1997

Teacher attitudes to approaches to teacher education in adult TESOL

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Teacher attitudes to approaches to teacher education in adult TESOL

by
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A Research Project Submitted in Fulfilment of the Requirements for the Award of
Master of Education (TESOL)
at the Faculty of Education, Edith Cowan University

Date of Submission: May 1997
Abstract

This study looked closely at the attitudes of TESOL teachers to a range of approaches to teacher education, with particular emphasis on the role of classroom observation. The influence of pre- and in-service training and the school environment was probed through semi-structured interviews and confirmatory discussions.

Participants for this qualitative study were practising TESOL teachers at the Centre for International English, Curtin University, Western Australia. The approach taken was to allow them, as far as possible, to identify issues in teacher education for themselves. At the same time, their words were used, where possible, to describe attitudes to these issues. Any categories which emerged during analysis were regarded as flexible and dynamic.

The research shed useful light on the attitudes of teachers with implications for teacher educators in TESOL. It found that informants introspecting on teacher education were mainly concerned with classroom events, but also believed factors outside the classroom and teaching itself, such as personal experience, to be worthy of consideration. The range of contexts in which teacher development takes place is represented in this study as the 'Action-Reflection continuum', which covers six linked aspects. Teaching, the first aspect, is at the 'action' end of the continuum, which then moves through Observing, Being observed, Hearing and Talking about Teaching, Reading and Writing about Teaching, and finally to Personal Development, at the 'reflection' end.
Within the individual aspects of teacher development a range of main factors were found to be influential. These were the degrees of experience, comfort, formality, reality, contact with others, and the appropriate balance between theory and practice.

A number of clear and consistent views emerged. Teaching itself was clearly a major context for development and unobserved teaching was felt to be extremely valuable at both pre- and in-service. At the same time feedback was considered to be so crucial that some form of observation was essential and unavoidable. When teachers themselves are observed by senior staff, a range of situational factors influence the level of comfort experienced and development taking place. Clearly peer observations were felt to be valuable and less threatening in general. They were felt to be most useful at in-service level, but generally conducive to teacher development. Informants also felt that there were developmental opportunities outside the classroom, particularly of an informal nature, via workshops and other staff interactions, and via personal reflection.

The findings of the study support the now strong conviction amongst many of those writing about teacher education that experiential and reflective approaches are preferable to purely behavioural. Previous findings that teachers wish to be actively involved in their own development, participating and interacting with colleagues within a framework of strong institutional support, are also vindicated. At the same time it is clear that more traditional supervisory and evaluative approaches to such matters as classroom observation are still felt to be essential.
Declaration

I certify that this project does not, to the best of my knowledge and belief:

i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;

ii) contain any material previously published or written by another person except where due reference is made in the text; or

iii) contain any defamatory material.

Name: PAUL MERCLECA

Signature:

Date:
Acknowledgements

This project would never have seen the light of day without the patience and support of many people, to all of whom I am deeply grateful.

Firstly I would like to acknowledge the contribution of the teachers whose insightful words form the bedrock of my study, and who openly discussed matters of both personal and professional concern. I would also like to thank all the staff and management of the Centre for International English at Curtin University for putting up with my frequent visits at times when they were extremely busy.

Secondly, I really must thank the teachers at my own school, St. Mark's International College, for their ongoing support. Some of them were subjected to an inter-rater reliability test, which they did with good grace and a little bemusement. Others were continually subjected to new approaches to teacher development, some of which were relatively painless, but most of which were I am sure extremely troublesome.

Many thanks to my supervisor, Prof. Mike Breen, who was incredibly patient, always constructive and determined to see me finish what I started.

I would like to thank the many people, including all of the above and many more besides who gave me moral support throughout what has been a rather long period of gestation.

Finally I know I owe my biggest debt to my wife, Toni, who put up with all my academic anxieties whilst pursuing her own studies and working full-time. She has been my supporter-in-chief and my inspiration.
# Contents

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1</td>
</tr>
<tr>
<td>Declaration</td>
<td>3</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>4</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>5</td>
</tr>
<tr>
<td>List of Tables and Figures</td>
<td>7</td>
</tr>
</tbody>
</table>

## Chapter 1  Introduction

1.1 Background to the Study 8  
1.2 Significance of the Study 10  
1.3 Purpose of the Study 10  
1.4 Research Question 11  
1.5 Definition of Terms 11

## Chapter 2  Literature Review

2.1 Models, Processes and Principles of Teacher Education 14  
2.2 Classroom Observation 16  
2.3 Writing, Reading and Talking about Teaching 22  
2.4 Teacher Autonomy 24  
2.5 Experiential Learning 26  
2.6 Professional Hierarchy 27  
2.7 Organisational Behaviour 28  
2.8 Methodological Change 29  
2.9 Theory and Practice 31  
2.10 Teacher attitude 32  
2.11 Study similar to the current study 34  
2.12 Principles underlying the Research Approach 35

## Chapter 3  Method

3.1 Research Design and Methodological Rationale 37  
3.2 Procedure 38  
3.3 Sample 40  
3.4 Constraints 41
Chapter 4  Analysis

4.1 Introduction 44
4.2 From interviews to summaries 45
4.3 From summaries to subordinate categories 46
4.4 From subordinate to superordinate categories 49

Chapter 5  Findings

5.1 Descriptive Parameters 53
5.2 Superordinate Categories
5.2.1 Teaching 54
5.2.2 Being observed 60
5.2.3 Observing 67
5.2.4 Hearing and Talking about Teaching 70
5.2.5 Reading and Writing about Teaching 76
5.2.6 Personal Development 76
5.3 Summary of Findings
5.3.1 Variables 78
5.3.2 Informant Views 79

Chapter 6  Discussion of the Findings

6.1 Conducting research into Teacher Education:
   Methodological Insights
   6.1.2 Qualitative approaches 82
   6.1.3 Attitude Research 83
6.2 Implications for Teacher Education
   6.2.1 Contexts of Teacher Development 83
   6.2.2 Previous findings 85

Chapter 7  Conclusions and Recommendations

7.1 Practical implications for Teacher Educators 86
7.2 Implications for Future Research 88
References

Appendices

Appendix 1
First interviews

Appendix 2
Summaries of first interviews

Appendix 3
Second interviews

Appendix 4
Summaries of second interviews

Appendix 5
Inter-rater reliability test form

Appendix 6
Form of disclosure and informed consent

List of Tables and Figures

Table I       Informant characteristics     41
Table 2       Example of interview summaries 45
Table 3       Example of file-card for subordinate categories 46
Table 4       Example of file-card for sub-topics 47
Table 5       List of subordinate categories  48
Table 6       List of superordinate categories 51

Figure 1      The action - reflection continuum 53
Chapter 1  Introduction

This chapter will look at the background to this research project and attempt to place it into context for the reader. It will outline the reasons for undertaking this particular area of research and the significance and purpose of the study. The research question will then be identified and key terms defined.

1.1 Background to the Study

As a practising teacher and teacher educator I have frequently found myself wondering what general effects pre-service 'training' courses have on those who enter TESOL teaching, and how attitudes to ongoing teacher education are influenced. Having been involved in the Royal Society of Arts/University of Cambridge Local Examination Syndicate Certificate and Diploma courses in TEFLA for nearly 10 years, the issue of teacher development at pre-service and in-service level has been of continual personal interest.

The RSA/UCLES Certificate in TEFLA is a pre-service course (4 weeks full time or 12 weeks part time) which prepares teachers for initial experience by exploring relevant theoretical and methodological issues and teaching practice sessions designed to stimulate discovery and reflection. Those entering TESOL institutions are ready to cope with most basic teaching situations, but will need to continue the process of teacher development as they gain experience.
The RSA/UCLES Diploma in TEFLA is an in-service course (12 weeks full time or 9 months part time) which consolidates initial training and experience and puts an increased emphasis on the individual teacher's responsibility for development. Those undertaking this course will have had a minimum of 18 months full time experience. They may have been influenced by training procedures on pre-service courses, personal contacts with peers, tutors, and teachers and prior experience in different teaching institutions.

In addition to the formal RSA/UCLES programmes, there are many other teacher training courses such as the Diploma in Education or Graduate Diploma. Furthermore, teachers not only follow formal courses leading to specific qualifications, but also are involved in a variety of informal activities which relate to teacher education. For example, they may be involved in in-service workshops or on-the-spot training at their schools.

Much work has been done on the efficacy of pedagogic approaches in the classroom, but little on the value of teacher education. I decided to explore and document the beliefs and attitudes of practising teachers in the TESOL field to teacher education and any effects training courses and teaching institutions may have had on their experiences. The reason that I set out to explore the attitudes of teachers was that they are the 'users' of teacher education. Accordingly, what they might have to say would be useful feedback to teacher educators or 'providers'. From teacher feedback it would then be possible for teacher educators to make appropriate modifications to existing and future programmes. On a personal level, through my own involvement
in teacher education, this would be extremely helpful. I hoped that any information gleaned would also be of value to others.

1.2 Significance of the Study

The main focus of the study was on surveying teachers currently working in the TESOL field. However, as many of the issues and processes relevant to TESOL also apply to teaching in other educational settings, the insights gained should inform those involved in all forms of teacher education. At the same time, the method of data collection used in the study and the resulting findings should have implications for those researching attitudes in a number of areas. To summarise, the study should inform the following main areas:

- Teacher education in general
- Teacher education in TESOL
- The running of TESOL institutions and the roles of senior staff
- Attitude research

1.3 Purpose of the Study

I hoped to build up a more informed picture of how changes in perception about teacher education really impact on practising teachers in their work-a-day context. From this picture clearer hypotheses could then be formed in two main areas.

The first area concerns the effects of previous experience on current practice. It is not clear whether or not there is a relationship between teachers' early and previous
experience of teacher education and their approach to ongoing professional growth. If there is a relationship it would be useful to discover how it operates.

The second area concerns the relative importance of formal and informal teacher education procedures. Teachers undergo set programmes of teacher education, which usually lead to formal qualifications. They are also involved in a range of less structured, informal activities inside and outside the classroom which may impact on their development to a greater or lesser degree than the formal courses.

1.4 Research Question

What are teacher attitudes to approaches to teacher education in adult TESOL?

1.5 Definition of Terms

TEACHER EDUCATION

A term used to encompass training, which assumes teaching is a finite skill to be mastered, and development which assumes teaching is a continuous process of continual, intellectual, experiential and attitudinal growth and change. With teacher education, training and development are not seen as opposites but as part of a continuum.

ATTITUDE

State of thought and/or feeling. This is subject to change over time and is often characterised as ranging from negative to positive.
CLASSROOM OBSERVATION

Any formal or informal investigation into the elements of learning and teaching by direct or indirect observation of the classroom. This can be done by researchers, senior teachers, teachers, trainee teachers or learners. It is more narrowly understood by researchers to relate to learning and teaching issues in general and by teachers, in contrast, to their own efficacy as classroom practitioners.
Chapter 2 - Literature Review

Asking the research question: What are teacher attitudes to approaches to teacher education in TESOL? makes it necessary to review studies to date on teacher education in general and in particular on teacher education in TESOL.

Reviewing literature that relates to the following questions should help to contextualise any answers suggested by the findings of this study:

• What general effects do pre-service 'training' courses have on those who enter TESOL?
• Is there a relationship between teachers' early and previous experience of teacher education and their approach to ongoing professional growth?
• If there is a relationship how does it operate?
• Do less structured, informal activities inside and outside the classroom impact on teacher education to a greater or lesser degree than formal courses?
• How are attitudes to ongoing teacher education influenced?

This chapter first looks at teacher education and a number of related concerns. It focuses on general models, processes and principles, then looks at a number of approaches such as classroom observation and writing, reading and talking about teaching. It goes on to look at important background issues impacting on teacher education such as teacher autonomy and experiential learning. There is a recurring theme of the role of reflection upon practice throughout these sections which mirrors the emphasis of much recent research in this area.
After looking at the above areas, the chapter examines the relationship between teachers and the institutions with which they are involved. It first looks at the hierarchies and organisational dynamics in schools and how they impact on teacher education. It then explores the relationship between teachers and academia, with particular reference to the impact of new theories and teaching methodologies on classroom practice.

The issue of teacher attitude formation and expression is next investigated and a study similar to the current study is examined. The final section looks at the conceptual framework within which the current study is set.

2.1 Models, Processes and Principles of Teacher Education

With regard to teacher education, Freeman (1982) suggests that training and development should be seen as part of a continuum where the acquisition and mastery of certain finite skills is followed by a process of growth and change. Much literature focuses on various models or conceptions of teaching, and teacher education in particular. Freeman and Richards (1993) refer to three main models identified by Zahorik (1986:23). Firstly there are scientifically-based models derived from research which rely on experimentation and empirical investigation. These provide 'ready-made specific solutions'. Secondly, there are theory-based models which rely on systematic and principled thinking to support classroom practice. These provide 'ready-made general solutions'. Thirdly, there are art/craft-based models which depend on the individual teacher's skill and personality. These provide 'custom- and self-made solutions'.
The differences between these various models of teacher education are important but it is also interesting to examine the long-term processes of teacher development and to investigate the way in which teachers grow. On a scale of development from pre-to in-service, a series of stages have been detailed. Freeman (1982) identifies three stages; the 'Supervisory', 'Alternatives' and 'Non-Directive' approaches. These appear to match Britten's (1988) stages of 'scale', 'integration' and 'autonomy'. The stages can be explained as mastering basic skills, learning new skills and developing self-evaluation respectively. The process is marked by a move from top-down prescription to collaborative description.

The message is that over time the emphasis for observation should change; moving away from judgement to development, performance to reflection, modelling to inquiry. However, as Richards (1990) suggests, the initial judgemental stage of education can fix passive roles upon the teacher which inhibit further development. This role fixing is part of the learning process in general and also part of professional life.

Much of the literature on teacher education (TE) focuses on the need to establish basic underlying principles. There is a sense that in some ways this is a response to the external demands of what Giroux and McLaren (1986) describe as 'technocratic rationality'. They position TE in the wider context and suggest that 'teacher education rarely addresses either the moral implications of societal inequalities within our present form of industrial capitalism or the ways in which schools function to reproduce and legitimate these inequalities'. Simon (1984) calls for a 'critical
pedagogy' and Peirce (1989) expresses the need for a 'pedagogy of possibility'. They both connect the role of teacher education to the issue of teaching language itself and continue the long debate focusing on the neo-colonialist trappings of TESOL.

Murphy (1994) describes six basic principles underlying teacher education in TESOL, which he believes form 'a unifying frame of reference'. These principles are: 'becoming well-informed; investing in one's own teaching; collaborating with other classroom teachers; exploring promising strategies of effective second language teaching; recognising processes, strategies and styles of L2 learning and language use; and participating in continuing professional development opportunities.' Hayes (1995) describes twelve principles underlying in-service teacher development which generally suggest there is a 'sense of ownership' for both teachers and trainers.

All of the models, processes and principles of teacher education impact on the approaches that are deployed. One of these approaches is classroom observation.

### 2.2 Classroom Observation

The most familiar and widely used 'tool' for teaching practice components of formal training courses is observation. However, observation is not just a teacher education procedure and has been widely used as a major component of education and language education research methodology. In the field of classroom research it has been used systematically to track an extensive range of teaching and learning related phenomena. Within teacher education observation is often understood by teachers to
be observation of themselves by a more experienced teacher and to concern their own training and development. Nevertheless, it is clear that there has been much recent discussion in teacher education circles of the wider possibilities of observation. There is now a closer connection between the role of observation as both a teacher evaluation procedure and a method of research into the learning process.

Observation focussing on the classroom captures the key elements of learning and teaching in so far as the interaction generated in this context is complex and revealing. As Allwright and Bailey (1991:18) characterise it, 'the classroom is the crucible' However, a note of caution seems necessary. As Delamont and Hamilton (1976) suggest, most observation systems do not always concern themselves with teacher or learner intentions and instead emphasise manifest 'performance' phenomena. Any systematic observation seeking to understand the classroom will also need to concern itself with the lesson planning, attitudes and stage of development of the teacher. At the same time, it will need to probe the underlying 'competence' and attitude to classroom behaviour of the learner. With this in mind, a cross-sectional or snapshot approach to observation, in which an observer focuses on a sequence of events for a short period of time, may be limited in scope.

Traditionally, in teacher training, observation has been regarded as a one-way transaction in which a more experienced practitioner would evaluate the teaching of a novice teacher. However, more recent studies have stressed the need to regard observations in as wide a range of two-way contexts as possible. Much emphasis has been placed on teachers observing learners and teachers observing each other. As
Woodward (1989) notes, this has a vital bottom-up influence on training methods. Teachers are empowered to reflect on classroom events and traditional roles are broken down. In brief a wider approach to observation generally appears necessary, involving more fluidity of role between researcher, trainer, teacher, trainee and learner.

In the same way that traditional teacher training observations often imply fixed roles for those involved, fixed evaluative procedures and criteria are generally applied. Brown (1990) notes an over-emphasis on evaluating overt teacher behaviour in much pre-service training. Underlying this is the assumption that it is possible to define 'good' teaching using external evaluative criteria. Williams (1989) has instead suggested that in order to promote self-evaluation and development, the emphasis should be longitudinal, rather than 'one-off'. This can be done by arranging a series of linked observations each with a limited and focused content. She describes an in-service project in Singapore primary schools where observer evaluation is not suspended but deferred to the final visit. The evaluation element is a requirement externally imposed but does not prevent teachers from developing their own capacity for self-evaluation.

Richards (1990) has indicated the vital role of observation in tracking learning using self-report check lists, diary accounts, video recording, peer observation and a variety of methods to provide data for reflection and analysis. As the classroom is considered to be a source of data, the idea of 'clinical observation' has been developed. Kumaravadivelu (1990) defines this as a 'process of guided, systematic
observation of the classroom event in all its multifarious perspectives' with particular attention to raising awareness of mismatch between teacher intention and learner interpretation. The stress is on development, bottom-up research and course management rather than lesson execution.

Having considered some of the concerns of classroom observation, it is appropriate to review some current approaches to observation. As a guiding principle the issue of development is generally seen to be crucial. At the same time, the role of the trainer is seen as more collaborative. With this in mind three main areas will be considered: the traditional trainer-trainee observation, peer observation and video-recorded observation.

The traditional trainer-trainee observation can be modified in an interesting way. Although taking responsibility for learning is almost axiomatic at present, it does not always appear to extend to evaluation. Smith (1991) argues that 'the trainee is capable of taking on the responsibility of the assessment of his/her own learning and achievements, provided that he/she has been directed in how to do so'. This sharing of responsibility, Smith argues, should extend to deciding course-grades and would enable teachers to carry out their own analysis without continual recourse to outside observers. It is suggested that there is a short pre-observation tutorial during which trainees could discuss issues prior to lesson planning, to remove any possibilities of misunderstanding. Moreover, in addition to setting personal goals the trainee would set goals for the observer, involving collecting information rather than direct evaluation. Any observation procedures or instruments could be worked out during
this session. Lesson plans would then be drawn up, to be given to the observer, but allowing for the possibility of ad-hoc changes (subject to the provision of a rationale post-facto). The post-observation tutorial would involve comparing notes and arriving at a formative evaluation mutually. It has often been suggested that reflection plays a major part in development and Rinvolucri (1988) describes the use of post-observation discussion as a useful alternative to observation itself. Here the trainer listens, and the articulation of thoughts and feelings sharpens awareness without fear of contradiction. In addition to suggesting that observation be set in a pre- and post-phase, Quirke (1996) goes still further, suggesting that, for in-service development, the 'unseen observation' would be appropriate. The teacher would be involved in opening up the teaching process to scrutiny and comment but could reduce performance pressure and increase personal responsibility to reflect, by taking on the role of observer. This would be a clear shift of emphasis but would retain the traditional focus on 'the lesson'.

Changing traditional approaches and roles takes time and while it is claimed that involving trainees more in their own observations is desirable, there may still be roles that more experienced teachers and trainers can play. Parrott (1991) suggests that observers/trainers can help to identify particular 'blocks' between teacher intention and action. In order to exorcise such 'ghosts' as fear of silence, they should 'provoke' them under controlled circumstances and with unconditional support. Here the emphasis would not be on evaluation, success or failure but support and sharing of responsibility between trainer and trainee.
Trainer-trainee observations are so predominant that Johnston (1991) suggests that mutual peer observations be arranged on an informal basis without major involvement from 'above'. The aims of peer observation can be varied. A workshop at the 5th National TESOL Teacher Education Conference in Hobart examined the use of a skills list at Insearch Language Centre in Sydney, where teachers were enabled to widen their teaching range by observing peers with specific abilities. Individuals would indicate their competence in certain areas and invite observers. This approach would also offer possibilities of professional networking inter- as well as intra-institution. Johnston (1991) has discussed the value of observations of more experienced teachers by those less experienced. This would be less evaluative but more supportive in character at the same time.

Cullen (1991) has stressed the value of video-recorded lessons as points of reference for discussion rather than models of perfection. Where trainees are exposed to video of experienced classroom teachers, the aim of observation would not be to imitate procedure or style but to discover the conditions for successful learning outcomes, reflect on personal practice and consider alternatives. It is suggested that this approach is not only less damaging to self-esteem but also less likely to provoke negative criticism. For this approach to be successful, observation should be carefully directed, with tasks set and points for analysis of direct concern to trainees provided. To this end it is vital that trainers should be involved in working out a method of observation and selecting aspects on which to focus. Laycock and Bunnag (1991) also describe ways of positioning cameras at the side of the classroom to make it less obtrusive and distracting to those involved.
To recapitulate, several procedures for classroom observation have been detailed but it is unhelpful to regard them as mutually exclusive. A recourse to a variety of approaches seems to be most appropriate, where the observation instrument is devised to suit the immediate needs of the situation. The guiding principle would appear to be that of regarding observation as a learning process, open to all.

Finally, Kennedy (1993) makes a plea for an approach to classroom observation that takes into account traditional expectations of the role of participants and is honest about the power relationship inherent in most trainer-trainee contact. Wajnryb (1995) describes the traditional expectations of Lucy (a pseudonym), a trainee on a pre-service course. Lucy was perfectly happy with transmitted trainer expertise. She considered direct feedback to be most economical and peer discussion to be time wasted.

Although observation still has a role in teacher education, there is now an emphasis on a range of appropriate ways of reflecting upon classroom practice. This can involve writing, reading and talking about teaching.

2.3 Writing, Reading and Talking about Teaching

Diary or journal writing, in which teachers record their experiences in the classroom, is becoming more widely accepted as a tool for developing critical reflection. The aim is to provide not only a record but a dialogue between writer and development
process. This is fostered by the act of reflection and self-expression.

Keeping a record of classroom experiences should be of benefit not only to the record-keeper but also to the trainer or peers. Jarvis (1992) comments on the heightened level of trainer understanding created by shedding light on teacher 'knowledge' in addition to teacher 'skills'. He also refers to the increased sense of dialogue and rapport between the trainer and the trainee. Richards (1991) examines the value of 'collaborative diary keeping' where peers achieve increased awareness and are able to provide support and encouragement. This comes with the proviso that a limited focus be specified and participants be comfortable in the experience of sharing thoughts.

In terms of reading about teaching and learning, Ramani (1987) suggests that teachers are not easily persuaded to read extensively. She points out that there can be more engagement in this area 'if the entry point into theory is close to their experience as practising teachers'.

Not much literature is available on verbal discussion about teaching, although it is relatively easy to imagine the range of contexts in which it takes place - formal courses, informal meetings, workshops and conferences. Interaction and sharing of experience, insights and information would appear to be advantages of discussion. Nevertheless Crichton (1995) suggests that despite the undoubted value of reflecting on theory and practice in this way, there are discoursal tensions at work which prevent real sharing and equal involvement. He suggests that real and/or perceived
hierarchies impinge on discussion. Less experienced teachers may be reluctant to interact fully out of deference to others or fear of losing face.

As the definition of roles can impact on such approaches to teacher education as talking about teaching, related issues such as teacher autonomy and experiential learning are crucial.

2.4 Teacher Autonomy

Teacher training courses usually encourage both individual development and cooperation with peers. Britten (1988) describes the successful development process as moving from trainer-dependence to group-dependence and ultimately self-reliance. This would mean increasing unobserved practice teaching, peer feedback and self-assessment and decreasing supervisory feedback towards the end of pre-service courses and throughout in-service courses.

Whilst the period of trainer-dependence often allows for the perceived need of learners for some trainer evaluation, the issue of modelling is raised. This could relate to either mastering the teaching model or modelling the master teacher. Cullen (1991) has discussed some of the values of video as an observation medium but comments on the 'inherent danger of presenting trainees with so-called models of perfection'. He suggests that video samples should be treated as pieces of classroom data rather than as procedural models. Moreover, the necessity for some initial evaluation may create an over-reliance on external judgement. This is a problem
teachers can have with their own learners.

Wajnryb (1992) invokes Freire (1970) and Fanselow (1987) in suggesting that styles of supervision, input and feedback in teacher education need to be critically evaluated in order to break the cycle of 'transmission/deficit' thinking that is passed on from trainer to teacher to learner. By this she means that teachers often regard their learners as empty vessels waiting to be filled. She suggests a process of involving the supervised in the choice of supervisory behaviour. However she also points out that, paradoxically, trainees can be locked into a prescriptive perception of the supervisory process.

The need for a co-operative approach to a working environment is stressed by Richards and Crookes (1988) who recommend that trainee-teachers are carefully briefed when taking over responsibility for teaching parts of lessons or courses. Again this suggests not merely a down-loading of responsibility but a recognition that roles are interchangeable and require professional negotiation.

As there has been a change in the perception of teacher role in teacher education, there has also been an increased emphasis on learning through experience. The devolution of more responsibility to the learner and teacher for their own development is closely connected to their need to make their own decisions and their own 'mistakes'.
2.5 Experiential Learning

There has been a shift in language teaching from emphasis on habit formation and rule teaching, to learning through 'guided discovery'. The general implication is that the 'cognitive style' of the individual, which lies behind overt behaviour, can only be activated optimally by 'experiential' learning. Another implication is that teachers like learners will be individually different. Their 'performance' will be difficult to evaluate and their 'competence' difficult to determine. Externally imposed criteria are 'achieved' in different ways at different times as a result of different experience, and evaluation may have to be tempered with an awareness of longer-term development.

Brown (1990) suggests that teacher training is about 'changing' teachers, referring to three areas for change - observable behaviour, beliefs and concept formation. He discusses methods of both behavioural and cognitive restructuring. With guided exposure to experience stimuli and by development beyond reliance on certain beliefs, it is possible to break model-fixed approaches. However, Richards (1990) argues that the emphasis needs to be placed on what teachers know. Change can merely be 'an affirmation of current practice'. Freeman (1989) attempts to pinpoint just where the change is needed, and how it can be achieved. This reflects a belief that an emphasis on 'development' through higher-order cognitive skills is needed to counteract a behavioural approach to 'training'. At the highest level is awareness, followed by attitude, knowledge and skills. Awareness can be actuated and modified by experience, with the role of the trainer being to operate on the more idiosyncratic, internal aspects of 'thinking'. This can not be achieved by direct intervention but by
stimulating a process of reflection.

There are now new ways of conceptualising teacher education which create new possibilities for individual teachers. However, teachers do not operate in a vacuum. Institutions create a number of constraints which shape the way individuals experience teacher education. One of these constraints is professional hierarchy.

2.6 Professional Hierarchy

As teacher education may involve acquiring not only more skills but more certificates, there appears to be a tendency towards stratification within institutions. External pressure for accountability and standards, and internal concerns for professional status contribute to a demand for teacher education. This could result in the needs of the learners becoming marginalised. At the same time, as Richards (1990) suggests, we may be setting out to prepare teachers to carry out a role which their school does not want them to 'assume'.

The existence of professional hierarchies can have implications for a number of areas. Sheal (1989) refers to the over-use of 'senior' teachers for observation and suggests that the emphasis on 'evaluation' has been threatening to teachers. He bows to the inevitability of some 'evaluation' being institution-driven but proposes 'co-observation' through workshops, peer observations and closer staff collaboration, to replace the 'drop-in' observation. In order to re-orient teacher trainers, they would need to be re-trained in elements of pre- and post-observation management. Senior
teachers would benefit from supervisory skills training courses, with positive consequences for orientation and training of new teachers. As teachers and 'trainers' would work more closely, responsibility would be down-loaded from the top. At the same time Crichton (1995) cautions against the assumption that bottom-up approaches to teacher development actually reverse the underlying hierarchies of discourse. He suggests that much of the typical informality inherent 'is really only 'ostensibly democratic'.

Professional hierarchies constrain teacher education in certain ways within schools. However, schools are also connected to society in general and, as a result, are characterised by certain kinds of organisational behaviour.

2.7 Organisational Behaviour

Haberman (1983) suggests that the emphasis in research on newly qualified teachers should take into account the nature of 'organisational behaviour'. He claims that initial teaching experience in the U.S.A. has mainly taken place in 'dysfunctional bureaucracies', resulting in the 'disillusionment phenomenon' as new teachers move from theory to practice. He calls for a study of the nature of 'occupational socialisation' both in training and initial service and the need to look at the influence not just of approaches and procedures but of tutors, peers, groups and institutions. As he points out, evidence suggests that 'co-operating teachers have greater influence than college supervisors over techniques that students adopt'. This is a sobering thought for teacher educators.
Liston and Zeichner (1990) argue for a careful critique of the role of institutions in setting up 'obstacles to reflective teaching practice'. They point out that research needs to take into account the political dimension in which teacher education programmes are embedded. At the same time trainee and developing teachers need to be involved in the idea of 'emancipatory action research'. By this they mean that teachers would explore and seek to transcend the political and social constraints within which their work is situated. This theme is explored by proponents at Wisconsin University in the U.S.A. and Deakin University in Australia. The clear message is that reflection and action should be both inwards and outwards. Teachers should reflect on teaching and learning at both classroom and societal level.

Most schools have connections to society in general, but are especially closely connected to institutions of higher education, from which most ideas about change and renewal emanate. The methodological changes which impact on practising teachers in schools are often first envisaged at research level by academic staff in universities.

2.8 Methodological Change

Pennycook (1989) is one of many commentators who challenge the 'belief in inherent progress' that involves many teachers in continual methodological change in language teaching. He describes (1991) the way in which teachers are often guided by 'the metanarratives of applied linguistics' rather than the 'ethical and political
projects that inform our daily lives’. He suggests that method is really less important than a clear perception of need and aim. At the same time he articulates the need for a critical, principled approach to teaching which goes beyond mere postmodern eclecticism. Clarke (1982:439) invokes Kelly (1969) in suggesting that 'the total corpus of ideas accessible to language teachers has not changed basically in 2000 years' . He believes it is difficult to dislodge positivist perspectives despite much evidence that change appears to be cyclical. Nevertheless, he notes how the claims of the 'snake oil salesmen of the profession' may be balanced by the ability of most teachers to trust their own judgements.

Prabhu (1990) describes how 'methods' are most effective when they engage the teacher's sense of 'plausibility'. In other words, 'a sense of involvement will convey itself to learners'. However, he points out how important it is for this sense of 'plausibility' to remain fluid. This is facilitated by classroom teaching and changes in routine and environment, and also by more formal and detached processes of teacher education. Kumaravadivelu (1994) is keen to describe approaches which challenge procedural prescriptivism under the umbrella of 'postmethodism'. Thornbury (1996) is a little less sanguine, suggesting that there is still a wide predilection for 'method-based' teaching in preference to 'people-based' teaching. He describes the latter as being based on the quality rather than the kind of interaction evident in the classroom.

The reluctance of many teachers to respond to methodological change is often
accompanied by an inability to see approaches to teacher education as part of the research process. At the same time some researchers may feel that is their role alone to to provide theories for teachers to test in practice.

2.9 Theory and Practice

Wallace (1991) discusses the separation between theoretical research and teaching practice, noting that those involved in teacher education are not necessarily active teachers. Clarke (1994) claims that the schism is in fact 'dysfunctional for teachers', and that under such conditions teachers will have less control over teaching and learning issues. He also believes that a 'fundamental epistemological error' is perpetuated, in so far as cognitive phenomena are objectified by detaching them from their contexts and then generalised according to psychometric criteria. The result is that teacher decisions are often made by recourse to theories which are at odds with the particular personal and institutional settings relevant to their learners. At the same time, teacher conclusions about their own circumstances are often regarded as aberrant.

A solution which has been posed to this problem has been to acknowledge the value of personally-constructed theories based on teacher reflection. Following Schon (1983), Nunan (1992) has long argued for the role of teacher as researcher and the action-research cycle is now widely acknowledged as a positive process which bridges the theory/practice divide. Briefly, he describes a research procedure which is initiated by practising teachers and involves their own learners. Hypotheses can be
constructed and tested in the classroom with the aim of finding effective solutions to particular learning problems rather than constructing general theories.

However, there can be problems with regarding teachers as pure experiential theorists, coming to conclusions based on their teaching alone. The process of professional socialisation and the influence of teacher education are forces which impact powerfully on individuals. Moreover, as Nunan (1991) argues, practice/experience does not necessarily make for better theory. This is an area in which strong views can be found on both sides. For example, Pennington (1992) suggests that the only suitable qualification for ELT teachers is a graduate, if not post-graduate, degree in the area. At the same time many RSA-style educators feel there is no substitute for extensive teaching practice.

Having surveyed a number of foreground and background issues in teacher education, the viewpoints of writers and researchers have been given much emphasis. How teachers themselves feel about their own teacher education and how these attitudes are formed is equally significant.

2.10 Teacher attitude

Much research has focussed on what happens in the classroom, not why. Burns (1992) suggests it is important to look behind observable behaviour at 'personally evolved theories' about teaching and learning. Breen (1991) argues for a grounded, ethnographic perspective to explore the dynamics between belief and daily decision-making. A method of analysing data into re-occurring themes based on Holsti (1969)
has been suggested to tap the underpinnings of classroom behaviour.

McQatter (1985) describes various statistical techniques for examining changes in teacher beliefs which explore 'personal construct psychology'. The clinical techniques advocated parallel developments in clinical observation, although he cautions about the dangers of the 'numbers game'. Hogben and Lawson (1984) explore the dynamics of stable and changing areas of teacher attitude, placing emphasis on the influence of institutional support. They note the tendency for a more 'custodial ideology' to replace liberal beliefs as new teachers gain initial experience in a secondary school context. Corcoran (1981) refers to the 'transition shock' experienced as trainee teachers move from progressive to utilitarian perspectives, from input sessions to teaching practice whilst training, and from pre-service to initial experience. There are certain transitional periods during which attitudes and beliefs are tested and moulded. Also many beliefs may be entrenched prior to training due to the fact that all trainee teachers have been through secondary school themselves. In TESOL teaching the same processes may not always operate, but may need exploring. Richards (1994) argues that 'we need to know how teachers change over time', in order to develop an 'adequate epistemology of experience'

One particular study looked closely at teacher attitudes to teacher education in TESOL. It helped to form the current study.
2.11 Study similar to the current study

A study by Zimmerman (1992) used a survey consisting of open-ended and closed questions, rank order correlations, frequency questions and nominal scales with a sample of 72 teachers to attempt to answer the following research questions:

(1) How do experienced EFL teachers view their own professional development?
(2) What are the needs of experienced EFL teachers?

The first question was very close to the concerns of the current study. It sought information about a range of approaches to teacher education from teachers themselves. The broad answer was that teachers wanted an active role in their own development, and personal responsibility for it. However, they also wanted schools to provide the framework within which this could operate.

Whilst this study in many ways formed the basis for my own research, there were several areas of departure, which need clarification. The Zimmerman study was basically qualitative, being an initial and tentative probe into an area of interest. However there were a number of attempts to triangulate by using some quantitative techniques which led to some difficulty in interpretation. Specifically, the ranking exercise, in which informants revealed preferred approaches, often contradicted comments to open-ended questions, as Zimmerman admits. For example, peer observations were ranked 6th out of 7 possibilities for teacher development, but interviews revealed that teachers did perceive them to be 'extremely useful'. The anomaly appears to have arisen as a result of some confusion on the part of the informants as to the nature of 'peer observation'. Accordingly Zimmerman cannot comfortably ascribe
significance to the findings of the ranking exercise.

Zimmerman willingly volunteers another constraint. Although the informants are described as 'a representative group' of experienced TESOL teachers', the issues for consideration 'are not identically interpretable from one culture to another as this largely depends on the organisational arrangements and systems that are in place'. In other words it is very difficult to claim external validity.

So, bearing in mind some of the constraints it was decided not to add a quantitative dimension to my research through such techniques as ranking and sampling but rather to opt for an approach which would explore the areas of interest volunteered by informants themselves. This would be restricted in generalizability by their individual, situated experience, sacrificing breadth for depth.

**2.12 Principles underlying the Research Approach**

All of the issues discussed in this literature review informed the current study and provided a basis for discussion of the findings. A range of research findings, hypotheses and more explicitly stated beliefs about teacher education, teaching institutions, language and teaching/learning research, and teacher attitudes was explored. The ideas and perspectives gleaned helped the current researcher to embark on the study with a number of guiding concepts. Whilst the current study was designed to be as open-ended as possible, it is important to state the underlying principles and concerns which influenced its overall design.
It was believed that the researcher should approach the study with an open mind and be prepared to listen to the informants. As outlined by Long (1986) and Allwright (1989) the considerations and interpretations of informants are valid per se. The informants should be deemed capable of accurate introspection. Teacher attitudes to teacher education are not only valid but should be a major input into the ongoing debate.

There has been a shift in teacher education from 'training' to 'development' as outlined by many researchers. Much recent literature centres on the empowerment of teachers through reflection on classroom practice. This is in line with the overall shift in language education away from Behaviourist theory towards Cognitivist theory and learning through experience.

This study was based on the belief that there is a dysfunctional schism between academic knowledge and practical insight. A consequence of this may be the reluctance of many teachers to respond to methodological change in classroom teaching and approaches to teacher education. Teachers may often be unable to see approaches to teacher education as part of the research process, hindering bottom-up empowerment. At the same time researchers may need to be involved in more dialogue with practitioners.

This study also aligned itself with many of the ideas of 'critical pedagogy'. Teachers operate within a political context. External, internal, structural and institutional pressures may constrain their development.
Chapter 3 - Method

3.1 Research Design and Methodological Rationale

Many educational research studies take a quantitative approach, employing experimental or quasi-experimental research designs. However, a large number of studies using a more qualitative approach work from the premise that this kind of research is intrinsically useful and can also lead to clearer definitions of problems for more quantitative research. That is to say, as Haberman (1990) suggests, this kind of pre-research identifies problems rather than researching the researchable.

The study was broadly anthropological, following Long’s (1986) constructs as outlined below:

- Potentially important variables should not be excluded by prescribing a fixed data gathering device.
- The considerations and interpretations of informants are valid per se. The informants should be deemed capable of accurate introspection.
- Categories and taxonomies need to be developed for specific purposes, not merely taken over from other systems.
- Preconceptions about variables to be studied or hypotheses to be tested are unhelpful.
The study incorporated elements of a case study approach (Nunan, 1992), having the following features:

- It was descriptive in approach, looking at contemporary phenomena within their real-life contexts.
- It was inductive and heuristic in its objective, looking for patterns in the data and seeking to build explanations for these patterns.
- It was pre-experimental in design, aiming to sensitise researchers to significant variables.
- It was qualitative in that there was a low degree of control over variables.
- It was informal in its approach to data collection, employing fairly open-ended interview techniques with low explicitness of questions.

This study sought to keep informants' own words where possible. Confirmatory reviews of interviews were conducted to check that their voices were heard accurately and in the correct context. As a final check, the findings were related back to them.

**3.2 Procedure**

The steps for collecting the data are outlined as follows:

**STEP 1**

Initial semi-structured pilot interviews were conducted and recorded, with focus questions seeking general information on involvement in teacher development and then transcribed.
STEP 2
The pilot interviews were reviewed to inform the design of the first formal interviews.

STEP 3
The first formal interviews were conducted, recorded, transcribed and summarised.

The schedule for the interviews was as follows:

Tell me about:

• any teacher education you are involved in at present and any impact it may be having on your teaching.
• any informal teacher education in which you have been involved.
• any formal training courses you have taken.
• any strong feelings about your initial training.
• any formal observations in which you have been involved.
• any form of teacher education you would find useful.

STEP 4
Confirmatory reviews were conducted with informants to check that summaries accurately reflected their views. They were asked if their relative strength of feeling on issues raised had in any way been misrepresented by the written transcripts and summaries or if the summaries had in any way taken their remarks out of context. Issues of particular concern to individual participants were then identified for further exploration in the second formal interviews.

STEP 5
The second formal interviews were conducted, recorded, transcribed and summarised. The question for the interviews was: Why do you feel ( issue of
particular concern) is important to you?

3.3 Sample

A small sample size of 10 informants was employed, with no attempt to claim representativeness. All prospective informants, at the time of interviewing, were working as TESOL teachers at the Centre for International English, Curtin University, Perth, Western Australia. The interviewing period spanned two interviews over the period from 9/2/94 to 16/5/95. Most informants were involved with a diversity of classes, teaching a number of different learners at different levels. Also most teachers at the centre were involved in General English and English for Academic Purposes. All informants had at some time been involved in the same in-service teacher development which had been formally set up by the centre.

The chart below details informant characteristics:
Table I  Informant characteristics

<table>
<thead>
<tr>
<th>INFORMANTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>age band</td>
<td>35-</td>
<td>35-</td>
<td>35-</td>
<td>40-</td>
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<td>f</td>
<td>f</td>
<td>m</td>
<td>f</td>
<td>m</td>
<td>f</td>
<td>m</td>
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<td></td>
<td></td>
<td></td>
<td>m</td>
</tr>
<tr>
<td>first degree</td>
<td></td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>pre-service TESOL qual.</td>
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<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>in-service TESOL qual.</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
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<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>non-TESOL teaching qual.</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>TESOL experience (years)</td>
<td>10-</td>
<td>5-</td>
<td>10-</td>
<td>0-</td>
<td>5-</td>
<td>5-</td>
<td>0-</td>
<td>0-</td>
<td>10-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>non-TESOL experience</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>TESOL experience outside Australia</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>TESOL admin. experience</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

3.4 Constraints

a) Research Design:

There was always some possibility of pollution of data by contact with both the research and the researcher (Researcher expectancy, Halo effect, Hawthorne effect,
Practice effect/Reactivity effect). The current researcher was aware of this problem and tried to avoid giving any personal viewpoints or leading questions.

There was a possibility that the data would be skewed by getting responses from positive-minded participants only (Self-selection, Volunteer effect, Subject expectancy). However, as participants were volunteers, it was also possible that some were negative-minded.

The Maturation effect (the influence of environment over time) could have been important when trying to pin down dynamics such as development, growth, change and experience. It may be that the time interval between interview and review was sufficient for attitudes to change. However, this interval was kept brief and the reasons behind any evident attitude changes were probed. Care was taken not to use casual staff so as to avoid dropout or attrition.

b) Sample

The study was characterised by low representativeness/generalisability, due to the size of the sample. All informants were working at the same teaching centre and the attitudes they evinced were clearly framed within a common institutional context. However no generalisable claims are made for the findings.

c) Procedure

There can often be self-consciousness during interview which is exacerbated by taping. This was counteracted to some degree by starting with an introductory chat to
put informants at ease. It is difficult to fully capture the strength of attitudes from verbal record on transcript, so confirmatory reviews were used to probe this area. Not all questions elicit responses, so pilot interviews were used to help shape questions.
Chapter 4 - Analysis

The Introduction broadly outlines the kind of information which was elicited from informants by the interview procedure. There is then a description of how the interviews were condensed into summaries by identifying aspects of teacher education (TE) and noting relevant informant views. The measures taken to ensure that extracting informant views from their immediate spoken context did not lead to misrepresentation are then detailed.

The next section explains why and how a wide variety of aspects of TE were condensed into a number of subordinate categories. It describes how a card-file index was created for reference, then tabulates all subordinate categories, showing the numbers of informant views within each category.

The final section shows how the subordinate categories were condensed into six superordinate categories, continuing the bottom-up approach to data analysis. It describes how an inter-rater reliability test was conducted to validate category allocation, then defines and tabulates all superordinate categories, showing the numbers of informant views and the numbers of subordinate categories within each of the categories.

4.1 Introduction

As outlined in the previous chapter, interviews with informants were semi-structured. The reason for this was to allow informants to describe their own conceptions and experiences of teacher education. However, it was necessary to discipline the
gathering of data by using a few focus questions.

As a result of the approach to interviews, transcripts were lengthy (see Appendix 1). In order to analyse them a number of steps were taken, as outlined below:

4.2 From interviews to summaries

Interviews were condensed into summaries (see Appendix 2). To do this two main guidelines were followed. Firstly informant data not addressing aspects of TE was excluded. Secondly data was organised so as to make a clear link between aspect of TE and individual comment (described as informant view relating to it). For example:

Table 2 Example of interview summary

<table>
<thead>
<tr>
<th>ASPECT OF TEACHER EDUCATION</th>
<th>INFORMANT VIEW</th>
<th>TURN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on teaching</td>
<td>... I rely a lot on feedback from students themselves</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>questionnaires to students .. I do think that they count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>... if you got 20 students saying the same thing then you could learn something from it</td>
<td></td>
</tr>
</tbody>
</table>

Note was taken of the turn in the original interview from which each informant view was drawn. This was to make it possible to easily refer back to the interview and to categorise specific informant views (or extracts).
4.3 From summaries to subordinate categories

Each summary was then searched for informant views which related topically. It was found that a variety of views by one or more informants related to the same general aspect of TE.

The first aspect of TE that was noticed was 'Workshops'. This appeared to be broad enough to subsume a range of informant views but not so broad that it would lack thematic unity and/or encompass an unwieldy number of views. One by one these aspects emerged from the summaries. All related views were sought and recorded in a card-file for easy reference.

Most aspects were labelled using language used by informants where possible. Eventually 25 aspects of TE were found to be valued by the informants. At this stage it was realised that detailing the views found under each aspect would be an inappropriate way of relating the findings. It would also fail to focus attention on the larger overall inherent themes. Accordingly the 25 aspects were then conceived of as lower-level, 'subordinate' categories which would be a starting point for uncovering a smaller number of higher-level, 'superordinate' categories.

For reference, a card was made for each subordinate category. Below is an example:

**Table 3** Example of file-card for subordinate categories

<table>
<thead>
<tr>
<th>L = LECTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a = interesting</td>
</tr>
<tr>
<td>b = ideas</td>
</tr>
<tr>
<td>c = theory useful later</td>
</tr>
<tr>
<td>d = overload</td>
</tr>
</tbody>
</table>
Each subordinate category file-card listed a number of sub-topics, as in the above example where under 'Lectures' could be found 'interesting', 'ideas', 'theory useful later' and 'overload'. The sub-topics were often named by using informants' own language. They were created in order to store the large number of aspects found for each subordinate category in a manageable and systematic manner. Any illustrative comment found in the summaries was noted on a file-card, displaying, as in the example below, codes summarising informant/interview/number/turn/line(s):

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Example of file-card for sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>B=IDEAS</td>
<td></td>
</tr>
<tr>
<td>LECTURES</td>
<td></td>
</tr>
<tr>
<td>F/1/8/6-8</td>
<td></td>
</tr>
<tr>
<td>H/1/5/5</td>
<td></td>
</tr>
<tr>
<td>A/1/3/4-6</td>
<td></td>
</tr>
</tbody>
</table>

Once this process had been completed, each summary was scrutinised to see if any informant views had not been allocated to existing categories. Those views which had been overlooked were then allocated to the appropriate categories.

The table below shows the original list of subordinate categories, in the order they were originally developed, giving details of the numbers of views and informants:
<table>
<thead>
<tr>
<th>CATEGORY OF TE</th>
<th>NUMBE R OF VIEWS</th>
<th>INFORMANTS</th>
<th>NUMBER OF INFORMANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>workshops</td>
<td>28</td>
<td>abdfghij</td>
<td>8</td>
</tr>
<tr>
<td>conferences</td>
<td>1</td>
<td>g</td>
<td>1</td>
</tr>
<tr>
<td>writing materials</td>
<td>2</td>
<td>ci</td>
<td>2</td>
</tr>
<tr>
<td>research</td>
<td>1</td>
<td>b</td>
<td>1</td>
</tr>
<tr>
<td>student feedback</td>
<td>7</td>
<td>abeg</td>
<td>4</td>
</tr>
<tr>
<td>personal factors</td>
<td>11</td>
<td>bcfij</td>
<td>5</td>
</tr>
<tr>
<td>learning experience</td>
<td>3</td>
<td>bj</td>
<td>2</td>
</tr>
<tr>
<td>TESOL teaching</td>
<td>14</td>
<td>degij</td>
<td>5</td>
</tr>
<tr>
<td>non-TESOL teaching</td>
<td>2</td>
<td>b</td>
<td>1</td>
</tr>
<tr>
<td>informal meetings</td>
<td>14</td>
<td>fhi</td>
<td>3</td>
</tr>
<tr>
<td>team teaching</td>
<td>10</td>
<td>e</td>
<td>1</td>
</tr>
<tr>
<td>micro-teaching</td>
<td>3</td>
<td>i</td>
<td>1</td>
</tr>
<tr>
<td>deep-ending</td>
<td>4</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>attachment</td>
<td>5</td>
<td>c</td>
<td>1</td>
</tr>
<tr>
<td>assignments</td>
<td>4</td>
<td>fgi</td>
<td>3</td>
</tr>
<tr>
<td>examinations</td>
<td>2</td>
<td>f</td>
<td>1</td>
</tr>
<tr>
<td>discussion between trainees</td>
<td>4</td>
<td>af</td>
<td>2</td>
</tr>
<tr>
<td>observing pre-service</td>
<td>9</td>
<td>bc</td>
<td>2</td>
</tr>
<tr>
<td>observing in-service</td>
<td>22</td>
<td>acdefghj</td>
<td>7</td>
</tr>
<tr>
<td>lectures</td>
<td>4</td>
<td>afg</td>
<td>4</td>
</tr>
<tr>
<td>being observed pre-service</td>
<td>26</td>
<td>bcdfgij</td>
<td>7</td>
</tr>
<tr>
<td>being observed in-service</td>
<td>20</td>
<td>acefghj</td>
<td>7</td>
</tr>
<tr>
<td>methodological change</td>
<td>5</td>
<td>i</td>
<td>1</td>
</tr>
<tr>
<td>teaching practice</td>
<td>9</td>
<td>gj</td>
<td>2</td>
</tr>
<tr>
<td>probation</td>
<td>2</td>
<td>bi</td>
<td>2</td>
</tr>
<tr>
<td>TOTALS</td>
<td>212</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Clearly some subordinate categories contained a larger number of views from a wider range of informants. This gave some indication of the relative levels of concern about specific issues.

4.4 From subordinate to superordinate categories

An attempt was then made to condense the 25 subordinate categories into a more manageable number of superordinate categories. This process was a continuation of the bottom-up approach to data analysis, part of an ongoing attempt to let the data create the categories and not vice-versa.

The superordinate categories and their definitions emerged as follows:

1. TEACHING

Any teaching, TESOL or non-TESOL, but excluding aspects related to observations.

2. BEING OBSERVED

Being watched teaching by a teacher trainer, senior teaching staff, fellow staff members or teacher trainees.

3. OBSERVING

Watching a teacher trainer, senior teaching staff, fellow staff members or teacher trainees teach and watching learners learn.

4. HEARING AND TALKING ABOUT TEACHING

Being involved in any verbal discussion about teaching, formal or informal.

5. READING AND WRITING ABOUT TEACHING

Being involved in any textual discussion about teaching, formal or informal.
6. PERSONAL DEVELOPMENT

Any area in which individual capabilities are enhanced outside teaching.

An inter-rater reliability test was then conducted to test the objectivity of allocation of subordinate to superordinate categories. Four teachers were asked to participate. All had a minimum of five years TESOL experience and had also undertaken both pre- and in- service TESOL training courses. At the same time all were only briefed as to the broad aims of the research and had not been involved in any stage of the research. They were asked to select what they felt were the most appropriate superordinate categories for the subordinate categories and the following instructions were given to them:

<table>
<thead>
<tr>
<th>INTER-RATER RELIABILITY TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need your help to ensure an objective allocation of a number of smaller into larger categories. Please read the definitions of both larger and smaller categories and decide where they belong:</td>
</tr>
<tr>
<td>LARGER CATEGORIES (superordinate)</td>
</tr>
<tr>
<td>These describe broad areas relating to teacher education (see definitions)</td>
</tr>
<tr>
<td>SMALLER CATEGORIES (subordinate)</td>
</tr>
<tr>
<td>These describe more specific areas relating to teacher education (see definitions)</td>
</tr>
<tr>
<td>YOUR ALLOCATIONS</td>
</tr>
<tr>
<td>a. etc........</td>
</tr>
</tbody>
</table>

| NAME | SIGNATURE | DATE |

The allocation of the categories showed a high level of consensus at 80% or above,
so it was possible to finalise their allocation as in the table below:

Table 6  List of superordinate categories

<table>
<thead>
<tr>
<th>SUPERORDINATE CATEGORIES</th>
<th>TEACHING</th>
<th>BEING OBSERVED</th>
<th>OBSERVING</th>
<th>HEARING &amp; TALKING ABOUT TEACHING</th>
<th>READING &amp; WRITING ABOUT TEACHING</th>
<th>PERSONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL teaching</td>
<td>being observed pre-service</td>
<td>observing pre-service</td>
<td>lectures</td>
<td>assignments</td>
<td>personal experience</td>
<td></td>
</tr>
<tr>
<td>team teaching</td>
<td>being observed in-service</td>
<td>observing in-service</td>
<td>discussion between trainees</td>
<td>examinations</td>
<td>learning experience</td>
<td></td>
</tr>
<tr>
<td>non-TESOL teaching</td>
<td>attachment</td>
<td>informal meetings</td>
<td>research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching practice</td>
<td>workshops</td>
<td>written materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deep-ending</td>
<td>methodological change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>probation</td>
<td>conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>micro-teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL views | 61 | 86 | 48 | 60 | 9 | 23 |
| TOTAL informants | 8 | 10 | 9 | 8 | 5 | 5 |
| ACTUAL informants | abcde | abcde | abcde | abdfghij | bcfgi | bcfgj |

51
It is clear that some superordinate categories contain more subordinate categories than others. Care was taken to avoid creating any superordinate category which contained only one subordinate category. Looking at the above table it will be noted that no category is represented by informant views from less than five of the ten informants. However, the number of views ranges from 9 in 'Reading and Writing about Teaching' to 86 in 'Being observed'. 
Chapter 5 - Findings

In the following chapter an explanation is provided of the ways in which the six superordinate categories illustrate aspects of teacher education. Then each category is illustrated in detail. This is done by using the words of the informants, which are contextualised by researcher comment and then summarised. Finally there is a summary of key findings.

5.1 Descriptive Parameters

All superordinate categories of teacher education are related along a continuum moving from action to reflection which describes the teacher’s proximity to the classroom lesson. On the left side of the continuum are aspects of teacher education related to action in the classroom and on the right aspects related to reflection on events in the classroom from outside. The immediate neighbours for each category are different and may overlap. As such all categories can be visualised as a series of intersecting circles whose core area contains common elements, as below:

Figure 1   The action - reflection continuum

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>BEING OBSERVED</th>
<th>OBSERVING</th>
<th>HEARING</th>
<th>READING</th>
<th>PERSONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 views</td>
<td>86 views</td>
<td>48 views</td>
<td>60 views</td>
<td>9 views</td>
<td>23 views</td>
</tr>
</tbody>
</table>

<action........................................................................................................reflection>
As explained in the previous chapter, 'views' are the individual comments made by informants on particular aspects of teacher education. Within each of the above categories there are a number of dimensions. These dimensions contain data related along continua such as that from Isolation to Co-operation, which describes the degree of contact a teacher has with other teachers.

5.2 Superordinate Categories

5.2.1 Teaching

This category of teacher education identifies any teaching, TESOL or non-TESOL. Within this category three main dimensions were found:

a) From Isolation to Co-operation

b) From Inexperience to Experience

c) From Discomfort to Comfort

a) From Isolation to Co-operation

This dimension describes the degree of contact a teacher has with other teachers. Views from informants describe two basic teaching contexts. These differ from the formal ‘observation’ in that they lack any supervisory aspect. Firstly, most comments detail the basic work-a-day situation - the teacher in class, ‘alone’ with the students. Secondly a number of views describe ‘team teaching’, where two or more teachers share a lesson or lessons.

Some informants describe the freedom of being able to develop an individual style without supervision and the perceived threat of negative feedback: *I feel a real freedom with my students without having somebody check every little movement I*
There appears to be a feeling that discrete behaviours are monitored during observation, inhibiting development: *I'd like to be left alone so I can develop my own style*.

It is not just the perceived threat of negative feedback on a minor aspect of a lesson that appears to inhibit but also the very real fear of failure and the feeling that someone might be watching. Also the learners may not be regarded as a threat: *Everyone kind of fears failure. If you're on your own and you make a major stuff-up well the students won't really know, well they may but if you've got an assessor there's an even greater risk and that sort of stifles your liberty*.

The absence of observer feedback is seen by the same informant as leading to self-reliance: *Teaches you to persevere and be independent*; But two informants clearly believe students are an important source of feedback for the teacher at a structured or unstructured level: *Nobody really knows what's going on in there except the students*; *I rely a lot on feedback from the students themselves*; *questionnaires to students, I do think they count*.

Despite the value of working alone, there is a strong perception that isolation is unsatisfactory and can become embedded: *It can be very isolationist*; *When you close the door, it's very dangerous, you do need to have useful criticism from outside*; *Nobody really sees you or knows what you're doing*; *Obviously we can't see glaring errors*.

One informant, nevertheless, refers to a situation in which there was no observation required and so teachers were open to help from colleagues. In a school which uses a
set 'method' and in which teachers are expected to pick up skills 'on the job', pre-service training was not required. This 'deep-end' approach presumably fostered a teaching environment where teachers, before and after their lessons, needed to compare notes, seek feedback and generally work co-operatively: *Probably the best training because I had a lot of support from other teachers (A)*; Another refers to the value of the group environment to the neophyte teacher, describing teaching practice as a microcosm of the working environment: *A taste of what it's like to have to teach and work with a group of people consistently (G)*.

Team-teaching, for one informant, is a personal solution to the need for 'outside' feedback. Moreover, working closely with a particular colleague has created a valuable developmental bond: *Somebody else actually is with you and they can say to you maybe you should have done this or that (E)*; *We were very truthful with each other and, able to say exactly what we felt and if didn't work we would say it (E)*; *We borrow ideas from each other (E)*.

In summary positive and negative aspects were found for either end of the isolation-co-operation dimension of teaching. Informants ascribed different degrees of importance to the role of teachers, learners, other teachers and trainers; before, during and after lessons, in different contexts and at different career stages. Some felt that teaching alone created freedom but many expressed a need for outside feedback.

**b) From Inexperience to Experience**

This dimension describes the movement from a pre-service to an in-service teaching context and the learning and growth that may go with it. The gradual accretion of
experience would certainly seem to imply learning and growth but the measurement of
this development is somewhat problematic. Nevertheless, many informants made
comments which clearly indicated that it had taken place in a variety of ways.

Her first contact with teaching is recalled by one informant in self-deprecating terms.
She sees herself as a 'tabula rasa': *Without any training at all, no knowledge
whatsoever* (A); Another gives more weight to previous learning experience in
describing entry into non-TESOL teaching, indicating that childhood classroom
experience was an important basis for teacher development: *I was using those
traditional values but being a bit more creative in my approach* (B).

Comments by one informant picture the way in which development as a teacher need
not create a disequilibrium between teachers and learners. As a newly-trained teacher
with a group of learners with a wide range of life experiences, the difference was
limited to: *One small area of expertise that was English* (J).

The different personal experiences of teacher development are revealed in comments
from two informants. The first describes rapid change during a formal pre-service
course. The second describes adapting to immediate exigencies without formal
training. Both report the steepness of the "learning curve" for new teachers: *It
shocked us to our full potential* (G); *I had to pick it up as I went along* (B); The
amount of hard work that is done in the first stages of development is clearly recounted
by one informant: *You prepared for it in a way which was much more thorough* (I);
The period of stagnation experienced by many teachers after years in the classroom is
illustrated by one informant: *You don't stretch yourself, you're not
extended* (E); She goes on to describe the possibilities for teachers at a later stage of
development inherent in team teaching: *Very stimulating, I can learn from it, we've grown from it, if it didn't work, we'd go back and try and improve on it* (E).

The difference between the practical basics acquired by new teachers and the more personal development experienced beyond this stage is illustrated by one informant: (teaching practice) *taught me about classroom management, how to work with people, photocopying, handouts, very useful* (G); (wants for ongoing development) *to be left alone, to be as creative as I like* (G).

Finally, the role of learners in teacher development is depicted by one informant as a parallel process: *We're all trying to learn together* (J); At the same time another describes the difficulty in responding to the learners as a result of their disparate perceptions of the learning process: *If you get 20 students saying the same thing, you could learn something* (A).

To summarise there is anecdotal evidence from a number of informants that unobserved teaching is a powerful developmental context. Development may take place more dramatically in the pre-service phase but examples were given of fruitful development in-service.

c) From Discomfort to Comfort

This dimension describes the degree of comfort experienced by teachers in a range of contexts. The word 'comfortable' is used by some informants to characterise a kind of optimum situation where classroom teaching, despite the difficulties involved, poses a manageable challenge.

Many teachers refer to their initial training and the attendant anxieties in fairly
dramatic though clearly heartfelt terms: *A rude shock* (G); *It actually made me nervous* (I); *In day to day life you'd have a nervous breakdown* (G); Clearly a major issue for teachers undergoing training is the balance between development and confidence, particularly in light of the difficulties of ‘performing’. One informant recalls the value of surviving the difficulties of initial teaching practice: *To give me a bit of confidence in standing up in front of a group of people* (G); Once past the struggles of early training, teachers still have anxieties about aspects of teaching, especially when faced with change and novelty. One informant describes a prolonged feeling of insecurity with team teaching: *I've always had a little bit of fear about (it)* (E); But again, having conquered the initial challenge, the same informant describes the current ease with the approach: *I thoroughly enjoy it* (E).

One informant describes the importance of a kind of methodological ‘fit’ to teachers: *They're at their happiest when they're comfortable with the methodology they're using:* and also refers to the ‘fit’ between methodology and facilities/materials: *Methodology has to be backed up with the right resources* (I); The importance of the teacher-learner interaction is stressed by another informant: *When students develop that rapport very often they're requesting the same teacher again, they feel comfortable with that relationship, where they should be picking a course they're actually picking a teacher* (B).

Lack of cohesion between individual lessons and whole courses is cited as a cause of teacher discomfort: *Your disparate lessons are going to seem like icebergs floating in the sea* (I); The contrast between the intensity and stress of training and the calmer pace of weekly work is simply described by one informant: *Good to be into the daily*
swing, going to work, coming home, planning and teaching (G).

In summary it appears that there are two main factors contributing to teacher comfort with teaching. Firstly, there is the gradual adjustment to new contexts. Secondly, there is a greater ‘fit’ between related factors such as teacher, learners, lesson, course and resources.

5.2.2 Being observed

This category of teacher education identifies those circumstances where a teacher is being watched teaching by a teacher trainer, senior teaching staff, fellow staff members or teacher trainees.

Within this category three main dimensions were found:

a) From Artificiality to Reality

b) From Inexperience to Experience

c) From Discomfort to Comfort

a) From Artificiality to Reality

This dimension describes the degree to which teaching whilst being observed simulates teaching without being observed. A number of informants explore the artificiality of being observed inherent in the situation: Reasonably unrealistic because somebody was investigating my lessons (G); It’s just human nature to feel a bit under pressure, to feel that your performance is being viewed (A); The observation, according to some, tends to produce an artificial performance: A bit of a display, (you) give them
what you think the trainer wants to see, a lot of obvious activity (I).

There is also a perception that the observer is setting the agenda for the performance: (Teachers) are being judged in a way when they've got complete control, people just don't behave naturally (A); But the observee can also exercise a degree of control: You tend to do a bit of a performance and it wasn't difficult for half a day (C); I knew that she (observer) particularly watched out for so I made a special point of for example phonology (A).

Clearly the implication is that what is being viewed is in many ways unrepresentative of teachers' approaches and skills as a result of the occasional nature of many observations. In some ways this can be, in terms of assessment, to the advantage of the observee: You're getting the best performance (A); Two informants clearly feel that a more longitudinal approach would be less artificial: You can see the long-term development that happens (B); Really useful, for long periods of time and more regular (C).

One characteristic of the artificial performance is the amount of preparation involved. This is ascribed by one informant to observees' understanding of the expectations set: We felt we had to produce fantastic assessable teaching lessons (G); These expectations appear to be that a better-than-usual lesson is required and so an unusual amount of preparation is generated. This is not entirely a negative factor, as one informant comments: It encourages good planning, good timing (I); But there is a feeling that the extra preparation can have a distort ing, negative effect on teaching style: I don't teach in the same way (F); There's a hell of a lot of preparation. I don't think you do as much in the classroom (B); This effect is firstly characterised by
the way in which a carefully prepared lesson can be prescriptive and unresponsive: *Often things happen and there's an occasion for you to do something which you haven't planned* (B); In addition, the careful preparation can affect the style of delivery: *The dull unprepared-seeming exercise can sometimes be the more relaxed* (J); Also, the focus on preparation can prevent the teacher from developing the ability to 'think on your feet', as in many daily lessons: *You just use your survival skills to turn it into something* (J).

Another aspect of being observed is the changed nature of the teacher-student relationship: *You don't get the best out of the teacher or the students because the students think they're being watched so they don't perform as they normally do. Students if they see they're being observed, get a little more tense than they otherwise would be* (A); This problem can be further exacerbated when the observation takes place with unfamiliar students: *The children have an empathy with their teacher, they're already affiliated to one person* (B).

In summary there appear to be several factors which create a less artificial aspect to observation. These factors are: less emphasis on the actual performance, being evaluated on a more longitudinal basis, and more routine levels of preparation. The more artificial the observation, teacher-student dynamics are negatively affected.

**b) From Inexperience to Experience**

This dimension describes the reactions to observation in the context of the continuum between a pre-service to an in-service teaching context and the learning and growth that may go with it. Although usually phrased in rather general terms, most informants
have positive things to say about observation: You can learn (H); I found that I learnt, a good learning experience (E); Whatever they had wanted me to learn (C).

One informant indicates that the learning which takes place is not peculiar to either the pre- or in-service context: A really good way of improving teaching for experienced and new teachers (J); Informants also report the value of feedback per se: Observations - useful having someone comment (A); A bit of feedback about what you've done right or wrong (H); We can all do with sharpening-up (I); The observation process is felt by some to be unavoidable: You've got to have them otherwise the teacher can't get any feedback (F); It's essential. If they're not cut out to be a teacher they need to know pretty early and not everybody's going to be a natural (C).

To sum up, generally positive comments were made about the developmental utility of observations with no distinctions made between their value at pre- and in-service. They were also felt to be largely unavoidable as a major source of feedback.

c) From Discomfort to Comfort

This dimension describes the degree of comfort experienced by teachers concerning or relating to observation. The less threatening and more developmental observations are perceived to be, the more comfortable informants feel. The personality and approach of the observer are crucial in establishing the level of comfort. Some observers are described in positive terms: Extremely positive, if there were negative things he had a nice way of putting it (E); Also in a less than positive way: A very nasty character who was terribly unpopular, he was picky, everyone felt intimidated. He insisted on speaking Gaelic (B); a very, very difficult woman to get on with, extremely difficult,
extremely cold, extremely intellectual and domineering (J).

Some feel strongly that the professional relationship between the observer and observee, in hierarchical terms, has important consequences for the degree of comfort: Depends on who its by, known or unknown to you, you don't like or has a power thing over you. There's a hierarchy between the teacher being observed and the observer (J); I've been observed by the DOS and it's an intimidating situation (F); A peer kind of relationship, it's not very intimidating (F); Informants also describe their own personality as important: I feel pressure because I think it's just me and my personality (F); It was just me that had this impression that it's very traumatic (B); Most simply describe the discomfort of being watched: Somebody staring at me (G); You never know to what degree how people have been affected by having someone watch them teach (C); When I go and have a pee in a public toilet if there's other people standing there I don't want to pee, and the same when I'm teaching. If there's another teacher watching me I panic inside, I think they can see all my faults. What are they gonna think? (F); That's just something very human that I feel when I've got someone looking at me (G); People naturally begin to query what they do when there's an onlooker (G).

One informant describes the pluses and minuses of audio observation: They had a bugging system, really bad, very offensive. It was abused. If it was very strictly observed I think that could be the best way of doing it. If you just tune in to the teacher on the day then you'd be getting the normal everyday standard. That's a better judgement (A); Descriptions of video observations illustrate the difficulty of watching yourself: Pretty scary, not so much the video camera on me in the
classroom, it was actually looking at me again on video (B).

Some describe the consequences of feeling uncomfortable with observation, for both teachers and students: So stressed out that I got sick, I just couldn't arrive. I was just throwing up all over the place and I couldn't teach that lesson. It was a terrible experience and very nerve-wracking (J); The teacher is probably more pent up than they normally would be. I don't know whether the teacher feels more tense therefore the class feels more tense but from what students tell me when there's someone sitting at the back of the room they feel as if they're being observed but either there's a tension from the students which leads to the teacher or the other way round (A).

The surveillance aspect of the observation is described, with reference to the way in which it is used to monitor teaching performance: He was likely to come round at any time with no notice. You have good days and bad days, but out of courtesy they should give you notice (J); But maybe it's a good idea to have someone come along and check you (B).

One informant makes the interesting point that the observee's perception of the observation is influenced by the way it is presented by the observer, and can affect the outcome: We were told this was a learning experience, it wasn't a critical experience and so, depending on how it's explained, either positive or negative (D); The importance of a positive observer orientation towards observations is clearly indicated by a number of informants, who identify a number of key characteristics of such an approach: Very constructive (B); Practical. It gave me confidence to do things I had never thought about before (D); I started getting positive feedback so within a short period of time I was finding it very supportive (C).
The need for observer impartiality is clearly stated by one informant: *An objective person who can say the good points and the bad points (A).*

Some comments illustrate the way in which the observation can be inhibiting: *Not useful (C); Nice people, non-threatening (but) stifling (G).*

Whatever the various pros and cons of being observed, many informants still concede the inevitability of the process: *You've got to do it some time (F); That's part of life (B); You just have to accept it if it's done in a non-threatening style as possible (F); I can't see any other way of doing it (A); Part of the job, you have to put up with it (H); A good idea and to be encouraged. People should be observed (E).*

However, some are very honest about the reciprocal rewards of observation: *I like observing other teachers, but I just don't like being observed (F); It's a marvellous thing as long as you're not the one being observed (D).*

Finally, on an optimistic note, two informants imply that the difficulties experienced in early observations gradually diminish with time and experience: *Not a great trauma for me because I had been observed a lot during primary teaching. If you do it when you're very young and you haven't got set in your ways then you accept it (B); Maybe if I got observed every single day then I'd get used to it (F).*

In summary, there appear to be a number of factors influencing the level of comfort teachers feel when being observed: the personalities of the observer and observee and their relationship, the impartiality and constructiveness of the observer, the manner in which the observation is conducted, the emphasis on learning as well as evaluation, the
element of surveillance and/or surprise, and the cumulative experience of being observed over time. A number of informants describe personal experience of discomfort in certain observation contexts but at the same time many also admit that observations are in many ways unavoidably necessary.

5.2.3 Observing

This category of teacher education can be defined as watching a teacher trainer, senior teaching staff, fellow staff members or teacher trainees teach and watching learners learn.

Within this category two main dimensions were found:

a) From Inexperience to Experience

b) From Discomfort to Comfort

a) From Inexperience to Experience

This dimension describes the movement from a pre-service to an in-service teaching context and the learning and growth that may go with it. In general informants have little positive to say about observing inexperienced teaching. One informant is more inclined to see things from the observee viewpoint: I'm sure that I have a very intimidating kind of effect (J); Another feels that for tutors or experienced teachers watching inexperienced teachers can be tiresome: A little bit frustrating, a bit boring quite frankly (C).

Interestingly there is very little comment from the majority of the informants about the learning potential in early or pre-service observation of other teachers. However, there are a number of fairly pointed comments from one individual about the dangers,
for those with less experience, of watching poor teaching: As a young teacher I didn't want to watch poor teaching because even though I could recognise it as poor it was still imprinting, the power of modelling as a learning tool. I could feel the effect on me. There's still a sense in which you might pick up, you can have a strong negative attraction (C). This strongly-held feeling is set against the appreciation of observing good teaching: Being with a good teacher was fantastic, with a bad teacher was just excruciating. I didn't want to waste my time. The most important thing was being with a good practitioner, learning from a good model more than actually getting feedback on your own teaching (C). Interestingly, this last comment seems to emphasise the value of observing over being observed. Clinical observations as part of research are also mentioned as very valuable: A big effect on me because I was only young (C). The focus on classroom processes rather than teaching techniques seems to suit this particular informant: (I) had an awareness of discrete teacher behaviour and how it led to certain kinds of student behaviour (C). What is described here is a more detached and possibly objective style of observing, with consequences for any concurrent teaching: A kind of reflective process, it kind of enabled me to stand back a bit from my own teaching (C).

At the in-service level many describe the benefits which accrue from inexperienced teachers watching more experienced but not necessarily very experienced practitioners: An important learning process. I was a new teacher in the school (J). One informant laments the missed opportunity of observing herself, a situation which could be described as observing someone at the same level of experience: I think seeing myself on video would be quite useful. I've never done it (A). Others are enthusiastic about peer observation, where there is often, though by no means always, a similarity
in the level of experience: A better way to assess you (G); More useful than being observed by your Director of Studies (F); They can identify with what you’re going through (G); One informant stresses the ongoing potential of the peer observation: We can learn a lot (D); However the difficulty of organising and timetabling this type of observation is pointed out: Difficult, logistics are quite difficult (F); I’d like to see a lot more people teach but the constraints, the practicalities (D); unfortunately we don’t see a lot of each other (D); But despite these difficulties one informant expresses a wish to be given more opportunities to observe others: I’d like to be able to sit in on somebody else’s class and learn, very valuable (G); In more specific terms, the same informant talks about the useful exposure to other ways of teaching gained via peer observation: Interesting to see the different styles (G).

One informant feels there is great value for experienced teachers in observing ‘experts’, suggesting video as a medium: Video of leaders of the EFL world. That would be quite useful (A); The balance between the amount of observing allotted to observer and observee of each other was an issue for another: The classroom teacher got to see a lot of teaching from the training teacher (but there was) a fairly small amount of observation of the teacher trainees (C); Whatever the various merits of all kinds of observer-observee permutations, one informant points out the importance of a variety of options: When you close the classroom door it’s very dangerous. You do need to have useful criticism from a lot of people outside (D).

To sum up, peer observations appear to be more popular as a learning tool. However there are some doubts as to the value of observing poor teaching at an early stage of
your own development.

b) From Discomfort to Comfort

This dimension describes the degree of comfort experienced by teachers in a range of contexts. It is relatively easy to identify a number of aspects of being observed which lead to varying levels of comfort experienced by the observee. On the other hand it is more difficult to find descriptions of the difficulties experienced by observers. Nevertheless, there are a number of interesting comments from informants. One informant describes the awkwardness experienced when observing poor teaching:

*You're an observer and you see a weak lesson, that's quite a difficult situation to manage* (C); Another talks about a more relaxed context in which teachers starting at a new school were given the opportunity to observe established staff: *I was a new teacher in the school and it wasn't a threatening process* (J); A high level of comfort is described by one informant, making reference to peer observing: *We've become good friends through that, a sort of higher student-teacher relationship* (E).

To summarise, the specifics of the situation in which a teacher is observed appear more important than the inherent aspects of observing itself in determining the level of comfort experienced by the observer.

5.2.4 Hearing and Talking about Teaching

This category of teacher education can be defined as being involved in any verbal discussion about teaching, either formal or informal.

Within this category two main dimensions were found:

a) From Formal to Informal
b) From Theory to Practice

a) From Formal to Informal

This dimension describes the degree of formality which characterises the verbal interaction between those discussing teaching. Factors determining the degree of formality of interaction between those discussing teaching are fairly self-explanatory, basically operating on two levels. Firstly the degree of familiarity between people can vary and secondly the amount of input from those involved can also vary. Accordingly; for a teacher attending a lecture at his or her first international conference, there may be a high degree of formality, characterised by not knowing people and not giving input (hearing rather than talking). However, people and circumstances vary and so a widely-travelled and seasoned conference habitue may find the occasion pleasantly informal. The most formal context described by informants is the conference and only one comment is available, hinting at the financial restrictions which make attendance rare for most teachers: *I'd like to be able to go, but because of funds (G)*; Lectures are mostly perceived to be more formal than workshops and one informant describes difficulties processing input on an in-service Diploma course: *Information overload (H)*; Informants relate how lecture-style input on pre-service training courses is a useful medium for top-down transmission of ideas to new teachers: *It gave me ideas (F); Great ideas, interesting teaching sessions (G)*; Also it is possible to make the connection from input to output via teaching practice: *You start to try to apply the ideas (H)*; It is still possible for this kind of top-down transmission to work at in-service level, though one informant hints that it is less useful: *It taught me a few things I didn't know (A).*
A useful outcome of being in a lecture style context is the way in which teachers are put back in touch with the learner's perspective: *I found that very useful just being a student, seeing how (the teachers) coped (A);* However, a more open forum is described in which teachers can interact with each other: *More student-oriented and I could see the benefit of that (A).*

Workshops are understood to be less-structured and more informal but are not always easy to access due to operating constraints: *It's very costly to relieve you from your duties in order to send you off to workshops (D); Very few and far between (H);* When a school can manage to arrange and facilitate this kind of in-service teacher development, it is generally welcomed: *I appreciated anything that was sort of given to me on a platter. Lunch and childcare thrown in (B);* Another informant hints at what schools could do: *Time off for staff development, say every couple of weeks (A);* However, some doubts are expressed about the utility of all workshops: *Ambivalent feelings. (Some) have been a total waste of time (D);* One difficulty seems to be the tendency to discuss rather than tackle problems: *Extensive discussion goes no way towards solving the problem (D);* Another difficulty, paradoxically, seems to be the level of familiarity between participants: *People know each other within the field, therefore when they come together, because it's an esoteric circle I think that that sometimes takes away from the effectiveness. Probably the best ones have been where we didn't know anyone (D).*

One view is clearly widespread: *Informal is always best (J);* One informant believes discussion can be more relevant to individual needs: *I just react better in an
informal situation. It's just more personal (H); Perhaps the freedom to decide whether or not to attend is also important, as a difficulty inherent in the nature of workshops is the high level of expectation raised when time is invested. An optimum situation is described: You could choose which ones you went to (B); The most informal setting for discussion is simply pictured: Getting together with other teachers (F); Sitting down, meeting and sometimes talking (H); The more people involved, the more the discussion moves away from individual concerns: A more formal situation tends to be like a larger group (H); Not only is it important that informal teacher discussions are small-scale and personal, but also that there is a degree of intimacy, openness and common experience: People that you work with are able to discern problems (H); As long as it's non-threatening, a realistic approach (I); you can say things a bit more freely (H); A greater ease of arrangement and regularity are a corollary: We're constantly talking with all the other teachers (H); I like to talk to people I'm working with all the time (H); This regularity is also something which one informant feels can be further facilitated by giving more opportunity for teachers to meet: Regular meetings between teachers (F); Another feature of fruitful informal discussion is that it is not superficial: You have to have quite in-depth discussions. It makes you explain your motivation and your rationale. You make an effort to understand completely (H).

One informant describes the kind of cognitive engagement which results from discussion in contrast to lectures: It does actually set your brain working (A); The value of sharing ideas and experience via workshops, and so finding solutions to common problems, is pointed out: People really share ideas (B); People share experience and reach a consensus on how best to deal with a problem (D);
lot of people are learning from other peoples' experiences (I).

At the same time, workshops do not merely act as a forum for discussing familiar issues but can introduce a wide range of new ideas and issues: Enlightenment, opening, exhilarating (D); You've really got to keep up with what's happening (B); People have been passing on different aspects of teaching to me (I); We've had workshops on a number of things (A); One informant does comment on the problem of introducing issues which may not relate to familiar concerns, describing workshops which can be too esoteric: Can be a little specialist for my liking (D); Another attempts to describe the way in which ideas are processed via informal discussion: If you introduce people to new ideas, attitudes, motivations, the spin-off from that is that you group with two or three other people who perhaps refine some of the ideas (I).

In summary, there appears to be a conviction that informal meetings suit teachers' needs more closely and are less constrained by organisational difficulties than more formal gatherings. Informants describe a variety of contexts in which teacher development takes place. The common link is that teaching can be explored from outside the classroom, although not necessarily at a great distance from it.

b) From Theory to Practice

This dimension describes the degree to which discussion about teaching focuses on either theoretical or practical issues. Informants describe two broad approaches to theory: receiving and constructing. Firstly one informant describes the way in which theoretical ideas are passed on to others: More theoretical workshops where we're learning about say different learning styles (J); Secondly another describes the way
in which, through discussion, teachers construct new perspectives for themselves: One of the best methods of training, to have us analysing how do we learn, why do we learn, basically getting to the psyche and you begin to think am I doing it right? (I); Informants are quite keen to stress the value of practical discussions. The focus is on feedback from colleagues about students, materials and teaching: Constantly having meetings, we give each other feedback on students, how (they) react to different materials (F); However there is clearly a role for reflection and abstraction: When you're on the job you just do it. If you have the meetings you begin to think (I); And theory can be related to practice: Bring some of them (ideas) down to earth (I); One informant describes a link over time and the way in which ideas probed a long time ago can be brought back into focus by issues in the classroom: Stood me in good stead really. Theories come back to haunt you (H).

One informant is keen to explore some of the problems associated with reacting to ideas imported from other contexts rather than developing situated responses to teaching issues. This kind of methodological change is characterised as rather negative: Recovering from the damage afterwards. I think there's a certain amount of resistance. Teachers, they're at their best when they're comfortable with the methodology they're using. X college down the road are using this so therefore we have to use it, it's the latest thing, in we go. Things sometimes come in waves and the changes are such that they're not necessarily geared to the people who are having to put these changes into practice. They're not evolved they're revolved (I).

In summary, informants describe the benefits of both a theoretical and a practical perspective and demonstrate a concern for making connections between the two
levels. There is also an indication that what may be more important than the theory-practice issue is the level of personal investment in the perspective taken.

### 5.2.5 Reading and Writing about Teaching

This category of teacher education can be defined as accessing or contributing to any written discussion about teaching, either formal or informal. One informant describes the contrast between coursework and exams on an in-service diploma: 
*Enjoyed the courses, hated the exam (F); You should be allowed to fail the exam and pass on continuous assessment (F);* 
Assignment work was extensive on another informant's pre-service course and clearly caused some discomfort: *Gruelling. The workload, ten sizeable theses, I would say, you can't call them assignments (I);*

However, one informant points out that assignment work related back to teaching in a most comforting manner, confirming classroom practice: *Confirmation that I'm on the right track, really helpful (G).*

To summarise, the informants identified a positive role for both reading and writing in aspects of teacher education. However exams and heavy workloads, perhaps understandably, do not appear to generate much enthusiasm.

### 5.2.6 Personal Development

This category of teacher education can be defined as any process in which individual capabilities are enhanced via experiences not directly related to teaching. One informant indicates that there may be a number of contexts in which teacher development can occur and these may not always include activities directly related to teaching: *We all need professional development of different kinds, to further yourself*
and your personality. Your personal characteristics are terribly important because they're being taken to the classroom (B); This informant feels that personal development is crucial to rapport with learners: *With children, but even with young adults, the personality of the teacher is so important and they do develop a relationship and I think it is to do with trust, which doesn't happen overnight* (B).

Another informant describes the breadth and variety of experiences which teachers bring to the classroom. There is reference to both more formal factors such as educational experience and informal factors, although these are not clearly specified: *The University of Life. I taught in Spain. Experience abroad* (I); As learners may also have experienced personal development in many areas, one informant describes the problems of being not only a new teacher but also a relatively unrounded individual: *Students who are very often better educated and very often more intelligent and widely travelled than the teacher* (J); Another informant expresses concern about difficulties with teaching in very explicit personal terms. The suggestion is almost that any personal or teacher education could not change the basic aspects of that teacher's approach: *I feel pressure because I think it's just me and my personality. I think from a child I've never been confident* (F).

The comments from one informant about the personal characteristics which make up a teacher in some ways negate the value of teacher development: *If they're not cut out to be a teacher they need to know pretty early and not everybody's going to be a natural. In essence teaching is a bit of a calling and while good teacher training can ameliorate some problems basically if you haven't got it you haven't got it and no amount of training is going to do it* (C).
To sum up, there may be a wide variety of personal experiences outside the classroom, school and formal teacher education itself, which impact at different times and in different ways on teacher education. These include upbringing, work outside teaching, travel and general education.

5.3 Summary of Findings

Two main areas are considered in this summary: firstly, the variable contexts of teacher education uncovered by talking to the informants and secondly, their views on aspects of teacher development.

5.3.1 Variables

The study sought to elicit informant views on teacher education without setting a defined agenda of issues for discussion. The key variables described here as the categories or contexts of teacher education reveal the aspects felt to be important by the informants themselves. In all, 25 different subordinate categories emerged as significant aspects of their teacher education. These were seen to fit within 6 main superordinate categories or contexts of teacher education.

In addition to the wide range of contexts in which teacher education was seen by the informants as contributory, there are other descriptive parameters which may contribute to our interpretation of the variables at work. The main parameter is the action/reflection continuum which illustrates the way in which teachers relate to the central act of classroom teaching in a variety of ways. At the 'action' end, much of their involvement is direct, through teaching itself, and at the other some of their involvement is indirect, as their 'reflection' on the classroom is mediated by personal
experiences outside teaching. In addition, six dimensions were found across the superordinate categories, operating as continua in themselves.

The key variables were, to sum up, as below:

- The action - reflection continuum containing the six aspects of teacher education.
- The six aspects of teacher education, which were, in order along the action - reflection continuum:
  - Teaching
  - Observing
  - Being observed
  - Hearing and Talking about Teaching
  - Reading and Writing about Teaching
  - Personal Development
- The six dimensions operating across the aspects of teacher education:
  - From Inexperience to Experience
  - From Discomfort to Comfort
  - From Formal to Informal
  - From Artificiality to Reality
  - From Isolation to Co-operation
  - From Theory to Practice

5.3.2 Informant Views

The views expressed here represent a relative degree of consensus among the informants. They are here summarised within the six dimensions operating across the
various aspects of teacher education.

From Inexperience to Experience

- A range of contexts, including personal areas such as upbringing, work outside teaching, travel and general education are important for teacher education.
- Unobserved teaching is a powerful developmental context, especially in the pre-service phase.
- There are positive developmental outcomes from observing other teachers and being observed, though peer observations are preferred at the in-service stage and observing poor teaching at the pre-service stage is of doubtful value.

From Discomfort to Comfort

- For unobserved teaching there are two main factors influencing teacher comfort. Firstly the gradual adjustment to new contexts that comes with experience and secondly a greater 'fit' between related factors such as teacher, learners, lesson, course and resources.
- There are a number of factors which influence the level of comfort teachers feel when being observed and may be as important and any inherent aspects in the act of observation: the personalities of the observer and observee and their relationship, the impartiality and constructiveness of the observer, the emphasis on learning as well as evaluation, the manner in which the observation is conducted, the element of surveillance and/or surprise, and the cumulative experience of being observed over time.
- Observations are unavoidably necessary.
From Formal to Informal

- Informal meetings suit teachers' needs more closely and easily than more formal gatherings.
- Teaching can be explored from outside the classroom, although not necessarily at a great distance from it.
- A wide variety of formal and informal experiences contribute to both personal development and teacher education.

From Artificiality to Reality

- Several factors create a more real aspect to observation: less emphasis on the actual performance, being evaluated on a more longitudinal basis, more routine levels of preparation.
- The more artificial the observation, the more distorted teacher-student dynamics appear, negatively impacting on teacher education.

From Isolation to Co-operation

- Although the freedom of teaching alone is positive, feedback is crucial for teacher education.

From Theory to Practice

- There are benefits in both a theoretical and a practical perspective and the need for connections between the two. However, what may be more important is the level of personal investment in the perspective taken.
Chapter 6 Discussion of the Findings

This chapter firstly discusses the findings in so far as they relate to teacher education research methodology. It then goes on to discuss the implications for teacher education itself. The discussion relates the findings back to the literature reviewed in this study.

6.1 Conducting research into Teacher Education: Methodological Insights

6.1.2 Qualitative Approaches

A large amount of information was gleaned from the informants as a result of leaving the interview questions so open-ended. This created a problem in summarising, compressing and selecting the salient data but the information gathered via the interview transcripts could certainly form the basis for future investigations. Attempting to limit informant responses would not have given teachers their own voices and enabled them to examine their own experiences of teacher education. Teachers were very conscious of the processes at work in their own development. Their considered reflections as participants, which Allwright (1988) suggests need careful exploration, proved to be extremely valuable.

Allocating informant responses to particular categories was difficult. However, the development of continua and dimensions made it possible to avoid a strictly categorical approach to the data.
6.1.3 *Attitude Research*

The approach taken in the study was to examine not the efficacy of certain approaches to teacher education but teacher attitudes towards them. It was not difficult to elicit personal beliefs and opinions. It was assumed that these attitudes would change over time and place as teachers gained experience and teaching institutions varied. As past and current experiences, and future aspirations were probed, it was possible to discover how individuals felt about the dynamics of teacher education.

6.2 *Implications for Teacher Education*

6.2.1 *Contexts of Teacher Development*

The study attempted to discover what teachers felt were the range of contexts within which teacher education could take place rather than asking them how they felt about certain declared aspects. It was clear that there was certainly not a narrow understanding of the contexts operating, and that their view of teacher education was not limited to formal training courses. Informants described a range of contexts which included formal training but also made reference to a variety of informal situations and processes. They identified contexts which were close to the classroom and pedagogic ‘action’, and removed from the classroom and so characterised by ‘reflection’. This finding gives bottom-up support to the now strong conviction amongst many of those writing about teacher education that experiential approaches are preferable to purely behavioural.

At the same time, it was clear that more traditional contexts such as classroom
observation (and the supervisory and evaluative approaches to it) were still felt to be essential tools for feedback. Interestingly there was very little comment on the utility of formal observations as a way of understanding the learning process. However, informants were able to articulate a number of factors which made formal observations more comfortable to experience and more developmentally valuable. Peer observations in particular appeared to be very popular, combining many of the benefits of feedback with a less threatening and artificial overall approach. It was apparent that informants perceived more informal approaches, such as peer observation, to be more suited to in-service development. There was, therefore, a strong indication that more supervisory pre-service models of teacher development may not fix inflexible attitudes upon teachers. It appears more likely that teachers are able to determine for themselves what experiences they are willing to undergo in-service, according to their needs in particular circumstances.

Informants outlined a number of non-observational development options that they had experienced at their institution. This appears to suggest that there were few obstructions placed in their way. They expressed a considerable degree of enthusiasm for the opportunities offered to participate in workshops, seminars and informal discussion. At the same time it was clear that teachers were taking personal responsibility for their own development. They regarded their own unobserved teaching and even their personal experiences as important factors in their own development.
6.2.2 Previous findings

Findings in this study support Zimmerman (1992), who suggests that teachers wish to be actively involved in their own development at an in-service level but expect organisational support from their schools. Informants in the current study make reference to the supporting role of institutions in providing opportunities for workshops and peer observations. At the same time they indicate a strong role for teachers themselves not only in participating and interacting with colleagues in such activities, but also in using their individual experiences inside and outside the classroom to further their own development.
Chapter 7  Conclusions and Recommendations

This final chapter will briefly outline the practical implications for teacher educators in general and more specifically in TESOL. It will then look at avenues for future research related to this particular study.

7.1 Practical implications for Teacher Educators

Practitioners in the field may already be fully aware of the issues involved and will more than likely have already taken up certain approaches or adjusted procedures in the light of earlier findings and ongoing research. This study can only give further encouragement to those who have responded to these changes in the field. Moreover, it provides the knowledge that teachers themselves, when asked, gave their approval to these changes. A number of recommendations are outlined below in the form of suggestions, not prescriptions. Formal 'teacher-training' course planners as well as those concerned with in-house in-servicing might find them helpful.

Opportunities could also be made for workshops, seminars, peer observations and other more informal teacher education options at pre- and in-service level. Senior teachers and administrators might re-schedule allocated teacher development time to allow for these options. This would be in preference to arranging a predominance of supervisory observations by themselves. School managers could be encouraged to see the qualitative benefits of such an approach and asked to give practical support in terms of time, staffing and resources.

Individual observations could be replaced by a series of observations over a longer period of time. Observers might more beneficially emphasise the unfolding dynamics
of teacher-learner interaction rather than the specific performance and behavioural aspects of individual lessons. An approach which regards classroom observation in looser spatial and temporal terms might be more appropriate, focusing on events in and around the classroom nexus over a period of time. It seems appropriate that all formal observations might explicitly have feedback as their main aim, rather than evaluation. In this context the observer would not just be an 'objective outsider' but a supportive participant in classroom events.

Opportunities could be made for unobserved teaching at pre- and in-service level. The need for feedback could be balanced by respecting the need for independent exploration and reflection. At the same time, the need for considered reflection could be supported by making it possible for teachers to discuss their unobserved lessons with experienced teachers and/or teacher educators.

The subject of traditional supervisory observations was of such importance to the informants in the current study that it was difficult to avoid focusing on a range of related issues. Teachers' experiences of teacher education, in this study, were relatively limited when set against the range of options surveyed in the literature. In order to make recommendations based on their ideas of how teacher education should operate, it was important not to 'put words in their mouths'. However, a number of approaches to teacher education, highlighted in the literature on the subject, could be usefully explored. These include such processes as action-research projects and collaborative diary-keeping. They also include such adjustments to institutional procedures as re-evaluating teacher performance criteria, breaking down role boundaries between trainers, teachers and trainees, and 're-training' trainers and senior staff in teacher
education approaches.

7.2 Implications for Future Research

It has been very instructive to look closely at a range of approaches to teacher education. It would be interesting to triangulate the findings of this current study by looking, for example, at the classroom teaching of the informants or using a limited response questionnaire.

The same study could be conducted with a larger, more representative sample, in order to make more confident generalisations. However, it is worth noting, as Delamont and Hamilton (1976) suggest, that extrapolations made from samples to populations apply to populations taken as a whole, not necessarily to individual settings.

A longitudinal study, in which the same informants were revisited after a period in which further teacher development had taken place, would be likely to reveal more dynamic procedural aspects. It would be useful to probe the influences behind teacher attitudes, to explore the reasons why they had come to believe, if only at a particular point in time, that a certain approach to teacher development was or was not valuable.
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Appendices

Appendix 1

First interviews

FIRST INTERVIEW WITH INFORMANT A
DATED 30TH MARCH 1994

R: What classes are you involved with at the moment?

1. A: At the moment I'm doing professional and academic, so the high level classes which I guess after doing 13 years...you know..higher level's a bit more challenging.

R: What I'm trying to find out about is your attitudes to what you've done in teacher training so maybe you could start at the beginning..work up to the present..anything you were involved in originally.

2. A: Well I started without any training at all. I started at a school called Inlingua which..and I just went into the classroom without any knowledge whatsoever and so I had to pick it up as I went along and in fact it probably was the best training because I had a lot of back up..a lot of support from the teachers there. So that was quite good. I then moved on the Berlitz which uses a 'method' - so it was just you open the book at a certain page, you taught that..

R: So was there any in-servicing of those schools, did anybody give you any..?

3. A: No, no official training at all, just..every now and then you might have a private talk with the Director of Studies or someone..but there was no observation..there was no training..um..and then by that time I'd been doing it for about four or five years so I thought I'd get the RSA..and I went straight into the Diploma because I'd been doing it for long enough..although I'd done the Berlitz method for so long I wasn't very confident about it..and I did it at Hammersmith in London..um..and I thought the course was reasonably good..it taught me a few things I didn't know..um..

R: What about the actual approaches they used?

4. A: We had to observe..I think four other classes and make comments on those other classes..in fact the place where we observed they didn't actually teach according to the 'RSA method' you know they were still using 'open the books at page 6' and some of the lessons were pretty excruciating so they could've picked the people to observe a bit better but then they would be limited..um and then we use observed in the exam..I don't know if it's still the same..
R: Yes, there's an exam.

5. A: Yes, as part of the exam I think we had four observations..internally ..and then one externally..

R: How did you find that whole experience?

6. A: Well it was useful..of course it was a bit traumatic when it was going on..you feel you're being judged..I suppose you are. It was quite good having the internal ones leading up to the external ones because you began to get used to having someone sitting in but I did think it was useful having someone comment on what they'd seen and it is quite useful I think to have an objective person who can say..the good points and the bad points..

R: Right, so that was handy..anything 'unuseful'..anything..?

7. A: Um..not really..apart from that they don't actually really achieve..er..you don't get the best out of either the teacher or the students, because the students think they're being watched so they don't perform as they normally do..and the teacher probably is more pent-up than they normally would be..um..but I can't see any other way of doing it..When I was at Berlitz ah yes..we did actually get observed..but they had a listening system, a bugging system which..that was really bad..I found that very offensive because officially they were supposed to inform you before they listened in to you but in fact they didn't so it was abused. If it was very strictly observed I think that could be the best system of doing it..

R: So..ah..in what way..yeah..why would that be?

8. A: Because you'd get a lesson - real lesson, so you wouldn't expect that lesson..if you observe a lesson you expect it to be better than the normal standard of teaching, because they've been given warning, they've been given preparation time, so you expect it..for them to give a bit, but if you just tune in to the teacher on the day then you'd be getting the normal everyday standard and in fact I think that's a better judgment of whether someone is a good teacher or not.

R: Yeah. So what kind of..what do you think you're actually getting on those days scheduled for observation.

9. A: Well you're getting the best performance and maybe not even something that the teacher would normally be doing. I must admit my first observation here um..the people who were observed before me said to me what Toni had said to them so I knew that she particularly watched out for..so I made a special point of..for example phonology..

R: Yeah. Yeah that can be what happens. So any other methods of training on the course that you found appropriate to your teaching?

10. A: Um..well it was useful being a student..and to see things from a student's point of view..things like brainstorming..you..you know that it does actually get your
brain working and it does help you start thinking about a subject...or...we used to do pair work and group work as well...um...and you could see how autonomous learning was coming...it was becoming just about at that time a lot less teacher-orientated, more student-orientated and I could see the benefits of that...through being a student myself...so I found that very useful...just being a student...

R: Being back on the other side of the classroom, yeah.

11. A: I also found from looking at the teachers and what the teacher has to cope with as well...seeing how they coped.

R: And since then..have you been involved in any kind of informal inserviceing at..since the Diploma?

12. A: Um..no, not really, apart from here. This is the only place I've been to that has a regular, well not regular, but the odd workshop..or observations of new staff..is it, do you have it done in Australia?

R: It's something which is, I suppose, expected of the better institutions and you'll find it in the places which are better.

13. A: I wondered whether to be recognised..you had to observe new staff.

R: Yeah, you have to demonstrate that you are involved in a programme of doing things like that. So what kind of things have you been doing?

14. A: Since Curtin?

R: Yeah

15. A: Um. Well we've had workshops..Friday afternoon workshops on a number of things..suggested by the teachers such as..using the language lab um..workshops..and meetings just to discuss general progress of the students but at the same time talk about different problems that the teachers are having..different ways of resolving things.

R: Are there any things that you think might be useful?

16. A: I think in private schools they have to make a profit and so you have usually 25 hours contact time in private schools..which does leave the teacher very exhausted and unwilling to come in after that..whereas here those extra 5 hours..we have 20 hours contact..and that..I think you should be prepared to give a bit more time to staff development. Um..well apart from that really you need to keep up with what's going on and it would be good if..um..schools could allow time off..for staff development..say every couple of weeks.

R: And what kind of things would you want to do in that time?

17. A: Well you can go stale..especially after teaching for such a long time..just new
ideas the same old language points...I think actually videos..of teachers of the EFL world..you know..people who have tried out new ways of teaching things and have videoed them..you could watch them and see whether in your view they worked..I think that would be quite useful..and I think seeing myself on video would be quite useful, I've never done it..I think it would be useful. I know for example that I do have some, lots of irritating little tics that my students pick up on..the same..I say 'actually' all the time and 'that's 100% right' and 'Oh, that's 100% right' and I don't even know I'm saying these things until towards the end of the term..

R: You realise you've been doing them for 12 or 13 years.

18. A: That's right. So you could see certain things that you do..but that really doesn't tell you about basic teaching techniques..um..really I rely a lot on feedback from students themselves..I think actually questionnaires to students, although they are probably very unpopular and not very trendy at the moment..I do think that they count especially if you allow students free rein to really say what they think. I did work on..the first school that I worked at in Australia wasn't actually a very good school..but the questions that they asked personalised it and make them comment on the teacher in maybe a bit too personal a way..but you really did find out what the strong points and weak points of each particular teacher were..according to the student..and of course with one individual student you wouldn't really take any notice of it but if you got twenty students saying the same thing then you could learn something from it.

R: Thanks A that's great.

FIRST INTERVIEW WITH INFORMANT B
DATED 9TH FEBRUARY 1994

R: What kind of, does any, are you involved in any professional development at the moment and does it affect your classroom work?

1. B: Currently I'm not, not officially involved in professional development. If you're thinking about regular workshops and things like that..to me, I think, the time constraint is one of the problems..um..and..I hate to say this so early in the piece but the mighty dollar comes into it as well. If you, you know, professional development came up last year, Curtin University is actually funding it, it's just a two day, two day session particularly for academic women and the pattern was they funded, they provided funds just for women..um..I suppose under an equity tag..basics..and Sue actually approached me about going to it when I looked I thought well I'm teaching one of the days it's going to cost a fortune to have someone in and it's not always possible to swap actually..did swap an afternoon so only a morning session had to be done but those are the kinds of things that you're constantly made aware of..that it's very costly to relieve you from your duties in order to send you off to workshops..I mean I know there are lots
available and if I had five days a week free or if I could choose the days I worked and didn't then...you know...and...I feel a bit guilty because I do agree with the idea of professional development I think teaching is very dynamic, language is very dynamic and you've really got to keep up with what's happening in the world and so for that reason you need...we all need professional development of different kinds...I mean there's the other side of it there's personal development that comes from doing other things um..

R: Yeah.

2. B: To further yourself and your personality, your personal characteristics are terribly important because they're being taken to the classroom and virtually swallowed up by students who maybe are new to the country or are new to a situation and...and really absorb a lot of what you're saying without...without question.

R: Yeah

3. B: So I would say that...you know, I'm not doing as much professional development as I'd like...so I think really you need to look at...it you want my opinions I have to say what I think is right, what I have done and what I'm able to do...there are certain constraints. I've been working at Curtin for 7 years now...of those 7 years I've worked...I've worked part time for 6 during which time I had two small children...or one was an infant when I started...um...I chose to work half time because I felt that taking on other full time work was available to me at the time and at any stage during that virtually I could've taken on more hours if I'd wanted to, but my restrictions were child care, how much it cost, the fact that it was a new ball game to me going out to work, leaving my child with somebody else when I don't have family here and didn't really have at the time initially friends to leave the child with and so on...and then number two came along...so part of the package was that as being part of their staff I could do professional development again mostly Friday afternoons...or yeah...Friday afternoons where again they'd provide child care so I did quite a lot then...um...at the time I was new to adult teaching...I had been basically a primary school teacher...um...in Ireland and then I'd done ESL within a primary school setting in Sydney, had the baby, had a break, came across to the West and adult teaching was new to me so I appreciated anything that was sort of given to me on a platter with lunch thrown in and child care thrown in...

R: Sure

4. B: ...it was great and it also provided other aspects that I don't experience here i.e. literacy problems and the problems of migrants and I could see where ESL is so different to EFL...it gave me quite a balance and it provided me with a little bit of extra experience that I wouldn't have had here...very very low levels in adult migrant...you know...were quite commonplace...classes were...you might have several different level groupers just thrown into a community classroom at night time and so you'd to learn to cope with that.
R: So what kind of structure did this kind of informal professional development have?

5. B: Um...well it was all set up in advance and you could actually choose which ones you went to and sign on for them but basically as they came up I went to them..um..anything from making your own materials and sharing them..on hands activities during the day to literacy workshops..a thing happened when I was in Sydney with children..we had one co-ordinator for all the ESL teachers for a particular area and we would have a meeting once every..I think it was about every one or two months..Everyone would come together, the news would be spread, whatever was happening and then people would sort of really share ideas and basically on a theme but I think you know the idea of sort of coming together and sharing what you've tried, but you've tested, what you've found out and how is a good idea.

R: So that's been the kind of informal professional development that you've had since you cam in from primary teaching?

6. B: Yeah

R: Any formal kind of stuff that you've gone through at the time?

7. B: Er...I can't think so..no

R: Yeah..so I mean..is there anything that might..would be useful to you at the moment?

8. B: Probably...yeah..um..well I don't know if you call it professional development..um..in the area of IELTS I'd probably like to because it's raw material for me..I'd probably like to do some research.

R: Are there any things which you think are kind of good or bad about the early training that you had as a teacher?

9. B: Er...a lot of it was touching on the surface of lots of different things..um..you did some..some things on a professional level which was the level that you need to do for your classroom work..other things you did on a sort of an academic level which is what goes to make up your academic qualification i.e. a B.Ed...so basically Education was 60% of your final mark and your second subject was 40%...in my case it was French and..um..you did do some subjects at an academic level but the amount of subjects you had to go through I mean full lectures...you know sometimes...well I mean I attended all lectures...I was one of those people who sort of felt I had to do the right thing whereas half of them didn't bother you know sometimes you felt well where's the practical end of things and the teaching...teacher train...no but you called it teaching practice was very artificial...OK it's a start in the classroom but it really is very artificial.
R: In what way?

10. B: Because well...especially with children I think more so than with adults you're aware that this is somebody else's class um...the children have more of an empathy with their teacher in fact some go totally that way as opposed to you know mother would be corrected because teacher said this and teacher's right. But you feel you're taking over some else's class and you're aware that this group belongs to you and you can't...um...expend...you know you can't sort of spread your personality in this class because they're already affiliated to one person...that kind of thing...you can't overstep this person's territory because officially the class belongs to this person...I suppose you could say the same about an ELICOS classroom if you were borrowing one for the purpose of...neither can you see the long term development that happens from the beginning of the course to the end of the course...be it a year or be it ten weeks as in my case. So, and...you also feel you also have to...this business of writing out lesson plans is great because you know as soon you write down something you're more likely to remember it but sometimes things happen that don't get put down in books and you know sometimes you adlib not that...not that you're going into in an unprepared way but very often things happen and there's an occasion for you to do something which you haven't planned...there's a hell of a lot of preparation particularly in teaching practice. You wouldn't...I don't think you do as much in the classroom.

R: Were you formally observed by anybody?

11. B: Yeah...yeah...er...there...there were...there was a panel of people who were sent out with a school and they would formally watch you, take notes and talk to afterwards...in a non-critical way...in a very constructive way...it was just me that had this impression that it's very traumatic...

R: Yeah

12. B: ...you know...you realise I'm only a trainee I'm only a learner sort of thing and somebody else who's the expert is sort of watching me...and then when you get out into the real classroom it's completely different...and we were also on probation for two years...in Ireland you're on probation for two years after...and that was worse...yeah...you're not. You know...um...we...I was particularly lucky to have a very nasty character who was terribly unpopular...and he was likely to come around at any time with no notice. And normally if you're observing someone you make arrangement...not that you want to have a star lesson that you know is going to impress...because very often that's not the way life works...you have good days and bad days in the classroom...but out of courtesy I think that if you know people are coming to have a look at you they should give you notice and this chap didn't..he would just arrive and stay as long as he wanted and that was during the year. All you knew was that at some stage during the first year you would have a full day of assessment where you'd to go through the full curriculum. And that day was formal, formal assessment but you didn't know what day it was going to be and in my case I think I got two or three
days notice when he finally did come..but he left me going till the end of the year. In the meantime my classroom had fallen down and I had to get another classroom. I also had a whole classroom of first communion kids to prepare and it all happened within one fortnight and my twenty-first birthday. That was really busy and it was just one of those things that..what's the use? And then the same thing happened the next year..the same sort of set up..you had two full years of probation where he would visit regularly. Now although it was a terrible experience for me and very nerve-wracking and very scary and he was picky..you know..he really picked up things which I felt were totally irrelevant..that's just my personal opinion but everyone at the school felt the same because he did a general inspection and people who had been teaching for years...and who felt very intimidated..someone coming in who insisted on speaking in Gaelic..most of us are fairly proficient but not to the point of engaging in an extensive argument..but that was his way which he's quite entitled to do..um..but I do feel that when I went to primary schools in Sydney..um..and looking at the Australian system where once you're out you're out..that maybe it's a good thing to have someone come along and check you..not in the way I was checked because I felt it wasn't in any way constructive. The idea of have someone come and watch you and..you know. Keep you on probation so that they can guide you in the right direction because very often the first year of teaching is very much trial and error. To go back further than my teaching days..my primary schooling..the English language end of things was very formal..um..well tables and mathematics..well we learnt tables and we learnt spelling and that kind of thing. I know the idea of process writing came in much much later and you know people like me were shocked to see kids writing on the wall with mis-spelling and so on..displayed for all to see which to me was negative reinforcement but I will say that the formal grammar..we had Thomson and Martinet in primary school..the old green one. To be honest, the formal grammar end of things where you learnt things by rote but you had to really learn them properly has really stood to me in the classroom..particularly now as an English language teacher..it's really put it in my mind that I'll never forget it..it's like learning tables and skipping at the same time you just do it over and over again and it doesn't leave you. And whereas I don't go fully along with the old traditional style of sort of do it or else you'll get a crack on the knuckles..um..to some extent I actually retain a lot of those traditional values and I think maybe if it hasn't already happened that it's turned a full circle as regards that kind of thing that kind of traditional approach. So I mean we're looking at sort of three phases sort of my own primary schooling which was rather traditional and not so traditional as it had been before I mean there was a new curriculum just as I entered secondary school but um..and then my primary teaching years came in and I was sort of using those traditional values but being a little bit more creative in my approach to what happened in the classroom. So what I'm saying basically is that I have some of those traditional things that stay with me and I'll still..still stick by them..as regards things like spelling and grammar and so on you know.

R: So we're just on..you did the certificate?

13. B: I did the certificate course in 1983 and there was observation from day one.
Now at the time I hadn't been in the classroom for three years so I felt I maybe was a bit nervous because it was a new ballgame. I'd never taught adults so I was..you know..completely..I felt a bit at sea..but there were two things. I was with other people of whom I think out of sixteen of us five of us were teachers and the rest were not so I felt at least I had been inside a classroom, it was designed for people who don't necessarily have teaching qualifications. So from that point of view it was so strange for me to have to stand up in front of a group. We were observed from day one..which I recall not being a great trauma for me because I had been observed a lot during primary school teaching.

R: Mmm.

14. B: Yeah you'd done it once already and if you do it when you're very young and you haven't got set in your ways you accept that that's part of life.

R: Exactly

15. B: So it didn't really bother me but, towards the end of time, someone..we were all videoed and we were left..we weren't actually..we were left to look at it ourselves..among ourselves..

R: And how did you feel about that?

16. B: That was..that was pretty scary yeah..not so much having the video camera on me in classroom, if I could forget about it, it was fine, it was actually looking at me again on video.

R: And how did that compare with the Grad. Dip., with things you did on the Grad. Dip.?

17. B: No practical. No practical assessment on the Grad. Dip. so I felt that the Cert. balanced things for me in terms of the qualifications I was looking at. The Cert. was very, very practical from the word go, it was very, very intensive..it all took place in one month. I felt we'd covered a lot of ground because we were virtually doing nothing but sleeping and eating and the Cert. course..whereas with the Grad. Dip. it was very theoretical which provided a lot of interesting material for me because I could draw from my own experiences teaching in a two language environment and just learning things about Australia that I didn't know like the social aspect of learning language. There was a unit on Media, there was a unit on dialects and creoles and stuff which was new to me..um and the cultural aspect of it. So the theory was there.

R: And the practice as well

18. B: And the practice was there with the Cert. so I felt that by having the two at the end of it all was good. Then eventually as it happened I got a job at Catholic Ed. in Sydney, they offered me the job and they put me through my own training course which was very, very good. It was two weeks block per term for a three
term year, at the time it was fourteen weeks terms, three terms per year in that first year and they would let me go into the classroom and take me out on block release, with all the other ESL teachers, back in again next term and third term, and that was really, really helpful number one because we'd a very, very good supervisor who was very supportive in every way, very practical, good strong personality and fun to be with, very easy to relate to. The problem for me was that I didn't relate very well to my Principal, who didn't understand the role of an ESL teacher, which I was during a period of two to three years. They saw you as being a problem-solver to look after the problem kids whereas my supervisor was able to put me on the right track in a field that was new to me. So in terms of personal or professional development I guess you could call that a form of professional development I haven't thought about sort of compulsory training but looking at the effect it has on you you're able to go back into the classroom..um..see what the problems were..list them..and share them with everybody else on the course as well as the input..

R: Exactly

19. B: So all three combined...

R: Worked well...

20. B: Yeah

FIRST INTERVIEW WITH INFORMANT C
DATED 28TH MARCH 1994

R: So what are you doing at the moment C?

1. C: I'm course co-ordinator for Foundation Studies which is mainly an administrative job..I've actually got four hours supervision a week but it's not teaching.

R: And what about your background, how many years of teaching have you done, what courses have you been involved with?

2. C: I'll start with my qualies first. I did a 3 year degree in Literature and Education and then it was a question of what do you do with a Literature Degree..not a lot..so I went to Teacher's College and actually did a 2 year training course which was like a Bridging course for primary and secondary teachers..so I came out with a qualification in both areas and..there had been a..what I would consider a fairly small amount of observation from the teacher trainers. Of course the classroom teacher got to see a lot of teaching from the training teacher at that time.

R: Were you 'attached' to a teacher?
3. C: Yeah for quite long periods of prac. It really depended on the classroom teacher. Some of them really just left you there...you were just a cheap form of labour...and that was OK in terms of getting experience. Some were really helpful but I think the most important thing during that period of training was being with a good practitioner...learning from a good model...more than actually getting feedback on your own teaching.

R: So you think that was important, did that always happen?

4. C: No it didn't always happen, but being with a good teacher was fantastic and being with a bad teacher was just excruciating, because you know, or well I know that I wasn't learning anything, I was surviving. Then I taught for a couple of years at primary level in ESL and I had to be observed during that year but I don't think that that was useful...because you tend to do a performance. The lecturer would come in and it wasn't difficult to put on a performance for half a day or whatever, but I'm not sure how much...how important that was...I mean obviously people could observe you throughout the year.

R: So you got a bit of feedback afterwards?

5. C: Yeah a little bit.

R: Was it useful or not?

6. C: No it was more a sense of relief I think and it was a bit of an extension of school. If you got a gold star well it was even better.

R: So that was when you were teaching at primary school so somebody was coming in and watching you?

7. C: Yeah they only came in once for the certification and when I started doing the RSA which was a couple of years after that...RSA Dip...I actually found those observations really useful. In fact they were more intensive than the ones at Teacher's College had been and they were for a long period of time and more regular...I mean they took from an hour to an hour and a half or whatever. At that time David Prescott was my supervisor, so David was coming for 9 or 10 obs, so because of the way he appreciated it I found him enormously supportive.

R: So that was a big difference from your experience before?

8. C: Yeah I think in terms of behaviour modification. I felt that by the end of those 10 observations...whatever they had wanted me to learn...I had moved in that direction.

R: How did you feel at the beginning, when you were back in the observation scenario again?

9. C: I found it really stressful, very, very stressful and at that time I was in an...
extraordinarily stressful teaching situation which was very difficult, but I started getting positive feedback very quickly so within a very short period of time I was finding it very supportive.

R: Anything since that?

10. C: Also I need to go back to my early teacher training because I actually did a..was involved in classroom observing with a PhD student and he was examining the dynamics between on-task behaviour and teacher comments and primary school students. And so I actually had the experience of being observed briefly with him and being a trained observer. And so we were given a list of teacher behaviour and we just had to tick how many times teachers said something positive and something negative and how many times she touched a student..you know.

R: So that was kind of research?

11. C: So I kind of..that actually had a big effect on me..because I was only young, in my early twenties, but I had an awareness of discrete teacher behaviour and how it led to certain kinds of student behaviour.

R: And you found that observation of teaching was useful for an awareness of what was happening.

12. C: It kind of enabled me to stand back a bit from my own teaching, not that I actually learnt a hell of a lot from actually going into people's classrooms and observing them. What I got out of that myself was a kind of reflective process.

R: Anything else?

13. C: I worked briefly as an assessor with the RSA Cert. I wasn't actually a teacher on the course but I was going in and giving people feedback about their own teaching. This was..I was working with David Prescott. I actually found that quite..I found that a little bit frustrating actually..in seeing the gap between what a practitioner was doing, what a student was doing and trying to give them feedback on what they were doing. I mean it was fine if they were a good practitioner but..

R: So you think that's useful for them?

14. C: I actually think it's essential. I think if somebody's not cut out to be a teacher I think they need to know pretty early on or..we had to believe in training and training's like getting someone from here to there and not everybody's gonna be a natural..be talented at it..and so hopefully there are some aspects of training that's gonna move them further on down the line..I found it a bit boring quite frankly..except if someone was really good it was useful you could always grab their good ideas..its always worthwhile seeing somebody good but then its also..you know you never know how..to what degree how people have been affected by having somebody watch them teach. Good performers are going to
do well but then I don't know if there's any connection between being a good performer and a good teacher. I mean people who are shy and quiet will fold under some circumstances.

R: What do you think would be useful if you had loads and loads of time?

15. C: Materials development or curriculum design.

FIRST INTERVIEW WITH INFORMANT D
DATED 28TH OCTOBER 1994

R: Are you involved in any professional development at the moment and if so does it have any impact on your teaching?

1. D: At the moment no I'm not involved in professional development though I'm hoping to get...so next year.

R: Any informal stuff?

2. D: Yeah, there are things that we do here like workshops which take place usually on Friday afternoons, sometimes they can be a little specialist for my liking, I'm still very much at the learning stage of English as a foreign language, but yeah I do find them useful.

R: Any just give a brief run-down on any formal training courses you had before and anything positive or negative you felt about the kind of approaches that were taken to teacher training.

3. D: You're talking here within the ESL/EFL field?

R: Well anything that touches it in teaching.

4. D: Well OK I started my teaching career as a foreign languages teacher which meant that I did a post-graduate certificate in teaching modern languages. I found that very, very good. It was a very communicative approach towards teaching modern languages...um...then having taught French for many years I decided to move into the field of EFL/ESL and I did my course at Milner College. I did the RSA Certificate. That I found an excellent course, very intensive, worst four weeks of my life, it developed aspects of my own knowledge of language which I found extremely useful. I thought the approach to the RSA, very hands-on experience, probably the most practical thing I could have done. I learnt more in 4 weeks of doing it rather than in 4 years of reading about it. Yeah I was very impressed.

R: What tends to be a central event on things like the RSA and other courses is this kind of observation business and it can be quite difficult.
How do you feel about observations, what's your candid feeling about the utility or otherwise of observations?

5. D: My true feeling about observation is that it's a marvellous thing as long as you're not the one being observed. When you yourself are actually under the microscope it assumes mammoth proportions in your head, every mistake you make you feel is magnified a hundred times. However, apart from that I still think it's one of the more useful, practical applications for theoretical perspective that you can have and I find it very, very useful. It gave me confidence to do things that I had never thought about before and also we were told very early that this was a learning experience, it wasn't a critical experience, it was a learning experience and so I think depending on how it's explained to you, you approach it from either a positive or a negative point of view.

R: Good point, if you were to say I want to be involved in professional development at the moment, forget formal courses, what kind of things would you find useful on a kind of day to day, week to week basis informally?

6. D: What I really feel sometimes is I'm a bit of a fraud at this job. There are certainly areas where I feel I really need to get a lot more assistance, because I'm very up to the foundation studies course which involves quite a lot of academic writing, the marking and assessment of academic writing, that's one area that I really do need some help.

R: So that's a kind of content area that you feel you need some kind of guidance but are there any particular approaches that you feel you would find useful, approaches to being trained and developed?

7. D: Please don't take me wrong. I have ambivalent feelings towards things like workshopping. I have been on workshops where it has been the most enlightening, opening, exhilarating experience. I've been to others which have been a total waste of time, for what it's worth a social who knows what and people sit around. The ones that I've found to be best are the ones which are very clearly focussed, where you're given a lot of information in advance, you take that information away, you work with it and you produce something. The idea of sitting around talking about what you perceive to be a problem for hours on end, goes no way towards solving the problem, simply just extensive discussion of it, so I feel a bit odd about, but workshopping, yes it's a word that strikes terror into some people, I've seen it done very well and I've seen it done very badly, but I think it's the way to go, where people share experiences, share problems, share their perceptions of problems and reach a consensus, ideas on how best to deal with the problem.

R: Yes, good, anything else?

8. D: I'd like to see a lot more people teach, but as you know in this field, the constraints, the practicalities. Also I still think that within teachers and I'm not
above this myself, the idea that when you get into the classroom you close the
doors, you really feel that this is your little territory your little area, you think you
know what you're doing is best. I think when you get in this job to the point that
you think I do this best of all, it's very dangerous, you do need to have useful
criticism from a lot of people outside. Unfortunately the constraints as we say of
time that we don't see a lot of each other, but I think that we can learn a lot from
each other.

R: Lovely!

FIRST INTERVIEW WITH INFORMANT E
DATED 28TH MARCH 1994

R: What kind of classes do you normally teach?

1. E: Well I've had a variety of classes. I started off as a relief teacher and I was put on
to the ELICOS programme and Bridging...I've done pre-Bridging and I've done
a Foundation course as well.

R: So E, were you ever formally observed when you've been involved in
teacher training?

2. E: When I did my actual diploma you had to be observed seven times er...and there
was an eighth time by an outsider and each time I was observed I found that I
learnt and I really...I mean the guy who was observing was extremely positive
and if there were negative things he had a very nice way of putting it so I never
felt threatened by being observed...um...and the final assessment was somebody I
didn't know at the time, didn't faze me out at all and again I found it a good
learning experience so I've always been encouraged by observations. When...I
started team teaching with another teacher this year so we're in each other's
classes and that's been very good too...I've always had a little bit of a fear about
team teaching but actually we've both grown from it and thoroughly enjoy it.

R: Are there any other kinds of observations you've been involved in?

3. E: Yes. I had a friend who also did the Diploma and she needed a class to do her
practical side with so I lent her my class and she would have done about six
lessons and she asked me to watch her then and that was great fun...I absolutely
loved doing that...and she felt that...well that was very nice of her...she felt that
what I had to say was beneficial um...and I always tried to be positive with
her...and she went on to pass...and we've become good friends through that...but
yes that was at a sort of higher student-teacher relationship...of course I went to
London and I did that course at International House. We did do a lot of
observation and we had to mark and we had to talk to the teachers and assess
the teachers...the student teachers...and I enjoyed doing that very
much...um...but that would probably be the last observations that I did.

R: So what kind of formal training did you have?

4. E: I qualified as a teacher in 1974 so I wasn't a teacher in England. I came over here with my children, my family, my husband and went into teacher training in 1971 when my children were all at school and I did that...I did my initial...I did my Diploma for Teaching at Claremont and then I went on to Mount Lawley and did my Degree and then nearly seven.eight years ago I got my Diploma from the RSA.

R: What kind of formal and informal professional development are you involved in at the moment?

5. E: When Toni instigated observations here when she was D.O.S. um...I thought it was a great idea and to be encouraged. I think that people should be observed. There's a tendency for teachers to go into their classrooms and be isolated and nobody really knows what's going on in there...students do...but you don't stretch yourself, you're not extended, and I really do think you can learn a lot from being observed.

R: If you had a bit of time on your hands and people made time what would you like to be involved in?

6. E: I'd love to do teacher observation, I really would. It's something that I think, if I'd been ten years younger, I'd do my Masters and really aim to make that my career...I really love doing that.

R: Well that's good, thanks.

FIRST INTERVIEW WITH INFORMANT F
DATED 20TH OCTOBER 1994

R: F, are you doing any training at the moment, or anything maybe at work...workshops, anything like that or any courses?

1. F: Yes, we've just got a new professor at Curtin. I work in the ELICOS centre. He's quite heavily into teacher training and most Friday afternoons, actually often on a Friday afternoon we have perhaps a little workshop or we've got seminars. This Friday we've got one given by two Chinese professors from the mainland, mainland China. They've been with us for a couple of months observing us, seeing how we teach. They're writing papers comparing it to China and they're going to give us sort of summary or tell us what they've found out, give us feedback on our teaching.

R: And does any of it have an impact on your day to day teaching in a direct or indirect kind of way?
2. F: Yes it does. With regard to..for example..our professor, he's, well I don't think
he's bilingual but he's fluent..he gave us a seminar on the Chinese language which
enabled us to have a look at why our Chinese students from Taiwan etc. make
the mistakes they do, and how we can alter our lessons to take account of this.
ordering ideas the way the Chinese do it...

R: And is it possible to respond to it?

3. F: Yes, you're asking about on-campus teacher training at the moment. I'm not
doing anything formal like a Dip or anything like that, but I find these seminars
are useful.

R: So what informal, what other types of professional in-servicing are you
involved in at the moment? You've had seminars, has there been anything
else you would describe as teacher development or teacher training?

4. F: When you say informal, to me that means not organised?

R: Well, anything that's not a course or anything that just arises out of the
weekly teaching situation.

5. F: Ah well, I'm constantly doing that, having meetings with the teachers who are
teaching the same level that I am, to make sure that we are roughly teaching the
same stuff. We talk about how our students react to different materials and what
we've found works well and what doesn't work well and give each other
feedback on students, how they're progressing. To me, that's a form of teacher
development.

R: Yeah, it's nothing that's part of a formal structured course, but just things
that happen.

6. F: Well we do that all the time.

R: Good, so formal training, just give me a rundown of what you've done
since you got into teaching.

7. F: I started off doing the RSA Cert. at Milner College, 7 years ago now. I taught
for a couple of years and then went to Switzerland and after I'd been teaching for
3 or 4 years I did an RSA Dip course in Switzerland which was a part-time
course over 6 months. I passed the practical and failed the written. I then came
back to Australia and I tried the written again but failed. Do you want my
thoughts on that?

R: Yeah, in a way that's really the next questions. Not so much about the
Dip, but anything you found you were comfortable with in your initial
training and you were uncomfortable with...

8. F: OK When I did the RSA Cert, apart from school I'd never been in the classroom.
I found it to be a lot of pressure. I forced myself to do it. As far as preparation
for going into the classroom I think, I finished the course on the Friday and was in the classroom the following Monday. It didn't actually prepare me for the classroom at all, but because I'd done this course and I'd passed it under tremendous pressure I felt a sort of confidence to go in there and I though well I've done the course now I can teach and I went waltzing into the classroom and I found out I couldn't teach, but it, and then I learnt from that point. I think the RSA Cert gave me ideas. The practical part I wasn't comfortable with at all, on the course, but you've got to do it sometime.

R: So you said there are things you were comfortable with, things you were uncomfortable with. One of the key aspects of all those things is the usual observation, you know, they tend to be the kind of centrepiece. How do you feel about the observation situation or about any situation in which somebody is watching something in the classroom.

9. F: I think you've got to have them otherwise the teacher can't get any feedback on how he or she is doing. On the other hand, every time I get observed I'm not comfortable with it and when I'm given warning then I try to make sure that I'm very well prepared and I'm more prepared than I usually am and don't teach in the same way, I know that.

R: I really want to find out, I've got some ideas myself which would help me to develop. What would you want to do, what would you specify?

10. F: Well, I like observing other teachers, but, for me, I just don't like being observed. I think observations are very useful and I think teachers just have to accept it, get used to it if it's done in a non-threatening style as possible. For development I think regular meetings between teachers, peer observations are probably more useful than being observed by your D.O.S., um, but peer observations are difficult. You can't observe someone unless you've got a free afternoon. The logistics of that are quite difficult.

R: Anything else other than peer observations?

11. F: I mean when I did the RSA Dip I really enjoyed the course, hated the exam, it's just about how well you can take an exam.

R: So in place of that ...?

12. F: Continuous assessment. Perhaps some sort of exam at the end, but you should be allowed to fail the exam and pass on the assessment. The reason I enjoyed the Dip was the getting together with other teachers, having discussions, having something thrown in and we'd all be sitting around in a circle discussing what we thought about it. I thought that was great.

R: That's great, thanks.
FIRST INTERVIEW WITH INFORMANT G  
DATED 9TH FEBRUARY 1994

R: What are you doing now and what classes are you involved in?

1. G: At the moment I'm teaching a two classes. One..er..both of them are intermediate classes...called Foundation Four, Foundation Four B. I'm teaching three mornings on one class and two mornings on the other and then in the afternoons I'm teaching a couple of low levels, Foundation Two and Three in an elective class called Speaking and Listening.

R: So you've got a pretty busy working week?

2. G: Yes. I guess it's a full-time schedule, about nineteen hours and consultation hours on top of that.

R: And aside from the Dip. which I know has been bubbling away in the background over the last couple of years, have you been involved in any kind of informal training or professional development, that type of stuff, here at Curtin?

3. G: Yeah, about every second Friday we have a workshop and what happens is that either one teacher can present a topic, for example pronunciation or, and we will just listen and ask questions and then exchange the way we handle it, or another way, another thing we've been doing is we choose another topic and everybody comes along with some information on that one topic, for example we had one in the language laboratory...everybody got up and presented what...how they use the laboratory and exchanged resources and demonstrated and things like that so, yeah...it's good.

R: Going on to the formal training, it's the Diploma that um...you've been involved in for the last year and a bit...before that it was the Certificate?

4. G: Yeah. Actually I've been involved in the Diploma since 1990 for about 3 years. 1990 to mid 1991, I did that for eighteen months, then I had like a year off and during that time I did the Certificate, and then I resat the...the Dip Exam last year in June...so I guess I was really studying for that again for another six months, it's been more than three and a half years in all.

R: Yeah, we're going to go right back to the beginning now..um..the first kind of training you did would have been pre-EFL, I mean, for high school teaching..so what kind of teacher training was it..um..what kind of theory and practice did you have?

5. G: What we did was um..I mean personally I don't think it was very good because in my course we were enrolled, the Bachelor of Education, we were enrolled in the Arts Units and then at the same time we were also enrolled in Education units so
kind of balancing...for example I had English for Arts and then English for Education...um...and in the four year degree it wasn't until the fourth year that we actually had prac...so that was quite a rude shock to go in there and sort of start teaching based on all the theory that we'd had and there really wasn't enough teaching in that, there was about two months all up and that was it...teacher training...awful lot of theory...I mean great ideas, very...um...interesting sort of workshops and teaching sessions but not a lot of practical experience.

R: How was the practical stuff structured, you were teaching and observed or...?

6. G: I was teaching and observed like for example there'd be four weeks straight and I would probably observe for about one week and then I would teach every day um...every morning for the next three weeks and be observed every morning by a teacher that was assigned to me and then it'd be, the Head of Department would come and observe me..

R: So how did that go that kind of observation system?

7. G: I thought it was really useful actually. It was good to be into the daily swing of teaching and have to like have to produce lessons all the time and get a sense of what it's like living that way, sort of going to work, coming home and planning, going to work and then teaching it. But at the same time it was reasonably unrealistic because somebody was investigating my lessons and I...all of us felt we had to produce these fantastic lessons which is the usual situation for...um...assessable teaching lessons. More than anything I think it taught me about classroom management, how to manage, how to work with people...um...and how to cope with difficulties of classroom management you know photocopying um...having handouts, sequencing...it was very useful...I did think it was very useful, it gave you a taste of what it's like to have to teach and work with a group of people consistently and...yeah...I think, I suppose all these lessons that we had to produce which we though we have to produce really fantastic lessons because we were being assessed, the good thing about that was that it stretched us to our full potential which we needed to...which we needed to know about...needed to know what can we do if we have to...that kind of thing...um...but in day to day life I don't think a teacher can realistically put in that number of hours because you'd have a nervous breakdown. I think it's just a real stretching period for a teacher and that's not a bad think I mean it teaches you to persevere and rack your brains and um...be sort of independent in your planning and things like that.

R: Can you see like another way of structuring teaching practice that might be more useful if you had any kind of ideas or things that occurred to you at the time say this is fine but I'd rather be doing this?

8. G: I think um. I think in some ways I'd like to be left alone. I'd like to be kind of left alone for a week, week on week off, week on week off, so I can develop my own style without somebody staring at me all the time, writing notes and that
kind of thing, stifling. yeah.

R: Yeah it's really hard.

9. G: Yeah it is, even though they were nice people they were non-threatening but just that whole thing of being observed and being assessed. I think I'd like to have the class on my own, to be able to shut the door and think well right nobody's watching me I can be as creative as I like, I can still have it all down on paper and tell somebody about it. Yeah, in some cases, obviously we can't see glaring errors, maybe a better way is to have your peers actually assess you um..that time when you're on your own..um..yeah. I think definitely peers because they can identify with what you're going through.

R: Is there any kind of professional development you'd find useful at the moment?

10. G: Um..I would actually appreciate peer observation..yeah peer observation. I'd really like that and I'd like to be able to sit in on somebody else's class and learn, because that's, that's very valuable, in fact in this elective class on a Thursday I'm using video with one teacher, Frances, and we kind of..she gets up and does sort of her session and then I do mine and it's very interesting to see the different styles so I really enjoy it..and I kind of say to her after the session well how do you think that went, what did you think of my questions and the way I did it and she'll go yeah fine and then I'll do the same thing to her so yeah it's good it's useful..mm.

R: So..um..we've talked about observations and things like that. Are there any other kind of things that you would find useful as somebody who's experienced as a teacher but maybe wanting to pick up a few more ideas as you go along?

11. G: Umm. I suppose being able to attend conferences and things like that um..you know..some of the conference topics that appear so very interesting but because of funds people can't go to them, the centre can't send too many people..um..yeah. I'd like to be able to go to some of those.

R: Well thanks G that's really all I need..oh..what about the Grad. Dip?

12. G: I think I found the assignments more than anything interesting and..because we had to really seek out lots of um..theories and ideas..and what I found as I was reading away I'd think oh yeah I do that anyway so that's confirmation that I'm on the right track or that it's been found to be effective and things like that. I found the assignments really helpful. It didn't ..it was just a whole series of assignments and there wasn't any prac involved.
R: Are you involved in any kind of professional development, any kind of in¬
servicing at Curtin at the moment. Is anything going on here?

1. H: Occasionally on Fridays. Very few and far between really, occasional seminars,
workshops, teacher development.

R: And do those have any impact on your teaching?

2. H: New materials.. we talk about, discuss about what to do with it. We have things
like IELTS preparation, how to mark, and ELICOS. I'm also teaching bridging
and we're constantly talking with all the teachers there, half way through the
semester and at the end of the semester, revise the courses, see what worked,
what didn't work.

R: So, there are things going on here at the moment. And what, what formal
training have you got in language teaching.


R: Which you did.?


R: And going back to the initial training, courses are always a mixed bag. Is
there anything you feel positive not just about the Milner course, just
about the RSA, anything you feel negative about, the kinds of
approaches.

5. H: Too pressured really. Trying too keep up with what was going on, like a lot,
specially now that I've got bridging classes, sort of informational overload, just
trying to sort it out. I suppose it's stood me in good stead really. Theories, you're
taught there, come back to haunt you I suppose, in a way, and you start to try to
apply the ideas. I found it quite difficult at first when I started working here,
getting lessons planned. As you know the RSA tends to be rather rigid, and as
you get into practice it doesn't always work. I have the ideas I suppose now, the
application's not so difficult. I used to find I'd prepare a lesson in those days and
take 3 or 4 hours per lesson, teaching 12 hours but working about 50, but I've
got to the stage now where I've built up a big bank of resources and stuff and
rather than have to get on and peruse the books I've built up files which I get
stuff out of. just experience.

R: Yeah what about, one of the central aspects of pre-service training is
and also later on, the observation. How do you feel about observations?

6. H: Quite comfortable. You just have to be comfortable anyway because it's part of
the job I guess in a way. You have to put up with it. No real problems.
So nothing particularly positive or negative?

There are probably things that come out of it. I suppose you can learn from other people watching you, getting a bit of feedback about what you've done right or wrong. I was observed a few times last year, but this year I haven't been, you get into the system I guess. It's been a while since it happened. My confidence has grown as well, feel a lot more confident and competent.

So, reasonably comfortable. If you were to say to yourself what kind of training you would like to receive, kind of ongoing training, to help you with the teaching, what kind of things would you like?

There's always some technical aspects. Best to do this and why this works, doesn't work etc. In a way that would be a short cut I guess just experience.

Any particular format..?

I guess observations for that, but just sort of sitting down, meeting sometimes and talking about the different approaches people have. That's what we do here, you changeover, teach different things every term, and the things getting so big that there's a lot more teachers on it, each level, so you have to have quite in-depth discussions about what you're gonna do, how you'll prepare it.

So that's something that just arises out of the job and you find it an effective way of learning?

I like to talk to people I'm working with all the time, to say what are you doing, what am I doing, why do you do that, to explain why I'm doing what I'm doing.. generally try to get some feedback. Some people say it's a good idea to, why do you want to do that, it almost makes you sort of explain your motivation and your rationale for doing something which although it's in here somewhere I guess you make an effort to understand completely..

That's great.

FIRST INTERVIEW WITH INFORMANT I
DATED 26TH OCTOBER 1994

Are you involved in any kind of formal or informal training at the moment, and are you doing any course or is anything going on at Curtin that's in-service?

Well I've only been here, it's only my second term here. When you say am I involved I wonder if you mean as a trainer or as a trainee. In terms, obviously I'm going to be a trainee because I'm the new kid on the block. We do have what I would call informal in-service training in that we have a series of meetings and
lectures in which a lot of people are learning from other people's experiences. I'm actually giving a talk to everybody in the centre about a situation which occurred before I came to Australia, because I had a bit of time to kill, they thought, I was asked to take somebody's place, in an emergency situation and write a book...in two weeks...and that was the best actual learning experience and I'm going to try and pass that on in the same way as people have been passing on different aspects of teaching to me, I think that's one of the best methods of training to have us analysing how do we learn, why do we learn, I mean last week we were learning from the Chinese experience which to my mind is so far removed from our own, this idea that people are learning not for any enjoyment but sheer professional motivation and it drives them to sit in classrooms with a hundred in and be talked and chalked to death really...it does make you think about your own situation. I mean, we're heavily into group work, interaction, communicative learning, teaching. It obviously makes you think well, some people think it sucks, that's basically what they said, because well this is 1960's Britain learning French, I mean I was trying not to be rude but that's what I thought it was and I said we've been through that and come up the other side and said that nobody actually learnt anything except how to problem solve deep linguistic problems and...but they couldn't speak except in the case of the people who, you know, went abroad on their own back and I was fascinated to find that they think this is actually a better method.

R: So these kind of workshops, seminars, discussions, what kind of effect do you think they have on the immediate teaching context?

2. I: Good question. Well I think, I think they're basically getting to the sort of psyche and you begin to think, am I doing it right? You know, what is the balance between teaching and learning and I've been in Australia seven months now. Before I came here I taught at one or two other places as a casual, I also taught for the ministry in the schools, which was a different experience, as you can imagine. I actually had an interview for a principal of a college, which stunned me because it was a bit of a speculative bid, and I'd been at this particular, this Christian College, and they were asking questions, they wanted honest answers, and I said that something that had struck me since I'd been in Australia in the state schools, was that the balance between teaching and learning wasn't what I would call desirable. And they said well what do you mean? I said well I think it's an obvious symbiotic relationship and my own kids and they are suffering from what many of the schools are dishing out which is distance learning...here, group get on with this in your own time, you can go to the library, kind of thing we give here as assignments to be done outside, separate from the actual learning that's done in the classroom...well they're kind of distance learning in the classroom...and people were a bit stunned when I said this - 'it actually allows people to develop at their own pace' - I said it also allows somebody to copy off their mate and get somebody else to do the work for them, and the teacher loses the kind of charisma's a difficult word - but this is that kind of magic performance that he can put on from time to time to entertain the troops as it were before setting them off into their own little ways, so that I'm the sort of person who likes to sort of have already in the palm of their hand, with a little
story, a little illustration and maybe at the end of a series of activities have a sort of prelim, and so in a sense these in-service sessions we had stir up the old, when I was trained I was the difference the receptive skills and the productive skills and to a certain extent you leave the kind of analysis behind when you're in the job, you just do it. I think if you have the meetings you begin to think, well these are all they're not productive skills, they're all receptive, these Chinese people seem to be reading constantly..

R: You're talking about your training process, what's your formal background?

3. I: Well, a lot of it's the University of Life actually, um, although I went to Leeds University in 1964, um, to study Spanish and French, Italian and I did Education as a minor...subject..I ended up doing Spanish as a subject, and French and Education as minors and in my third year I went abroad for a year and taught in Spain. Now at that time if you did Education at the University and you had the experience abroad you were allowed to go straight into teaching rather than doing a P.G.C.E. So I did a four year B.A. with a proviso I did an extra year's probation. In addition to that we had some in-service training during that two years of probation to try and compensate for the lack of educational psychology basically, um, I've, after that when I say the University of Life, I did do a Master's degree in my spare time, I've done an Institute of Linguists Diploma, also in my spare time, and because even though as a Languages teacher I sort of built it up, built up a career if you like and became Head of Languages when I was 27 then went on to Further Education, became Senior Lecturer, then I had a sort of split job, I was Manager of Student Services and I still taught Spanish and I still taught TEFL because when you're a Languages teacher in England people always assume that you can teach English as a foreign language, because rather than setting up discrete courses, I'm talking about 10 years ago, now they are setting up discrete courses, they catered for whatever need there is, they say well you teach these people and they're normally people who come from trouble spots of the world, so you have boat people one year, you have Rumanians, Yugoslavs um before that obviously you had a certain number of people from ethnic minorities...

R: And in your training, any of your teacher training, could you characterise any of it as positive or negative?

4. I: Well, the best teacher training I've done, as a trainee, I did the, it's gone from my mind, one of the famous TEFL certificates in London. Trinity..I went to Blackpool College of Higher Education on any evening basis. I was going to go to Manchester to do two nights a week and take the RSA Diploma until somebody warned me, somebody who had my kind of workload at work - no way they could do it..I said well I'll start with the TEFL Certificate at Blackpool. I honestly believe that they run more a less a Diploma course but only give you a Certificate, because it was the most incredibly gruelling course I've ever, I could imagine. It makes me angry now to discover that people get the same certificate after a month..it was colossal, the workload we did was about ten syllable, these
I would say, you can't call them assignments, we did a lot of work, I thought to my mind, it was fantastically refreshing because I think most people were actually teaching thought well I don't need any training I actually do the job. in actual fact it gave me a total new awareness about the shift of emphasis maybe from teacher to student.

R: And what parts of the course, what particular ways were useful to give you those insights?

5. I: Well, all of it, but in particular I suppose we had sort of micro-teaching when you just did 20 minutes teaching, but obviously you prepared for it in a way which was much more thorough than you do normally in that you're gonna have to justify what you're teaching, how it was taught. I think perhaps, I mentioned before about writing this book, if you do write a book in 2 weeks, it was longer than that actually, I was given 2 weeks, um you got very hot a certain kind of binding theme, and whereas I think it's very difficult to go and to classroom, right I've Academic IC I think we'll do some reading today with some interaction, some questions afterwards, it makes you aware that you've got something into a kind of global hole, I think this week we are doing comparison and contrast but we'll have an overall theme of the environment, it makes you aware that your disparate lessons are going to seem like icebergs floating in the sea, if you don't bind them all together and say right this has all got a common purpose and therefore your grammar teaching and your vocabulary building can all expand from this common core of, theme of the week, and I must say that it really made me look at the, how I taught. It actually made me nervous so...

R: So that was just the course itself... was there any, observations tend to be, observations of teaching practice, tend to be the core, of, the critical part of courses like that. How would you feel about observations, how do they affect you?

6. I: Um, I think there's a negative and a positive aspect. I'll start with the negative first and get it out of the way. I think the negative aspect is that you can put on a bit of a display for somebody and give them what you think the trainer wants to see...um...an example perhaps of this is the other day somebody said to me how do you use the newspapers, I think sometimes you get two or three of them to read the same item and to jot down questions for each other, test each other, well sometimes I get them to write a summary, they said well I've done that. At the end of it he said, I've actually found the best way of doing it is just to get them to read it and I said well actually I've come to that conclusion as well but I know perfectly well that if I was being observed I wouldn't say well there's a very good article on page three, just get on and read it and we'll take it from there in an ad hoc fashion, because I know that the trainer would want to see a lot cut and paste and a lot of maybe visual aids, a lot of obvious activity whereas the rather sort of dull unprepared seeming exercise can sometimes be the more relaxed one and you just use survival skills to turn it into something, so I think the negative aspect that you can sort of, or the trainee can put on an artificial situation, a bit like doing a driving test, look over your shoulder and do all the
things, hand signals which you never use afterwards, but by the same token it can also be positive in that we can all do with sharpening up and um..you can suddenly realise well how well do I prepare my lessons..do I think right I'm doing such and such, doing the future, and relying on experience to go in there and produce examples, and sometimes go in there feeling ahead and what have you and the lesson's totally dull, jot down a few exercises or have something better planned in the first place, something which encourages good planning and it also encourages perhaps good timing as you can probably imagine I'm someone who suffers from the ability to sort of waffle a lot and if you've put yourself on the spot and you've got 4 activities over 40 minutes, you've got 10 minutes for each and sometimes if your not in the spotlight you've only done two and a half of them..

R: So, positive and negative there with the observation. So if you were to say right, I would like, in order for me to move my teaching forward these are the kinds of things I'd like to be doing informally or formally in the school environment...

7. I: From a teacher trainer point of view?

R: From somebody who's at the receiving end?

8. I: I said before that I'd been managerially trained up to the hilt and something I've learnt from that is that my own opinion is that, a good manager or a good trainer should be able to look at their staff and recognise their strengths and maybe, to use the right jargon, and give them strokes for their strengths and to let them know how they're appreciated for their strengths and perhaps use them better rather than crush them because of weaknesses. If you have somebody who in the TEFL field is maybe a brilliant orator and obviously they're going to be very valuable in terms of listening comprehensions and what have you, they're utterly hopeless with technology, I think it's wrong to force technology on them, but obviously they can compensate in other ways, obviously they can be encouraged to learn, computer aided learning or whatever, but if their heart isn't in it they'll never actually do it very well, so I honestly believe....

R: So that would be guiding philosophy. Would there be any specific techniques or procedures or approaches, informal or formal?

9. I: I think informal is always best, and I can't help but think that if you introduce people to new ideas and new attitudes, innovations, globally, I mean appreciated the computer lecture we had a few weeks ago, um, in that we were exposed to something new, to me anyway, to a certain extent new using computers in TEFL teaching and I think perhaps the spin-off from that is that you group with two or three other people who perhaps refine some of the ideas, bring some of them down to earth, you know couldn't afford it here but we could do such and such, so I think as long as it's non-threatening, the worst situation is the feeling that, you know, everybody's going down this track therefore if you don't you'll be useless and I think a lot of us have the capacity to feel that and some of us who are a bit long in the tooth have jettisoned I'm not sure if we always, every
institution uses this to the best...

R: That's great I!

FIRST INTERVIEW WITH INFORMANT J
DATED 28TH OCTOBER 1994

R: So J, first question, are you involved in any kind of professional development, at the moment, and is it having any kind of effect on your teaching?

1. J: I'm not involved, no I'm not really involved at the moment, from time to time I attend seminars or workshops here at Curtin but I'm not following a course at the moment.

R: And do those workshops impact with any immediacy on your teaching?

2. J: Yeah they do definitely. The kind of workshops that we've tried to organise, and I've also been organising them, before Toni came back were very practical kinds of workshops, because I thought that that was what we needed here and that teachers really appreciated this the most and so those kinds of workshop were things like language lab work where I asked teachers to bring ideas so there wasn't really anyone who was really in charge of the workshop it was just everybody contributing their own ideas and each person had a kind of 10 minute slot where they expressed what they thought was a good idea of how to use the language lab. So we did that one and it was really really good, we got excellent ideas, really practical ideas that are tried and tested. And then we had a newspaper workshop because we subscribe to the 'West Australian' so we have newspapers every week here so it's really a good resource to use. So we had a workshop to get ideas on how to use that resource as efficiently as possible, and we did the same thing. Actually I did a bit of research into the literature and also people just brought some of their own ideas of what they do. So once again it was a very practical kind of thing.

R: Good so those have been successful. What kind of formal training have you been through yourself?

3. J: Well I've done a Teacher's Diploma in 1975, four years ago. as a secondary school teacher. Then I taught for about 10 years or so in EFL in France, and I had had no training, but I just, I worked in a private language school in France.

R: So how do you feel about any of the formal or structured training that you've had. Do you feel positive or negative about certain aspects?

4. J: You mean on the formal course I did? Well that was just a general education kind of course and I don't think it impacted on my teaching because it was directed, firstly the subjects were mathematics and economics and obviously it
was directed at schoolchildren and I was teaching adults later and also I was teaching very small classes, very often one to one or the biggest group was about 8, and so I don't really think the course impacted much on my teaching except maybe to give me a bit of confidence in standing up in front of a group of people and trying to help them learn something. And also the actual methodology, I mean teaching kids and teaching adults. I was very much in to the communicative way of doing things and task kind of teaching, even before I'd read any of those things, just because to me it seemed the most natural way of involving students in learning, and also because the adults were very often very knowledgeable, very motivated and I just was trying to direct their energies in a certain way, but I wasn't really, and trying to help them learn themselves.

R: So there was some kind of methodological mismatch between your preferred approaches and the approaches on the course. What kind of approaches did they use to train people?

5. J: I can't really remember, I'm talking about a Grad Dip right. It was so old fashioned, so outdated. This was in Cape Town, run by the South African Apartheid Nationalist Government, incredibly racial, incredibly biased towards maintaining the status quo system so it was absolutely horrendous, I mean we had courses in philosophy that were just downright racist, so backward it was just pathetic and our economics textbooks, just absolute drivel, absolute rubbish, reinforcing apartheid. So there was just no way that any of the methodology or anything that I was learning in that course that was of any relevance to the real world I mean it was just laughable.

R: So what tends to be a preferred approach tends to be the observation, you're undergoing training and someone's watching. How do you feel about observation?

6. J: You mean at the time or now?

R: At the time, generally speaking or from being involved maybe in that area at the moment.

7. J: Yeah well I think that observation, I suppose it depends who it's by. If it's by someone who's known to you or someone who's unknown to you, or someone who's known to you that you don't particularly like or has a kind of power thing over you, there's a hierarchy between the teacher being observed and the observer. I think that definitely affects the feeling of the person being observed. My own feeling... in France when I was teaching, I was once observed by an executive from IBM because we were teaching IBM courses and there was the IBM person who was in charge of English courses who came to observe one of my lessons. And because I had had dealings with her before and I had found her to be absolutely, a very, very difficult woman to get on with, extremely difficult, extremely cold, extremely intellectual and very kind of domineering, in fact when it was my day to be observed by her I got so stressed out that I got sick, I just couldn't arrive, I was throwing up all over the place, and I just couldn't teach that lesson, it was impossible, so yeah I was totally stressed out even though I was
completely confident as a teacher on that course and the feedback we got from the course was very good. So I mean I didn't really, I wasn't really unconfident with myself as a teacher having to be observed by this particular woman just threw me out completely. However I did observe some courses then at that school in order, that was before I started teaching, in order to get used to, to see how they wanted courses to be done and that was a very important learning process for me to see how they wanted their classes run. So I did that, but I was there as a new teacher, a new teacher in the school and I wasn't a threatening presence for the other teachers and it was really important for me, and also here I find that, I mean I've been an observer here as a DOS and I'm sure that I have a very intimidating kind of effect on the teacher, I'm sure of that, but afterwards in the feedback session I'm sure that the teacher has learnt a tremendous amount I think and well that's what they've said to me in the feedback session, well ah yeah that's a good point, that's really good um and I've also been observed by the DOS as well, by Toni and it is an intimidating situation but, because it's almost a peer kind of relationship it's not really very intimidating. I find it extremely useful, extremely useful, and a really good way of improving teaching for experienced and new teachers.

R: Looking at where you are now as a teacher, and with your other responsibilities as well, what kind of things would you like to be involved in for your own ongoing professional development?

8. J: Um, on the two levels, I think it's important to have on hand practical training, like practical tips how to do things, like with the language lab, how to use the video, I think that's really important especially from people who've used them, and on the other hand we also need more theoretical workshops where we're learning about say different style of learning say in China or in other countries, to understand how our learners, how our students have learnt in the past, what their expectations are, what their mindset is. Things like that are also very important too. So to have a theoretical background too. Yeah and one thing you didn't mention, I did the RSA Diploma about 2 years ago and that was after 10 years of teaching and I found it to be really incredibly useful, especially from the theoretical point of view, to learn about linguistics, to learn about phonetics, phonemics and stuff like that, I found very, very useful and so that definitely, and also the theories of teaching.

R: Thanks very much!
**Appendix 2**

**Summaries of first interviews**

INFORMANT A  
SUMMARY 1

<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
<th>TURN</th>
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</thead>
<tbody>
<tr>
<td>Initial teaching</td>
<td>Without any training at all .. any knowledge whatsoever and so I had to pick it up as I went along and in fact it was probably the best training because I had a lot .. of support from the other teachers ..</td>
<td>2</td>
</tr>
<tr>
<td>Training at Berlitz</td>
<td>no official training .. no observation ..</td>
<td>3</td>
</tr>
<tr>
<td>RSA Diploma TEFLA</td>
<td>reasonably good .. it taught me a few things I didn't know</td>
<td>4</td>
</tr>
<tr>
<td>Observing</td>
<td>we had to observe ... some of the lessons were pretty excruciating</td>
<td>4</td>
</tr>
<tr>
<td>Being Observed</td>
<td>then we were observed in the exam .. useful .. a bit traumatic useful having someone comment ... an objective person who can say the good points and the bad points ... you don't get the best out of either the teacher or the students because the students think they're being watched so they don't perform as they normally do and the teacher is probably more pent up then they normally would be I can't see any other way of doing it.</td>
<td>6</td>
</tr>
</tbody>
</table>

124
| **Training at Berlitz** | they had a listening system, a bugging system .. really bad .. very offensive.  
if it was abused .... if it was very strictly observed I think that could be the best system of doing it.  
If you just tune in to the teacher on the day then you'd be getting the normal every standard ... that's a better judgment |
| **Observations at Curtin** | You're getting the best performance ..  
I know that she (observer) particularly watched out for .. so I made a special point of ... for example phonology |
| **Student - Student discussions on RSA Diploma TEFLA** | it does actually get your brain working ...... more student orientated and I could see the benefits of that ...  
I found that very useful ...... just being a student ... seeing how (the teachers) coped. |
| **Current in-servicing** | We've had workshops on a number of things ... |
| **In-servicing wants** | time off for staff development .. say every couple of weeks  
videos .. of leaders of the EFL world ...you could see whether .. they worked ... that would be quite useful  
I think seeing myself on video would be quite useful. I've never done it. |
| **Feedback on teaching** | ... I rely a lot on feedback from students themselves  
questionnaires to students .. I do think that they count  
... if you got 20 students saying the same thing then you could learn something from it. |
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<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT</th>
<th>TURN</th>
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</thead>
<tbody>
<tr>
<td>Current in-servicing</td>
<td>it's very costly to relieve you from your duties in order to send you off to workshops</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>You've really got to keep up with what's happening .. we all need professional development of different kinds</td>
<td></td>
</tr>
<tr>
<td>'Personal'</td>
<td>to further yourself and your personality, your personal characteristics are terribly important because they're being taken to the classroom ...</td>
<td>2</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching at Curtin</td>
<td>I chose to work part-time .. so part of the package was that ... I could do professional development again mostly Friday afternoons .. where they'd provide child care.</td>
<td>3</td>
</tr>
<tr>
<td>In-servicing at Curtin</td>
<td>I appreciated anything that was sort of given to me on a platter with lunch thrown in and child care thrown in</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>You could choose which ones you went to (workshops) .. people would really share ideas ..</td>
<td></td>
</tr>
<tr>
<td>In-servicing wants</td>
<td>I'd probably like to do some research ...</td>
<td>8</td>
</tr>
<tr>
<td>B. Ed training</td>
<td>teaching practice was very artificial .. the children have an empathy with their teacher .. they're already affiliated to one person .. neither can you see the long term development that happens</td>
<td>9</td>
</tr>
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<td></td>
<td>there's a hell of a lot of preparation .. I don't think you do as much in the classroom .. often things happen and there's an occasion for you to do something which you haven't planned.</td>
<td></td>
</tr>
<tr>
<td>B. Ed Observations</td>
<td>very constructive .. it was just me that had this impression that it's very traumatic.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>In Ireland you're on probation for two years ..</td>
<td>12</td>
</tr>
<tr>
<td><strong>Observer</strong></td>
<td>A very nasty character who was terribly unpopular and he was likely to come round at any time with no notice you have good days and bad days .. but out of courtesy .. they should give you notice .. it was a terrible experience .. and very nerve-wracking .. he was picky .. everyone felt intimidated</td>
<td></td>
</tr>
<tr>
<td><strong>Observer</strong></td>
<td>(he) insisted on speaking in Gaelic .. but maybe it's a good thing to have someone come along and check you</td>
<td></td>
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<tr>
<td><strong>Primary schooling</strong></td>
<td>formal grammar .. rote learning .. has really stood me in the classroom .. it doesn't leave you .. I actually retain a lot of those traditional values ..</td>
<td></td>
</tr>
<tr>
<td><strong>Primary teaching</strong></td>
<td>I was using those traditional values but being a bit more creative in my approach</td>
<td></td>
</tr>
<tr>
<td><strong>RSA Certificate TEFLA</strong></td>
<td>We were observed from day one .. which I recall not being a great trauma for me because I had been observed a lot during primary school teaching .. if you do it when you're very young and you haven't got set in your ways you accept that that's part of life ..</td>
<td></td>
</tr>
<tr>
<td><strong>Videoed lessons</strong></td>
<td>pretty scary .. not so much the video camera on me in classroom .. it was actually looking at me again on video</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Diploma in Educational Studies</strong></td>
<td>very theoretical .. interesting .. because I could draw from my experiences teaching</td>
<td></td>
</tr>
<tr>
<td><strong>RSA Certificate TEFLA</strong></td>
<td>very intensive .. nothing but sleeping and eating and the Certificate course .. I felt we'd covered a lot of ground .. balanced things for me in terms of the qualifications I was looking at ..</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching at Catholic Ed in Sydney</strong></td>
<td>they put me through my own training course which was very very good.</td>
<td></td>
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<tr>
<td><strong>Supervisor</strong></td>
<td>very, very good .. very supportive .. very practical, good, strong personality and fun to be with, easy to relate to ..</td>
<td></td>
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<td>ASPECT OF TD</td>
<td>INFORMANT VIEW</td>
<td>TURN</td>
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</table>
| Training course at Teacher's College for primary/secondary school | a fairly small amount of observation from the teacher trainees  
the classroom teacher got to see a lot of teaching from the training teacher | 2    |
| Attachment                                       | Some of them really just left you there...you were just cheap labour...
some were really helpful
the most important thing...was being with a good practitioner...
learning from a good model...more than actually getting feedback on your own teaching
being with a good teacher was fantastic...with a bad teacher was just excruciating | 3    |
| ESL teaching at primary level and observation    | I had to be observed...but I don't think that was useful because you tend to do a performance...and it wasn't difficult...for half a day... | 4    |
| Observation feedback                             | (not useful)                                                                                                                                                                                                  | 6    |
| RSA Diploma TESLA Observations                   | I actually found those observations really useful...more intensive...for long periods of time...and more regular                                                                                             | 7    |
| Observer                                         | enormously supportive                                                                                                                                                                                          |      |
| Observations                                     | by the end...whatever they had wanted me to learn...I had moved in that direction
(at the beginning) very stressful...but I started getting positive feedback so within a short period of time I was finding it very supportive | 8    |

128
<p>| Observing teachers as part of research | actually had a big effect on me...because I was only young had an awareness of discrete teacher behaviour and how it led to certain kinds of student behaviour it kind of enabled me to stand back a bit from my own teaching...what I got out of that myself was a kind of reflective process (as an RSA Cert TEFLA tutor) a little but frustrating...I mean it was fine if they were a good practitioner but... | 11 |
| Being Observed | it's essential...if they're not cut out to be a teacher they need to know pretty early and not everybody's gonna be a natural | 12 |
| Observing | I found it a bit boring quite frankly...it's always worthwhile seeing somebody good but... | 13 |
| Being Observed | you never know...to what degree how people have been affected by having somebody watch them teach. I don't know if there's any connection between being a good performer and a good teacher people who are shy and quiet will fold under some circumstances | 14 |
| Ongoing in-service wants | materials development and curriculum design | 15 |</p>
<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
<th>TURN</th>
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<tbody>
<tr>
<td>Current in-service</td>
<td>can be a little specialist for my liking .. but .. I do find them useful</td>
<td>2</td>
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<tr>
<td>workshop</td>
<td></td>
<td></td>
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<tr>
<td>P.G.C.E.</td>
<td>very, very good .. very communicative approach</td>
<td>4</td>
</tr>
<tr>
<td>RSA Certificate</td>
<td>an excellent course, very intensive .. extremely useful .. very hands on, probably the most practical thing I could've done .. I was very impressed.</td>
<td></td>
</tr>
<tr>
<td>TEFLA</td>
<td></td>
<td></td>
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<tr>
<td>Observations</td>
<td>..it's a marvellous thing as long as you're not the one being observed</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>.. useful .. practical .. gave me confidence to do things I had never thought about before ..</td>
<td></td>
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<tr>
<td></td>
<td>.. we were told this was a learning experience, it wasn't a critical experience and so .. depending on how it's explained .. either positive or negative ..</td>
<td></td>
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<tr>
<td>Workshops</td>
<td>ambivalent feelings .. has been enlightening, opening, exhilarating .. have been a total waste of time .. people sit around .. the best ones are .. clearly focused</td>
<td>7</td>
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<td></td>
<td>extensive discussion goes no way towards solving the problem I think it's the way to go, where people share experience .. and reach a consensus, ideas on how best to deal with a problem</td>
<td></td>
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<tr>
<td>Ongoing in-service</td>
<td>I'd like to see a lot more people teach but...... the constraints, the practicalities..</td>
<td>8</td>
</tr>
<tr>
<td>wants</td>
<td>when you close the (classroom) door ..... it's very dangerous, you do need to have useful criticism from a lot of people outside</td>
<td></td>
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<tr>
<td>Poor observation</td>
<td>unfortunately ..... we don't see a lot of each other, but I think that we can learn a lot</td>
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<td>ASPECT OF TD</td>
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<tr>
<td>RSA Diploma</td>
<td>you had to be observed</td>
<td>2</td>
</tr>
<tr>
<td>TESLA</td>
<td></td>
<td></td>
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<tr>
<td>Diploma observations</td>
<td>I found that I learnt</td>
<td></td>
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<tr>
<td>Diplomas</td>
<td>was extremely positive</td>
<td></td>
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<tr>
<td></td>
<td>If there were negative things..he had a nice way of putting it</td>
<td></td>
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<tr>
<td>Diploma observations</td>
<td>I never felt threatened.......Final assessment didn't faze me at all</td>
<td>3</td>
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<tr>
<td></td>
<td>A good learning experience</td>
<td></td>
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<tr>
<td>Team teaching</td>
<td>that's been very good</td>
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<tr>
<td></td>
<td>I've always had a little bit of fear about..</td>
<td></td>
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<tr>
<td></td>
<td>we've..grown from it........thoroughly enjoy it....</td>
<td></td>
</tr>
<tr>
<td>Observing other</td>
<td>great fun...... I absolutely love doing that</td>
<td>3</td>
</tr>
<tr>
<td>teachers</td>
<td>I always tried to be positive</td>
<td></td>
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<tr>
<td></td>
<td>We've become good friends through that</td>
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<td></td>
<td>a sort of higher student teacher relationship</td>
<td></td>
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<tr>
<td></td>
<td>enjoyed doing that very much</td>
<td></td>
</tr>
<tr>
<td>In-service</td>
<td>a great idea and to be encouraged..people should be observed</td>
<td>5</td>
</tr>
<tr>
<td>observations</td>
<td></td>
<td></td>
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<tr>
<td>Classroom teaching</td>
<td>isolated nobody really knows what's going on in there (except) students</td>
<td></td>
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<tr>
<td></td>
<td>you don't stretch yourself you're not extended</td>
<td></td>
</tr>
<tr>
<td>Being observed</td>
<td>I really do think you can learn a lot</td>
<td>6</td>
</tr>
<tr>
<td>Observing other</td>
<td>I'd love to do..</td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
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<tr>
<td>ASPECT OF TD</td>
<td>INFORMANT VIEW</td>
<td>TURN</td>
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</tr>
<tr>
<td>Current in-service seminars</td>
<td>useful</td>
<td>3</td>
</tr>
<tr>
<td>Current teaching</td>
<td>constantly .. having meetings .. we give each other feedback on students .. how our students react to different materials. To me, that's a form of teacher development</td>
<td>5</td>
</tr>
<tr>
<td>RSA Certificate TEFLA</td>
<td>a lot of pressure .. I forced myself to do it it didn't actually prepare me for the classroom at all but because I'd passed it under tremendous pressure I felt a sort of confidence .. (but) I went waltzing into the classroom and .. found out I couldn't teach ... (it) gave me ideas the practical part I wasn't comfortable with but you've got to do it sometime</td>
<td>8</td>
</tr>
<tr>
<td>Observations</td>
<td>You've got to have them otherwise the teacher can't get any feedback. On the other hand .. I'm not comfortable .. I'm more prepared than I usually am and don't teach in the same way ...</td>
<td>9</td>
</tr>
<tr>
<td>Ongoing in-service wants</td>
<td>I like observing other teachers but... .. I just don't like being observed Regular meetings between teachers, peer observations</td>
<td>10</td>
</tr>
<tr>
<td>Peer Observations</td>
<td>... more useful than being observed by your D.O.S. but .. difficult .. logistics .. are quite difficult</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>very useful .. teachers just have to accept it... if it's done in a non-threatening style as possible</td>
<td></td>
</tr>
<tr>
<td>RSA Diploma TEFLA</td>
<td>..enjoyed the courses hated the exam.. ..you should be allowed to fail the exam and pass on (continuous) assessment I enjoyed..getting together with other teachers</td>
<td>11</td>
</tr>
<tr>
<td>ASPECT OF TD</td>
<td>INFORMANT VIEW</td>
<td>TURN</td>
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<tr>
<td>Current in-service workshops</td>
<td>everybody exchanged resources...it's good</td>
<td>3</td>
</tr>
<tr>
<td>Initial training for high school teaching</td>
<td>I don't think it was very good........an awful lot of theory</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>great ideas.....interesting workshops and teaching sessions</td>
<td></td>
</tr>
<tr>
<td>Initial teaching practice</td>
<td>wasn't until the fourth year......a rude shock</td>
<td></td>
</tr>
<tr>
<td></td>
<td>there really wasn't enough teaching.....not a lot of practical experience</td>
<td></td>
</tr>
<tr>
<td>Initial observation by Head of Department</td>
<td>..really useful actually..</td>
<td>7</td>
</tr>
<tr>
<td>Initial teaching practice</td>
<td>.good to be into the daily swing...going to work, coming home, planning..and teaching.</td>
<td></td>
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<td></td>
<td>but reasonably unrealistic because somebody was investigating my lessons.</td>
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<td></td>
<td>taught me about classroom management, how to work with people..photocopying, handouts..very useful</td>
<td></td>
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<td></td>
<td>a taste of what it's like to have to teach and work with a group of people consistently.</td>
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<td></td>
<td>it shocked us to our full potential.....but in day to day life..you'd have a nervous breakdown</td>
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<td></td>
<td>..teaches you to persevere and be independent</td>
<td></td>
</tr>
<tr>
<td>Being observed</td>
<td>reasonably unrealistic..we felt we had to produce fantastic..assessable teaching lessons</td>
<td></td>
</tr>
<tr>
<td>Ongoing in-service wants</td>
<td>I'd like to be left alone..so I can develop my own style..be as creative as I like..can tell somebody about it (but) obviously we can't see glaring errors...</td>
<td>9</td>
</tr>
</tbody>
</table>
| Being observed | somebody staring at me ..  
nice people..non threatening(but)..stifling |
| Peer Observation | a better way to..assess you..they can identify with what you're going through  
I'd really like that..would appreciate..I'd like to be able to sit in on somebody else's class and learn..very valuable  
ingesting to see the different styles........I really enjoy it. It's useful |
| Attending conferences | I'd like to be able to go...but because of funds.. |
| Assignments on the Graduate Diploma | interesting..we had to really seek out..theories.  
Confirmation that I'm on the right track..... really helpful |
<p>| Graduate Diploma | there wasn't any prac involved |</p>
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<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
<th>TURN</th>
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<tbody>
<tr>
<td>Current in-servicing</td>
<td>very few and far between</td>
<td>1</td>
</tr>
<tr>
<td>RSA Certificate TEFLA</td>
<td>too pressurised..information overload...stood me in good stead really theories..come back to haunt you...you start to try to apply the ideas rather rigid.......as you get into practice it doesn't always work</td>
<td>5</td>
</tr>
<tr>
<td>Observation</td>
<td>part of the job...you have to put up with it you can learn..getting a bit of feedback about what you've done right or wrong</td>
<td>6</td>
</tr>
<tr>
<td>Ongoing in-servicing needs</td>
<td>some technical aspects</td>
<td>8</td>
</tr>
<tr>
<td>Ongoing in-servicing approaches</td>
<td>observations sitting down, meeting sometimes and talking</td>
<td>9</td>
</tr>
<tr>
<td>Current teaching</td>
<td>we're constantly talking with all the teachers you have to have quite in-depth discussions I like to talk to people I'm working with all the time..generally try to get some feedback</td>
<td>10</td>
</tr>
<tr>
<td>Discussion with other teachers</td>
<td>it's a good idea..it almost makes you..explain your motivation and your rationale..you make an effort to understand completely</td>
<td></td>
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<td>ASPECT OF TD</td>
<td>INFORMANT</td>
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<tr>
<td>Current in-servicing</td>
<td>a series of meetings and lectures in which a lot of people are learning from other people's experiences</td>
<td>1</td>
</tr>
<tr>
<td>Writing a book</td>
<td>..the best actual learning experience..</td>
<td></td>
</tr>
<tr>
<td>Current in-servicing</td>
<td>people have been passing on different aspects of teaching to me, I think that's one of the best methods of training to have us analysing how do we learn, why do we learn</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>they're basically getting to the sort of psyche and you begin to think, am I doing it right?</td>
<td></td>
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<tr>
<td></td>
<td>..when you're in the job, you just do it..if you have the meetings you begin to think</td>
<td></td>
</tr>
<tr>
<td>Training background</td>
<td>the University of Life..taught in Spain .....experience abroad</td>
<td>3</td>
</tr>
<tr>
<td>Actual teaching</td>
<td>..you are allowed to go straight into teaching rather than doing a P.G.C.E...with a proviso I did an extra year's probation (after B.A.)</td>
<td></td>
</tr>
<tr>
<td>Trinity College</td>
<td>..the most incredibly gruelling course..I could imagine..it was colossal, the workload we did was about ten sizeable theses, I would say, you can't call them assignments</td>
<td>4</td>
</tr>
<tr>
<td>Certificate TEFL</td>
<td>..it was fantastically refreshing..it gave me a total new awareness about the shift of emphasis from teacher to student.</td>
<td></td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>you prepared for it in a way which was much more thorough than you do normally..it really made me look at how I taught. It actually made me nervous.</td>
<td>5</td>
</tr>
<tr>
<td>Writing in book</td>
<td>..you got very hot, a certain kind of binding theme</td>
<td></td>
</tr>
<tr>
<td>Classroom teaching</td>
<td>your disparate lessons are going to seem like icebergs floating in the sea.</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>a bit of a display..(you) give them what you think the trainer wants to see..a lot of obvious activity whereas the latter part of dull unprepared-seeming exercise can sometimes be the more relaxed one and you just use survival skills to turn it into something..</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>an artificial situation, a bit like doing a driving test, look over your shoulder and do all the things, hand signals which you never use afterwards but by the same token it can be positive in that we can all do with sharpening up.. (it) encourages good planning.. good tuning..</td>
<td></td>
</tr>
<tr>
<td>In-servicing wants</td>
<td>obviously they can be encouraged to learn (teachers) informal is always best..if you introduce people to new ideas and attitudes, innovations...the spin-off from that is that you group with 2 or 3 other people who perhaps refine some of the ideas, bring some of them down to earth ......as long as its non-threatening..........a realistic approach</td>
<td></td>
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<tr>
<td>Methodological change</td>
<td>..recovering from the damage afterwards</td>
<td></td>
</tr>
<tr>
<td>ASPECT OF TD</td>
<td>INFORMANT VIEW</td>
<td>TURN</td>
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<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Current in-servicing</td>
<td>very practical kinds of workshops</td>
<td>2</td>
</tr>
<tr>
<td>Initial teacher training</td>
<td>I don't think the course impacted much on my teaching except maybe to give me a bit of confidence in standing up in front of a group of people and trying to help them learn something.</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>it was so old fashioned, so outdated ... incredibly racist, incredibly biased towards maintaining the status quo system so it was absolutely horrendous so downright racist it was just pathetic ... absolute drivel, absolute rubbish, reinforcing apartheid ... (no) relevance to the real world ... just laughable.</td>
<td>5</td>
</tr>
<tr>
<td>Observation</td>
<td>depends who it's by ... known ... or unknown to you ... you don't like or has a power thing over you, there's a hierarchy between the teacher being observed and the observer ... I think that definitely affects the feeling of the person being observed.</td>
<td>7</td>
</tr>
<tr>
<td>Observer</td>
<td>I had had dealings with her before ... a very, very difficult woman to get on with, extremely difficult, extremely cold, extremely intellectual and very kind of domineering ...</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>so stressed out that I got sick, I just couldn't arrive, I was throwing up all over the place, and I couldn't teach that lesson ...</td>
<td></td>
</tr>
<tr>
<td>Observer</td>
<td>... this particular woman just threw me out completely.</td>
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</tbody>
</table>
### Observing

Observation: I've been an observer here as a DOS and I'm sure that I have a very intimidatory kind of effect, but afterwards in the feedback session I'm sure that the teacher has learnt a tremendous amount.

In-servicing wants: I've been observed by the DOS and it is an intimidating situation but because it's almost a peer kind of relationship it's not really very intimidating. I find it extremely useful and a really good way of improving teaching for experienced and new teachers.

Practical training: and more theoretical workshops where we're learning about say different learning styles, (students') expectations, what their mind set is.

RSA Diploma TESLA: incredibly useful, especially from the theoretical point of view.
Appendix 3

Second interviews

SECOND INTERVIEW WITH INFORMANT A
DATED 20/2/95

R: A, you seem to feel strongly that there's something problematic about artificial performance in observation situations.

1. A: They are being judged in a way when they've got complete control, yes I think people just don't behave naturally.

R: And does this come from your experience being in this sort of situation?

2. A: Yes it does, from my point of view and from the student's point of view. I think that students if they see, if they know that they're being observed or they know that the class is being observed then they get a little more tense than they otherwise would be. I don't know in fact whether it's just a reflection of the teacher, whether the teacher feels more tense therefore the class feels more tense, but from what students tell me, when there's been someone sitting at the back of the room, they feel as if they're being observed even though they're given an explanation apart from the teacher...but I think either there is a tension from the students which leads to the teacher or the other way round...I don't know why it should happen other than that it's just human nature to feel a bit under pressure to feel that your performance is being viewed.

SECOND INTERVIEW WITH INFORMANT B
DATED 16/5/95

R: What you said was that personal development, the characteristics that you bring to the classroom are very important as well. So any reason why that's something that concerns you?

1.B: Mainly because the personality of the teacher even with young adults I know its certainly the case with children, in my experience with children, but even with young adults the personality of the teacher is so important, and they do develop a relationship and I think it's to do with trust, which doesn't happen overnight and I think when students develop that rapport very often they're requesting the same teacher again. He or she may not necessarily be a super-duper but it's a fact of they know where they're at and feel comfortable with that relationship is very important to them. So in other words they may actually be picking a course, where they should be picking a course, they're actually picking a teacher.

R: That's great B, thanks very much indeed!

SECOND INTERVIEW WITH INFORMANT C
R: Is there anything you think which lies behind your feeling that I perceive to be that if there's a poor lesson being observed then something's not quite working?

1. C: Sorry can you say that again?

R: You're either watching. Say you're watching a lesson and you're a teacher-in-training watching a lesson which is pretty bad that can be quite bad for you, you're watching a poor model. By the same token and you're an observer, actually watching someone else and you see a trainee or somebody who's training give a weak lesson again that's quite a difficult situation to manage.

2. J: Yeah. OK. There are two things and I'll try and address both of them and the first one with regard to seeing poor models. I guess I have, it's almost a ..fear's probably too strong a word but it's like when I, as a young teacher as I was watching people teach, I didn't want to watch poor teaching because I felt that even though I could recognise it as poor it was still kind of in some way imprinting, the power of modelling as a learning tool, I could feel it, I could kind of feel the effect on me anyway, it was like even if the person was poor, you know they're poor, they're doing things that you don't like there's still a sense in which you might pick those up..um sometimes you can be strongly attracted to those negative you know you can have a strong negative attraction and I think that I recognise that on two levels. Firstly I didn't want to waste my time sitting round watching people who I didn't admire and who I think I intuitively believed were doing a poor job..um.. the other theories..psychoanalytical theories of learning that modelling is a powerful way to teach and that as a teacher you have to be really mindful of that.

R: So that's the one side, so then the other side that when you were actually watching somebody and you have to give comment afterwards?

3. C: Yeah now that's interesting too because that reflects a belief I think I have although I'm not quite comfortable with this belief and that is that in essence teaching is a bit of a calling, there's some kind of mark on a person which will determine whether or not they're a successful teacher and that while good teacher training can ameliorate some problems basically if you haven't got it you haven't got it and no amount of training is gonna do it.
SECOND INTERVIEW WITH INFORMANT D  
DATED 15/5/95

R: So D you mentioned that some workshops could be very useful and also that some workshops could be really a waste of time. Have you any idea where this feeling comes from, this feeling that came through fairly strongly?

1. D: Yeah I think inevitably those kinds of things are probably coloured by the fact that people know each other within the field, therefore when they come together for things which Yes I know they are professional development...supposed to be professional development...very often because it's an esoteric circle where people know each other quite well I sometimes think that that takes away from the effectiveness occasionally but probably the best ones I've been to have been where complete strangers...they weren't here actually, in London, when I first got there and they were, because we didn't really know anyone...but apart from that I have nothing against them in general I was just picking up on an experience I'd had.

P: That's great. Thanks D.

SECOND INTERVIEW WITH INFORMANT E  
DATED 9/5/95

R: Why do you think from your development as a teacher that team teaching suited you?

1.E: It suited me because after so many years of teaching by myself in the classroom, and as you know it can be a very isolationist type of situation where nobody really sees you or knows what you're doing, you're just hoping that you're doing the best job that you can do. And then you have somebody else comes along and actually is with you during these periods of teaching and they can say to you well maybe you should have done this or you should have done that or that was a good idea let's expand on that and I had this with Tricia, we were very truthful with each other and she and I were able to say exactly what we felt about the teaching and if it didn't work we would say it and we'd go back and try and improve on it and also we borrow ideas from each other and I've found that very stimulating. I like somebody else to be there and be my mirror and it doesn't matter if they say things that maybe detract as long as I can learn from it that's how I felt about it.

E: That's great E!
SECOND INTERVIEW WITH INFORMANT F  
DATED 4/4/95

R: So F, what comes through is that there's a certain pressure in things like observations. You mentioned the Certificate and also being observed at school. Any reason for feeling under pressure, anything you can put your finger on?

1. F: Um, well I think basically I feel pressure because...I think it's just me and my personality. If you want a little anecdote I feel pressure when I go and have a pee in a public toilet if there's other people standing there, I don't want to pee! And it's the same when I'm teaching, if there's someone that I know who's another teacher watching me I panic inside, I think they can see all my faults, what are they gonna think? Apart from that I can't really think of any other reason...it's personality, I can't think of anything to do with teaching, any bad experiences that I've had or anything like that.

R: So where do you think that personality comes from, have you always been like that?

2. F: Yeah, I think from a child I've never been confident in...well really in getting up in front of other people...taking responsibility. I've got used to it with the teaching because I forced myself to do it. Maybe if I got observed every single day then I'd get used to it!

R: Thanks.

SECOND INTERVIEW WITH INFORMANT G  
DATED 16/5/95

R: What you said was that you found it really useful just to be alone in the classroom rather than continually having someone watching you. Any particular reason why that's important to you?

1. G: I guess I feel a real freedom with my students without having somebody check every tiny little movement I make and I think that people naturally begin to query what they do when there's an onlooker but there isn't you just have a real freedom and liberty to be anything and I guess that everyone kind of fears failure. If you're on your own and you make a major stuff-up well the students won't really know. They may but if you've got an assessor or somebody looking on you kind of think O Gosh there's an even greater risk and I guess that sort of stifles your liberty...yeah I guess that's just something very human that I feel when I've got somebody looking at me.

R: OK that's great G, thanks very much indeed!

143
SECOND INTERVIEW WITH INFORMANT H
DATED 16/5/95

R: What you said quite clearly was that you found it useful to discuss your teaching with other teachers to get some feedback on the ideas and things you were doing in the classroom. Any reason why you found that useful?

1.H: Phew it's gone right out of my head sorry. Um I, just learning or keeping up with what's happening around you I suppose, people that you work with are able to discern problems as well, to be able to chat about them.

R: Great and any reason you found talking useful?

2.H: I just react better in an informal situation I think. It's just more personal I suppose. You can say things a bit more freely than if it's in a more formal situation...tends to be like a larger group.

R: That's great. Thank's very much!

SECOND INTERVIEW WITH INFORMANT I
DATED 16/5/95

R: So I, any reason for your feelings about methodological change and the kind of instability it creates?

1. I: Yes well I feel that, experience has told me that things sometimes come in waves and sometimes the methodological changes are such that they're not necessarily geared to the people who are having to put these changes into practice, you know, they've not evolved, they've revolved and sometimes they don't necessarily suit the circumstances that they're applied to. You know X college down the road are using this so therefore we have to use it, it's the latest thing, in we go... and I think there's a certain amount of resistance. I think, if I can remember rightly that what I said was that the best resource you could ever have is the teachers themselves and their experience and they're at their happiest when they're comfortable with the methodology that they're using. I feel that methodology has to be backed up with the right resources; if you do something half-cock you go for an aural-oral approach which your language laboratories aren't up to or if you go for computerised education and really you haven't got the equipment you know that can also affect things half-pace. I think that's basically what I said.

R: That's great I. Thanks very much!
SECOND INTERVIEW WITH INFORMANT J
DATED 20/2/95

R: When you're talking about power relationships and observing and observations is it something to do with your own experience or is it just your own politics where does it actually come from?

1.J: Yeah I can try and guess where it comes from. Who knows what I'm intellectualising is correct or not, various reasons for.. Well I think the first important thing is my upbringing is my parents. My parents are pretty left of centre or fair minded socialist kinds of people who've been involved in socialist experiments in living and I was born in fact on a punal farm which was an experiment in socialist living um we didn't stay there for too long... and after that I suppose my upbringing in Zimbabwe, on the one hand I went to a quite authoritarian and hierarchical school and political structure I mean the structure of Zimbabwe politically was quite hierarchical and I definitely reacted against that but at the same time I went to the Jewish Youth Movement, it was very influential in forming my ideas which spoke a lot about socialist ideas on an intellectual level but also on a practical level in terms of living and I did, when I got older in my 20's, I lived in a community and I also spent time in a Kibbutz so I have implemented those theoretical ideas in practice as well. Now where those ideas come from I don't know if they come from our parents or if they come from the Youth Movement but why was the Youth Movement more important influencing me than the school in which I spent much more time of course, who knows? And then again my brother is not particularly socialist or had ideas about fairness or trying to keep the power...

R: So prior to becoming a teacher it's difficult for you to separate where these ideas come from. Then entering teaching do you feel you had ideas which you feel were set before you started teaching or ideas some ideas about teaching which developed as you were teaching?

2.J: Yeah. Well another thing about teaching is that very often you've got this power thing between the teacher and the student, never mind about the teacher and other teachers and my first real long experience with teaching was teaching adults in France and so in that situation there was no hierarchy as such as there would be say in a high school or teaching kids where you're older. In France it was a really a thing of being equal and of helping adults who are very often better educated and very often more intelligent and more widely travelled than the teacher. It was just that there was one small area of expertise that was English which you were trying to teach. And so there was no power thing there between the teacher and the student. And coming to Australia again I think I've carried that with me too. I try not to have any kind of power relationship in the classroom, try and really try to have this idea that we're all trying to learn together and with regard to other teachers try to do the same thing really so maybe that has been another influence.
### Appendix 4

**Summaries of second interviews**

**INFORMANT A**

**SUMMARY 2**

<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
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<tbody>
<tr>
<td>Observation</td>
<td>They are being judged in a way when they've got complete control. I don't think people just don't behave naturally students if they see...there being observed...get a little more tense than they otherwise would be. I don't know whether the teacher feels more tense therefore the class feels more tense but from what students tell me when there's someone sitting at the back of the room they feel as if they're being observed but either there is a tension from the students which leads to the teacher or the other way round...it's just human nature to feel a bit under pressure to feel that your performance is being viewed</td>
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**INFORMANT B**

**SUMMARY 2**

<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
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<tbody>
<tr>
<td>Personal development</td>
<td>with children, but even with young adults the personality of the teacher is so important, and they do develop a relationship and I think is to do with trust, which doesn't happen overnight...when students develop that rapport very often they're requesting the same teacher again...they feel comfortable with that relationship....where they should be picking a course they're actually picking a teacher</td>
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### INFORMANT C
**SUMMARY 2**

<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
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<tbody>
<tr>
<td>Observation</td>
<td>say..you’re a teacher-in-training watching a lesson which is pretty bad that can be quite bad for you, you’re watching a poor model. by the same token and you’re an observer..and you see..a weak lesson..again that’s quite a difficult situation to manage</td>
<td>2</td>
</tr>
<tr>
<td>Initial teaching experience</td>
<td>as a young teacher..I didn’t want to watch poor teaching because..even though I could recognise it as poor it was still..imprinting, the power of modelling as a learning tool..I could feel the effect on me.. there’s still a sense in which you might pick up..you can have a strong negative attraction I didn’t want to waste my time</td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td>in essence teaching is a bit of a calling and... while good teacher training can ameliorate some problems basically if you haven’t got it you haven’t got it and no amount of training is gonna do it</td>
<td>3</td>
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### INFORMANT D
**SUMMARY 2**

<table>
<thead>
<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
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<tbody>
<tr>
<td>Workshops</td>
<td>people know each other within the field, therefore when they come together..because it’s an esoteric circle..I think that that sometimes takes away from the effectiveness...probably the best ones..have been where complete strangers..we didn't know anyone</td>
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### INFORMANT E
#### SUMMARY 2

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<tr>
<th>ASPECT OF TD</th>
<th>INFORMANT VIEW</th>
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<tbody>
<tr>
<td>Team Teaching</td>
<td>It suited me...somebody else actually is with you...and they can say to you maybe you should have done this...or that...or that was a good idea let's expand on that with Tricia we were very truthful with each other and she and I were able to say exactly what we felt...and if it didn't work we would say it and we'd go back and try and improve on it and also we borrow ideas from each other and I've found that very stimulating I like somebody else to be there and be my mirror and it doesn't matter if they say things that maybe detract as long as I can learn from it</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teaching</td>
<td>It can be...very isolationist...nobody really sees you or knows what you're doing...you're just hoping that you're doing the best job that you can do</td>
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### INFORMANT G

#### SUMMARY 2

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<th>ASPECT OF TD</th>
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<tbody>
<tr>
<td>Observation</td>
<td>I feel a real freedom with my students without having somebody check every tiny little movement I make and I think that people naturally begin to query what they do when there’s an onlooker everyone kind of fears failure. If you’re on your own and you make a major stuff up well the students won’t really know...they may but if you’ve got an assessor ...there’s an even greater risk and ...that sort of stifles your liberty. That’s just something very human that I feel when I’ve got someone looking at me</td>
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### INFORMANT H

#### SUMMARY 2

<table>
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<th>ASPECT OF TD</th>
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<tbody>
<tr>
<td>Discussion with other teachers</td>
<td>people that you work with are able to discern problems I just react better in an informal situation...it’s just more personal...you can say things a bit more freely a more formal situation tends to be like a larger group</td>
<td>1</td>
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<tr>
<td>ASPECT OF TD</td>
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<tr>
<td>Methodological change</td>
<td>things sometimes come in waves ... and the changes are such that they're not necessarily geared to the people who are having to put these changes into practice...they've not evolved they've revolved X college down the road are using this so therefore we have to use it, it's the latest thing, in we go ..and I think there's a certain amount of resistance the teachers..they're at their happiest when they're comfortable with the methodology they're using Methodology has to be backed up with the right resources</td>
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<td>ASPECT OF TD</td>
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<tr>
<td>Teaching</td>
<td>very often you've got this power thing between the teacher and the student never mind about the teacher and other teachers</td>
<td>2</td>
</tr>
<tr>
<td>Initial teaching experience with adults</td>
<td>in France..there was no hierarchy as such as there would be in a high school or teaching kids where you're older it was really a thing of being equal and of helping adults who are very often better educated and very often more intelligent and more widely travelled than the teacher. it was just that there was one small area of expertise that was English..and so there was no power thing between the teacher and the student</td>
<td></td>
</tr>
<tr>
<td>Current classroom teaching</td>
<td>I try not to have any kind of power relationship in the classroom, try and really try to have this idea that we're all trying to learn together and with regard to other teachers try to do the same thing</td>
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Appendix 5

Inter-rater reliability test form

INTER-RATER RELIABILITY TEST

I need your help to ensure an objective allocation of a number of smaller into larger categories. Please read the definitions of both the larger and smaller categories and decide where they belong.

LARGER CATEGORIES (superordinate)

These describe broad areas contributing to teacher development

1. TEACHING
   i.e. any teaching, TESOL or non-TESOL, but excluding aspects related to observations.

2. BEING OBSERVED
   i.e. being watched teaching by a teacher trainer, senior teaching staff, fellow staff members or teacher trainees.

3. OBSERVING
   i.e. watching a teacher trainer, senior teaching staff, fellow staff members or teacher trainees teach and watching learners learn.

4. HEARING AND TALKING ABOUT TEACHING
   i.e. being involved in any verbal discussion about teaching, either formal or informal.

5. READING AND WRITING ABOUT TEACHING
   i.e. accessing or contributing to any written discussion about teaching, either formal or informal.

6. PERSONAL DEVELOPMENT
   i.e. any area in which individual capabilities are enhanced, excluding aspects related specifically to teaching.
SMALLER CATEGORIES (subordinate)

These describe more specific areas contributing to professional development

a) ASSIGNMENTS
Assessed written work forming part of teacher training courses.

b) ATTACHMENT
Working with an experienced teacher in the classroom over a series of lessons, as part of a teacher training course. This involves teaching and observing.

c) BEING OBSERVED PRE-SERVICE
Teaching under the in-class supervision of a tutor on a teacher training course designed for those with either no previous experience, some related teaching experience or no other appropriate pre-service qualifications.

d) BEING OBSERVED IN-SERVICE
Teaching under the in-class supervision of a tutor on a teacher training course designed for those with teaching experience or as part of an observation programme by senior teaching staff during regular school hours.

e) CONFERENCES
Formal meetings to discuss related professional issues held either locally, interstate or internationally, which involve meeting a number of people from outside one's own department and/or institution.

f) DEEP-ENDING
Initial teaching experience undertaken without any formal training.

g) DISCUSSION BETWEEN TRAINEES
Conversation between teachers-in training either during formal sessions or informally outside scheduled sessions.

h) LEARNING EXPERIENCE
All formal educational experience as a learner at primary, secondary or tertiary level, excluding any teacher training.

i) EXAMINATIONS
Formal tests forming part of the assessment process on teacher training courses.

j) INFORMAL MEETINGS
Teacher meetings not formally timetabled by senior staff, but either arranged ad hoc by small groups or occasioned by casual contact, during or after school hours, in or out of school.

k) LECTURES
Formal spoken input by tutors on teacher training courses.
l) METHODOLOGICAL CHANGE
Any change in teaching approaches, methods or procedures and the resulting effect on teachers, which comes about through informal discussion.

m) MICRO-TEACHING
Teaching a part of a complete lesson on a pre- or in-service course, either observed or unobserved, in order to focus on specific pedagogical issues.

n) NON-TESOL TEACHING
Classroom teaching excluding team-teaching, teaching practice, micro-teaching, deep-ending, attachment or observation-related teaching in a non-TESOL context.

o) OBSERVING PRE-SERVICE
Teachers-in-training watching each other or experienced teachers, excluding attachment-related observing, on a course designed for those with either no previous experience, some related teaching experience or no other appropriate pre-service qualifications.

p) OBSERVING IN-SERVICE
Teachers-in-training watching each other or experienced teachers, excluding attachment-related observing, on a course designed for those with teaching experience or as part of an observation programme by senior teaching staff during regular school hours.

q) PERSONAL EXPERIENCE
Areas of personal development from outside the school context impacting on or complementary to one's teaching persona.

r) PROBATION
Period of testing and supervision prior to full appointment as a teacher in the U.K. and Ireland.

s) RESEARCH
Systematic enquiry into aspects of learning, teaching or language.

t) STUDENT FEEDBACK
Solicited or unsolicited reactions from language learners or learners in general about teaching and/or learning.

u) TEACHING PRACTICE
Formally organised teaching on teacher training courses, excluding aspects relating to observation.

v) TEAM TEACHING
Teachers teaching together in the classroom on a regular basis - not observing, but planning, teaching and reflecting.
w) TESOL TEACHING
Classroom teaching excluding team teaching, observation or training-related teaching - in a purely TESOL context.

x) WORKSHOPS
Formal meetings for groups of teachers, including some of the elements of seminar or lecture style presentations, but with the clear purpose of producing materials or practical solutions.

y) WRITING MATERIALS
Producing written or audio-visual materials for learners, using any medium.

YOUR ALLOCATIONS

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NAME

SIGNATURE

DATE
Appendix 6

Form of disclosure and informed consent

FORM OF DISCLOSURE AND INFORMED CONSENT FOR TEACHERS

Dear Teacher,

I am undertaking research for my M.Ed TESOL entitled:

TEACHER ATTITUDES TO TEACHER DEVELOPMENT IN ADULT TESOL

Purpose

The aims of the study are:

1. to build a clearer picture of how changes in approaches to Teacher Development impact on practising teachers.

2. to explore the effects of previous experience on courses and in schools on current practice.

Procedure

If you agree to be part of the research you will be:

1. interviewed by me and asked to discuss your current classroom teaching and your experience of teacher development.

2. interviewed a second time and asked to answer more specific questions.

3. asked to confirm if my summary of your comments and answers is correct.

These interviews will be taped.

All notes and summaries will be available for you to check at any time.

All materials will be treated in strict confidence. Names will not be used.

You will be free to withdraw from the study at any time.
Time involved
About 1.5 hours over 2 months.

Benefits
You may find the discussion of your teaching and teacher development stimulating and the results of the project useful. Teachers may benefit from information gained about suitable approaches to teacher development.

Declaration of Consent
I have read the above information and understand what it means. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising I may withdraw at any time.

I agree that the research data gathered for this study may be published provided I am not identifiable.

__________________________  ____________________
PARTICIPANT                DATE

__________________________  ____________________
INVESTIGATOR                DATE