraw procedures (at any time).

They will be asked to complete (pre-post) open-ended questionnaires to elicit their background about the topic being researched, and for the post questionnaire, to measure the impact of reflective practice on their teaching habits after experiencing reflection.

How do you propose to analyse and interpret your data?

Since this study is qualitative in nature, the researcher will adopt the interpretative phenomenological analysis (IPA) approach in analyzing and interpreting the data obtained from the participants' interviews in addition to other sources of data (reflective accounts and journals).

Data Management

How will the data be managed and stored? (Further information can be found on <http://libguides.hull.ac.uk/researchdata>)

Data obtained will be confidentially stored in my personal laptop **which is password protected.**

No one will share the said data **apart from the researcher and his supervisor**. This is due to the fact that it is a privileged use to support publication (as outlined in the RCUK common principles on data).

How will confidentiality of data be ensured?

The data will be anonymous throughout the period of the study. It is only the principal researcher who would have access to it, as the data will be kept in his individual/ personal laptop with secured password.

List the people and organisations with access to the data

n/a

Are all individuals/organisations with access to these data registered and compliant with the Data Protection Act 1998? Yes/No

N/A

Does the research require the withholding of information about the purpose of the research from the participants?

Yes/No

NO.

Ethical Considerations

Does your research involve people under 18 years of age?

Yes/No

NO.

When/how will you seek the consent of their parents or guardians?

N/A.

--

**Have you undergone a DBS check (Disclosure and Barring Service)
Yes/No**

N/A

Does your research involve participants who might be considered 'vulnerable', e.g., medical patients, crime victims, prisoners, disabled people, those recently bereaved?

Yes/No

NO.

Will your project need ethical clearance before a decision can be taken by a funding body?

Yes/No

NO.

Does the research involve discussion of culturally sensitive issues?

Yes/No

NO.

Do any aspects of the research pose risks to participants' physical or emotional well-being, e.g., use of machinery that has implications for health and safety considerations; potentially distressing questions?

Yes/No

NO.

Are there any potential benefits to participants?

Yes/No

No

Are there any potential inconveniences to participants? Yes/No

NO.

How long do you expect participants to be involved with the study?

1 semester (3 months).

Might conducting the research expose the researcher to risks?

Yes/No

NO.

Will the research take place in a setting other than the University campus or residential buildings?

Yes/No

This study will take place at Umm Al-Qura University, the English language center, in Makkah city, Saudi Arabia. The intended study will be pursued in the premises of the said university, and the primary meetings and interviews will take place in the meeting room assigned for the teaching staff at the English language center. The actual practice of reflective teaching performed by the participating English teachers will take place inside classrooms. That means the venue where the research will be conducted is safe and risk-free for both participants of the study as well as the principal investigator (researcher).

Will the intended participants of the study be individuals who are not members of the University community?

Yes/No

Yes.
A group of multinational teachers of English working at the English Language Centre, Umm Al-Qura University, Saudi Arabia.

Does the research involve any actual or potential conflict of interest, e.g., a funding body's preferred outcome, a private relationship?

Yes/No

NO.

Are there issues which would require permission for publication of any information?

Yes/No

NO.

Any other issues regarding your research?

None.

Please confirm the following before sending your proposal for consideration:

Have all the necessary areas of the Research Ethics Approval Form been completed? Yes

**Have you included all necessary appendices?
Information sheet/s for participants? Yes**

Consent form/s Yes

Interview Schedule/Focus Group Schedule No

Name of proposer: Basim Nadhreen

Date: 05/04/ 2017

Departmental/School authorisation: Histories, Languages and Cultures.

Date: / / 2017

Once this questionnaire is completed, please email it to your Departmental/School representative, who should sign it and send via email to

Appendix 1-b: Confirmed Approval for my Ethics Form

5/1/2018

Basim Nadhreen - Outlook Web App

Dear Basim,

Your ethics application has been reviewed by the faculty committee and I am happy to confirm the attached application has been granted ethical approval.

Best wishes

Jo



Jo Hawksworth | Research
Administrator | Faculty of Arts,
Cultures and Education
University of Hull
Hull, HU6 7RX, UK
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466658
[@UniOfHull](#) [UniversityOfHull](#) [universityofhull](#)

Appendix 1-c: Data Collection Plan

<i>Weeks</i>	<i>Procedures & Activities</i>
<p>First 10.9.2017</p>	<p>1) The first introductory meeting with the participants will be held during which I will explain everything in detail and address questions and concerns, 2) Participants will be given information sheets about the study as well as consent forms, etc., 3) They will be familiarized themselves with the nature and the way critical incidents reflection is actually done by being provided with ample examples (vignettes) from TESOL practitioners (around the world) who reflected on critical incidents. For those who are willing to take part, I should receive their consent forms signed (as they would keep a copy for their own) no later than this week.</p>
<p>Second 17.9.2017</p>	<p>1) Participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups. 4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Third 24.9.2017</p>	<p>1) During their teaching sessions, participants will identify a critical incident, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups. 4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>

<p>Fourth <i>1.10.2017</i></p>	<p>1) Using a 'reflective journal,' participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Fifth <i>8.10.2017</i></p>	<p>1) During their teaching sessions, participants will identify a critical incident that occurs, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Sixth <i>15.10. 2017</i></p>	<p>1) Using a 'reflective journal,' participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Seventh <i>22.10.2017</i></p>	<p>1) Using a 'reflective journal,' participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account,</p>

	<p>detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Eighth 29.10.2017</p>	<p>1) Participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Ninth 5.11.2017</p>	<p>1) During their teaching sessions, participants will identify a critical incident, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Tenth 12.11.2017</p>	<p>1) Using a 'reflective journal,' participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.</p>
<p>Eleventh 19.11.2017</p>	<p>1) Participants will identify a critical incident that occurs during a teaching session, giving a full description of what happened before, during and after the incident. 2) They would detail the incident in their 'reflective journal'. 3) Only two participants will be asked to conduct peer</p>

	observations (using field notes) for the same purpose, i.e. reflecting on a critical incident. 4) They would use these accounts to collectively engage themselves in a collaborative reflection with colleagues via online groups.4) I will write my Reflexive account, detailing the experience and procedures occur throughout the week. 5) I will observe and save the participants' online collaborative reflection and collect their critical incidents and peer observation reports in portfolios (online) for each participant.
Twelfth <i>26.11.2017</i>	I will conclude the field study by interviewing 5 participants at their convenient time as per arranged. The interviews will be recorded for later transcriptions.
Thirteenth <i>3.12.2017</i>	I will conclude the field study by interviewing 7 participants at their convenient time as per arranged. The interviews will be recorded for later transcriptions.

Appendix 2: Confirmed Data collection Approval issued from ELC



إلى من يهمه الأمر

إسم المُبتعث : باسم محمد صالح عبدالوهاب ناضرين
رقم المنسوب: ٤٣٣١٠٨٦
الهوية: ١٠٢٥١٣٤٧٢٥
التاريخ: ٢٠١٧/٣/٩م

يفيد مركز اللغة الإنجليزية بجامعة أم القرى بأنه لا مانع لديه من قيام المُبتعث المدون اسمه أعلاه بالقيام بدراسة ميدانية بمقر الجامعة في مدينة مكة المكرمة، والإستعداد للإشراف عليه خلال الفترة المحددة من بداية الفصل الدراسي الأول (لمدة ثلاثة أشهر) من (١٠/سبتمبر ٢٠١٧م إلى ٨ ديسمبر ٢٠١٧م)، وذلك لغرض جمع البيانات المتعلقة بدراسة بحثه في مجال (TESOL) لمرحلة الدكتوراه في جامعة (Hull) ببريطانيا .
وقد تم تحرير هذا الخطاب بناء على طلبه ولتقديمه إلى الملحقية الثقافية السعودية بلندن.

وتفضلوا بقبول تحياتي وتقديري،،

مدير مركز اللغة الإنجليزية

د. سامي محمد فالح عطرجي

المفوض عنه:

التاريخ:

الرقم:

Appendix 3: Information Sheet for Participants

Information Sheet

School of Histories, Languages and Cultures
Room 123 Larkin Building
University of Hull
Cottingham Road
Hull
HU6 7RX
United Kingdom

Title of Study:

Reflective Teaching Practice: An Exploration of ESP teachers' Reflection at a Saudi Academic Institution.

Name of researcher: Basim Nadhreen (ID: 201510966)

Dear ELC members:

The study is being done as part of my PhD (Modern Languages TESOL) degree in the School of Histories, Languages, and Cultures, University of Hull. The study has received ethical approval.

I am currently in the data collection phase of my research, and you are invited to voluntarily take part, as ELC's members, to bring my project to fruition. My research explores how TESOL teachers perceive the experience of '**Reflective Practice**,' as it plays a role in changing teaching habits--a move that is likely to lead to professional growth.

In this particular study, Reflective Practice (RP) consists in identifying, recording and reflecting upon an incident (**positive or negative**) that happened during class.

Firstly, for a period of twelve weeks, participating teachers will be asked to identify a 'critical incident,' i.e. an unplanned incident, positive or negative, that happened during class.

Secondly, they would jot down details of the incident in a 'reflective diary' or 'reflective journal,' giving a full description of what happened before, during and after the incident. During this step, teachers are expected to write, once a week, their account of what happened and their reaction in a single incident (on a one-page A4 single-sided paper), so each one of you would produce 10 accounts for 10 critical incidents. Additionally, it is worth noting that two participants within the group (those who are willing to do so with trustworthy peers) will be asked to conduct **peer observations** (optional) for the same purpose, i.e. reflecting on a critical incident.

Thirdly, on a weekly basis, teachers will then reflect on the incident collaboratively, using an online application. You will be invited to join a WhatsApp group as soon as you agree to take part to this study. In that WhatsApp group, colleagues will exchange ideas and possible solutions for the incidents reported. By the end of this third step (nearly end of semester), I will interview the teachers individually to get their exploratory views about their experiences with Reflective Practice.

Your data will be kept anonymous by coding and/ or sampling and will be stored on a password-protected computer.

The analysis of your participation in this study will be written up as part of my PhD thesis. You will not be identifiable in the write up or any publication which might emerge from my PhD.

If you have any questions or issues related to this study, please contact me at:

Basim217@yahoo.com, or cell phone: **+966506508516**.

This research is supervised by **Professor Marina Mozzon McPherson** who may be contacted via E-mail: M.Mozzon-McPherson@hull.ac.uk, or telephone: **+44(0) 1482 465837**.

Please note that you have the right to withdraw at any time without any consequence.

Thank you for reading the above-mentioned information, and for your consideration in taking part.

Appendix 4: Consent Form for Participants

Consent Form

Title of Study:

Reflective Teaching Practice: An Exploration of ESP teachers' Reflection at a Saudi academic institution.

Name of researcher: Basim Nadhreen

I have been informed about the nature of this study and willingly consent to take part in it according to the following:

- A. I am over 18 years of age.
- B. I understand that all information I provide (written in reflective accounts and spoken through interviews) will be kept confidential and that taking part in this study is risk-free.
- C. I understand that I have the right to inquire about any issues, puzzles related to the study at any time.
- D. I understand that I may withdraw from the study at any time without any disadvantages to myself.

Name

Signed

Date

Appendix 5: Reflective Journal Template

Reflective Journal

Participant's Name:

Week (--)

Date: - - - 2017

Critical Incident Report

Consider the following:

A) Description

1- What was the critical incident?

This would include:

- The context (an environment where the teacher is working),
- What was the lesson you were teaching on that particular day?
- What happened?

B) Reflection

1- The reasons why that incident happened.

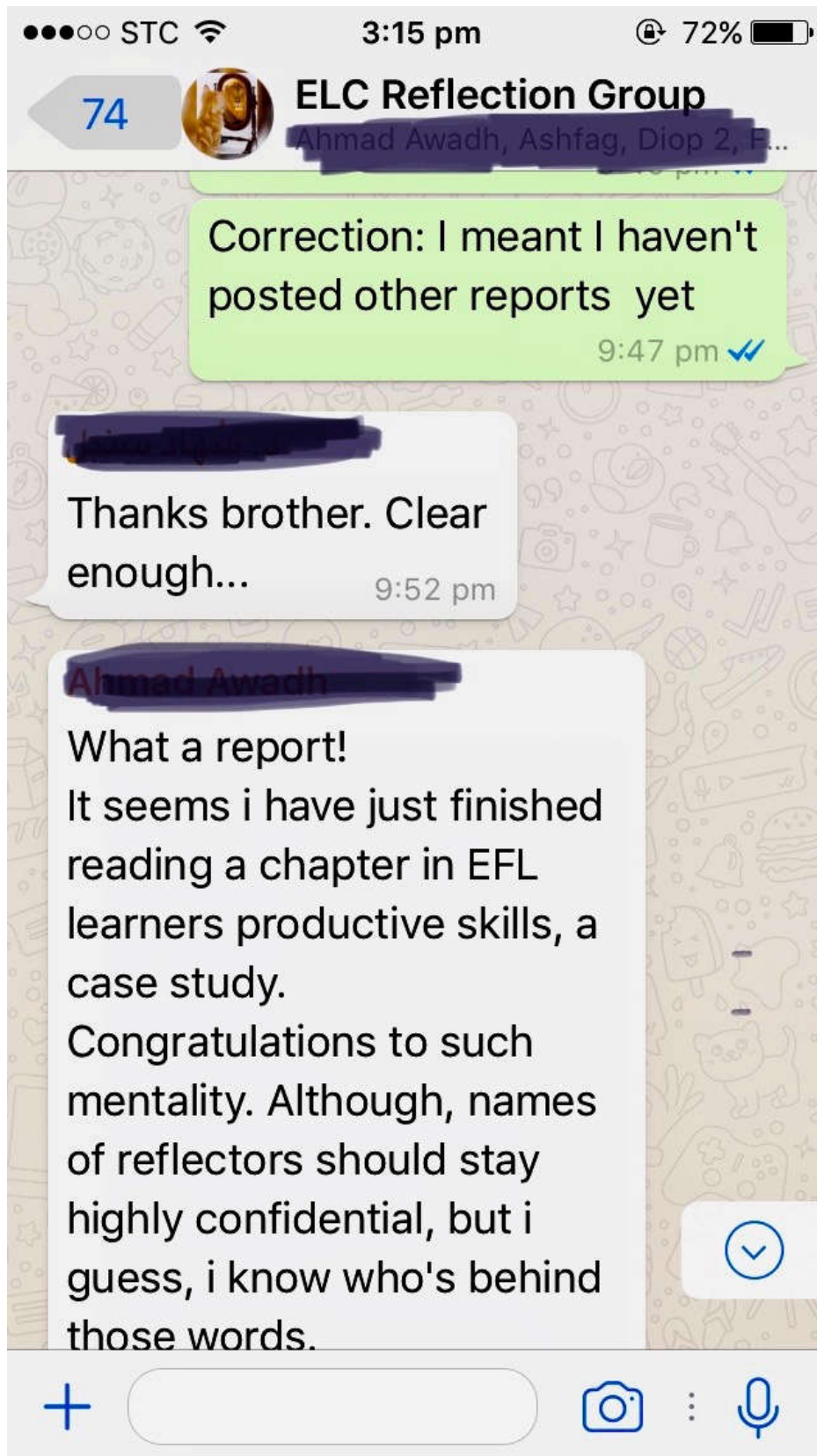
Specific details about the incident (was the lesson (un)successfully taught? **How and why**)
(E.g. Lack of students' vocabulary knowledge, your presentation of the lesson wasn't thoroughly efficient, internet connection was weak, or even students participation made the lesson enjoyable... etc...)

2- What does this incident mean to you? (Why do you consider it critical?)

- You need to use your own interpretation of the significance of the incident (e.g. Vocabulary building for this group of students is crucial. Any failure to such endeavors will negatively affect the students learning...etc...).

Throughout, you need to express your feelings about this experience (you may have felt nervous, anxious, sad, or even curious to understand more about your teaching belief- or something to that effect).

Appendix 6: Virtual Reflective group 1



Appendix 7: Virtual Reflective group 2



Interview Schedule

1. Can you tell me how you make sense now of the experience with reflective practice throughout the past couple of months?

Possible prompts: What is the reason? How do you feel that? How do you cope?

2. Can you describe what reflective practice means to you after you have already experienced it?

Possible prompts: In what sense? In what sense?

3. Can you tell me (or elaborate on) how you found it whilst identifying a critical incident and reflecting on it?

Possible prompts: What was the reason? How did you feel? How did you cope?

4. So, what were the most influential factors you experienced while engaging yourself in reflective practice?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

5. While you were reflecting on critical incidents, what teaching aspects have you found critical?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

6. Can you describe the relationship with your colleagues when you engaged yourselves in a collaborative online reflection?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

7. How would you describe the positive and negative aspects of cultural diversity among the ELC members, to justify the promotion of reflective practice in this particular setting?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

8. What do you think your teaching would be like without reflecting on your practice?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

9. How committed to reflective practice would you expect yourself to be in the future?

Possible prompts: Why do you think so? How do you plan to manage...? In what way?

Appendix 9: Face-to-Face Collaborative Reflective group

(A) Reflective group meeting 1 (Collaborative Reflection):

Extract

Participant 12: a student came in and I looked at him and said thanks, Ali, I just said once, he was so happy you remember my name I didn't remember anything more than his name (**colleagues laughing**), but really I...I I totally agree with that we need to remember students' names and if we identify them with their names and instead of saying brother with the white or red shirt ...some trouble makers ruin your class!!

Participant 4: I think all of you ...or even most of you have faced such a situation before... I think first of all... you have identified all the reasons for which the students were doing this. It's just a matter of maybe ranking them or.. I don't know. But good survey will make it possible to rank them...

Participant 7: Yes... I think so...He made it clear that this incident is significant and critical because it causes disruption in the classroom... right.

Participant 4: Exactly it does. It's a total distraction. Last week it happened in what I do I asked who was being asked to translate or explain the instructions in Arabic stand up and explain it to the students in English in English when he was done I said now you can explain to them explain it in English so now all of a sudden to relay the information for students understand students sometimes better than they understand your kids don't like you hello professor my

(B) Reflective group meeting 2 (Collaborative Reflection):

Extract

Participant 4: Talkative on that day not that it was the first time but on that day he was extremely talkative to the point of being a distraction for the class and I got terribly annoyed with him I actually even wanted to take punitive measures against him because he was disrupting class but on a second thought I thought to myself but measure would be counterproductive because all schools of thoughts in methodology modern methodology advised against that so I thought why not keep him busy so I put him in charge of a

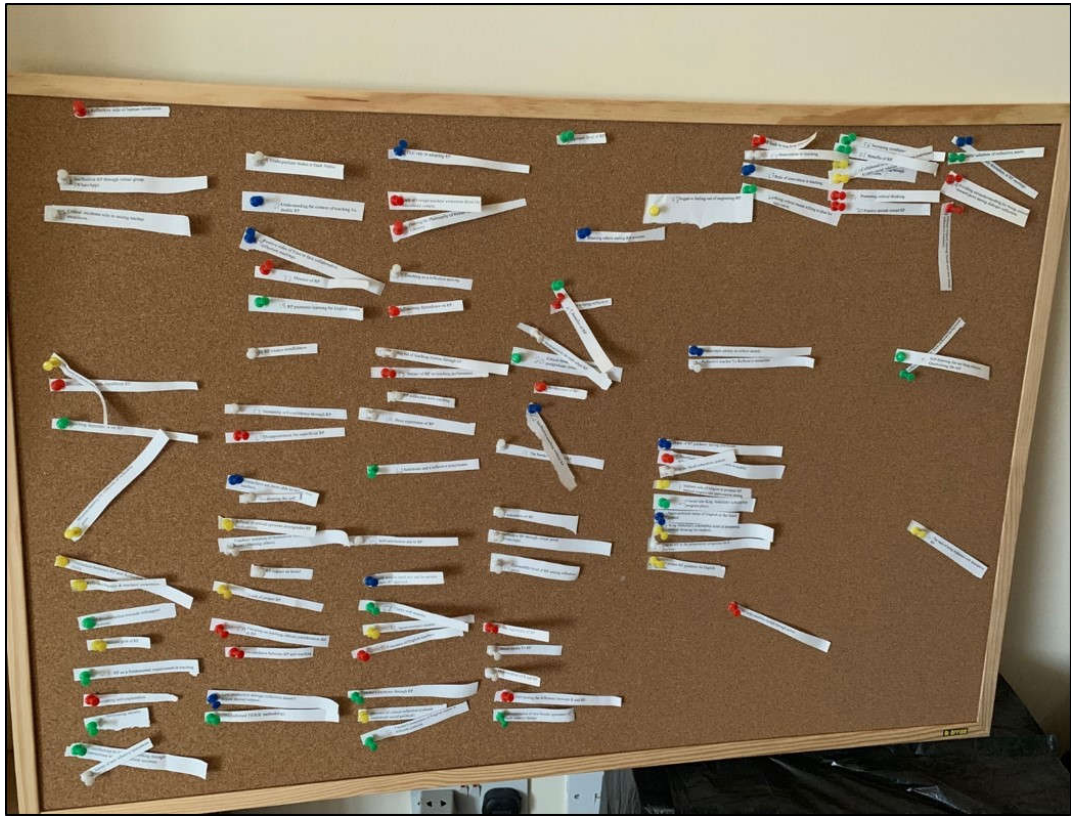
number of duties in the classroom just to realise that actually he has incredibly good skills... okay, So I put him in charge of a number of duties in the classroom just to realise that actually he has incredibly good skills language skills is good maybe he was bored in class and actually egging his classmates on from there on I give him some responsibilities ask him to for example being charge of attendance ask him to be in charge of queuing the students as they go back and forth to the bathroom this is duty but also to be in charge of deciding who is going to be a group leader for anytime we did group work who's going to be the group leader so it became very active very interested very involved now ... sometimes but maybe this is actually your best student right there but it's just more so that's the positive incident happened..

Participant 2: I would like to add one thing regarding the incident of my colleague was talking about. I think he could have changed the position or seating area of that student...

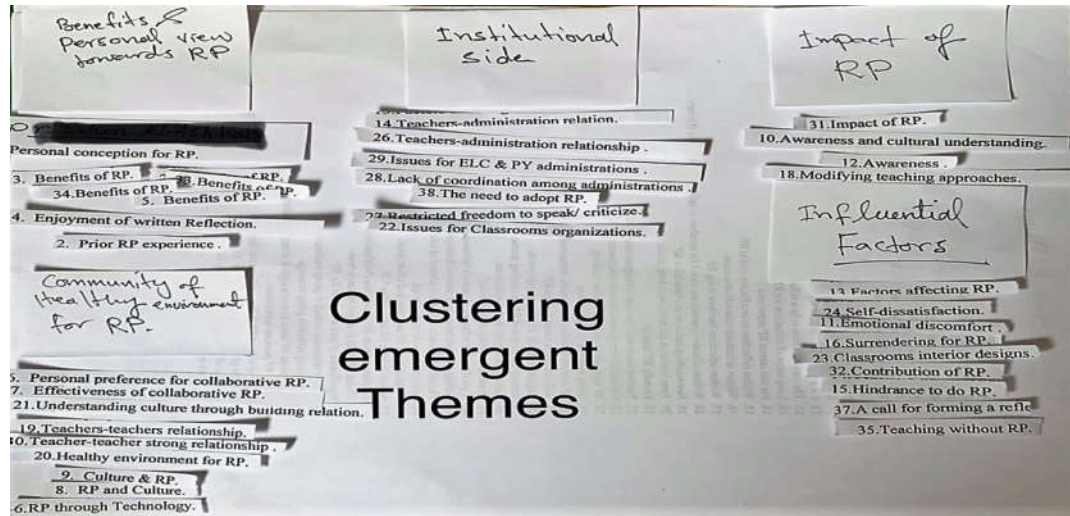
Participant 1: so what have you learned from dealing with this issue?...I mean you believe you sorted it out...

Participant 4: ...for one thing... I learnt not to take my students for quiet classroom level of English is the same as the level could change could vary from one student to another student who does not necessarily participate that doesn't mean that that doesn't mean that the student doesn't know what's going on for example in his case he didn't participate but then I realise that his English is impeccable So what I learn maybe but use a teacher get to know them maybe walk around and asked students different questions... if a student for example that did very well in the informal conversations but two days later even participate in the first two or three days certainly some of

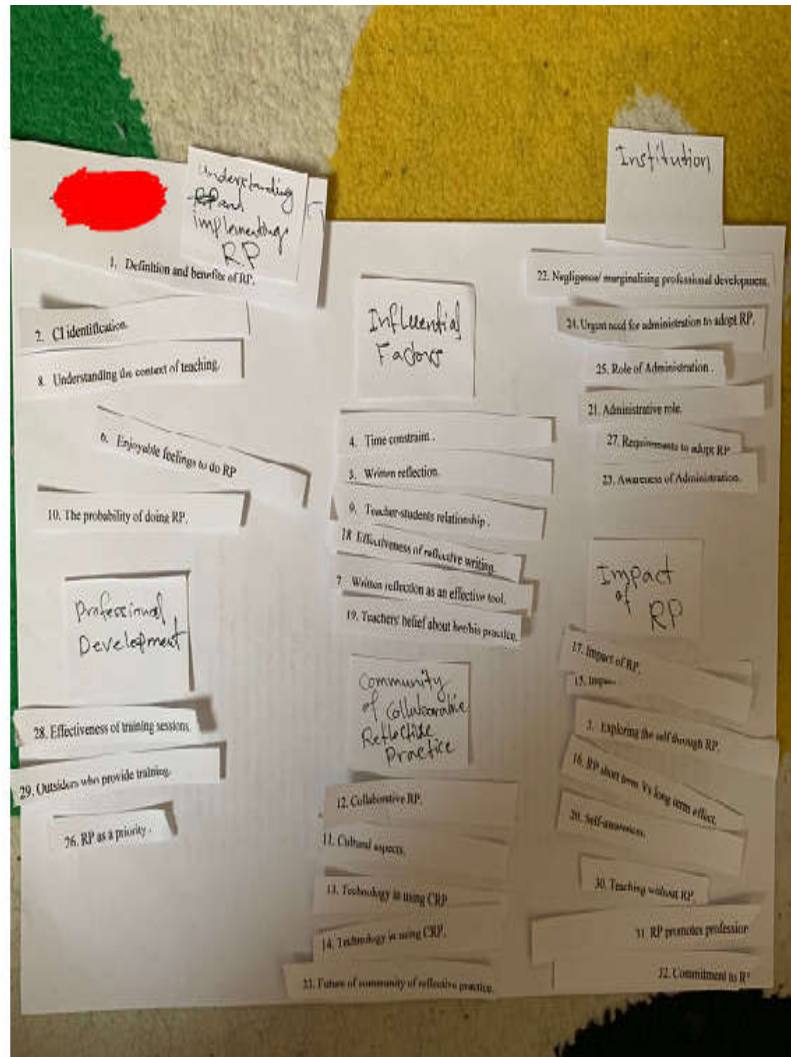
Appendix 10-a: Rearranging themes to ...



Appendix 10-b: Clustering Emergent Themes in a single case



Appendix 10-c: Clustering Emergent Themes in a single case



Appendix 10-d: Looking for Patterns across cases



Appendix 11: Participant One (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate Themes and Sub-Themes for (participant 1)	Page	Quotes
<p>Understanding and conceptualising RP:</p> <p><i>interrelatedness between RP and teaching</i></p> <p><i>Ineffective teaching without RP.</i></p> <p><i>Misconception of R and RP.</i></p>	<p>2</p> <p>12</p> <p>14</p>	<p>I already believe that I was doing reflective teaching or reflective practice. I think it's impossible to actually teach in any meaningful way or even not that much in a meaningful way without actually doing any part of reflection.</p> <p>I highly believe that there is no such thing as teaching without being a reflective practitioner. There is no meaningful study no meaningful teaching without the teachers stand up for one moment and then thinking. What's happening in my classroom.</p> <p>I really doubt that they're not. I can't find a teacher at least to some extent not reflecting. I mean we had all our colleagues over here they reflected. I really can't imagine a teacher coming from overseas to teach in a Saudi context and not reflect</p>

<p><i>Teacher's awareness</i></p>		<p>on how students are different or not.</p>
<p>Collaborative reflective practice:</p> <p><i>Dissatisfaction with colleagues' reflections.</i></p> <p><i>Positive Side of face-to-face reflective practice</i></p> <p><i>Friendly atmosphere of reflective meetings</i></p>	<p>6</p> <p>16</p> <p>24</p> <p>5</p>	<p>And that's where it bothered me because I didn't find any of my colleagues who actually bothered to think why our students are passive learners!</p> <p>a couple of people in your group that understood what a reflective practice was when you were asking them how you felt about it, you actually encouraged them to some extent reflect upon it. When someone was challenging them to say no, I think I think it's because of this and that rather than that and that. They became thinking about it. I think that induced more reflective thinking.</p> <p>Absolutely, it was always warm and friendly... It really was. So yeah definitely it encourages friendship and encourages better ties and encourages less formal communication and it makes it feel more like friends getting along rather than teachers inside the teacher classroom.</p> <p>I used to do it with researchers,</p>

<p><i>Reflective teacher Vs Reflective researcher.</i></p>	<p>8</p>	<p>researchers I find to be a lot better and more equipped to answer reflective studies and give positive feedback, practical feedback rather than what I found with my colleagues of teachers.</p> <p>However. Meeting with researchers is a very different view. Researchers are trained I guess to find a problem and look for a solution. So in my previous experience of reflective practice, especially when I was studying in Australia, everyone had a project a research project. Everyone had to question each question reflected a problem. Each one had a theory. How can I innovate this problem and change it.</p>
<p><i>Ineffective RP through virtual group (WhatsApp).</i></p>	<p>15-16</p> <p>16</p>	<p>The practice that we had on WhatsApp, I found it to be fruitless and I found it to be more about commenting rather than actually discussing.</p> <p>Everyone wrote something. Each one wrote two sentences back to say good or bad. Not much of it. If there was any I don't I can't recall any to actually explain what's happening and how can we...</p>

<p><i>Gaining social relation.</i></p>	<p>23</p>	<p>So we are pretty much from what I saw discussing the symptoms. The students are not talking, they should talk. OK, we know that!!</p> <p>why? And once we know why we can address the how, I did not find that through WhatsApp.</p> <p>It just shows that these are my colleagues for years now for years and during your intervention and group discussion, I got to know them a lot more in those two hours. Then I've done all those years. So that was a brilliant aspect out of it. It definitely brought closer ties creative ties this definitely did a lot more friendship a lot more respect.</p>
<p>Institution: <i>Urgent need to teach pre and In-service teachers RP approach.</i></p>	<p>16</p>	<p>We can't just simply wait for teachers programs to teach to just into it that for the students. And later on, tomorrow they become teachers and we expect them to actually know how to do that. They have to be taught and what is shown in all literature is that our preparation programs for teachers and English language are very very narrow. We have English teachers</p>

		<p>with you in English. Yet, we were doing that and then we had those six or eight hours of English teaching methods. The first two semesters of that was absolute nonsense because none of us had any training of teaching. None of us actually went to teach. It was all theory. We were a year three or two of our undergrads. And we were studying grammar translation, communicative method but it was all foreign concepts we had no idea what it meant in real life. And then we went out in our practicum and we still didn't have anyone to show us. So, we simply opened the books told the students to shut up. We made sure that they shut up. Because we didn't know anything better. And we wanted to make sure that we control our classes.</p>
<p>Attitude: <i>(Personal) Positive attitude</i></p>	<p>28</p>	<p>that's (RP) going to be a whole lifestyle. It's not going to be just about teaching. That's how much we are around it to be ridiculously influential to enhance performance in everything. And I do mean literally: Everything. There's a saying... I think it was Socrates.."unreflective.</p>

	28	<p>Life is not worthy of living”</p> <p>Honestly although I did this reflective practice. Just to learn about how to teach. I've found it to enhance my own personal life. Know I really do mean that. It enhanced my own personal life in so many different ways. Being a reflective practitioner is a style of thinking, a style of behavior, a style of viewing things not as problems, but as issues that need to be to be solved. It's a puzzle. It makes me more active.</p>
<i>Negative feeling</i>	29	<p>But I'm more concerned about education school because each teacher has the capacity to ruin a whole generation, or to fix a better generation. This is something that needs to be done and needs to be done very quick.</p>
<i>Self-satisfaction and confidence</i>	21	<p>I did my reflective practice and it made me realize that if I do that I'll feel better about myself. My students would feel better about me and they will attend my class because they actually do gain something out of it.</p>
<i>Awareness</i>	7	

	20	<p>I gained an awareness about what needs to be done.</p> <p>it made me feel worthy or unworthy. Developing a better teaching style by reflection reflect reflective practice enhanced my own views towards myself and my own value as a teacher, and as a researcher, and as a person that mattered. Prior being a reflective practitioner prior going into Australia, I was always haunted with this idea and I truly always had it in the back of my head. What's the difference between me and a speaking dictionary? There was no difference. The only difference is possibly that I could think of was you shut up don't talk flip the page. That's all what I was doing.</p>
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Appendix 12: Participant Two (Super-Ordinate Themes and Sub-Themes)

Super-ordinate & Sub-Themes for (Participant 2)	Page	Quotes
<p>Understanding reflective practice:</p> <p><i>personal recognition</i></p>	2	<p>I think the practice is a long process. This is according to my understanding of this word, I mean by that is first of all to be aware of what you are doing, I mean in the teaching field, to be aware of the environment whether inside the class or outside the class, the curriculum, the students, different factors which might affect your teaching whether it's positively or negatively.[] we can identify as a problem and try to find a solution and before finding the solution, you try to see the reasons and why this happens... It's a process to find out and to make a correct decision if you have it.</p> <p>To be honest at the beginning. At the beginning I feel that it's difficult for me as a teacher.</p>
<p><i>Feelings due to Lack of reflective practice experience</i></p>	4	<p>So, this is the feeling at the beginning, there is an incident but I'm not sure about it. I just need to deal with it, but first of all, I want to be sure whether it's true or not. So, to judge is a difficult.. I mean it's a difficult decision, yes. Then, I think throughout the practice or reflective practice. One of the stages was, the collaborative reflection and we sit together with some of our colleagues, and they shared a lot of their ideas and when I tried one of them, it worked, yes. The feeling changed now. It was kind of a kind of challenging to say okay. Difficulty at the beginning. Now you're feeling start to be confident you're confident. Now, I'm sure I did something in the</p>
<p><i>Urgency to understand the context</i></p>	5	23

		<p>right following the right way and let's say to all high percentage I did the right thing.</p> <p>it's important in a way I think that teaching without understanding the context will lead to...I think I can't say bad, but I think to <u>some extent fake results</u>, ok. Why? <u>Because if you think of your performance, the context you think is ideal, this is not true</u>, ok. Yes we have a good experience in teaching and I know this thing is not getting well all the time, ok. The context includes the students, the textbooks, the classroom, the weather.. each one of these factors affects teaching.</p>
<p>Factors:</p> <p><i>systematic reflective practice</i></p> <p><i>Awareness</i></p> <p><i>Time constraint</i></p>	<p>7-8</p> <p>12</p> <p>11</p>	<p>If I'm saying the right thing is the systematic way of reflection, ok. I mean the commitment..you're doing one step by step gradually you are doing your reflection okay. It's not a matter of just think..</p> <p>I think as a teacher, as a teacher, you are not let's say perfect. Sometimes the reason for this incident is your performance let's say in the classroom, ok. Or it could be something out of hand.</p> <p>I think we need time in applying this kind of reflective process. It needs time, it's not a big deal in terms of time [no problem if we spend time in RP] but it's still time [is limited]. So as a teacher if you're busy or your mind busy with other things, this is one of the factors that might affect you're applying this</p>
<p>Collaborative reflective practice:</p> <p><i>Resistance to collaborate</i></p>	<p>8</p>	<p>Thinking about the problem, and let's say research or do some research on that or ask people or discuss it in a group or whatever it is, sometimes you feel it's embarrassing to ask your friend about something. So, this is kind</p>

<p><i>Issues in collaborative reflective practice</i></p>	<p>12</p>	<p>of.. this kind of feeling at the beginning yes but, if you feel let's say the importance or belief and the importance of this method, I think or the importance of making a true decision let's say Okay, I think as a teacher you need to do.</p> <p>especially if you are doing this in an informal way with your friends, you need to care about your writing you prepare things you want people to to understand what you are writing or what you're discussing.</p>
<p><i>Friendly ecology</i></p>	<p>19</p>	<p>They [teachers] were polite in their comments, ok. They were willing to participate I think, yes, I noticed that some of them. They know that you did something, or you applied something wrong in your class, and they said that yes we had been through it. So just they try to show that it's okay if they are more experienced than you they say okay, it's okay we have been through it we have we applied so and so and it worked so why don't you apply.. this kind of willingness to participate and to help, yes, was kind of let's say an encouraging environment.</p>
<p><i>Positive side of multicultural reflective group.</i></p>	<p>28</p>	<p>But I have a problem with finding hmm... I can't rely on myself.. I mean noticing it's okay, observing it's okay, but sometimes I need to know who is the person I need to consult (Reflect) with.</p>
<p><i>Virtual (online) reflective group</i></p>	<p>21</p>	<p>if you are from the same culture I think if we share some point that you feel shy to raise this topic her or there.. other one is if you know different people from different culture you can benefits from this different experience so this is what I want to say..different culture ..different education system, different experience will help a lot, finding out more of solutions for the things you are looking for.</p>
<p><i>Virtual (online) reflective group</i></p>	<p>15</p>	<p></p>

		<p>colleagues commenting on these reports,</p> <p>collaborative because I get the benefit of doing this,yes. And see the results through this. So this is the part that I think is blessing, okay that you can to exchange experience and share with others so it's helpful here exactly. Yes, exchanging information and experience in a systematic, this is the word.</p>
<p>Writing as a reflective tool:</p> <p><i>Perplexity of written reflection</i></p> <p><i>Benefits of Jonah writing</i></p>	<p>15</p> <p>16</p>	<p>The problem is is how to transfer these ideas [reflective details] to a written form.</p> <p>writing needs time and speaking is spontaneously and you might forget. Yes I think it is good it's good do it. Yes well this is good to record these kinds of incidents (through writing) to review at the end and revisit this area again and again because teaching is a profession that is continues, you're teaching from time to time so in each stage, you need to learn from your own experience.</p>
<p>Impact:</p> <p><i>careful consideration</i></p> <p><i>Belief and attitude</i></p>	<p>6</p> <p>24</p>	<p>Yes, of course yes. Don't rely on your own decision. Okay, in teaching and at the same time don't ignore things in your teaching.</p> <p>At the beginning to be honest at the beginning I wasn't satisfied with the idea, because you know I think what can I add to my experience? Yes, I know I had a lot of incidents through my teaching experience. So, what's the benefit? But doing that, I think, I mean again, the systematic way of doing this, I</p>

<i>Awareness</i>	3	<p>think, helped me a lot, not necessarily to solve problems but to think and re- think about the incidents that we had, okay!</p>
	12	<p>it was interesting to be honest because maybe I was doing this but unconsciously, okay!! So now now I'm doing that and am looking for a solution and am following procedures one by one, and they see the results, apply something to see the results. So I think it's kind of "active method", maybe before it was just I'm doing it without noticing .</p>
<i>Attempt for reflective practice commitment</i>	10	<p>It (Reflective Practice) raises your awareness of what you're doing, okay!</p>
<i>Self-reliance/ confidence.</i>	22	<p>So I did it consciously. OK, I did it , there's a Commitment. I said this ..I followed whatever you ask us to do [in this study]. So, doing this made me discover... Okay it's easy. So now why didn't I apply it [RP] in my life? Ok. I mean in my teaching. Why not? It's not that difficult now, ok. I know the way.</p>
<i>Feeling of transformation</i>	5	<p>I think personally I start being aware of the different factors that might affect the teaching in the classroom okay. Being aware of management because I was looking to this context of teaching, as a place that I'm trying to find out where are the wrong things running so being noticing or observing the classroom from this from this point it has a good impact on teaching Okay. You are aware you are aware so many things I was doing without noticing.. now I start to find things out and so this is I think helpful. The other impact of teaching.</p> <p>The feeling changed now. It was kind of a kind of challenging to say okay. Difficulty at the beginning. Now you're feeling start to be confident you're confident. Now, I'm sure I did something in the right following</p>

		the right way and let's say to all high percentage I did the right thing.
<p>Institution:</p> <p><i>Institutional role in promoting reflective practice</i></p>	28	<p>I think any institution or center Teaching language or whatever teaching language or other subjects, I think they can, let's say, create a site okay, and it can be managed by someone just post their incidents and keep doing this in following the same process. From time to time you might, I mean, read something belongs to your context so you benefit from that. This is one of the suggestions I think they can apply. The benefits of doing this. I mean keep doing this (commitment and systematic RP).</p> <p>You know dealing with administration as a teacher is not difficult but at the same time you cannot change things, I mean just like advice okay takes time.so factors like this would also hinder the practice that you are doing!</p>
<p><i>Teacher administration relationship</i></p>	13	

Appendix 13: Participant Three (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate Themes & Themes for SU.SO (Participant 3)		Quotations
<p>Understanding and implementing reflective practice:</p> <p><i>Conceptual elements for reflective practice</i></p> <p><i>Identifying critical incidents</i></p>		<p>Reflective practice is basically a teacher pointing out that incident in a classroom whether it is positive or negative, then the teacher would reflect on it and write diary of what happened... what is her understanding of that event, how does it affect the teaching practice the learning and outcome, And then she tries to find solutions for any similar problems if this is negative in the future, she tries to find what ways out of it in the future.</p> <p>...each Friday I will think about it I mean what happened in the week before then I would try to find something that makes me think as a teacher, something different whether it is positive or negative. So, something Worth of notice and then I will come up with like a number of incidents because Obviously when you are teaching for 14 hours a week, of course so many incidents can happen; but then I choose one of them which if you want the most significant,</p>

Self-motivation and enjoyment

Writing as a reflective tool

everything because you are really busy as everything is happening at the same time,

To me the context means more than one thing. It might be the institution, it might be the students Level, it might be the course you are teaching. I think the most important one is the level of the students, because actually when you're teaching and you're reflecting, you have to keep the students' level in your mind; whatever you want to do, you have to make sure that it is applied to them...

Actually, I didn't have any problem with it. As I told you before, I haven't done it before and I haven't heard about it before, but I liked the idea, And as I said it is interesting for me as a teacher read my thoughts in writing. So, you write something and then you start thinking of what you have written and then you have another colleague also commenting on what you are doing, so, it was interesting actually and very applicable very relevant ... Very useful.

I would start writing like without preparation like whatever comes to my mind and start writing because this is basically my understanding of reflective practice; you don't have to prepare

Teacher student relationship

yourself for writing as you would write whatever comes to your mind. So, I would just go to my computer and write all the thoughts that I have in mind and then I would start reflecting on the things I wrote in there about the incidents. So it was really interesting to see how when you write things like the thoughts will come to your mind, it's not like when you're thinking Without writing as it makes you more focused if you want. Ahh..So I found it interesting yeah.

So, again, I would say it is effective but in order to see the effect, we need to do it like over a year maybe or years. Like if we can get the teachers to get to the practice of **writing reflective** reports, I'm sure it will make a difference because you see your mistakes and you're learning from your mistakes not only in thinking but also in writing..

It might not be very strong in your relationship with your students as time passes, you start understanding them and they start understanding You, So you reach the way in the middle if you want. So this middle of road point very important In terms of the relationship I've even in terms of the reflective

		<p>practice, Because if you don't understand them very well how can you reflect on any incidents? You might be actually miss reflecting, And you might be saying something that is not relevant to them.</p>
<p>Institution</p> <p><i>Professional development:</i></p> <p>a) <i>Negligence and marginalising professional development</i></p> <p>b) <i>Effectiveness of training sessions</i></p>		<p>...is the institution really interested in implementing this practice, encouraging the teachers to do reflective practice? Is it really interested in teacher development? Or is it something that we are only saying we are not sure about? So, this is number one. Number two is the time: do you have the time and effort as you said? And even at the economic level, do you have the resources that allow you to implement this method on a larger scale to all teachers? So, I would say unfortunately the answers to both questions now it is not.</p> <p>Actually, this year they plan to provide the training session and they canceled that session due to unavailable rooms in which the Sessions sessions can be delivered. But yeah, I attended maybe eight sessions out of 10 maybe since I came back from my scholarship to do my PhD. I would say that only two sessions were useful because I</p>

c) Outsiders vs insiders

believe that it depends on the trainer either himself or herself as he or she is obliged to present at the time there is a lack of knowledge when it comes to context and sometimes I feel like it's boring as I feel there is a gap between the words that are spoken and the actual context in situations we are dealing with here. And you know we as teachers we prefer practice rather than shooting theories here and there without real concrete connection.

d) Reflective practice as a necessity

I am confident that if we change the mind of the ELC administration and the teachers, then and only then the training sessions can be replaced to the reflective practice approach provided by Oxford. Which unfortunately I think the way they are doing it now is just a waste of time and effort. I believe that reflective practice is very important and worth of practice and then attending sessions which are not relevant to our teaching because within reflective practice teachers who are working in the same context they know their problems their deficiencies their issues more than anybody else. I remember when I was collaborating with Peers for collaborative reflection, we knew what we were talking about issues, and it was easier to come up with a

*Prior administrative
personal experience*

*Prerequisites administrative
procedures before adopting
reflective practice*

reasonable solutions as opposed to calling someone from the outside I'm trying to get the benefit out of his talks all the time he or she doesn't know anything about this Context.

You can give teachers more trust, do you know if you give them more trust you can... they might stop thinking about all of these smaller things which you may call it distraction this is number one. You can Also try your best, although I know it's not easy Because I know it's not easy I was I was in administrative position so I know it's not easy...To give them more freedom if you want and their teaching practice..In a sense that you know at the ELC here we have a final unified examination.

when I was part of the administration, as a teacher you would feel that there is a smell in the atmosphere; you know how the administration Is thinking about the teachers and how they are dealing with them, all of these things make a big difference to me. So, it is difficult to Explain but it's something that you can feel. So the problem I think here when we think about the administration level, there's a lot to do and the time is really limited and you know

Role of administration

with preparatory-year you have a lot to do and you have a lot to think about; you finish the midterm and then you need to think about the final, rooms are difficult, the number of staff members... there are so many problems to think about. Then as for people in the administration, you would be involved and you know those small things, for me they are small, because we are not what we are looking for in the future but if you think about the vision we want to have like something or a place where language taught properly.

So, we should be looking at improving our teachers, we should be looking at the quality insurance, and we should be looking at how are you levels if you want. But because we are involved in small details, we lose track of the big picture. So I think this is a real problem here, and I think it is not the right time to adopt the reflective approach in my opinion now! Meanwhile I think reflective practice approach is very effective, but we need to think about the institutional status before we implement it.

Well, there are so many things that you can do. I have the administration level if you want you can give teachers more trust, do you know if you give

		<p>them more trust you can... they might stop thinking about all of these smaller things which you may call it distraction this is number one. You can Also try your best, although I know it's not easy Because I know it's not easy, I was... I was in administrative position so I know it's not easy...To give them more freedom.</p> <p>I believe that in order to have an effective reflective practice here the ELC administration should believe in it, and this belief needs to be fed into teachers Who should agree that this approach is important. And if we can convince the teachers the significance and importance and effectiveness of reflective approach then we would have a productive outcome other than this I don't believe that it's gonna work out.</p>
<p>Collaborative reflective practice:</p> <p><i>Cultural diversity</i></p>		<p>it was like a positive effect. In my understanding If you have to choose from different backgrounds and different cultures in different contexts, so they have different types of Experience in teaching, I think it is a positive point for the reflective practice If you want understand same incidence from different perspectives. So for me it was an addition,</p>

<p><i>Using technology in Collaborative Reflective Practice</i></p>		<p>it wasn't something negative. Especially in the last three incidents and we were me and the other teacher I found it very interesting because it was very easy to communicate with this person. So when you know that she understands you and you understand her you can talk Openly about topics as there is not any problem...</p> <p>when we started I think.... As you send about the time limitation and also the large number of group members would make a difference, so I think it is effective but the number of group members should be limited. I would say that in order for the WhatsApp group to be effective in practicing reflection, the maximum number of group members should be five or six. I think a large number made it really difficult for us to follow what's happening especially that each one of us is busy in different ways.</p>
<p>Impact of reflective practice:</p> <p><i>Making reflective practice a habit</i></p>		<p>I think if we like do it over a long period of time it would make a big difference. Now we can't judge this one semester because The time was really limited but it would be really interesting if Apply it in a larger scale if you want, if we go to</p>

Short & long-time effect

Impact on belief

each and every teacher and say well This semester all of you it's coming from the administration that each one of you needs to do reflective practice... you don't have to Submit reports but you have to keep these reports in the diary if you want , And then at the end we are going to discuss everything together. I think this would make a big difference because as I said although I did three or four reports, but each time you write about something it makes you think about your teaching practice.

we will see a difference in the performance, and the administration of course will see a difference if they care, they would look at the performance and they would see that there is a huge difference in the performance. So, it is effective I think but we need to give it more time to see the effect. But it is interesting to see how even if you write like one or two or three reports, these can change your perspectives on specific teaching issues. So, you can imagine what's going to happen if you do it over a year, and it's really interesting like I said that we are not looking for the direct effect, we are looking for the indirect effect! So, you might not be feeling it, but if you are writing reports and you

<p><i>Exploring the self</i></p> <p><i>Awareness</i></p> <p><i>Commitment and desire to do reflective practice</i></p>	<p>are reflecting on an incident, you are actually improving as a teacher whether you feel it or not.</p> <p>I could see for example the one (incident) about writing how it changed my mind about the way I'm giving feedback to them (students). At the end, when we were talking about the positive incident about the flipped classroom, it gave me more thoughts about it like ...yes we can do it, we can apply it more...the more I do it, the more I believe in it! So, there is an effect, but as I said the time limitation might make the effect not very visible if you want. I guess with reflective practice, the main goal here is looking at long term effect.</p> <p>Positive things as I said it (reflective practice) made me think about myself as a teacher, my teaching practice especially the one that we did about writing as it made me think about what I'm doing with the students.</p> <p>I was doing it (the teaching) in the wrong way but with reflective practice I actually started thinking about what I was doing...</p> <p>We need training in order to understand what we mean by reflective practice approach, we also need through training</p>
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		<p>to understand and to know why reflective practice is important. Number two we need more time, What I mean by time is not only the time we need inside the classroom but also the time we also need outside the classroom when we have collaborative reflective group together. I totally believe in this approach and I would say that there is a change internally when it comes to feelings and believe in that approach but externally and still I cannot give you a clear answer about this. I would say that I am doing really my best not to break this habit in the future.</p>
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Appendix 14: Participant Four (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate and Sub-Themes for Dio (Participant 4)	Page	Quotes
<p>Understanding reflective practice:</p>		
<p><i>Conceptualising reflective practice</i></p>	2	<p>Reflective practice is a behavior that or a set of behaviors that teachers have, or conscious teachers have, that consists in <u>honing in</u> on a particular event that happens in the classroom no matter what that event is. Reflecting on that <u>event for the purpose of that reflection later on influencing teaching again.</u></p>
<p><i>Recognizing the role of RP</i></p>	3	<p>To improve or shed light at least at least shed light on the teaching that is going in their classrooms and in that sense, it has always been an integral part of teaching.</p>
<p><i>Change</i></p>	4	<p>The first time I participated in this research the critical incident that I talked about that I mentioned had to do with my realization that I did not know enough about the students , every student that I was teaching. And that came about as a result of a student, making a remark in the class that threw me off, in the sense that I wasn't expecting that remark from a 17 or 18 year old student. And that made me think well I have I don't know my students well. Or maybe even worse maybe I have a very warped view of who my students are.</p>
<p><i>Writing as a reflective tool</i></p>	20	<p><u>cookie cutter approach to teaching.</u> You think that what I do with class A classroom A I can do with classroom B next year and next the following year. everybody has a cookie they could fit in a cookie cutter. Anybody can fit into a cookie cutter because everybody is like a cookie. They're the same. They think the same thing the same students are not human beings are not like, they are different. So call for adjustment. <u>So reflective practice allows you to make it possible for you to not look at your students from that approach from a cookie cutter approach and look at them as individuals with differences particularities.</u></p>
	8	

		<p><u>writing is a deliberate activity that allows one to sift through the fluff and get the substance.</u> So yes I definitely did jot down ideas as I engaged in the process. Remarks observations here and there <u>but when it came down to writing a report, I had to be a lot more coherent than my notes suggested because as I said earlier writing is such a deliberate effort through which we sift through a fluff because a lot of the things that we think are just fluff not substance and look for substance and make sure that my report has nothing but substance and is a very coherent logical cohesive, presented in a way that will be beneficial to me as well as to other people reading.</u></p>
<p>Factors:</p> <p><i>Time limitation.</i></p> <p><i>Insightful discussion during collaborative reflection</i></p>	<p>9</p> <p>18</p> <p>5</p>	<p>Non-teaching duties can be a distraction from reflective practice, either by taking time away from the practice itself thereby reducing the time that you used to engage in reflective practice or by interacting reflective practice. And I don't know which one is worse. So, I would say yes. at times it was not always easy to manage both the time for reflective practice and the time for other nonteaching duties, it was always easy to juggle schedules.</p> <p>I think that it could be a little bit more effective if the teachers had adequate time to do it and be if there were better prepare for it in the sense that they need to be maybe synthesized more to the need. I don't believe that all of them understand the difference between reflection and reflective practice. So they need to be a little bit more aware of these distinctions. And that needs to be part of the daily conversation.</p>

		<p>The most influential factors were the discussions that I had with my colleagues.. my peers..fellow professors.. the collaborative reflection session because that was a platform to share ideas to get feedback from colleagues and to do even further reflection and then later on synthesize everything into one coherent actionable conclusion about teaching.. about the nature of teaching.</p>
<p>Institution: <i>Call for systematic reflective group meetings.</i></p> <p><i>Normalizing reflective group meetings.</i></p> <p>Collaborative RP: a) <i>Friendly Ecology</i></p> <p>b) <i>Normalizing reflective group meetings</i></p>	<p>18</p> <p>10</p> <p>18-19</p>	<p>I mean it should be part of the conversation. In other words when teachers are sitting for example having coffee during day breaks, let that be part of the conversation so that it becomes natural. Otherwise it would be almost equivalent to saying to them every once in a while, well today we're going to have a workshop on programming languages.. they'll feel that it is irrelevant ... in my in my view this this happens when you have people who really are brought.. I mean teachers were brought into the idea the notion that this is important and who actually make it a topic of conversation. So it just needs to be a part of the pedagogical narrative. It has to be a part of pedagogical narrative on campus.</p> <p>the inherent nature of the language center the English language centre, the relations between colleagues are mostly very cordial and, as a result, when we had these collaborative reflective practice sessions, colleagues were more than happy to listen carefully to your report and comment on it and get suggestions within a very informal and non-aggressive style or manner [...] So, in that sense it was very productive. Productive. There's a sense ... We're in it together. That's what I felt.</p> <p>I mean it (reflective practice) should be part of the conversation. In other words when teachers are sitting for example having coffee</p>

<p>c) <i>Cultural diversity contributes to enrichment for RP.</i></p> <p>d) <i>Face to face collaborative sessions</i></p>	<p>11-12</p> <p>16-17</p>	<p>during day breaks, let that be part of the conversation so that it becomes natural. Otherwise it would be almost equivalent to saying to them every once in a while, well today we're going to have a workshop on programming languages.. they'll feel that it is irrelevant ... in my in my view this this happens when you have people who really are brought.. I mean teachers were brought into the idea the notion that this is important and who actually make it a topic of conversation. So it just needs to be a part of the pedagogical narrative.</p> <p>I remember one of our colleagues suggesting or thinking that it was a good idea to know the student's family background and so on and so forth. I'm not interested in that as an American I'm not interested in the student's family background as much as he was laying it out. I was more interested in understanding the student's educational background or the student's personal value systems and personal ambitions and so on and so forth. I'm not interested in what the student's father does, the occupation, I'm not interested in what the students with the student's father is not necessarily interested.</p> <p>So, given the options maybe some options those who don't like to face or who are time constraints or other constraints might prefer that platform rather than live. a face to face makes it easy for all sorts of interactive gimmicks to happen on the spot. You say something I don't understand why I won't follow it and I immediately ask you and ask to follow up questions and you clarify things from me and move on.</p>
<p>Impact: <i>awareness</i></p>	<p>13</p>	

<i>Satisfaction / improvement</i>	14	<p>Today's doing this tomorrow I'd like for him to do X Y and Z, because I don't want him to be bored because I realize that he's a particularly active student.</p> <p>I'm seeing results here as a result. I mean as a result of engaging in reflective practice I'm seeing concrete results. But those concrete results are not final they're not absolute. I get the call for more adjustment.</p>
	15	<p>I feel a sense of <u>enrichment</u> personally. There's something in me that is <u>augmented in a positive way somehow or something in me is better</u></p>
	21	<p>It gives me a sense of maybe <u>personal satisfaction</u>. There's a sense of personal satisfaction about not doing the thing the same thing over and over. And thinking about what I'm doing. <u>So.Well at least I know for sure I am not an automaton.</u></p>

		<u>will not happen if I'm doing that orally.</u>
<p>Community of reflective practice:</p> <p><i>Culture & preference for collaborative reflective practice</i></p> <p><i>Reflective practice through technology</i></p>	<p>3</p> <p>13</p> <p>10</p>	<p>And I like teamwork because this will give you more encouragement to be part of a team and you will feel that you are affecting others you and you are taking from them. You are giving them and taking from them at the same time, especially here because you know the culture of the students here is completely different from other cultures.. other students cultures overseas or in Canada which is a multicultural country. So I got a lot of new information about how to deal with students actually.</p> <p>It is very helpful if, for example, we have a website where....very day sit and read comments from teachers about the day.... about their lectures on that day about like the funniest things on that day....experience or strange things that happened in their classes and everyone can get like a comment or an advice or a solution. This would be very interesting and very useful for teachers. Like a group on the WhatsApp, for example,</p>

<p><i>Teacher- teacher relationship</i></p>	<p>7</p>	<p>or another website where they can discuss these issues and each teacher every day just have like 2 -3 minutes to write something to share it with the group or with colleagues.</p> <p>Actually, we exchange ideas with each other and foreigners with the Saudis as partners from different cultures we have no problem with that. Our relationship is very strong actually <u>actually we are united against others [laughter]</u>. Because we feel that we belong to the language center and we are all teaching the same material like slightly different books sometimes, following the same policy actually. But we keep exchanging ideas without any sensitivities or any negative actions or negative response. No we don't have that at all. Our relationship is very strong and we are all sisters and friends. Actually the colleagues that I engaged with them were my best friends and the relation was like Yeah it's very good and it's more than very good actually the relation between me and them is excellent. Yes. <u>So I felt</u></p>
<p><i>Healthy environment</i></p>		

		<p><u>more comfortable because I used to discuss with them any critical incident even before you come and ask us to report these things.</u></p>
<p>Institutional side:</p> <p><i>Teacher administration relationship</i></p>	<p>5-6</p> <p>9</p> <p>9-10</p>	<p>When I feel that <u>my opinion will not be taken into account or it will not be considered, so I will stop reflecting or sharing opinions or give like advices because I did that before, and I felt that my opinion was ignored.</u> Yeah, yeah it was totally ignored, like it wasn't mentioned at all, and this was in a written form actually. It was about the curriculum actually, it was not about students or classroom. It was about the books that we used to teach. Yeah I could decide from something in the materials. Yeah, nothing changed next term or next year. So I stopped doing that. This prevented me from reflecting on the curriculum because that's what they want me to do and they will not change that, so I stopped.</p> <p><u>I reported this (CI) to the head of the department and she said we have no solution for that; you</u></p>

<p><i>The need to adopt reflective practice</i></p>	<p>14</p>	<p><u>should accept that as it is: Take or leave it.</u></p> <p>we always have a huge problem contacting them for asking for or asking for help from them. We have no cooperation. So that's why, because they belong to the faculty and the building. And we are just guests in the building. No we cannot ask for changing rooms or changing the settings or the arrangements table or even having our own desks in our office. We do not have that. We have a classroom it was a classroom unair-conditioned, we collected money to buy an air condition and we put it in that room. We shared some old desks which broken for teachers. So they keep this because this is an old building, it has many problems and bla, bla, bla.. Yesterday we had a rat in the building and we trapped it in our office. Yes, and there're lots of rats, we cannot keep anything in the room because of that. It's horrible. And I videoed the rat on my cellphone, I have a video for it in the trap. So this is an example.</p> <p>I wish that that's in general but especially especially here at UQU, and I wish that <u>we can have some workshops that encourage teachers</u></p>
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		<p><u>to be more reflective and to be more open minded</u> to other colleagues to ask about things and because new teachers they have no idea they do not know this this issue at all. <u>They never hear about it because they never studied it in their school courses unless they studied overseas</u> and they specialize in this thing <u>if they did masters and Ph.Ds.</u> Otherwise here they will not be aware of it at all. So that's why we should organize <u>workshops</u> or short term courses for a week during the summer break which is so long here to make them aware to give them some practice to do that to workshops as I said or symposium or some lectures to introduce this thing because it's not long why many people, unfortunately. <u>So I wish in the future that we can explain this and introduce it.</u> I wish to <u>have more like to train teachers how to use your reflective practice.</u></p>
<p>Impact of reflective practice:</p> <p><i>Awareness (Culture)</i></p>	<p>4</p>	<p>When I saw that action, I interpreted it in a totally different way; but when I talked to my colleagues about it this is no it's a normal thing here and it could be done in the classroom or outside</p>

<p><i>Learning</i></p>	<p>11</p>	<p>between students. So, I said OK then that was like irritated me a lot in the classroom when I saw that action. <u>But after that I just understood that something normal and it happens everywhere in the classroom outside the classroom.</u> This affected me, and changed my point of view. It changed my reaction when I see if I saw such a thing next time, so that this is the most influential thing.</p> <p><u>sometimes when I discuss with a colleague who's background is Indian or Pakistani, I feel that they add to my experience and I give them from my experience.</u> So it <u>enriched our teaching and our experience; it's here I mean the reflective practice,</u> it enriched our experience a lot and it affected our teaching, our classroom management, and our relationship with the students.</p>
<p><i>Modifying teaching approach</i></p>	<p>7</p>	<p><u>We should change the view [which is negative] of the students that English is important in their lives and they should learn it, or if they want just to pass the exam, we should change.. we should change <u>our teaching methods</u> and approaches to meet...because now we are going into</u></p>

		<p><u>rows</u>. All students facing me because in the computer labs unfortunately unfortunately they were facing the wall instead of facing me they gave me their backs, because that is the organization of the table because they are expected to face their computer screens. That's why. So this was really strange for me and it <u>irritates</u> me a lot because I couldn't see the faces the my students and their expressions and I lost the eye contact with them which I used to depend a lot on when I was teaching in different places.</p>
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Appendix 16: Participant Six (Super-Ordinate Themes and Sub-Themes)

Superordinate and sub themes for (Participant 6)	page	Quotes
<p>1) Understanding Reflective Practice:</p> <p>a) <i>Conceptualising reflective practice</i></p> <p>b) <i>RP as an exploratory tool</i></p> <p>c) <i>Absent RP, absent progression.</i></p> <p>d) Collaborative Reflective Practice:</p> <ul style="list-style-type: none"> o <i>Cultural diversity.</i> 	<p>1</p> <p>2</p> <p>3</p>	<p>reflective practice is a part of teaching from an educational perspective, If we look at the reflective teaching and once we look at the reflective practice we can see that teaching is actually a process you know an ongoing process which is essential for the development of a teacher and I will say this should be it's a part of the professional development of a teacher and in reflective practice once we enter the class, we teach and we also reflect on on on the things you know going on in the class and it has different you know educational implications in the sense that the students can benefit from the RP teacher himself can practice and can benefit a lot from RP.</p> <p>So, if we once go to the class you know we are in a situation that we try to understand the whole environment in the class, and see that are there any problems that students are facing whether they</p>

	8	<p>are you know psychological problems or logistic problems or psychological or emotional problems. So we are always on the look for such, you know, problems not in the sense to find them only but in the sense solve them and to find you know a better solution so that the Sts you know can benefit from the learning process.</p> <p>I think you know we are teachers but you know our profession is such that is you know it's an ongoing process which we don't stop yeah you feel satisfied that is technician like stagnant water you're not moving there is no change and sometimes you know some people don't want to come out of their comfort zones. That's why they really don't teach with reflective behavior. So I say that like it's for the benefit of the all the stakeholders in the learning and the teaching process. Reflective practice should be a constant...should be part of the teaching.</p> <p>Also, regarding our CR with peers, We have you know colleagues who belong different countries and different cultures. It's the baggage of experience the ELT teacher brings to UQU. And the way they teach ... the</p>
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		<p>experience they have or the attitude they have cultural influence they have are reflected in the way they teach. In my opinion in some of the cultures, some brothers you know they are not that much serious in teaching, some of the brothers they do not take it as a responsibility as an obligation. So, it is a bit you know cultural difference.</p>
<p>2) Factors: a) <i>Time constraint and syllabus</i></p> <p>b) <i>Alternative way to overcome time (Action research).</i></p> <p>c) <i>Teachers' attitude as a factor</i></p>	<p>6</p> <p>7</p> <p>9</p>	<p>You know there are certain factors which can constrain. So my opinion...in my opinion it is the time constraint, and the syllabus that we are supposed to cover. Sometimes you know you don't find it [TIME]to reflect on the different activities that we conduct in the class. Because we're always on our toes to keep up with the pacing that's been provided by the institute.</p> <p>So it's a bit time consuming but if the teacher has ample time at his disposal, so I think he can be more reflective in practice and it's like the kind of research you know for me...it's one way to do a class research that you reflect on your own teaching (action research) so you reflect on you know the whole process and we are just participants you know the teacher... the students... the class environment, the teaching methodology...the</p>

		<p>text we are teaching... the course book.</p> <p>However, We cannot criticize you know the whole community, so in my opinion you know brothers who came from Jordan. Some of them are very good teachers, got very good you know command in teaching, but others you know they're lousy, and they don't care about time and they don't care about teaching and even they don't prepare themselves before going to class.</p>
<p>3) Impact:</p> <p>a) <i>Feeling associated with factors.</i></p> <p>b) <i>Personal attitude towards CRP.</i></p> <p>c) <i>Experiencing enjoyable RP with peers.</i></p> <p>d) <i>Future implications.</i></p> <p>e) <i>Future commitment and goals in doing RP.</i></p> <p>f) Awareness:</p> <ul style="list-style-type: none"> o <i>Realizing the difference between reflection &</i> 	<p>6</p> <p>7</p> <p>13</p> <p>12</p>	<p>But if you feel short of time, you don't think about whether the sts are learning or not learning. Okay we're mostly focusing on the syllabus we need to cover.</p> <p>I am strongly in favor of this practice that teachers should collaborate, they should all get together. So if we could just reflect on our own experiences inside the class so that would benefit us all in a way that we probably would not be able to find the Reasons or causes of problems that we face in the class and this might Give me a better solution to that problem.</p> <p>Well I really enjoyed the critical incident we noted, and I enjoyed the group discussions, especially the solution that we got from different teachers. So</p>

		<p>We usually do it (RP) most of the time you know like Some people do it more than others but you know sometimes some people are not aware of the you know the terminology. Yes some people probably do it but it's just natural and you know it was a natural part of teaching. Like here we didn't know RP in the beginning and we were not aware of it. So once you know you have a kind of idea that RP can lead to maximum benefits. So we are facing things unexpected in our classes as these events don't happen in the way we want! So if for example a student is not paying attention in the class.</p> <p>I would say that it's one of the tools with the teacher that he can utilize in order to maximize learning, in solving issues. So I feel quite happy and satisfied that I know something that probably I was doing but maybe not that much actively.</p>
<p>4) Institution: a) <i>ELC negligence for professional development.</i></p>	<p>11</p>	<p>So, I will say that we would hopefully fill the gap in the ELC; as we don't have any professional development programs; There are no trainings. Teachers don't know whether they are teaching in the right way or not. Teachers they have never been asked whether they're prepared or not in</p>

<p>b) <i>The need to adopt RP and implement its tools (e.g. peer observation).</i></p> <p>c) <i>A call to establish a reflective group under ELC supervision.</i></p>	<p>7</p> <p>11</p>	<p>even, for example, any formal way. We don't have a tradition of exchanging views, or you know what happened to a class or what happens inside the classes. So you might have seen that we have different trainers ...they come different publishers. They send us teachers who teach topics which we already know and which are not relevant to the hands on activities that we do in our class. They don't address and meet the needs for the teachers. They are doing it for us because they are actually doing it in the sense that one size fits all. Every teacher has his own Problems and needs. Classes is a place where we face the practical problems.</p> <p>It can be formal or informal, but you know it shouldn't be done for the purpose of evaluating the teachers' strength or weakness by it should be done for the purpose of betterment. So teachers I think like they should discuss such things because we learn a lot from each other.</p> <p>Well I think like if we involve all the teachers RP, and we arrange some kind of you know gathering or meeting you know once a month or even or once or twice a semester, and we sit altogether and reflect</p>
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		on the incidents we had.
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Appendix 17: Participant Seven (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate Theme and Subthemes (Participant 7)	Page	Key words
<i>Concept & Tools for Reflective Practice:</i>		
Reflective Practice and Reflection	1	reflective practice is something different
Deliberate reflection (RP)	2	There was no way of how to deal with it.
Critical Incidents in classrooms.	2	there is no class without CI
Writing and reflective journals.	5	a good thing
<i>Reflective Practice for Professional Development:</i>		
Impact of RP	10	we can sort out our own problems
RP and Change	8	Can give you a lot of boosts
Future commitment to RP	10	I will be committed to RP
RP Vs Professional Development	1	ongoing personal training
Teacher belief	7-2	I changed the strategy after we discussed this matter with my colleagues... my Belief that a critical incident is something negative
Self -Awareness	8	I would except that as a learning experience...

<p><i>Dialogic/ Collaborative Reflective Group:</i></p> <p>Ineffective Virtual (technology) reflective group.</p> <p>Negative vs Positive CR.</p> <p>Multicultural Reflective group</p>	<p>10</p> <p>2</p> <p>6</p>	<p>In WhatsApp group I don't think the level of seriousness is that much...</p> <p>CI actually implies both positive and negative...</p> <p>We actually learned a lot from each other During our sessions for collaborative reflective meetings Because it was a multi-cultural of collaborative work...</p>
<p><i>Influential Factors:</i></p> <p>Classroom teaching Environment</p> <p>RP vs Teaching routine.</p> <p>Teacher-students relationship.</p> <p>Teacher-administration relationship.</p>	<p>4</p> <p>9</p> <p>4</p> <p>4</p>	<p>There are also some infrastructure problems...</p> <p>I don't think this would be effective without reflective practice...</p> <p>When I talk to them they have different social or domestic problems...</p> <p>we tried to talk to the administration about those things but you know even if they can't do it,</p>

Appendix 18: Participant Eight (Super-Ordinate Themes and Sub-Themes)

Super-ordinate & Sub-Themes A.Aw (Participant 8)	Page	Quotes
<p>Understanding and doing reflective practice:</p> <p><i>Personal conception</i></p>	1	<p>according to my own experience I think the reflective practice is an approach, because my field of the work is teaching so I look at it from this concept I look at it as if it is an approach by which I feel as a teacher that I suppose to do something and then I come out with a result. For example, it's totally based on the assumption that a teacher can improve his teaching and quality by reflecting critically on the teaching experiences. Why do we do this? Of course we are doing this for one important reason which is that we all need to improve our classroom practices and this is what I think about RP, why it is important and why I feel that reflective practice is something that we have as a teacher to rely on. This is importantly shown as a tool by which I can utilize and I can emphasize I can analyze students practices inside the classroom and then make use of that.</p>
<p><i>Process of identifying critical incidents</i></p>	2	<p>when there is something wrong happening in my classroom, I make sure that this is the incident that something wrong happening in my classroom whether it is... it's not to say it's a wrong</p>
<p><i>Ignoring positive incidents</i></p>	2	

<p><i>Process of doing reflective practice</i></p>	<p>3-4</p>	<p><u>thing because sometimes incidents can be positive.</u> But in fact more things of the things that we are familiar with and we <u>feel that there is something when it is negative</u> not positive.</p> <p><u>when it is positive as a teacher I don't think I need to give it more focus or more emphasis because I feel that this is something good helped me to pursue my teaching and whatever I was thinking about in my classroom.</u> But when it is a negative thing I feel something in inside of my chest..I feel something bad in my mind so I need to work out this problem and try to find a solution.</p> <p>first of all I identify the incident. Okay then I will look at it one.. the second time, then I try to write a draft first about what happened exactly without excluding of any tiny details that happened and then I look for the first and the second time. Then I asked myself very reasonable question why it happened even if the problem was mine as a teacher, I have to face it and I have to be <u>bold enough</u> to say to all other peers or supervisors that the mistake started from me as a teacher, and then I try to find a solution.</p>
<p>Influential factors: <i>Textbook</i></p>	<p>5</p>	<p>A second factor that I might look at is the textbook itself. The textbook itself doesn't help me in a way to just look at the problems in a very easy</p>

<p><i>students' level</i></p>	<p>4</p>	<p>way ..revise the problem..analyze it, trying to find solutions and then come back and say to my students that: Okay, yesterday something wrong happened and today we're going to do it the right way. I can't, why? Because the book the is very <u>bulky one</u>, and the <u>spacing doesn't give me a chance to alter..</u> to change ..to develop even, and sometimes to look at my students individually. I can't, why? the textbook and the <u>spacing are very tight one.</u> <u>The textbook is bulky one,</u> If I want to just look at a certain matter twice, this means that I'll lose something. So, most of the time, I tried <u>to overlook some of the very critical issues because I need to pursue.</u></p>
<p><i>Time</i></p>	<p>6</p>	<p>students have individual differences in each class you might have two, three, or five students which are brilliant enough to understand and just help you sometimes if there's a problem sometimes they help you, they give you something that you didn't even imagine. But the problem is not with those guys, the problem is with the <u>low achievers.</u> So one important factor that can sometimes change and alter my way of thinking about that incident is the level of the students.</p>
<p><i>The sense of Teaching responsibilities</i></p>		<p>We have so much connections outside and sometimes administrative work which takes me to a certain area where I don't</p>

<p><i>Teacher's motivation</i></p>	<p>2</p>	<p>want to be in like a teacher. It can't help me to stay or just spend more time looking at the incidents, looking at my objectives looking at the things that I'm going to explain to my students. <u>Most of the times I come home really tired and exhausted sometimes.</u></p>
	<p>8</p>	<p>This is the feeling that every teacher can experience especially when he's teaching adult students. Because we feel that there is something happening here and I want to stop <u>analyze it and feel the importance of this reflection</u>, why it is important in here why we want to find the solution. I can be just <u>like any other teacher</u> say that's OK..mistakes and problems happen with all teachers around the world but if I stop, <u>and feel that I am as a teacher guilty</u> because something wrong happened then I want to fix this problem, this is this is what comes to the context of the importance of RP studies and reflective approach.</p> <p><u>So this is something that is relevant to the personality of the teacher himself.</u> So is it okay for you to accept that something wrong happened in my class and then I just pass it way that all, or I want to make use of that incident? I don't want it to happen again? This is the case, I know according to my experience of working as a</p>

		<p>coordinator, <u>it happened that some of the teachers were were so many incidents happened in their classes why they didn't they give even a chance to just analyze what happened they avoid having it in the future.</u> This relies on the personality of the teacher himself.</p>
<p>Institution:</p> <p><i>Collaborative reflective practice:</i></p> <p>a) <i>A call for forming a reflective group</i></p> <p>b) <i>Prior reflective practice experience (belief about RP)</i></p> <p>c) <i>Employing technology to do reflective practice</i></p>	<p>11</p> <p>9</p> <p>10-11</p>	<p>We were not having even a group where we can personally reflect on our incident. But what you made was really important for all and every one of us. Nowadays, we are just generating the same idea of having WhatsApp group and tended to be beneficial for all other committees that we have. Why not to have groups and discuss what happens to us, and then find solutions and implement these solutions inside our classroom and just avoid having problems.</p> <p>Generally speaking, what happened through this study which you involved us in wasn't that thing that we did even try to do before your arrival. We were sitting together, we have been teaching there for about 10 years now. We know each other quite well. We sit together most of the time in the coffee room. We discuss together. So many issues relevant to our classes. And at the end, we don't feel shy or reluctant to just say what happened exactly.</p> <p>The WhatsApp that we assigned to the beginning of this study was really beneficial in a way that we could as teachers, males and females, sit together in a forum, let's say, where we could discuss together our incidents. I was one of the teachers who couldn't make it for one or more time to come and have a face to face reflection. Most</p>

<p>d) <i>Effective collaborative reflective practice</i></p>	<p>4</p>	<p>of us are busy and you get busy with our class or with a time tables, and busy outside the classroom. So, if you are asking me to come and have a face to face reflection with my peers, it will be problematic for me. So the WhatsApp group was making it easier for us. just to gather in a platform set the incidents as they are happening and then discuss together and most of the time and we could have instant replies from teachers at the same time that that incident is happening</p>
<p><i>Institutional issues</i></p>	<p>7</p>	<p>Of course, one solution is not enough; sometimes you go for more than one solution after long time analyzing the incidents of course, because if one of the solutions is <u>accessible and one of the solutions is applicable to one of my groups, it is not to another group</u>. So I have to deal with more than one option. After that, if I feel that in some way that I'm not really satisfied with the solutions, I need to look at the problem outside the box I go to the other step which is to find one of my colleagues and supervisors, talk about the matter with them explain in details and see what are their feedbacks about the incidents.</p>
<p><i>Institutional system</i></p>	<p>8</p>	<p>one of the things that we do at the ELC. <u>Now the teacher who is supposed to be as a coordinator is not a teacher who doesn't have classes</u>. In other words, the number of students that we teach is exceeding 4000 students, and the number of teachers compared to this number is nothing, <u>which means that some of the teachers who are involved in teaching should be involved in administrative work</u>. This is something that we can't overlook. This is a fact that we are dealing with as it is. <u>We tried in many different ways just to make teachers who are just heading committees to be out of the teaching but we couldn't</u>. There were some lacks of teachers who are supposed teach some classes, at</p>

<p><i>The needs for reflective practitioner</i></p>	<p>12</p>	<p>the end who are involved in teaching and administrative work. This is something that the ELC has been into for about a long time. It's not something that happened only this year.</p> <p>the solution is to increase the number of staff member but of course this is something that has to do with the university itself, the system, the visas.. so many things that you can't even imagine, a hectic thing. Of course, we know that teaching is something and administrative work is something else. In teaching, for example, if you're teaching your students five minutes you make sure you deliver for example the objectives that you want to deliver to your students, <u>but in administrative work what takes, For example, a week might take months to be achieved. So, the process is a little bit complicated.</u></p>
	<p>12</p>	<p>We are as the (ELC) English language centre, <u>we are teaching students outside our department which means that we are only providing a service for all other faculties to teach their students the English language.</u> In other words, we are teaching the students who are not affiliating to our department. <u>So we go to buildings which are not us (ours). We go..we use utilities use which are not designed which are set by our department.</u> So if you want to report in any one of these problems that happen in your classroom, <u>it might take years, just to fix the problem.</u> Sometimes it happens that to administer.. administer.. administratives, having problems together, when we report about a problem that are happening inside a classroom, administrative parties from our department or from other departments can give on together in a certain way find a solution to the problem, because they themselves don't feel that they are in need to sit together.</p>

		<p>The environment the environment, let's think of the classroom environment. If the setting of a classroom environment is not helping us as teachers to make use of collaborative and reflective strategy or reflective approach, then it will be in vain. We can't instead give it for example 50 and let's say 100 percent or let's say 80 percent of what I learned from the reflective approach, I can only give for example 30 percent. Why, because classroom environment is not helping me, because I don't know, you have been teaching with us and you know there are some of the classrooms..<u>the air conditioning is not helping the students.</u> Just imagine and open their minds about what is discussed in the classroom; it's either freezing or boiling one. Extremes, no solution. We talked to the people involved but still the problem is persisting for many years. <i>This is classroom environment, this is one of the issues I told you about. Some of the classrooms, for example, are designed to help group work, this is something good, but in other classrooms there are only desks when you can't even as a teacher move between students to see what they are doing. You can't just ask them to do a task in a group wise. Why? Because the classroom environment is not helping you. In some some classrooms you don't have the data show or the internet connection, this is a classroom environment. This is one, I'm talking about the classroom environment. <u>There are other issues like the system itself; the educational system in our university.</u> If students load is 35 teaching hours a week, this is too much. How can students just give you a chance to talk to them? They will be really exhausted, busy, thinking about different matters.</i></p>
Impact:		

<p><i>Awareness & being critical</i></p> <p><i>Writing as an effective reflective tool</i></p>	<p>11</p> <p>9-10</p>	<p>the impact is a really positive ..is really positive. Why? <u>As I told you before: It gave us a chance to look at things from different points of view from different angles so that you wont be just looking at things from your own, and then say that I can handle it.</u></p> <p>The written way- the report-that you helped us to think about is a tool by which I can just impose the incident to my colleagues and ask them to give me genuine feedback. This is something really positive that your teacher will receive something written this means an official thing; something that I can't ignore. <u>So it's really beneficial this is something we're looking at for very long time, but we didn't have a chance</u> just to say okay look I'm sending you a report about my incidents, and I want your feedback. You helped us a lot. Thank you very much.</p>
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Appendix 19: Participant Nine (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate Theme and Subthemes (Participant 9)	Page	Key words
<p>Concept of RP:</p> <p>Understanding of RP.</p> <p>Reflection & RP.</p>	<p>1</p> <p>2</p>	<p>You discuss with your friends the incident.</p> <p>But this time it made us conscious...</p>
<p>Awareness:</p> <p>Self-awareness.</p> <p>Awareness.</p> <p>Absent RP leads to useless teaching.</p>	<p>2</p> <p>3</p> <p>10</p>	<p>But this time it made us conscious...</p> <p>They don't happen recurrently in the classroom.</p> <p>Routine teaching, no awareness, same mistakes repeatedly happen...</p>
<p>Collaborative RP:</p> <p>Issues in CR.</p> <p>Tolerance in CR.</p> <p>Resistance to show video to peers.</p> <p>Relationship with peers.</p> <p>Contribution of cultural diversity.</p>	<p>6</p> <p>6</p> <p>8</p> <p>6</p> <p>7</p>	<p>If you critically talk about certain things, people mind it...</p> <p>It's like zero tolerance...</p> <p>I will not show anybody! Probably I'll be reluctant to give it to someone.</p> <p>Yes, well we became a family, accepting others...</p> <p>This is good that we have teachers from different cultures...</p>
<p>Community of dialogic RP:</p> <p>The need for community of RP.</p>	<p>5-10</p> <p>6</p>	<p>Or they are given a platform where they can present.../ they're required to provide a platform or form a group of reflective practice where whoever needs and desires to reflect on her/his practice conveniently without any consequences</p>



Community of reflective practice as a future vision.		I think in the future if we continue doing it, we'll have a special group to discuss such issues...
<p>Institution:</p> <p>Administrative negative role towards professional development.</p> <p>Negligence of administration.</p> <p>Administration role required.</p>	<p>3</p> <p>4</p> <p>9-10</p>	<p>Look...while teachers they say professional development and this and that, probably we are not given much time. Here at Umm Al-Qura University... ...We discuss with the administration and suggestions are there...</p> <p>...Not on classroom management things, or students learning styles...</p> <p>We need an action from the management to facilitate the process of reflection and make it doable and interesting in this context.</p>
<p>Influential Factors:</p> <p>The challenging part of RP.</p> <p>Effectiveness of Written Reflection</p> <p>Lack of time.</p> <p>Resistance for PD is a resistance to change.</p>	<p>1</p> <p>2</p> <p>5</p> <p>5</p>	<p>To be frank...to find an incident was a bit difficult...</p> <p>We were not writing it down...</p> <p>Time factor is there, this is the major the major factor by the way...</p> <p>I've never seen it happening anywhere not in Pakistan nor in Saudi Arabia because people think that they are the masters of everything.</p>
<p>Impact of RP:</p> <p>RP provokes teachers to read research papers.</p> <p>Articulating classroom issues through RP (confidence).</p>	<p>8</p> <p>9</p> <p>9</p>	<p>I was driven to be curious as I search and did some readings...</p> <p>Now it has given us a bit confidence, so let's share it and have ideas from other teachers, rather than finding the solutions yourself...</p> <p>You feel confident...confidence and you are prepared to have anything... you</p>

		eagerly meet friends to discuss such kind of incidences
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Appendix 20: Participant Ten (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate and Sub-Themes for participant 10	Page	Quotes
<p>1- Understanding reflective practice:</p> <p><i>Conception of reflective practice</i></p> <p><i>RP has no spatial limits.</i></p> <p><i>Difficulty of initial stage of RP.</i></p> <p>Reflective practice as a tool to gain knowledge</p>	<p>2</p> <p>3</p> <p>7</p> <p>4</p> <p>12</p>	<p><u>When we reflect, when we seek a reflection we want to see what areas of strength and weakness to reinforce the former and rectify the latter. The beauty of reflection is it shows us our place in the map where we are, and the action we have to take to improve the situation of learning and teaching.</u></p> <p>Reflective practice is <u>putting the theory into action</u>. Putting the styles of learning and the feedback we get from our colleagues or our students or peers into practice, because if if we keep uhh... we have <u>abundant theories of learning and teaching, and we keep doing this without being aware</u>. To me, <u>reflective practice is raising awareness</u> to our act and teaching.</p> <p>Reflection is not only .. it begins in the classroom, but it doesn't end in it. It goes beyond the classroom.</p> <p>Honestly speaking the picture was shadowing to me at the beginning because although it was innate... Intuitively I was doing it for years, but to name it and to know because when we identify, it's a question of digging deep into the ontology of the whole matter. How can I know if I identify something that means I would go deep into it then I will see the grey areas, the black areas and the white areas.</p> <p>Knowledge is not only God made, knowledge is manmade so it should be negotiated. We should consider it as manmade; negotiable, we discuss it, we see how we can change it, so that our students can benefit from it.</p>
<p>2- Factors:</p> <p><i>Self determination</i></p>	<p>6</p>	<p>Honestly it was the internal motivation. This is the way I see it.</p>

<p><i>Time issue</i></p>	<p>6</p> <p>7</p>	<p>If you are not internally motivated,..if you are not convinced, you cannot practice. Practice comes after conviction. If you believe in something then you put it into practice. Without being motivated, you can't do it. My personal experience if I believe in something I try to practice it [...] I feel life is an ongoing process of learning. If I believe that things should be done because the first thing in my opinion it should be the students benefits. If I think of the welfare of my students and their growth and also my professional growth, I can't do to it without trying new things.</p> <p>I was internally motivated although we were constrained of time, the crowded timetable.</p>
<p><i>Distance issues</i></p>	<p>7</p>	<p>Time is constrained because we are.. we are committed in different committees. It's not only tutoring in the ELC that is the major concern, we have to contribute to other administrative tasks and missions. This also takes from our time, we don't have time for our students.</p>
<p><i>Overload with teaching course</i></p>	<p>10</p>	<p>also one of the constraints the big race we take from our offices to the premises of the preparatory year where we offer our courses. We don't have time, it takes us 10 minutes to get to our classes for lecturing. And then back to our offices. I feel this honestly this affects negatively. We need to have a premises where we can offer our classes and where we can be closer to our students, because reflection, in my point of view, is not only we can drive it from our colleagues or from our peers, also we drive it (reflection) from our students. If we are closer physically I mean.. If our offices for office hours..</p> <p>you are panicking to finish it. When we talk about time issue because everything ..everything involves time. I think we can't do things without sufficient time. That's why things are overloading they are interrelated in one way or another.</p>
<p>3- Institution:</p>		

<p>a) <i>Need to form community of practice</i></p>	<p>6</p>	<p>I really feel sorry because you (administration) should have given it more time, honestly speaking we should have much more time for reflection. Maybe in the near future we can adapt this approach!</p>
<p>b) <i>ELC administrative issues.</i></p>	<p>9</p>	<p>Reflection does not only focus on students and their teachers. Also there should be a negotiation: a channel between teachers and the ELC administration, bearing in mind.. ever since I've joined the ELC, not a single administrator..ELC director has been hired and recruited from the ELC staff members, with an exception of one. Yes the English department is there.. and there is a partnership between the ELC and the English department, but still a person who is inside knows better than a person who is outside. We need to have this, we need to widen the scope of negotiation and reflection. Reflection in my eye doesn't stay in one box, it should be extended. And the administrative involvement.. sometimes academic decisions are made without involvement of teachers, the ELC teachers. Administrative meetings should get reflection from teachers. When you're doing a task, and then you are informed by the students that a decision has been taken by the ELC administration without enlighten you about it. This really.. there's a gap and this gap should be bridged.</p>
<p>a) <i>ELC communication</i></p>	<p>10</p>	<p></p>
<p></p>	<p>11</p>	<p></p>
<p>b) <i>Professional development</i></p> <p> <i>Neglected needs</i></p>	<p>18</p>	<p>some weeks are skipped according to the administrative decisions.</p> <p>It's very hard Very hard. I feel we need to reconsider the whole thing we are doing here, we need to talk to the administration, we need to show them our weakness.. our needs, and they need to be responsive to our calls.</p>
<p> <i>Issues in professional development</i></p>	<p>18</p>	<p>The shortcoming of the English language centre is that they don't know their actual needs of teaching settings. Of course, we normally teach and reflect on our teaching. The professional development should aim at improving the</p>

<p>c) Teacher-administration relationship</p>	<p>8</p>	<p>teaching and learning situation. If we don't reflect on our teaching, then we can't succeed in selecting Professional development sessions.</p> <p>I think it's not worth it If we just allocate two hours or three or five hours for professional development a semester, bearing in mind that some of our colleagues although they have a vast experience but to me, I'm talking about Myself, it is just like a 20 years Repetitive experience, we keep doing things and then we do it for 20 years. Not all of them in the English language center are specialists in TESOL or EFL or ELT, some of them are majoring in science, their background in science, so they need to be trained so professional development in the area of English and English teaching. It's not enough if you have experience for 20 years at the time your background is alien to English language teaching field.</p> <p>I feel there is a missing.. a grey area in the ELC. We need ..we need to make it more..We need to activate the negotiation between the ELC administration.</p>
<p>4- Impact:</p> <p><i>gratitude and enthusiasm to do reflective practice</i></p> <p><i>Awareness</i></p>	<p>2</p> <p>5</p>	<p>This reflection is beneficial to me because I could see things which as a teacher which I couldn't, I was able to see things which I never thought of. I thought of my approach for example as perfect at our practice, but when I got the feedback reflection from my peers and even my students , I re-thought of my way of teaching, of the levels of students, of my students needs, of things that I have to change to make my way more accommodating and more motivating and my style more appealing to the students. I felt I was I was lucky to get the feedback and put the theory and tips from my peers into practice, and the students were so impressed by my work when I tried to change so that they can get accommodated and make it more beneficial and more accommodating to my students.</p>

<p><i>Critical thinking</i></p>	<p>17</p>	<p>As a teacher, I had a vast experience, but I was unaware of the reflection itself because if I want to change, things can't be done in a vacuum. I have to know where I stand. From that platform I can ascend or descend. I have been doing it for years without being aware of it. Identification means awareness. I got it that way. And based on that, I was put in picture about my teaching.. my practice. The personal feeling was that I felt I was put in the right track, because if you identify, you know the weaknesses of your practice and once you put a theory into practice then this will be the right way of change, it takes you to the second level where you can make a change and this change will be reflected in your students learning and in your teaching as well.</p>
<p><i>Future self-enthusiasm</i></p>	<p>22</p>	<p>reflective practice makes me critical, I used to do my job without getting back to repertoire..Without going back to my past. I just go ahead I never make a pause all through my Career. Now after this practice I I stand on a firm ground, I reflect on my own teaching, I just practice it While I'm teaching, I stop OK this Point needs some revisions [...] It's a personal criticism, it is not a matter of waiting for someone to criticize or to reflect on your teaching.</p>
<p><i>Satisfaction</i></p>	<p>22</p>	<p>We have different tastes, different colors, and different attitudes, different theories and approaches. It makes me honestly regret For the past two years of teaching without being aware of reflective practice. Now I see it is a light at the end of the corridor and I tried to get there. Being knowledgeable about something makes you feel committed to it and I feel myself very committed to reflective practice now. You have to struggle, you have to fight, you have to put the theory into practice it is very hard though; a person is never satisfied when he sees his weaknesses and shortcomings, but I'm trying to rectify my way of teaching and get more involved and more reflective practice with My colleagues, my seniors and juniors.</p>
<p><i>Teaching unproductivity without RP.</i></p>	<p>23</p>	<p></p>

<p><i>Self-preference for face to face collaborative reflection</i></p>	<p>21</p>	<p>Of course we have sometimes.. it was negative on my part when I look deep into myself, because colleagues are my mirror. When I look into the mirror I see my shortcomings. I never see it as a negative experience When I get information from different backgrounds. I'm not super human, If they criticize I'll take it constructively.</p> <p>Because you see the expression on the face of your colleagues, I felt happy and interactive with my peer as opposed to online or written form for reflection when it comes to collaboration with others.</p>
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Appendix 21: Participant Eleven (Super-Ordinate Themes and Sub-Themes)

Super-Ordinate Themes and Sub-Themes for Fa. Anj (Participant 11)	Page	Quotes
<p>Understanding and doing RP:</p>		
<p><i>Personal view of reflective practice</i></p>	<p>1</p>	
<p><i>Defining reflective practice</i></p>	<p>1</p>	<p>I think the best part about reflective practice is that you are focusing on yourself as a teacher more than the students, I mean in the sense that how do you communicate the lessons to students in the best way possible. So, if you're not reflecting on that each and every week, then you're probably not progressing in understanding the needs of the students. So the focus is on the students and always in English language class but reflective practice also makes you a student.</p>
<p><i>Reason to reflect</i></p>	<p>4</p>	<p>Reflective practice to me is to find a problem and then look for a solution and apply it to teach the students in a better way. I mean finding or identifying a problem and then</p>

<p><i>Teaching responsibility</i></p>	<p>4</p>	<p>finding a solution for that problem with the help of your senior colleagues or your fellow colleagues and applying that in the next lesson.</p> <p>So I'm always an engaged teacher, I observe of my students very closely. So I mean in that once you know that if the problem is such that I don't know the solution, and then I have to reflect on it because I think reflective approach for me is more when you don't find the answer with it.</p> <p>As a teacher I've always felt that I'm pretty engaged and I know my students very well. I mean this I think is also part of the experience that once you sit in your class, the first time and it takes you a week you know and you observe your students, I think I can easily identify which of my students are weak.</p>
<p>Factors:</p>	<p>4</p>	

<p><i>Negative incidents</i></p>	<p><i>critical</i></p>	<p>The benefit of it outweighs the positive ones. I mean the positive one could give you confidence which is good that you know I'm doing I'm doing good which is also important. I mean you need to have that confidence that you know you are doing well. So usually that's the case, but I think with this you stagnate you don't learn. I mean you don't reflect and don't think you need to improve your skills as a teacher. So a negative incident forces you to actually to learn more and to improve yourself.</p>
<p><i>Language barriers</i></p>	<p>4-5</p> <p>8</p>	<p>With students I think Arab ESL students, the part which is critical is communication with with the teacher. I mean between the teachers and students in the sense that if they don't raise a problem, then it's very difficult to find because students are very passive. I mean they don't they are active. So there</p>

		<p>are only a few students and those that are active you know they will ask questions and there were a few in number.</p>
<p><i>Overloading work and commitments</i></p>	<p>2-3</p>	<p>Because Arabic is not my first language. And I struggle in Arabic a little bit. So when I had an extremely weak group..... So I had to struggle a lot to explain a lot of things for them. I mean how I get across to them because they don't understand</p>
<p><i>Students level</i></p>	<p>2</p>	<p>English a lot. So I took help of a senior teacher who is an Arab and asked him: How do I approach these guys. And so I'm not shy of taking help from seniors. I know you know if you have people who know the Arabic language and they know how they can communicate with these students, so he was able to help me.</p>
<p><i>Time constraints</i></p>	<p>3</p>	<p>one was my my own study which I'm continuing my study with my</p>
	<p>4</p>	

Teachers *students*
relationship

master's and the other is having longer... you know fully loaded group and I mean 20 hours the maximum maximum you can have in this term.

Now Reflective practice told me that there is still more to do. Yeah you need to... You still need to keep... And again like I said it depends on the level of the students you're teaching. So mostly I've been giving advice to the medicine students and they have good English skills. Not Perfect but good. This year my group was probably one of the weakest I had. And so it made me you know I faced a few issues which I never faced before.

it was just that finding the time and sitting to write it, and that that was so you can say what was my own Masters and family issues. That's it. I always tell my students that if

		<p>you have a problem. And I'm here to help even after hours you can ask me. I mean I provide them my contact to the leader of the group not directly that you can reach it to him and then you can ask me to spend some time in class later and I do that all the time. So, I'm always an engaged teacher, I observe of my students very closely. So, I mean in that once you know that then if the problem is such that I don't know the solution, and then I have to reflect on it because I think reflective approach for me is more when you don't find the answer with it.</p>
<p>Collaborative reflective practice:</p> <p><i>Experiencing Critical friend as a collaborative reflective tool</i></p>	<p>5</p>	<p>I think It was a difficult one because you see I never specifically focused on that. But yeah for example the two colleagues that I collaborated with, we discussed the issue one of them is actually more</p>

<p><i>Multicultural reflective peers</i></p>	<p>5</p>	<p>From the Arab Background. So his approach was Very simple. And I mean he did that the reflection which he provided was Very direct. I mean this is what you can do in Simple terms when I discussed the other report with X, he's an American background he's grown up and brought up there, so he was more into details.</p>
<p><i>Virtual reflective group</i></p>	<p>10</p>	<p>Again it's a... it's a learning experience and because I mean from (Arab peer) I got from him exactly how I Do things. I go direct. But with (American peer) I learned that you know you need to probably go in more detail. You need to Develop more ideas. I'm exposed to something different.</p> <p>B: Regarding WhatsApp you just mentioned. Tell me about it, especially in this particular context. F:</p>

		<p>I think for the setbacks, teachers are not completely engaged in the discussion. When you're with people, you can get more views and discussion can be...and facial expression and body language gives you a lot as well how interested a teacher is. I mean you can identify the emotions and seriousness of the teacher when you're sitting together (F2F). That's the only drawback, I think. The real human Feelings and response would not be there, and you cannot judge it. I mean the words would be there. But so...in the sense that for example if someone has written a comment, how serious are they about it. I mean when you're with them in front of you the body can tell you a lot.</p>
<p>Institution: <i>ELC administration role</i></p>	<p>9</p>	<p>If reflective practice could be brought in at least it will help the teachers to be</p>

	9	<p>more engaged with the students because I think teachers in such a system they don't focus on Teaching the language. I mean I think reflective practice could be adopted in the sense that You're not going to move away from the coursework because you cannot. You have to follow those course books to teach them. But teachers will face problems and students will face problems.</p> <p>if the reflective practice would be brought in a system... systematic manner without Judging the teachers on it, I think it can in simple way it could be done. At least in the beginning maybe later...I mean not being judgmental and not being pushy. And like we have meetings for different things. I'm in exam committee, we have the meeting as coordination committee we</p>
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		<p>CELTA taught us. And You know to be prepared as a teacher before you enter your class. So I think I became negligent on that part, it (RP) brought my focus back on that aspect. And I think that's sort of practice will help anyone anywhere, not just Saudi Arabia because ESL students their needs are different because of different culture background they come from. But their purpose is the same; they want to learn the language.</p>
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Appendix 22: Participant Twelve (Super-Ordinate Themes and Sub-Themes)

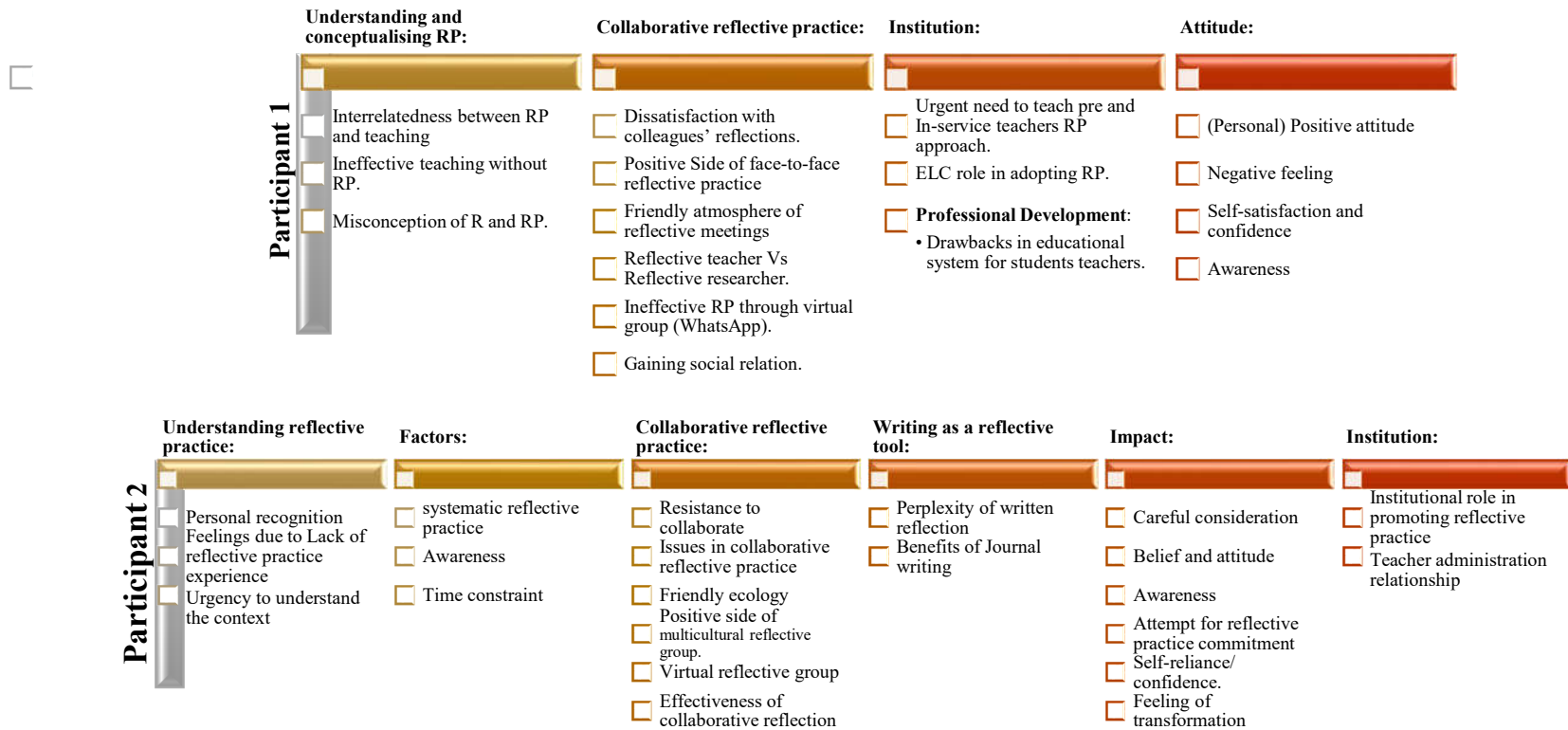
Super-Ordinate Themes and Themes (Participant 12)	Page	Key words/ Phrases
<p><i>The Concept of Reflective Practice:</i></p> <p>Reflection & Reflective Practice</p> <p>Definition of RP</p> <p>Identifying negative & positive critical incidents</p>	<p>1</p> <p>2</p> <p>3</p>	<p>I think RP was somewhere in my mind already...</p> <p>It's a way to improve your teaching...</p> <p>Picking up the negative critical incident was easier than the positive.</p>
<p><i>The community of dialogic and collaborative Reflective Practice:</i></p> <p>Effectiveness of collaborative reflective practice.</p> <p>The need for forming a community of reflective practice.</p> <p>The readiness of a healthy reflective environment.</p> <p>Doing reflective practice through technology (virtual group).</p> <p>F2F RP Vs virtual RP group.</p> <p>Collaborative reflective practice sessions.</p> <p>Culture and Criticism</p>	<p>4</p> <p>6</p> <p>6</p> <p>10</p> <p>11</p> <p>9</p> <p>5-6</p>	<p>So it was a diversification of techniques for me...</p> <p>We don't have this culture; it's lacking to be honest!</p> <p>So to some extent you can say that this is a restraint that a teacher would not like to share...</p> <p>the code of conduct in commenting because some of the participants wrote long articles...</p> <p>we could go with both (F2F & WhatsApp), that once a month let it be face to face</p> <p>when I am Commenting on it, it should be rather a suggestion - Even not an advice</p> <p>Cultural effect or a social norm that usually we are as teachers we aren't very much ready to</p>

<p>Feelings associated with collaborative dialogic reflective practice.</p> <p>Self-preference for collaborative reflective practice.</p>	<p>8</p> <p>10</p>	<p>share negative critical incidents in the class. It might foreshadow the incompetence of the teacher. I take it really positive and I would love to if I am invited by a friend that well I should sit in his classes as a student and I would try to learn...</p> <p>In the first session I was a bit more formal. But, I was at my comfort...</p> <p>Y it would be more fruitful if it was possible if it was F-to-F discussion..</p>
<p><i>Institutional Role:</i></p> <p>Dangerous aspects of judgmental reflective practice.</p> <p>Administrative duties towards teachers' development.</p> <p>ELC role (institution).</p>	<p>12</p> <p>9</p> <p>5</p>	<p>So this coordinator wrote a note and pass them on to my high-ups, so here I would be a bit more conscious!</p> <p>the ELC administration they have their own limitation because they have to reach a certain goal as far as students' level of competency is concerned...</p> <p>limited number of weeks in which you have already specific goals to reach to those goals...</p>
<p><i>A Reflective Practitioner as a researcher:</i></p> <p>Reflective practice as a motivator for research.</p> <p>Usefulness of reflective practice.</p> <p>A reflective of teacher as a critical thinker.</p>	<p>1</p> <p>1</p> <p>7</p>	<p>But after becoming a participant, I read something about reflective practice and then I became more conscious...</p> <p>and I think it was a reflective practice did enable me to do ...to put the things in a very systematic way...</p> <p>Why? Is he demotivated himself? Is he a demotivated student? A disinterested learner?</p>

Self-initiative to conduct teacher research.	14	Then it's a critical incident for me. why he is turning to be a disinterested learner? Due to me..? I would love to read the results of your study and the findings because I have something in mind.
<p><i>Influential Factors for RP:</i></p> <p>Lack of time/ Insufficient time to do reflective practice.</p> <p>Heavy teaching loads for both teachers and students.</p> <p>Students' level and behavior.</p> <p>Student-teacher relationship (mentorship).</p>	<p>4</p> <p>5</p> <p>4</p> <p>7</p>	<p>Constraint of time...</p> <p>That it's like a marathon...</p> <p>Mixed ability classes...</p> <p>I tried to be a mentor to him rather than a teacher</p>
<p><i>Awareness & Belief:</i></p> <p>Self-awareness</p> <p>Self-exploration through a reflective group community.</p> <p>Teacher's belief (about RP).</p> <p>Reflective journal as a reference for research in the professional development for language teachers.</p>	<p>2</p> <p>8</p> <p>12</p> <p>14</p>	<p>Observe my students in the class and anything positive or negative...</p> <p>Collaborative Reflective practice helped I think all the participants to uncover themselves and to be less shy and to be more open.</p> <p>So in the long run, Yes, I would say yes it can help the teachers to improve their teaching.</p> <p>Reflective journal as a reference for research in the professional</p>

Transformation in teacher's feelings (lack of awareness & awareness).	12	development for language teachers. This more systematic that Well I have to accept I should accept that Well this thing can be improved
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Appendix 23: Idiographic experiences for TESOL teachers:



Continue

	Understanding reflective practice:	Factors:	Institution:	Impact:
Participant 4	<input type="checkbox"/> Conceptualising reflective practice	<input type="checkbox"/> Time limitation.	<input type="checkbox"/> Call for systematic reflective group meetings.	<input type="checkbox"/> awareness
	<input type="checkbox"/> Recognizing the role of RP	<input type="checkbox"/> Insightful discussion during collaborative reflection	<input type="checkbox"/> Normalizing reflective group meetings.	<input type="checkbox"/> Satisfaction / improvement
	<input type="checkbox"/> Change		<input type="checkbox"/> Collaborative RP: <ul style="list-style-type: none">• Friendly Ecology• Normalizing reflective group meetings• Cultural diversity contributes to enrichment for RP.• Face to face collaborative sessions	
	<input type="checkbox"/> Writing as a reflective tool			



Participant 3	Understanding and implementing reflective practice:	Factors:	Institution	Collaborative reflective practice:	Impact of reflective practice:
<input type="checkbox"/> <input type="checkbox"/> Conceptual elements for reflective practice <input type="checkbox"/> Identifying critical incidents	<input type="checkbox"/> Time constraint <input type="checkbox"/> Understanding the context of teaching. <input type="checkbox"/> Self-motivation and enjoyment <input type="checkbox"/> Writing as a reflective tool <input type="checkbox"/> Teacher student relationship	<input type="checkbox"/> Prior administrative personal experience <input type="checkbox"/> Prerequisites administrative procedures before adopting reflective practice <input type="checkbox"/> Role of administration Professional development: <ul style="list-style-type: none"> • Negligence and marginalising professional development • Effectiveness of training sessions • Outsiders vs insiders • Reflective practice as a necessity 	<input type="checkbox"/> Cultural diversity <input type="checkbox"/> Using technology in Collaborative Reflective Practice	<input type="checkbox"/> Making reflective practice a habit <input type="checkbox"/> Short & long-time effect <input type="checkbox"/> Impact on belief <input type="checkbox"/> Exploring the self <input type="checkbox"/> Awareness <input type="checkbox"/> Commitment and desire to do reflective practice	



Participant 5

Personal understanding for reflective practice:

- Personal conception for reflective practice
- Prior experience with reflective practice

Community of reflective practice:

- Culture & preference for collaborative reflective practice
- Reflective practice through technology
- Teacher- teacher relationship
- Healthy environment

Institutional side:

- Teacher administration relationship
- The need to adopt reflective practice

Impact of reflective practice:

- Awareness (Culture)
- Learning
- Modifying teaching approach

Influential factors:

- writing as a tool for reflective practice:
- Inconvenient Setting (classroom)

	Understanding Reflective Practice:	Factors:	Impact:	Institution:
Participant 6	<input type="checkbox"/> Conceptualising reflective practice	<input type="checkbox"/> Time constraint and syllabus	<input type="checkbox"/> Feeling associated with factors.	<input type="checkbox"/> ELC negligence for professional development.
	<input type="checkbox"/> RP as an exploratory tool	<input type="checkbox"/> Alternative way to overcome time (Action research).	<input type="checkbox"/> Personal attitude towards CRP.	<input type="checkbox"/> The need to adopt RP and implement its tools (e.g. peer observation).
	<input type="checkbox"/> Absent RP, absent progression.	<input type="checkbox"/> Teachers' attitude as a factor	<input type="checkbox"/> Experiencing enjoyable RP with peers.	<input type="checkbox"/> A call to establish a reflective group under ELC supervision.
	Collaborative Reflective Practice: <ul style="list-style-type: none"> • Cultural diversity 		<input type="checkbox"/> Future implications. <input type="checkbox"/> Future commitment and goals in doing RP.	
			Awareness: <ul style="list-style-type: none"> • Realizing the difference between reflection & RP after this experience • Experiencing happiness, satisfaction, and awareness after doing RP. 	

	Concept & Tools for Reflective Practice:	Reflective Practice for Professional Development:	Dialogic/ Collaborative Reflective Group:	Influential Factors:
Participant 7	<input type="checkbox"/> Reflective Practice and Reflection	<input type="checkbox"/> Impact of RP	<input type="checkbox"/> Ineffective Virtual (technology) reflective group.	<input type="checkbox"/> Classroom teaching Environment
	<input type="checkbox"/> Deliberate reflection (RP)	<input type="checkbox"/> RP and Change	<input type="checkbox"/> Negative vs Positive CR.	<input type="checkbox"/> RP vs Teaching routine.
	<input type="checkbox"/> Critical Incidents in classrooms.	<input type="checkbox"/> Future commitment to RP	<input type="checkbox"/> Multicultural Reflective group	<input type="checkbox"/> Teacher-students relationship.
	<input type="checkbox"/> Writing and reflective journals.	<input type="checkbox"/> RP Vs Professional Development		<input type="checkbox"/> Teacher-administration relationship.
		<input type="checkbox"/> Teacher belief		
	<input type="checkbox"/> Self-Awareness			

	Understanding and doing reflective practice:	Influential factors:	Institution:	Impact:
Participant 8	<input type="checkbox"/> Personal conception	<input type="checkbox"/> Textbook	<input type="checkbox"/> Institutional issues	<input type="checkbox"/> Awareness & being critical
	<input type="checkbox"/> Process of identifying critical incidents	<input type="checkbox"/> students' level	<input type="checkbox"/> Institutional system	<input type="checkbox"/> Writing as an effective reflective tool
	<input type="checkbox"/> Ignoring positive incidents	<input type="checkbox"/> Time	<input type="checkbox"/> The needs for reflective practitioner	
	<input type="checkbox"/> Process of doing reflective practice	<input type="checkbox"/> The sense of Teaching responsibilities	<input type="checkbox"/> Collaborative reflective practice:	
	<input type="checkbox"/> Teacher's motivation	<ul style="list-style-type: none"> • A call for forming a reflective group • Prior reflective practice experience (belief about RP) • Employing technology to do reflective practice • Effective collaborative reflective practice 		

	Concept of RP:	Awareness:	Collaborative RP:	Community of dialogic RP:	Institution:	Influential Factors:	Impact of RP:
Participant 9	<input type="checkbox"/> Understanding of RP.	<input type="checkbox"/> Self-awareness.	<input type="checkbox"/> Issues in CR.	<input type="checkbox"/> The need for community of RP.	<input type="checkbox"/> Administrative negative role towards professional development.	<input type="checkbox"/> The challenging part of RP.	<input type="checkbox"/> RP provokes teachers to read research papers.
	<input type="checkbox"/> Reflection & RP.	<input type="checkbox"/> Awareness. <input type="checkbox"/> Absent RP leads to useless teaching.	<input type="checkbox"/> Tolerance in CR. <input type="checkbox"/> Resistance to show video to peers. <input type="checkbox"/> Relationship with peers. <input type="checkbox"/> Contribution of cultural diversity.	<input type="checkbox"/> Community of reflective practice as a future vision.	<input type="checkbox"/> Negligence of administration. <input type="checkbox"/> Administration role required.	<input type="checkbox"/> Effectiveness of Written Reflection. <input type="checkbox"/> Lack of time. <input type="checkbox"/> Resistance for PD is a resistance to change.	<input type="checkbox"/> Articulating classroom issues through RP (confidence).

	Understanding reflective practice:	Factors:	Institution:	Impact:	Collaborative reflective practice:
Participant 10	<input type="checkbox"/> Conception of reflective practice	<input type="checkbox"/> Self determination	<input type="checkbox"/> Need to form community of practice	<input type="checkbox"/> Aratitute and enthusiasm to do reflective practice	<input type="checkbox"/> Culture
	<input type="checkbox"/> RP has no spatial limits.	<input type="checkbox"/> Time issue	<input type="checkbox"/> Teacher-administration relationship ELC administrative issues.	<input type="checkbox"/> Awareness	<input type="checkbox"/> Reflective peers
	<input type="checkbox"/> Difficulty of initial stage of RP.	<input type="checkbox"/> Distance issues	<input type="checkbox"/> • ELC communication	<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Self-preference for face to face collaborative reflection
	<input type="checkbox"/> Reflective practice as a tool to gain knowledge	<input type="checkbox"/> Overload with teaching course	<input type="checkbox"/> • Professional development • Neglected needs • Issues in professional development	<input type="checkbox"/> Future self-enthusiasm <input type="checkbox"/> Satisfaction <input type="checkbox"/> Teaching unproductivity without RP.	

Participant 11	Understanding and doing RP:	Factors:	Collaborative reflective practice:	Institution:	Impact of reflective practice:
	<input type="checkbox"/> Personal view of reflective practice <input type="checkbox"/> Defining reflective practice <input type="checkbox"/> Reason to reflect <input type="checkbox"/> Teaching responsibility	<input type="checkbox"/> Negative critical incidents <input type="checkbox"/> Language barriers <input type="checkbox"/> Overloading work and commitments <input type="checkbox"/> Students level <input type="checkbox"/> Time constraints <input type="checkbox"/> Teachers students relationship	<input type="checkbox"/> Experiencing Critical friend as a collaborative reflective tool <input type="checkbox"/> Multicultural reflective peers <input type="checkbox"/> Virtual reflective group	<input type="checkbox"/> ELC administration role	<input type="checkbox"/> Self confidence <input type="checkbox"/> Self-awareness

Participant 12	The Concept of Reflective Practice:	The community of dialogic and collaborative Reflective Practice:	Institutional Role:	A Reflective Practitioner as a researcher:	Influential Factors for RP:	Impact:
	<input type="checkbox"/> Reflection & Reflective Practice <input type="checkbox"/> Definition of RP <input type="checkbox"/> Identifying negative & positive critical incidents	<input type="checkbox"/> Effectiveness of collaborative reflective practice. <input type="checkbox"/> The need for forming a community of reflective practice. <input type="checkbox"/> The readiness of a healthy reflective environment. <input type="checkbox"/> Doing reflective practice through technology (virtual group). <input type="checkbox"/> F2F RP Vs virtual RP group. <input type="checkbox"/> Collaborative reflective practice sessions. <input type="checkbox"/> Culture and Criticism <input type="checkbox"/> Feelings associated with collaborative dialogic reflective practice. <input type="checkbox"/> Self-preference for collaborative reflective practice.	<input type="checkbox"/> Dangerous aspects of judgmental reflective practice. <input type="checkbox"/> Administrative duties towards teachers' development. <input type="checkbox"/> ELC role (institution).	<input type="checkbox"/> Reflective practice as a motivator for research. <input type="checkbox"/> Usefulness of reflective practice. <input type="checkbox"/> A reflective teacher as a critical thinker. <input type="checkbox"/> Self-initiative to conduct teacher research.	<input type="checkbox"/> Lack of time/ Insufficient time to do reflective practice. <input type="checkbox"/> Heavy teaching loads for both teachers and students. <input type="checkbox"/> Students' level and behavior. <input type="checkbox"/> Student-teacher relationship (mentorship).	<input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-exploration through a reflective group community. <input type="checkbox"/> Teacher's belief (about RP). <input type="checkbox"/> Reflective journal as a reference for research in the professional development for language teachers. <input type="checkbox"/> Transformation in teacher's feelings (lack of awareness & awareness).

Appendix 24-a: Interview Transcript (Reflective Practice experience in TESOL)

Initial comments	Original transcript	Emergent Themes
	<p>Basim:</p> <p>Today is Wednesday 6th of December 2017. This is my second participant for my second interview. I would like to start with you by asking you to talk briefly about yourself in terms of your career, your qualification, your teaching experience, and your age, please. Your name of course!</p> <p>D:</p> <p>My name XXXXXXXXX, XXXX years of age. I've been teaching here in Saudi Arabia for the past five years. But prior to that I was both a professor and chairman of the English department. The chairman of the English department at Delaware State University in the USA. In the USA. I taught for approximately 18 years at the college level before</p>	

coming to Saudi Arabia. So I've been teaching now for a total of about 23 years, 23, 24 years. I have Ph.D. in general linguistics from University of Illinois Urbana Champagne and a master's degree in teaching English as a foreign language, and master's degree in language in linguistics from Ball State University in Muncie Indiana. Other than serving as a department chair I've also served as assistant dean of the College of Arts and Sciences policy diversity.

Basim:

Thank you very much for this. Information. Let me start with you regarding the experience that you had gone through recently throughout the last couple of months. You were asked to while you're teaching to identify critical incidents., as a stimuli. To stimulate reflection. So this is the purpose why a critical incident. Because critical incident stimulates reflection. So. Based on this, I mean I'd like to ask you certain questions. So first I need to know I mean based on that experience of reflective practice throughout the past couple of months, can you describe or tell me what do you understand by the term reflective practice?

D:

<p>RP as a set of characteristics teachers have. Awareness & Enhancement go hand in hand for effective RP.</p> <p>RP is a cyclical process.</p> <p>Proper RP can lead to great exploration.</p> <p>Purpose of RP.</p> <p>Teaching is a reflective activity.</p> <p>RP is an intentional behaviour.</p>	<p>Reflective practice is a behavior that or <u>a set of behaviors that teachers have, or conscious teachers have</u>, that consists in <u>honing in</u> on a particular event that happens in the classroom no matter what that event is. Reflecting on that <u>event for the purpose of that reflection later on influencing teaching again</u>, so that Nothing in the class that happens in that class is insignificant. <u>Everything that happens in the classroom can have significance if reflected upon under the right light.</u></p> <p>Basim:</p> <p>So, in other words It's a type or a kind of behavior that teachers follow in order to ...</p> <p>D:</p> <p><u>To improve or shed light at least at least shed light on the teaching that is going in their classrooms</u> and in that sense, it has always been an <u>integral part of teaching</u> but as I said before this is for teachers who are <u>conscious, and by conscious</u>, I mean teachers who actually use that and make a conscious effort to think about their teaching.</p> <p>Basim:</p> <p>OK. Thank you very much. The next question is actually regarding the the task that you were given of identifying the critical incident. So. Let</p>	<p><i>The concept of RP.</i></p> <p><i>RP includes consciousness and improvement.</i></p> <p><i>Benefits of RP</i></p> <p><i>RP is inherited in teaching.</i></p>
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<p>First deliberate RP was here.</p> <p>Utilizing self-awareness to do RP.</p> <p>Exploring the gap in the teacher-students relation.</p> <p>Confirmation of the gap existence in T-Ss relation.</p> <p>Almost complete ignorant and distorted view of his Ss.</p>	<p>us go a bit or focus on the type of the task of identifying the critical incidents. Can you talk about this. I mean what are the major factors that made you feel that this is critical? and Why? In general throughout your experience.</p> <p>D:</p> <p>The <u>first time I participated</u> in this research the critical incident that I talked about that I mentioned had to do with my <u>realization</u> that I did <u>not know enough about the students</u> the very students that I was teaching. And that came about as a result of a student, making a remark in the class that threw me off. In the sense that I wasn't expecting that remark form a 17 or 18 year old student. <u>And that made me think well I have I don't know my students well. Or maybe even worse maybe I have a very warped view of who my students are.</u></p> <p>Basim:</p> <p>You mean wide view??</p> <p>D:</p> <p>No, completely warped completely. Distorted.. distorted. Especially from that from <u>my perspective as a foreigner. That's very likely very</u></p>	<p><i>Recognizing the role of RP.</i></p> <p><i>RP as an exploratory approach for teaching issues.</i></p>
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<p>Cultural barriers created gap in T-Ss relation.</p> <p>Need to know importance of knowing Ss. Digging deeper to know details.</p> <p>Successful teaching with unknown Ss.</p> <p>Asking the self. Basic reflective questions.</p> <p>Collaborative reflections as an effective tool for reflection.</p>	<p><u>likely from a cultural standpoint that I don't know them very well.</u> So now the question becomes is it important <u>to know the students</u> that you're teaching. That's that's almost a philosophical question. And if it is, <u>what do you need to know about them?</u> Can we teach.. can we successfully teach students whose <u>background we're not familiar with?</u></p> <p>So those are the kind of <u>questions that I ask myself.</u> And those questions were sort of the <u>bedrock of the reflective practice that ensued</u> later on. So much of the reflection that I did late on was based on those questions.</p> <p>Basim: OK thank you very much. To be more specific, what were the most influential factors.. influential factors you have experienced while engaging in the process of reflective practice?</p> <p>D: I would say the most <u>influential factors were the discussions that I had with my colleagues.. my peers..fellow professors.. the collaborative collaborative reflection session because that was a platform to share ideas to get feedback</u> from colleagues and to do even further reflection and then later on <u>synthesize synthesize</u> everything into one coherent</p>	<p><i>RP can overcome cultural barriers for T-Ss relations.</i></p> <p><i>Questioning the self.</i></p> <p><i>Self-preference for CR.</i></p> <p><i>CR leads to effective results.</i></p>
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<p>CR plays a major role in enhancing one's teaching practice.</p> <p>CR helps synthesizing teaching actions.</p> <p>CR is the main influential factor.</p>	<p>actionable conclusion about teaching.. about the nature of teaching. So I would say I would describe the collaborative reflection as probably the most influential <u>factor in the entire</u> process.</p> <p>Basim</p> <p>OK.Were there. Any other factors.</p> <p>D:</p> <p>Yes, there were other factors but not as influential.</p> <p>Basim:</p> <p>Yeah this is the I mean regarding the collaborative reflection sessions with colleagues you think or you view this as the most influential factors. OK. What were other factors while you were reflecting individually let's say.</p> <p>D:</p> <p>Yes. The other factors were my daily <u>interactions with my students</u>. In other words, once I observed them from that angle they are no longer the same as they were before my observation. In other words, now they stand as students that are observed that are under observation.</p>	<p><i>CR as the most influential factor.</i></p>
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<p>Interacting with Ss influences RP process.</p> <p>Being attentive towards Ss.</p> <p>Being attentive makes him aware for further explorations about Ss and his teaching.</p> <p>RP enabled him to get rid of routine teaching. RP as a continuous process.</p> <p>RP as a successive process for further reflections.</p> <p>Prior experience for subconscious reflection. Current experience of deliberate RP.</p>	<p><u>Therefore, my my thinking about them.. my perspective on them changed completely.</u> So, in a sense the very fact that I engaged in a reflective practice is a fact. It's a great factor ..is a very influential factor because it meant that I could no longer go back enter the class and teach as <u>I Robot and go home.</u> So reflective practice begets reflection <u>begets reflection and begets reflection.</u> And there's no turning back. So, it was the first time was a very influential factor the first time I did that it was very influential. <u>It triggered a cascade of reflective practices.</u></p> <p>Basim: you're not the type of person you used to be after being engaged....</p> <p>D: Yes, in my particular in that particular class <u>it is not that I have not done reflective practice before, but it was probably a subconscious thing.</u> It was probably a more of an informal thing. <u>This time it was more formal and more better structured and more intentional. It's very deliberate and it's iterative in nature very iterative.</u></p> <p>Basim: Here it comes to the. Difference between reflection and reflective practice. So previously you were doing reflection inflections and not</p>	<p><i>The transformation to be a reflective teacher.</i></p> <p><i>Long series of reflections for RP.</i></p> <p><i>Pre and current RP experience.</i></p>
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The role of writing in triggering conscious RP.

as reflective practice as we all know that it's it's completely different. Yes because within reflective practice there are reflections. But you are practicing for the sake of change change change to better. OK. Talk about writing the reports the reflective journal. Tell me what do you think. I mean this is part of the reflective process that you you need to complete. So it's not just you observe or you identify a certain incident occurred in the classroom and that it, you need to do other things in order to document just jotting down ideas or you take notes of certain details about the incident itself, and later on you need to compose or write about it in your personal log or the reflective journal. So tell us about this experience.

D:

Well as ..as a practice, writing is a deliberate activity that allows one to sift through the fluff and get the substance. So yes I definitely did jot down ideas as I engaged in the process. Remarks observations here and there but when it came down to writing a report, I had to be a lot more coherent than my notes suggested because as I said earlier writing is such a deliberate effort through which we sift through a fluff because a lot of the things that we think are just fluff not substance and look for

Written reflections as an effective tool to RP.

<p>Writing reflectively reinforces self-awareness.</p> <p>Documenting the spoken words makes it easy to be reflected on. Reflective journal presents tangible reflection.</p> <p>Reflective Journals as a reference for him and for the rest of members of community of practice (Reflective Group).</p> <p>Non-teaching duties as an obstacle for RP.</p> <p>Time limitation due to non-teaching duties.</p>	<p>substance and <u>make sure that my report has nothing but substance and is a very coherent logical cohesive, presented in a way that will be beneficial to me as well as to other people reading.</u></p> <p>Basim: So time wise, how could you manage between engaging yourself and reflective practice, and other nonteaching duties. Tell us about this.</p> <p>D: <u>Nonteaching duties can be a distraction from reflective practice, either by taking time away from the practice itself thereby reducing the time that you used to engage in reflective practice or by interacting reflective practice. And I don't know which one is worse.</u> So I would say yes. at times it was not always easy to manage both the time for reflective practice and the time for other nonteaching duties, It was always easy to juggle schedules.</p> <p>Basim: So you are saying that you had no real issue engaging yourself in reflective practice during this experience?</p>	<p><i>Written reflections raise self-awareness.</i></p> <p><i>Written reflections facilitate doing RP.</i></p> <p><i>Written reflective journals are useful for members of reflective community (Group).</i></p> <p><i>Non-teaching duties as an obstacle for RP.</i></p> <p><i>Time limitation due to non-teaching duties.</i></p>
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Confirming time issue as non-teaching duties interfere with doing RP.

D:

I did, what I was saying is that there were times when nonteaching duties and things of the like did interfere with the process or reduced the process of reflective practice. In the sense that I had less time to reflect because of a meeting because of something that nature.

Basim:

Let's move to the other part of the reflective practice which is the collaborative that you were talking about. Describe the relationship with colleagues, I mean you mentioned earlier that ..that session or a collaborative reflection session was one of the most influential factors in practicing reflection, or engaging yourself in the reflective practice. So. Talk about the nature of the relationship between you and the colleagues. Was there any, I'm not saying was but, how far this type of meeting is positive in a way it leads to productive ideas may have led to conducive reflection?

D:

Yes. Because of the inherent nature of the language center the English language centre, the relations between colleagues are mostly very cordial and, as a result, when we had these collaborative reflective

<p>The brotherly environment at the ELC.</p> <p>CR sessions were beneficial, successful as peers had no negative confrontations towards CIs discussed.</p> <p>CR sessions were productive in that way.</p>	<p>practice sessions, <u>colleagues were more than happy to listen carefully to your report and comment on it and get suggestions within a very informal and non-aggressive style or manner.</u> So, people were not interested in being negatively critical of your report. They were interested in just hearing and listening to what you have to say and, offering their perspective. <u>So, in that sense it was very productive.</u> Productive. There's a sense ... We're in it together. That's what I felt.</p> <p>Basim:</p> <p>OK how do you how do you describe the culture aspects or all the cultural diversity. Because I know. brothers who I mean the teachers who came to my place for for this purpose, they belong to a different culture background. So how does this culture ?</p> <p>D:</p> <p>That was. That's a very pertinent question because when I talked about the critical ..my critical incident the first or my first critical incident namely getting to know my students more, <u>what I had in mind and what some of them had in mind is totally different things.</u> I remember one of our colleagues suggesting or thinking that it was a good idea to know the student's family background and so on and so forth. I'm not</p>	<p><i>Friendly RP ecology.</i></p> <p><i>Positive confrontations with colleagues during CR.</i></p>
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<p>Different cultures, different minds, different opinions.</p> <p>Providing an example of how cultural diversity can bring about different thoughts, opinions, solutions. etc.</p>	<p>interested in that as an American I'm not interested in the student's family background as much as he was laying it out. I was more interested in understanding the student's educational background or the student's personal value systems and personal ambitions and so on and so forth. I'm not interested in what the student's father does, the occupation, I'm not interested in what the students with the student's father is not necessarily interested.</p> <p>Basim</p> <p>So that kind of interests, Clash of interests.</p> <p>D:</p> <p>I would say that interpretation of knowing your students or getting to know your students that <u>interpretation could be linked to culture difference and differences in culture it could be ..I downplayed it</u> because you don't have much evidence but I suspect. That could be.</p> <p>Basim:</p> <p>Thank you. What you feel in the way that reflective practice affect on your teaching style or performance? I mean tell us about the effects or the impact that you had due to practice reflective practice ..or engaging yourself.</p>	<p><i>Cultural diversity contributes to enrichment for RP.</i></p>
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<p>Purpose of RP to change and make adjustments in attitude.</p> <p>RP made him articulate his anger from Ss misbehavior.</p>	<p>D:</p> <p>Yeah I'd say reflective practice has sort of the same impact on your teaching on my teaching that tests I suppose you have on teaching which is in language testing which is what we refer to as backwash or Wash back in effect. So you you engage in a reflective practice in order <u>to go back into the classroom the next day the next week or whatever and and change attitudes, or change style or or make adjustments, make adjustments.</u> For instance, in my second critical incident I talked about a particularly disruptive student whose behaviour <u>was really driving me up the wall at some point</u> (laughter). And I was about to do the easy thing which is <u>take punitive measures, but I decided against that's not productive.</u> What do you achieve from that short term gains maybe. <u>So I decided to give him more tasks to empower him, give him more responsibilities make him participate more so and so forth. This is after doing reflective practice doing engaging even collaborative reflective. Practice.</u> In the days that followed, I can go back and making adjustments. <u>Today's doing this tomorrow I'd like for him to do X Y and Z, because I don't want him to be bored because I realize that he's</u> a particularly active student. So you've got to keep him busy. So yes,</p>	<p><i>RP as a tool to get rid of routine teaching.</i></p> <p><i>Being aware of Ss misbehavior.</i></p> <p><i>RP as a preventative tool to make irresponsible decisions.</i></p>
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<p>RP stopped him from being irresponsible teacher.</p> <p>CRP helped him find better ways to handle that situation.</p> <p>Became more aware of his practice throughout his teaching.</p> <p>RP as a habitual behavior to reflect on past events (Retrospective reflection/ Reflection-on-action).</p>	<p>there is a prime example of reflective practice sort of keeping me busy, keeping me busy. <u>There is a prime example of reflective practice keeping me busy in the sense that I have to go back to the past and make some adjustments.</u></p> <p>Basim: So you mean that you were aware is that things are happening. you need to adjust.</p> <p>D: Yes, I'm seeing results here as a result. <u>I mean as a result of engaging in reflective practice I'm seeing concrete results.</u> But those concrete results are <u>not final they're not absolute.</u> I get the call for more adjustment.</p> <p>Basim: So how how does that reflection or reflective practice affect on your belief as a teacher. As you know that belief is really really hard to change.</p> <p>D:</p>	<p><i>Self-awareness raised through RP.</i></p> <p><i>Engagement with RP through past events.</i></p> <p><i>Sensing the impact of RP on teaching practice (awareness).</i></p>
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<p>Impact of RP on himself and his teaching was tangible.</p> <p>Tangible results are not final; therefore, reflections need even more reflections.</p> <p>Prior teaching experience let him adopt flexible beliefs about teaching (change).</p> <p>Characters of a good teacher: to change for better future practice.</p>	<p>Yes yes, I learned very early in life as a young teacher because I was lucky enough to teach high school also because I do have a bachelor's degree in English and TESL. <u>So I taught high school I learned very early that teaching is a dynamic activity.</u> You don't stay with the same set of attitudes and beliefs your entire life and expect to be a good teacher. <u>A good teacher adjusts, a good teacher. you examine the world that you are living in and you're working in and you make adjustments.</u> Constant adjustments. In fact, from one student to the next, you make adjustments from one class to the next you make adjustments. So the reflective practice just confirmed to me that I need to be complete..</p> <p>Basim:</p> <p>After these adjustments and these changes and alterations you do. Throughout your reflective journey, what do you feel afterwards?</p> <p>D:</p> <p>I feel a sense of <u>enrichment</u> personally. There's something in me that is <u>augmented in a positive way somehow or something in me is better.</u></p> <p>Something in me works better in something in the way I do things the way I look at things I am imparting knowledge onto the students. So I feel that I am not this <u>static rock</u> sitting to which things happen. And</p>	<p><i>Reflections require further reflections.</i></p> <p><i>Dynamic teaching changes belief.</i></p> <p><i>A good teacher reflects and changes behavior.</i></p>
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<p>Feeling self-enrichment with RP. Feeling the positive development in profession.</p> <p>He doesn't feel like a static rock (not doing or reacting to what happens). He doesn't feel like 'flat character'.</p> <p>The state of possessing a 'self-dynamic character'.</p> <p>Active self to make things happen.</p>	<p>that doesn't do anything. No, I don't feel like the <u>flat character</u> to borrow a term from literature. I don't feel like that flat character sits there to whom everything happens and does nothing. <u>I'm a dynamic character. I feel like a dynamic character who now makes things happen</u> who engages in things . Students and makes things happen.</p> <p>Basim: Very good. It's really enlightening . mmm Can we just talk about or can you please just talk briefly about employing technology in a collaborative reflection. We try this. You can tell me the type of collaborative reflection on the mood. So we made it just like face to face Collaborative reflection mode.</p> <p>D: Yes. I mean I can see technology especially in the age of Social media <u>I can see technology being a substitute for face to face meetings</u> for instance face to face collaborative reflective meetings. we can use for instance video chat platforms. Yeah I try to do that through a through the via the app. I think they may offer the shy teacher the shy person an opportunity to speak more freely because you in the privacy of your</p>	<p><i>Feeling self-enrichment and positive development.</i></p> <p><i>The active character who takes control of teaching.</i></p> <p><i>Self-confidence to make change.</i></p>
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Technology can be utilized, if used properly, for RP to save time and efforts.

Self-preference for face-to-face CR.

living room in the privacy of your bedroom .I think it could be very effective if if it is planned in advance in advance and teachers are given the option to either participate live or do it from the privacy of their home. So given the options maybe some options those who don't like To face or who are time constraints or other constraints might prefer that platform rather than live. a face to face or face it makes it easy for all sorts of interactive gimmicks to happen on the spot. You say something I don't understand why I won't follow it and I immediately ask you and ask follow up questions and you clarify things from me or move on on.

Basim:

OK. Last question What do you think or what do you feel your teaching would be like without reflecting on you practice?

D:

It would be like employing a robot to teach the students how to speak English. I mean there may be progress but there will not be any ...it'll be mechanical. You can do that. You can it would be like asking students to go on YouTube and learn English, they will eventually learn but there won't be no reflection. It will the same thing, because if

Technology in RP as a time and effort saver.

Self-preference for face-to-face CR.

<p>Teaching without RP is senseless (Mechanical).</p> <p>Same drawbacks.</p> <p>No RP means no human action!</p> <p>Same monotonous teaching routine.</p>	<p>you teach without reflective practice it is in my opinion like a <u>robot</u> walking into the classroom and Speaking in the most monotonous tone. Students will eventually memorize which is repeated. So. It will be the <u>same thing that you will do the following year, the following semester, the following decade.</u></p> <p>Basim: So. How useful do you think implementing that reflective approach in the ELC setting? How difficult? how easy was it?</p> <p>D: Yeah, you can.. I think that it could be a little bit more effective if the teachers had <u>adequate time</u> to do it and be if there were better prepare for it in the sense that they need to be maybe synthesized more to the need. I don't believe that all of them understand the difference between reflection and reflective practice. <u>So they need to be a little bit more aware of these distinctions. And that needs to be part of the daily conversation.</u> I mean it should be part of the conversation. In other words when teachers are sitting for example having coffee during day breaks, let that be part of the conversation so that it becomes <u>natural.</u></p>	<p><i>Teaching without RP is senseless (Mechanical).</i></p> <p><i>Absent RP leads to absent human actions.</i></p>
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<p>RP requires TIME.</p> <p>Call for regular reflective meetings to clarify and discuss teaching practices.</p> <p>Normalize reflective talks among colleagues.</p> <p>If not to normalize RP, teachers would be hesitant to do it.</p>	<p>Otherwise it would be almost equivalent to saying to them every once in a while, well today we're going to have a workshop on programming languages.. <u>they'll feel that it is irrelevant</u> ... in my in my view this this happens when you have people who really are brought.. I mean teachers were brought into the idea the notion that this is important and who actually make it a topic of conversation. So it just needs to be a part of the pedagogical narrative. <u>It has to be a part of pedagogical narrative on campus.</u></p> <p>Basim: So, the last part...mm. If you can talk about the Personal feelings ..talk about the personal feeling associated with reflective practice.</p> <p>D: Yes, as I said earlier it is for me, it is a sense of enrichment.. <u>personal enrichment</u>. And teaching is a dynamic activity <u>and I would feel lost if I were doing the same thing over and over and over and over</u>. It would be tedious to me. It would lead to madness if I were to do the same thing over and over and over. So <u>reflective practice does that it breaks monotony</u> first of all.. it breaks monotony and it offers opportunities to be better to do things better and to grow professionally and ultimately</p>	<p><i>Significance of time allocation for RP.</i></p> <p><i>Call for systematic reflective group meetings.</i></p> <p><i>Normalizing reflective group meetings.</i></p>
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<p>Encouraging holding reflective groups meetings.</p> <p>Self-satisfaction with RP.</p> <p>Feeling without RP.</p> <p>Psychological problem without RP.</p> <p>RP as a remedy for tedious routine.</p> <p>No RP means no contribution in teaching.</p>	<p>to affect the transformational journey of the students that we teach. That's the ultimate goal. We have to help the students help guide them in their transformational journey, and reflect.. reflective practice is one of the tools that we have. <u>Absence of reflective practice</u> means you have absolutely nothing to contribute other than the daily routines that you've been engaging in for decades or for years or days.. weeks or and so on and so forth.. That's all you have to offer. You're not changing anything about that you know changing and in a sense when you do that you almost have a <u>cookie cutter approach to teaching</u>. You think that what I do with class A classroom A I can do with classroom B next year and next the following year. everybody has a cookie they could fit in a cookie cutter. Anybody can fit into a cookie cutter because everybody is like a cookie. They're the same. They think the same thing the same students are not human beings are not like, they are different. So call for adjustment. <u>So reflective practice allows you to make it possible for you to not look at your students from that approach from a cookie cutter approach and look at them as individuals with differences particularities</u> and so on.. so that when an incident happened that warrants for you to think and reflect and come back and</p>	<p><i>Self without RP leads to psychological struggle (Madness).</i></p> <p><i>Absent RP prevents contribution.</i></p>
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<p>Teaching without RP is like 'cookie cutter approach'.</p> <p>RP as a tool opposing 'cookie cutter approach'.</p>	<p>do some things differently, then you are definitely dumping the cookie cutter.</p> <p>Basim: So tell me what did you feel after that?</p> <p>D: I don't know how much emotional aspect plays in my life as a teacher to be honest with you...</p> <p>Basim: In what way did reflective practice impact you?</p> <p>D: Maybe it's the sense that I am not staying in the same spot every day. It gives me a sense of maybe <u>personal satisfaction</u>. There's a sense of personal satisfaction about not doing the thing the same thing over and over. And thinking about what I'm doing. <u>So.Well at least I know for sure I am not an automaton</u>. I am definitely thinking being in the classroom my thinking being that's overseeing and who decides to make changes based on these reflections.</p>	<p><i>Teaching without RP is like 'cookie cutter approach'.</i></p>
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<p>RP leads to self-satisfaction.</p> <p>Feeling as human teacher who thinks and reflect (not automaton).</p>	<p>Basim: What is, in your view, the economic impact on the part of the institution due to Implementing the reflective approach.</p> <p>D: It's a hypothetical question for me because I have no Pretense to know much about economics but I would say that..</p> <p>Basim how far does implementing this approach the reflective approach. How far does it affect the economic aspect on the college or the institution?</p> <p>D: Yes I would say that this practice one of the things that it does because it affects the quality of teaching and therefore the quality of learning. Perhaps you're going to reduce yet a reduction in the number of students who have to repeat exams or who failed exams and so on. So</p>	<p><i>The state of being satisfied after doing RP.</i></p> <p><i>The state of feeling human after doing RP.</i></p>
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<p>Doing RP saves money on part of institution.</p> <p>Doing RP saves money on part of institution through Reflective community.</p>	<p><u>to me maybe there's a sense that this is in turn going to affect the universities budget in a positive way.</u></p> <p>Basim: OK how about on the part of the teachers themselves?</p> <p>D: On the part of teachers, I have to do a little bit of thinking. I cannot think of the top of my head what kind of economic impact this is going to have. .if you're going to have formal training, yes in the case yes of course. I mean this may require some funds and require some money if you're going to have formal sessions. Yes. This as I mentioned earlier you cannot have people being super busy and then engaging in reflective practice. You may have to Invest a little bit more in that...</p> <p>Basim: OK I believe I mean we cover all the questions acquired for this interview. I would like to thank you very much for taking part in my study. May God bless you and I do really appreciate your participation.</p> <p>D:</p>	<p><i>Economic role of RP for institutions.</i></p>
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	You're most welcome, I am pleased to take part in your study; It was enjoyable.	
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Appendix 24-b: Example of Reflective Journal

D. Week 5 Critical Incident Journal Report

Last week, I had to deal with a particularly chatty student who had been somewhat of a 'problem' student from the beginning of the semester: sometimes he sleeps in class while other times he callously engages in endless chatting; so he was a major distraction in either case. After a few weeks of tolerating him by just shushing him every time he began his chatter or having someone nudge him whenever he started dozing off, I had had enough. So, I decided to put him on the spot by talking to him directly and in front of the class. The strategy worked, but it was short-lived because he was at it after two or three class sessions, albeit with more moderation.

"Silly me!" I thought. After decades of educating young men (and women), I should know better. The strategy of calling students out on such kinds of disruptive behavior has a short life-span at best and a counterproductive effect in the worst case scenario, so I had to shift gears. Here's where lessons learned from week 3 came to bear fruit. Getting to know more personal information about the student a bit more made it possible for me to call on years of experience as well as on lessons from week 3, in order to adopt a strategy that has worked for a week now.

The strategy consisted in giving the student more responsibilities in class by asking him to be in charge. This included having him read and explain the instructions on every exercise we did in class. In addition, he became the student in charge of organizing the class into groups anytime the task at hand called for such practice. Furthermore, his job was also to coordinate students' bathroom trips. In a nutshell, I kept him busy. Some students need to be busy or else the teacher will be.

Follow-up report

After a productive discussion with colleagues a week or so later, having implemented week five strategies, in addition to further suggestions and tips from colleagues as well as conclusions drawn from self-reflection, modest results ensued.

First, I noticed that putting the student in charge in order to keep him busy also meant shining the spotlight on him. I believe that was a double-edged sword. On the one hand, it made him feel relevant, in my assessment of things. On the other hand, I felt that giving him these responsibilities may be more of a burden to him than anything else. For instance, while he clearly liked being assigned the responsibility to read and explain instructions from the textbook, I am not sure the same could be said about his task of coordinating students' alternating bathroom trips. He wasn't particularly enthusiastic about that. The decision I made, after some reflective moment, was to have a one-on-one talk with the student and get feedback from him. From that discussion, it was clear to me that he'd rather play the role of 'teacher's assistant' than monitor who goes to the bathroom

first, second and last. Thus, so it was. For the next few days, he read instructions, helped organize the class into groups for purposes of group work and read paragraphs like the rest of his peers.

However, as the adage goes, 'old habits die hard,' so the following week I saw less enthusiasm on his part and a tendency to fall back (albeit with more tact this time around) on his old ways. Anytime a student was assigned a paragraph to read, I'd catch him either looking at his phone or trying to get his friend's attention using non-verbal communication. Therefore, the question then is to decide whether or not this strategy is sustainable. Another way of looking at the situation, I thought, would be to remain optimistic and say that it is sustainable, but that it takes time to usher in a new set of habits. At the end of the day, the best we can do is plant the seed and have the patience to see it bear fruit, even if that means in another class and another semester.