

Reflective teaching, reflective learning

by

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Module 5 Assignment MN/06/04

Has the experience of the content of this MA course led to changes in your attitudes, beliefs, and/or teaching behaviour? If so, what are the changes, and where on the cline of change would you put them? Would you characterise the changes as part of a personal paradigm shift or as aspects of continuous change or incremental change?

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This assignment consists of 4405 words

(not including long quotes, figures, tables, appendices or references)

Contents

1.	Introduction	3
2.	Literature review	5
2.1	The University of Birmingham MA TEFL/TESL	5
2.2	Attitudes, beliefs, and behaviour	6
2.3	Top-down and bottom-up perspectives of change	7
2.4	Three types of change	8
3.	Methods for investigating change	11
3.1	Methods for investigating change	11
3.2	Assessing and evaluating change	13
3.3	Teaching journals	15
3.4	Self-reflection and evaluation questionnaires	16
3.5	Questionnaire and interview with a fellow MA student	17
3.6	Tutor feedback and interview	18
4.	Results, analysis, discussion and reflection	19
4.1	Changes in teaching beliefs and attitudes	19
4.1.1	Personal Language Teaching Methodology Profile Summaries	19
4.1.2	Methodological Questionnaires, code charts and keys	20
4.1.3	Journaling the evolution of my teaching and learning philosophy	22
4.2	Changes in teaching behaviour vis-à-vis beliefs and attitudes	27
4.2.1	Journal writing	27
4.2.2	Changes in my classroom teaching behaviour	28
4.2.3	Absence of change	33

4.2.4	Additional observations, insights and perspectives	33
4.3	Awareness of change	35
4.4	General principles of change	36
4.5	Spheres of influence	38
5.	Conclusion	40
6.	References	41
7.	Appendices	44
7.1	Appendix 1a: Classroom research and teacher-researcher	44
7.2	Appendix 1b: Principles and theories of learning and teaching	45
7.3	Appendix 1c: Language learning and teaching practice	46
7.4	Appendix 1d: Teacher training, development and education	49
7.5	Appendix 2a: Methodological Questionnaires	51
7.6	Appendix 2b: PLTMP 2007	54
7.7	Appendix 2c: Original PLTMP	56
7.8	Appendix 3: Notes from interview with a fellow MA student	57
7.9	Appendix 4: Notes from the interview with my tutor	58

1. Introduction

Now he realized it was natural for change to continually occur, whether you expect it or not. Change could surprise you only if you didn't expect it and weren't looking for it.

Johnson (1998:63)

Just as time does not stand still, change is inevitable. Our ability to recognise and understand change therefore influences how successfully we adapt to new situations and attain our goals. Noticing how we change as teachers, what affects those changes, and why we change are important considerations to deepen our understanding of the process, and self-reflection is an invaluable means to achieving this. Richards & Lockhart (1996:ix) offer the following insightful view into the role of a “reflective approach” to teaching:

A recent trend in second language teaching is a movement away from “methods” and other “external” or “top down” views of teaching toward an approach that seeks to understand teaching in its own terms. Such an approach often starts with the instructors themselves and the actual teaching processes, and seeks to gain a better understanding of these processes by exploring with teachers what they do and why they do it. The result is the construction of an “internal” or “bottom up” view of teaching. The approach is often teacher initiated and directed because it involves instructors observing themselves, collecting data about their own classrooms and their roles within them, and using that data as a basis for self-evaluation, for change, and hence for professional growth.

This paper investigates and discusses changes in my teaching and seeks to answer how my experience of the content of the Birmingham MA course has led to changes in my attitudes, beliefs, and teaching behaviour. It further

quantifies the changes by putting them on the cline of change, characterising them as part of a personal paradigm shift, aspects of continuous change, and incremental change.

The first part of this paper will review the literature relating to changes in attitudes, beliefs, and teaching behaviour. The following section will outline the methods used to research and identify change in my teaching since commencing my MA course. Through analysis, discussion and reflection, the changes will be categorised and evaluated. In addition to insights gleaned from introspection and self-reflection, the perspectives provided by other sources will be reported and discussed.

Finally, it is hoped that the methodology applied in this paper might some day also help fellow EFL/ESL teachers to further investigate their own development.

2. Literature review

For the purposes of this assignment, I shall first define what is to be considered ‘the content of the Birmingham MA course’ (**Section 2.1**). **Section 2.2** will then summarise the relationship between attitudes, beliefs, and behaviour. Next, I shall present the two clines of change discussed by Kennedy and Edwards (1998). The first cline of change depicts Slater’s (1987) three types of change in relation to top-down and bottom-up perspectives (**Section 2.3**). The second cline of change illustrates the continuum between *paradigm shift*, *incremental change*, and *continuous change* (**Section 2.4**).

2.1 The University of Birmingham MA TEFL/TESL

The content of this MA course shall be broadly defined in terms of three areas:

1. Core content refers to the aspects of the MA which are considered essential by the University of Birmingham.
2. Periphery content describes aspects of the course that are provided and/or recommended by the university, but participation is optional.
3. Miscellaneous content encompasses additional involvement in the course and with the university.

These are detailed in **Table 1** below.

Table 1: Content of the Birmingham MA TEFL/TESL

Core content	Peripheral content	Miscellaneous
1. Course materials (including reading, activities, and Discussion/ Reflection Tasks) and assignments, as stated in the student handbooks. 2. One-week seminar. 3. Tutor correspondence. 4. Assignment feedback.	1. The Guide to Independent Study. 2. Email discussion list (CELS-MA list). 3. Web-discussion board (WebCT). 4. Study group meetings. 5. Face-to-face, email, and telephone conversations with fellow students. 6. Additional tasks/activities contained within the reading materials.	1. My roles organising a study group. 2. My role as a student representative; 3. Contributing to the CELS-MA Newsletter. 4. Meetings with the university staff.

2.2 Attitudes, beliefs, and behaviour

Kennedy & Edwards (1998:17) crucially observe that behaviour, a surface phenomenon, is influenced by underlying attitudes and beliefs. They later add that, "... change is about people ... their behaviour, attitudes, values and beliefs" (ibid:77). Hence, a failure to change fundamental attitudes, values and beliefs will only lead to superficial changes in behaviour, the 'lip-service effect' (ibid:10), where changes are unlikely to be sustained. However, a change in beliefs and attitudes is not always sufficient to effect a change in behaviour.

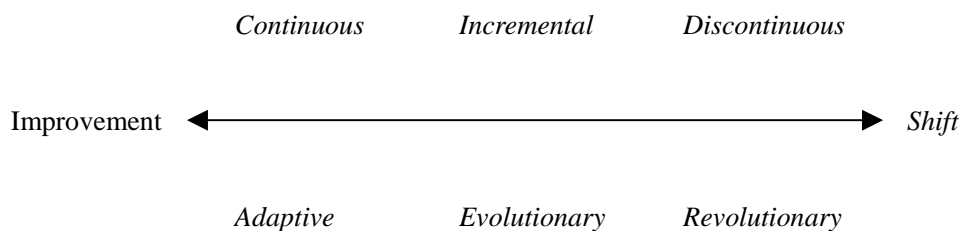
Whilst change may commonly be associated with 'replacement', change is also synonymous with 'innovation', 'improvement', 'development' and 'growth' (*Longman Language Activator* and *Roget's Thesaurus*), and it seems these notions are particularly important when considering teacher education.

decide what to do in our classrooms. Moreover, the University of Birmingham is clearly not dictating classroom practice. On the contrary, the programme's long-term aim is to provide students with the means to develop our performance in TEFL/TESL (ibid:38). It seems that the MA course seeks to achieve this by fostering reflective, critical thinkers and classroom teacher-researchers. Hence, I would generally expect changes in my teaching behaviour, beliefs and attitudes as occurring in the interactive or ecological domain *vis-à-vis* the MA.

2.4 Three types of change

Kennedy & Edwards (1998:64-76) describe three types of change: *continuous* or *adaptive*, *incremental* or *evolutionary*, and *discontinuous* or *revolutionary* change which may also be referred to as a *paradigm shift*. They view continuous change as an ideal state of constant improvement representing one end of a continuum, and discontinuous change representing the other (ibid:65), which may be 'radical' and 'invariably distressing' (ibid:72). This continuum is represented by **Figure 2**, below:

Figure 2.1: A continuum of change based on Kennedy & Edwards (1998)



Continuous change reflects a process to recognise and respond to external changes in order to successfully innovate, *adapt*, and overcome:

Noticing
Small Changes Early
Helps Your Adapt To
The Bigger Changes
That Are To Come

Johnson (1998:68)

Continuous change should be distinguished from *perpetual* change which generally results in no improvement; and where the rate of change is too great it will lead to distress or ‘innovation fatigue’ (Kennedy & Edwards, 1998:81). *Incremental* change seems to either respond to regular realisations of a need for change or represent a process of natural progression and development (i.e. *evolution*). In contrast, *discontinuous* change describes not so much a ‘management’ but a reaction to (a need for) change (i.e. *revolution*). Revolutionary change is not only sometimes necessary (ibid:65) but may be positive too, for example, where there is a paradigm shift in our view to no longer see the glass as half empty but half full!

It is therefore vital to distinguish *actual* changes from changes in *perspective* and *approaches* to managing change. Similarly, Kennedy & Edwards (1998:73) acknowledge that, “We are also dealing not with objective facts but people’s perceptions”. Accordingly, I would suggest removing ‘improvement’ from the model above (**Figure 2.1**), as shown below (**Figure 2.2**):

3. Developing a methodology for investigating and evaluating change

First, methods for investigating change will be examined in **Section 3.1** then **Section 3.2** will consider means to assess and evaluate change. Finally, **Sections 3.3-3.6** will further detail the methods used in this assignment.

3.1 Methods for investigating change

There are numerous means by which we might investigate changes in teaching behaviour, attitudes, and beliefs. Richards & Lockhart list six typical procedures:

1. *Teaching journals. ...*
2. *Lesson reports. ...*
3. *Surveys and questionnaires. ...*
4. *Audio and video recordings. ...*
5. *Observation. ...*
6. *Action research. ...*

(1996:6)

McDonough & McDonough (1997:70-1), whilst acknowledging there are no guarantees for good research, emphasise the value of gathering both quantitative and qualitative data; and triangulating data, sources, and methods. Obtaining different perspectives provides a more complete outlook and accounts for individual bias:

Indeed, any evaluation exercise, whether for formative or summative purposes, will give a far more accurate picture if a number of different data collection sources and techniques are employed: tutors, trainees, and employers can all be consulted through both formal and informal methods.

Kennedy & Edwards (1998:122)

White *et al* (1991:97) discuss the importance of ‘a four-way flow of information’: internal communication, involving downward and upward (or vertical), and lateral (or horizontal) flow of information; and outward communication with the external world. This notion may also be applied to investigating change in my context. Accordingly, my tutor and students can give me feedback from above and below respectively, whilst fellow MA students provide peer observation. Unfortunately, there are certain limitations to all of these.

Firstly, although my tutor and fellow MA students have seen me present and/or deliver teaching-related workshops to other teachers, and discussed teaching-related issues, none of them have observed me teach a language class. Hence their ability to provide feedback is limited to observing possible changes in my beliefs and attitudes, and practice of teacher education.

Secondly, company policy prohibits employees from any interaction with clients (i.e. students) outside work [*Nova Instructor Contract*, Article 11 (16)], and interviewing students during class about their perceptions of my teaching is considered inappropriate as they are fee-paying customers who should not be put in a position where they feel obligated to evaluate me. It might further be construed as a violation of contract.

3.2 Assessing and evaluating change

With regards to assessing and evaluating change, Kennedy & Edwards conclude:

... a teaching or training programme could be viewed as a series of activities designed to bring about changes in the participants' way of thinking or behaving. Assessing the impact a training programme has had on an individual teacher must take into account not only degree of uptake (or lack of it), but the degree of intake – the changes in the teachers beliefs and attitudes ..., and attempt to explain cases where, for example, there has been successful intake, but less successful uptake.

(1998:123)

The degree of *intake*, the degree of *uptake*, and the likelihood of *continuation* represent three measures of success (ibid:44). Their definition of uptake is not, however, appropriate to my context, and I have therefore reinterpreted the terms in **Table 3** below:

Table 3: Three measures for assessing and evaluating change

Measures of success	Description
The degree of intake	The extent that there has been a change in my beliefs and attitudes.
The degree of uptake	The extent that change has been realised in my teaching behaviour.
Continuation	The extent that change in teaching behaviour has been sustained and become continuous.

'Impact studies' offer insightful means to assess uptake as well as intake:

This type of assessment is likely to take place before, during and after a course

has finished, when a teacher is back in-post, and may involve questionnaires, interviews and observations which aim to establish ways in which the teachers' beliefs, attitudes and behaviour have changed over time as a result of attendance on a course.

(Kennedy & Edwards, 1998:119)

This paper effectively forms a self-assessment during the course of study. It may also lead to more successful learning outcomes as suggested by Nunan (1999:16-24), who promotes a learner-centred education and greater involvement in the learning process.

Kennedy & Edwards (1998:119-20) emphasise the need to conduct a 'baseline study' in order to objectively evaluate change. In the *Language Teaching Methodology* course, I established my 'Personal Language Teaching Methodology Profile' (hereafter PLTMP) (Edwards *et al*, 1998:1-13). This was my baseline. Since originally completing the PLTMP, I had not referred back to it, and the details became fuzzy and forgotten. Hence, I decided to complete it again prior to referring back to the original results so as not to bias my current PLTMP 2007.

Accounting for the aforementioned considerations, four methods to investigate and evaluate change were selected:

1. Teaching journals.
2. Self-reflection and evaluation questionnaires.
3. Face-to-face interview with a fellow MA student.
4. Instant Messenger based interview with my university tutor.

These are further detailed in **Sections 3.3-3.6** below.

3.3 Teaching journals

Soon after starting the MA in April 2005, I began keeping a teaching journal:

INTRODUCTION

This journal was started in response to a course on *Classroom Research and Research Methods* ... Its aims are to record classroom events and outcomes, personal perspectives and ideas, and promote critical reflection in pursuance of a greater understanding of learning and teaching, and higher levels of performance and achievement.

(#696744, 2005)

Although I had not systematically analysed the contents of my journals prior to this investigation, I occasionally refer back to entries, and always skim review when I finish each one. Interestingly, McDonough & McDonough observe that:

The most commonly reported procedure for analysis is a very simple one, consisting of reading and re-reading the text to allow significant themes to become gradually foregrounded.

(1997:125)

Consequently, I was already aware of a number of relevant themes and patterns when I began to write this paper: (1) the development of my personal language teaching methodology; (2) a general tendency to write about particularly difficult or particularly positive events; and (3) the desire to practise as a learner what I preach as a teacher.

However, it was evident that a closer reading of my journals would reveal further insights into changes in my attitudes, beliefs, and teaching behaviour. Allright & Bailey (1991:193) who proposes three key features to consider when analysing diaries:

1. *frequency* of mention;
2. *distribution* of mention ...
3. *saliency*: the strength of the expression with which a topic is recorded.

Cited in McDonough & McDonough (1997:125)

Accordingly, I re-read my journal, noting re-occurring themes, key words, and entry dates (**Appendices 1a-d**). Entry dates indicated the frequency and distribution of mention, whilst entries which referred to themes in more depth and detail were noted together with items relating to my MA TEFL/TESL.

3.4 Self-reflection and evaluation questionnaires

As discussed in **Section 3.2** above, it is important to establish a baseline. The procedures summarised below (**Table 4**) follow Edwards *et al* (1998:1-7) and were extended with the addition of stages 2 and 4-11 in order to establish and compare my current PLTMP with my original.

Table 4: Self-reflection and evaluation questionnaire procedures

Stage	Procedure
1	Tick the column in the <i>Methodology questionnaire</i> which best describe what I do. Where there is a discrepancy between what I actually do and what I would like to do, an asterisk (*) indicates teaching practice.
2	Identify the items which I anticipate to have changed.
3	Highlight the corresponding columns in the <i>Methodology code chart</i> . Tally the categories <i>a-q</i> then identify the theories or principles that I strongly agree or disagree with whilst referring to the <i>Key to methodological categories codes</i> .
4	Reproduce the <i>Methodology questionnaire</i> (Appendix 2a) and highlight the columns which apply to my original beliefs and practices (yellow) and current beliefs and practices (blue), whilst identifying any overlap (red).
5	Categorise the changes as anticipated (A) or unanticipated (U).
6	Determine which of the unanticipated changes were also unexpected (UE).
7	Identify any lack of change despite expectation (N)
8	Identify any change which was extremely unexpected (X).
9	Analyse the changes and lack of changes, seeking to explain why they had or had not occurred, establish patterns, and determine what types of changes they represent.
10	Write my current PLTMP 2007 Summary (Appendix 2b) based on the above information.
11	Review and compare my original PLTMP Summary (Appendix 2c).

3.5 Questionnaire and interview with a fellow MA student

A fellow student agreed to be interviewed about his perceptions of the changes in my attitudes, beliefs, and teaching behaviour. We have developed a strong personal and professional relationship and frequently meet to discuss various topics. He has read the last two of my four assignments and four articles I have written, and helped prepare and participate in four presentations/workshops I have conducted, providing invaluable feedback, inspiration and insight.

Following the wording of the assignment, the interview was guided by the three questions:

1. Have you noticed any changes in my attitudes, beliefs, and/ or teaching behaviour since the start of my MA?
2. What do you think those changes are?
3. Why do you think those changes have occurred?

#696744 (2007)

3.6 Tutor feedback and interview

Throughout the MA course, my tutor has provided me with information, insight and inspiration, giving feedback on assignments, tasks, personal and professional development. He also agreed to be interviewed online using instant messenger.

For consistency, I had intended to conduct the interview using the same guiding questions, outlined in **Section 3.5**, which I sent in advance so he had time to consider his response. However, we decided to use an “Instant Messenger Cooperative Development” framework to, “facilitate and support reflections and investigations of teaching” (Boon, 2006).

4. Results, analysis, discussion and reflection

Section 3 established methods to investigate changes in my teaching. **Section 4.1** will firstly present the changes perceived in my beliefs and attitudes. **Section 4.2** will then aim to establish the extent to which those changes have been reflected in my teaching practice (i.e. intake, uptake, or continuation,); and further classify them according to their change type (i.e. paradigm shift, continuous change, or incremental change). Next **Section 4.3** will reflect upon my awareness of change, before considering general principles of change in **Section 4.4**. Finally, **Section 4.5** will briefly comment on spheres of influence affecting change in my teaching.

4.1 Changes in teaching beliefs and attitudes

Four key sources inform my perspective on my teaching beliefs and attitudes, and the changes that have occurred since the start of the MA: journal entries (**Appendix 1**); the *Methodology Questionnaires* (**Appendix 2a**); my original PLTMP (**Appendix 2c**); and current PLTMP 2007 (**Appendix 2b**). The interview with a fellow MA student (**Appendix 3**) and my tutor (**Appendix 4**) help to shed further light.

4.1.1 Personal Language Teaching Methodology Profile Summaries

At the start of the MA I had very limited knowledge and understanding of the theories, terminology, or literature that underlie teaching practice. My original PLTMP summary was therefore based principally upon my teaching behaviour highlighted in the *Methodology Questionnaire*, supported by the

limited background reading I had covered at the very start of the course.

In contrast, my current PLTMP 2007 summary took significantly less time to write because my teaching practice has become much more informed (despite the apparent absence of references). This is reflected by the fact that rather than focusing on teaching practices, my current PLTMP details more beliefs and approaches to language learning and teaching; and the observation by fellow MA student that I have increased in confidence (and openness) to talk about teaching and related issues. The MA course continually informs my knowledge of ELT terms and concepts which better enable me to articulate what I believe and do, and in turn deepens my understanding.

A review of my original PLTMP summary reveals that it does in fact continue to describe my current teaching, perhaps because it only relied on a limited number of beliefs and practices (seventy questions). Thus it seems important to explore factors not considered by the PLTMP summaries.

4.1.2 Methodological Questionnaires, Methodology Code Charts and keys

A closer examination of the *Methodological Questionnaire*, *Methodology Code Charts*, and corresponding tally charts and keys indicate that no clear methodology underlies my questionnaire results for either PLTMP. According to Edwards *et al* (1998:10), "... we have a problem." Hence, interpreting the key to the methodological categories code and triangulating my data sources and methods becomes crucial.

Fortunately, when originally interpreting the data, I highlighted the descriptions in the key that I agreed and disagreed with. Thus I was able to compare the highlighting on the original and current versions which suggest the following incremental changes in my beliefs about language learning and teaching (**Table 5**):

Table 5: Changes in beliefs about language learning and teaching

1. Slightly more agreement with a structural approach to language with regards to discourse and lexis.
2. Slightly more agreement with the functional/notional view of language in terms of language being a social semiotic.
3. Slightly more support for a mentalist/cognitivist view that internalised generative rules play a part in language use and learning.
4. A subtle move away from deductive approaches to including inductive approaches to teaching (e.g. data-driven learning and consciousness-raising).
5. More confident support for learner autonomy and learning-centred approaches.
6. Greater understanding and value held in humanist influences and consideration of affective factors.
7. Lesser emphasis on accuracy or product and a corresponding increase in emphasis on fluency and communication.

On the other hand, my current PLTMP 2007 clearly acknowledges a ‘mixed methods’ or ‘an enlightened, eclectic approach’ approach (Brown, 2001:40-1). It is, nevertheless, important to be able to explain what this means and my rationale for it, just as it has been necessary to define what I mean by ‘communicative methodology’.

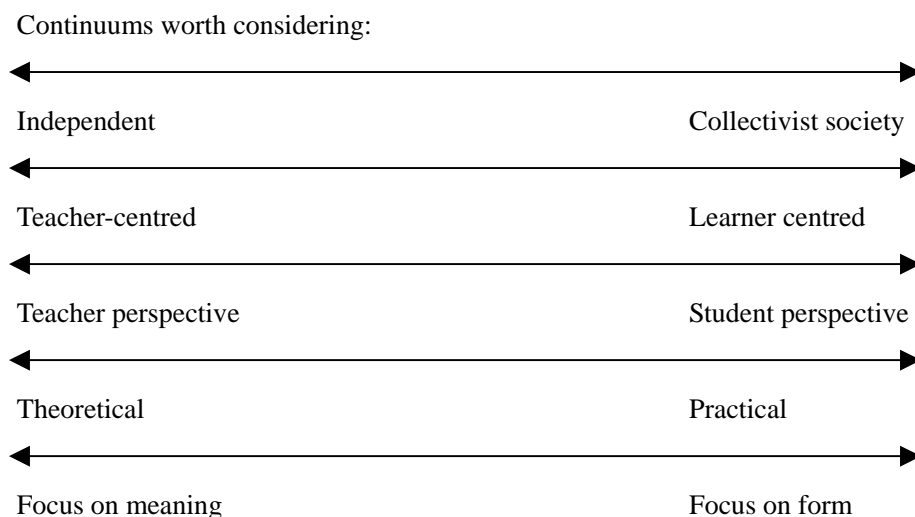
4.1.3 Journaling the evolution of my teaching and learning philosophy

Journal entries further illustrate incremental changes in my teaching philosophy (**Appendix 1a, item 1**) which, unlike the MA course, has not been linear in its development:

We do not grow absolutely, chronologically. We grow sometimes in one dimension, and not in another; unevenly. We grow partially. We are relative. We are mature in one realm, childish in another. The past, present, and future mingle and pull us backward, forward, or fix us in the present. We are made up of layers, cells, constellations.

Anais Nin

Through the MA, I discovered the use of clines to model concepts, and in September 2005 first reflected on the following somewhat haphazard collection:



Muller (2006); #696744 (2005)

In March 2006, following White (1998:157), as part of the *Syllabus and Materials* course, I listed all the ELT training I had received and recognised the

‘evolution of ideas with teaching experience’:

- A. A four skills & skills-based approach
 ↓
 Situational and functional-notional approach based with a presentation-practice-produce or test-teach-test methodology
 ↓
 Communicative language teaching and task-based learning
- B. Zero-tolerance of L1 → Appropriate roles of L1
- C. Explicit → Implicit → Explicit and implicit grammar teaching
- D. Audio-linguistic drills → Communicative tasks → Mixed methods
- E. Learner focus → learner-centred, learner training & autonomy

#696744 (2006a)

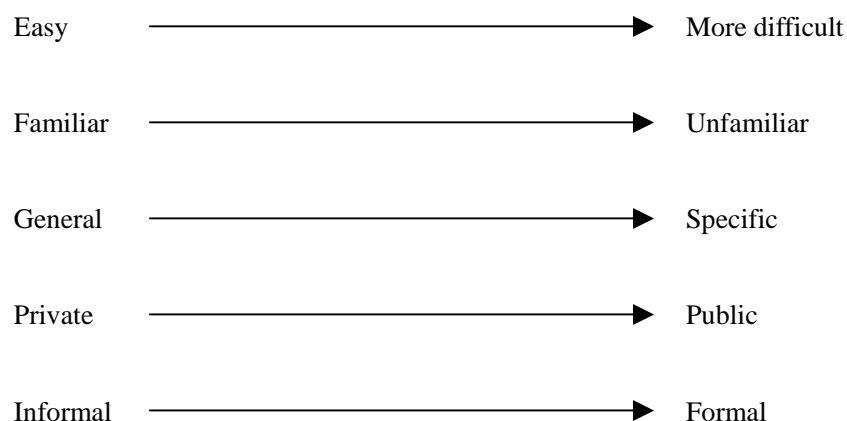
Reflecting on the above journal entry, corresponding points are made in **Table 6** which evidences the broad influence of my MA upon my attitudes and beliefs, if not teaching practice:

Table 6: Evolution of ideas with teaching experience

Brief description	Commentary
A. Transition to CLT and TBL	My MA course has added to my understanding of communicative language teaching and task-based learning which had been introduced to my teaching in 2001 through training at work.
B. Acknowledgement of appropriate roles of Japanese	The change in attitude towards the role of Japanese in the classroom occurred as a result of several factors: occasional frustration teaching low levels; discussion with other teachers, especially those outside my context; and wider reading for my MA.
C. A move to incorporate both	A temporary move from explicit to implicit grammar teaching can be attributed to the one-week seminar and <i>Pedagogic</i>

explicit and implicit grammar teaching	<i>Grammar</i> course. However, classroom realities and an appreciation for individual learning styles and learner histories, gained mostly from the <i>Second Language Acquisition</i> course, resulted in a move to incorporate both inductive and deductive approaches.
D. A move towards mixed methods	This is the first journal entry regarding ‘mixed methods’, mirroring a gradually growing recognition of their place in my teaching philosophy and practice.
E. A increasing trend to develop learner autonomy	This reflects significant interest in this area following for my second assignment investigating learner training in my context and joining the JALT Learner Development Special Interest Group.

In May 2006, my tutor, Muller (2006) presented a task-based framework and three clines which influenced task difficulty based on Willis (1996). Afterwards, I made a decision to be more conscious of moving learners along the five continuums shown below, which relate to task, topic, language and performance:



#696744 (2006a)

In addition, I summarised a number of ‘General principles of good language

teaching’, including the following key points, were beginning to influence by teaching:

Tasks

- 1) Communicative goals with genuine outcomes
- 2) Goals/outcomes should be clear, specific, relevant, achievable, and focus on exchanging meaning and/or information (not ‘displaying’ specific language forms)

Feedback should reflect the focus/aims, be clear and specific, create (new) goals and provide the means to achieve them.

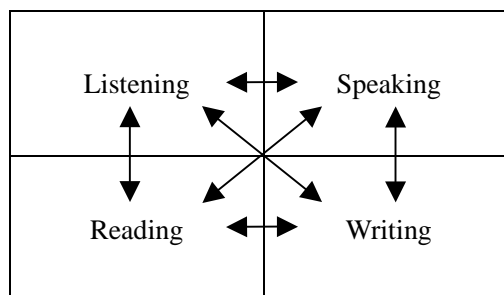
Balance the learning load

Lexico-grammatical ↔ Fluency Confidence

Consider different areas of communicative competence

e.g. grammatical competence, discourse competence, sociolinguistic competence.

Language skills (listening, speaking, reading, writing) should be integrated:



#696744 (2006a)

This entry was immediately followed by notes on “My philosophy of language learning and teaching”, emphasising both learner- and learning-centred approaches with a focus on ‘learning by doing’, which I had first been introduced to on my CELTA course in 2001:

“A teacher can do a vast amount of teaching but it does not necessarily follow that learners are doing much learning.”

“I hear and I forget

I listen and I remember

I do and I understand.”

#696744 (2006a)

By July 2006, based on Scrivener (1994), Willis (1996), Nunan (1999), and Muller (2006), the five continuums presented above became seven with the addition of two more: (1) moving from input (or receptive skills) to output (or productive skills); and (2) moving from teacher-led with controlled language/materials to student-centred/independent with free and authentic language/materials (#696744, 2006b). Finally, in November 2006, I added a continuum to represent moving from a focus on communication and fluency to developing accuracy (#696744, 2007), comparable to the focus-on-meaning-focus-on-form continuum initially considered above. However, it is apparent to me now that I have inadvertently omitted the cline from general to specific since July 2006!

One other significant influence upon my attitude, beliefs, and teaching behaviour has been the inspirational introductory course to Neuro-Linguistic Programming (NLP). Bolstad (2006) emphasised and illustrated means to build rapport, utilise the five senses in learning, and attend to different learner preferences. I have subsequently sought to continually incorporate these into my teaching (#696744, 2006b, 2006c, 2007).

These progressive developments represent incremental changes to my teaching philosophy as it has broadened and deepened. My fellow MA student also commented on the observable strengthening in the philosophy of ‘learning by doing’ and impact of the NLP course, evidenced in presentations and workshops. The changes outlined above are characteristic of the teacher development described by Richards & Rogers (2001:251):

As the teacher gains experience and knowledge, he or she will begin to develop an individual approach or personal method of teaching, one that draw on an established approach or method but that also uniquely reflects the teacher’s individual beliefs, values, principles, and experiences.

4.2 Changes in teaching behaviour vis-à-vis beliefs and attitudes

First, I shall explore changes in my teaching behaviour with regards to journal writing (**Section 4.2.1**), then changes in classroom practice (**Section 4.2.2**) and, finally, absence of change (**Section 4.2.3**).

4.2.1 Journal writing

As a child, I had occasionally been made to keep ‘holiday diaries’, but other than a couple of short-lived personal attempts, diary-writing was something that I never seemed to find time to do. At work, however, when promoted to a supervisory position, I had to keep a ‘Log Book’ which I maintained consistently on a near daily basis for almost three years between May 2002 and February 2005. Keeping a journal is thus one of the first and most significant changes in my teaching (and learning) behaviour, and to some extent represents

a paradigm shift marked by successful continuation.

I have also made some evident changes to the titles of my journals which reflect an outward expression of my belief in learning for life, and the deepening of my philosophy of lifelong learning. The addition of 'lifelong learning' to the journal title followed my participation on the aforementioned NLP course:

Teaching Journal: June 2005 - Dec 2005

Teaching Journal: January 2006 – June 2006

Language Teaching Journal: July 2006 – September 2006

Lifelong Learning & Teaching Journal: October 2006 – November 2006

Journal of Life-long Learning & Teaching: 15 November 2006 – January 2007

There is also a general theme of self-reflection. This is, perhaps, not surprising since a journal is reflective by nature. What was notable to me, however, was the frequency of expressions such as “On reflection ...”, “In hindsight ...”, “Looking back ...”, and “In retrospect ...” (**Appendix 1d**). Moreover, self-reflections upon my own teaching beliefs demonstrate a clear development over time as illustrated in above (**Section 4.1.3**).

4.2.2 Changes in my classroom teaching behaviour

The results of the *Methodology Questionnaires* (**Appendix 2a**) reveal a number of changes in my classroom teaching behaviour. **Table 7** illustrates the changes in behaviour vis-à-vis the changes in attitudes and beliefs outlined in **Section 4.1**.

Table 7: Changes in my classroom teaching behaviour highlighted by the *Methodology Questionnaires*

Changes in attitudes and beliefs	Change in classroom teaching behaviour (observed in Appendix 2a)
1. Slightly more agreement with a structural approach to language with regards to discourse and lexis;	More focus on discourse patterns, the organisation of text, and critical discourse, especially with upper-intermediate levels and above. More frequent explanation of grammar rules and exceptions.
2. Slightly more agreement with the functional/notional view of language in terms of language being a social semiotic	Inclusion of more cultural information and greater provision of social and contextual information. Greater use of pre-listening/reading activities to focus students' attention and activate 'schema'. Increase in asking students to talk or write about themselves. <u>Less focus on language functions</u>
3. Slightly more support for a mentalist/cognitivist view that internalised generative rules play a part in language use and learning	Greater use of information gaps, more focus on fluency, and increased allowance for students to talk for more than 10 minutes without teacher assistance and practice freely for more than 25% of the lesson. Increase in asking students to talk or write about themselves. Less immediate correction of oral errors, fewer lessons with more than 25% controlled practice, and reduced emphasis on accuracy in speaking. Less frequent use of scripted role plays. More frequent explanation of grammar rules and exceptions
4. A subtle move away from deductive approaches to including inductive approaches to teaching (e.g. data-driven learning and consciousness-raising)	<u>More frequent explanation of grammar rules and exceptions.</u> <u>Proportionately fewer lessons involve asking students to work out a rule from example sentences.</u>
5. More confident support for learner autonomy and learning-centred approaches	More frequent encouragement to use English-English dictionaries. Greater acceptance of Japanese-English dictionaries. <u>No change including learner training in class.</u> More frequent focus on
6. Greater understanding and value held in humanist influences and consideration of affective factors	listening skills and activities; fewer competitive and more cooperative games; less frequently sticking closely to the course book. <u>Less frequently asking students how they feel about an activity or material.</u>
7. Lesser emphasis on accuracy or product and a corresponding increase in emphasis on fluency and communication.	Increase in the use of choral drills for pronunciation and reinforcement. Less focus on producing native-like pronunciation. <u>Rise in the use of progress tests.</u>

Red underlining indicates apparently contradictory changes in teaching behaviour vis-à-vis attitudes and beliefs.

Overall, changes in my teaching behaviour have mirrored my attitudes and beliefs, indicating intended and successful classroom innovation and uptake. Further studies are needed to assess the continuation of these practices, especially more recent innovations such as critical discourse and text analysis, or use of cooperative games. The contradictions in **Table 7** are explored further and reconciled in **Table 8** below:

Table 8: Contradictions between attitudes, beliefs and teaching practice

Contradiction	Commentary
There are fewer lessons focusing on language functions despite the fact that I do not consider these any less important. No change in the inclusion of learner training activities despite stronger beliefs.	These findings were both unanticipated and unexpected. However, as my teaching has broadened and deepened, there is a greater degree of choice regarding how to use the same amount of limited class time, which may explain a proportional decrease in attention to language functions and no relative change in learner training.
Proportionately fewer lessons involve asking students to work out a rule from examples although I had anticipated using more inductive approaches, consistent with my belief in learner-centeredness and introduction to data-driven learning (Holland, 2005).	Eleven journal entries between 29 June 2005 and 28 October 2006 detail the use of consciousness-raising and inductive approaches to learning (Appendix 1c, item 12), and I am aware that I now use a mixture of both inductive and deductive approaches. Hence, the result in the <i>Methodology Questionnaire</i> appears to be an anomaly which might be explained by the fact that I teach few grammar lessons.
Less frequently asking students how they feel about an activity or material despite placing more importance on affective filters and a humanistic approach to teaching since commencing my MA.	I am certain I have asked learners how they feel about activities and materials more often, especially since beginning classroom research as part of my MA. The contradiction is therefore extremely surprising and I can only guess that I interpreted the original question differently, or previously over-estimated how often I asked for learners' opinions.
Rise in the use of progress tests despite lesser emphasis on accuracy	My answers to the <i>Methodology Questionnaires</i> indicate that I give more progress tests, although this is only true

or product	to an extent. One-to-one students taking business or exam courses are given informal tests to review previously taught vocabulary and I use similar quizzes to highlight the key points of most lessons.
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Further investigation of the above contradictions may help to establish more clearly whether the changes are best described as merely intake (i.e. change in beliefs), uptake (i.e. change in beliefs and corresponding behaviour), or continuation.

A number of other changes in my classroom practice are not identified by the *Methodological Questionnaire* but revealed by my journals. This includes a number of activities from the MA course materials and my assignments, illustrated by **Table 9** below:

Table 9: Classroom applications of MA course materials and assignments

MA Course	Comments
<i>Language Teaching Methodology</i>	An adjacency task was conducted as part of my module 1 assignment on turn-taking.
<i>Second Language Acquisition</i>	A questionnaire from Lightbrown & Spada, (1990) was administered to interested students as I began to investigate learner training in my context.
<i>Pedagogic Grammar</i>	Consciousness-raising activities were introduced when teaching grammar, especially with TOEIC students.
<i>Lexis</i>	My module 3 assignment prompted me to investigate learners' word-associations and ways to learn and remember new words.
<i>Written Discourse</i>	Activities on text structure and critical discourse analysis were introduced to some of my intermediate and advanced classes.

Of these innovations, the adjacency pair task and Lightbrown & Spada (1990) questionnaire were only administered on a few occasions and might thus be relegated to unsuccessful gimmicks. Consciousness-raising activities and vocabulary acquisition studies, however, have hallmarks of continuation.

The frequency, saliency and distribution of journal entries indicate the degree and period of interest in specific areas of language teaching. Analysing **Appendix 1c**, it is apparent that certain issues became areas of focus notably when they were new and I was attempting to incorporate them into my teaching, summarised in **Table 10** below:

Table 10: Changes in teaching behaviour highlighted by my journals

Area of language learning and teaching	Total mentions (T); Salient entries (S)	Comments
Turn-taking and interaction in conversation	T=17 S=7	These entries strongly related to discoveries made during my first module assignment (Jun-Jul 05).
Goal-setting, error correction and feedback	T=24 S=3	The most attention (Jun-Sep 05) followed a <i>NOVA</i> teacher-development workshop and reference to Brown (2000, 2001)
Differences between teachers' and learners' expectations and beliefs	T=11 S=8	There are proportionately more salient entries due to a greater depth of thought and writing. Jun-Sep 05 entries mostly refer to new classes and students as I sought to better understand them and their perspectives.
Learner autonomy, learning strategies, and	T=23 S=18	The initial focus corresponds to my module 2 assignment on learner training in my context (Oct-Nov 05). This has been a reoccurring area of focus (Jan, Feb, Apr, Oct, Dec 06; Jan 07) as I

learner training		continually seek to innovate my classes.
Learning styles, learner profiles, histories & preferences	T=18 S=11	Again, the initial focus corresponds to my module 2 assignment on learner training in my context (Oct-Nov 05). The second focus (Jul-Aug 06) followed the NLP course (Bolstad, 2006).

4.2.3 Absence of change

In addition to examining change, it is also important to examine absence of change, especially where it was otherwise expected. The *Methodology Questionnaires* suggested that there might be an increase in the use of authentic materials to match previously strong beliefs in the value of exposing students to them. However, no change occurred in practice and my beliefs became more moderate, reflecting the realities of my teaching context: company materials are semi-authentic, time constraints hamper materials creation, and readily available authentic materials have proved too challenging for the majority of my students.

4.2.4 Additional observations, insights and perspectives

Through the process of undertaking this assignment, particularly after the interviews with a fellow MA student and my tutor, further reflection, and referral to my journals, my interpretation of ‘teaching’ has broadened beyond the classroom. It now encompasses my professional development and involvement in the broader ELT community, including membership in teaching organisations and my growing role as a teacher educator through presentations, workshops, and publications.

My first academic presentation in March 2006 shared my philosophy of ‘learning by doing’ with fellow professional and used a number of tasks to engage them. In June, the five continuums developed following Muller (2006) were incorporated into a teacher-develop workshop for English Teachers in Japan (#696744, 2006a), together with the notions of ‘intent participation’ and ‘performance weight’ (Murphey, 2006). Bolstad (2006) emphasised and illustrated means to build rapport, utilise the five senses in learning, and attend to different learner preferences. This further informed my workshops in October and November 2006.

A significant change in this area has been the progressive move from teacher-fronted presentations to participant-centred workshops which closer resemble my classroom while practicing my belief that the medium of delivery should mirror the content.

My tutor also shared his impression that my perspective moved from thinking within my local context at the start of the MA to now considering broader issues. It appeared that I initially applied my classroom context and teaching experience to better understand the MA which in turn helped me to address particular issues. Now, however, the MA seems to be continually informing my teaching and I have gained an increased awareness of change and consequently moved to, “a perspective of constant innovation.”

4.3 Awareness of change

When completing the questionnaire in January 2007, changes had only been anticipated for eleven out of seventy-four items, superficially suggesting only a limited self-awareness of change since the start of the MA. However, **Appendix 2a** reveals that of the eleven anticipated changes, nine occurred in the manner expected: not only change but also awareness of it crucial for managing continuous innovation and development (**Section 2**). Even though most changes had been unanticipated, most of them were to have been expected in hindsight, with changes in practices reflecting beliefs. Furthermore, no change occurred for the majority of items, as anticipated. These results are illustrated in **Table 11** below:

Table 11: Anticipated and unanticipated changes

Type of change (Red indicates surprising results)		Total
Anticipated	Anticipated and expected (AE)	9
	Anticipated but extremely unexpected (X)	2
Unanticipated	Unanticipated but to be expected to a degree (UE)	22
	Unanticipated and unexpected (U)	3
No change	No change despite expectation of change (N)	5
	No change anticipated	37

Thus it can be seen that only ten results (address in **Sections 4.2-4.3**) were surprising: two ‘anticipated but extremely unexpected’ (relating to inductive approaches and asking students’ opinions on activities and materials); three ‘unanticipated and unexpected’ (relating to language functions and authentic materials); and five ‘no change despite expectation of change’ (relating to learner training and authentic materials).

In hindsight, I had noticed most of the changes in my attitudes, beliefs, and teaching behaviour although this assignment has significantly sharpened my awareness and provided me with a perspective on how to better anticipate and effect continuous change. Johnson emphasises the inevitability of change and summarises important lessons for dealing with it successfully:

1. Anticipate change.
2. Monitor change.
3. Adapt to change quickly.
4. Change with change.
5. Enjoy change.
6. Be ready to change quickly and enjoy it again.

(1998:74)

4.4 General principles of change

Kennedy & Edwards confidently conclude that:

... an understanding of the processes at work is essential if we are to begin to explain the results we get. Only then can we hope to constantly improve the quality of our work in a principled way.

(1998:124)

An understanding, therefore, of the key principles of change seems vital to interpreting the results of this investigation. Accordingly, it is useful to consider how the nine principles summarised in Kennedy & Edwards (1998:5-14) can be applied to my own teacher-development and used to explain teaching events, as demonstrated below in **Table 12**:

Table 12: Principles of change in my teacher-development

<i>1. Change is planned and deliberate (Kennedy & Edwards, 1998:5)</i>
Undertaking an MA TEFL/TESL was a conscious and planned decision, just as attendance at workshops, presentations, conferences, etc.
<i>2. The outcome of change is improvement (Kennedy & Edwards, 1998:5-6)</i>
The main purpose of doing the MA was, indeed, personal and professional development. Georg C. Lichtenberg once said, “I cannot say whether things will get better if we change; what I can say is they must change if they are to get better.”
<i>3. Change is a problem-solving activity (Kennedy & Edwards, 1998:5-6)</i>
The MA has helped me to gain greater understanding of issues in language teaching and, hopefully, better address them in my context.
<i>4. Change for its own sake runs the risk of becoming reduced to the level of a fashion or gimmick (Kennedy & Edwards, 1998:5-6)</i>
Unprincipled changes in my classroom, such as the introduction of a rubber band as a ‘pronunciation practice machine’ (Helgesen, 2006), albeit fun, are short-lived.
<i>5. A problem may be solved by change, but it is just as likely that the solution of one problem creates another (Kennedy & Edwards, 1998:6)</i>
For example, in trying to have learners work on a task independently and engage in genuine communication, lack of familiarity and a difference in learner and teacher expectations can lead to frustration (#696744, 2006c).
<i>6. Change is part of a system. Change in one part of the system has an effect on another part (Kennedy & Edwards, 1998:6)</i>
The introduction of a journal has resulted in greater reflection and further innovation, not only in my teaching but also my learning (e.g. entries in Japanese as well as English).
<i>7. Change is user-centred (Kennedy & Edwards, 1998:7,34-6)</i>
The success of classroom innovations depends upon the ultimate users, the learners’ as well as me, and with some students, their parents who are the paying customers.
<i>8. Change is inextricably bound to the social context which surrounds it (Kennedy & Edwards, 1998:7-819-20)</i>
My classroom is influenced by my learner and me, who are in turn influenced by the institution, which itself is influenced by society. All of these need to be considered when introducing innovation and change into the classroom.
<i>9. The time-scale for change is significant. It is assumed that there are at least three stages to any change: formulation (or design), implementation (or process), and evaluation (Kennedy & Edwards, 1998:8-9)</i>

For example, following my Module 1 assignment on turn-taking, I encouraged learners to use more natural follow up moves in conversation, and go beyond merely question-and-answer. It was clear that different students took differing amounts of time to become accustomed to this but the eventual success in terms of positive student responses (namely, smiles and laughter and my perception of better interaction and communication between students) led me to incorporate it firmly into my teaching practice (**Appendix 1c, item 2**; #696744, 2005, 2006a, 2006c).

4.5 Spheres of influence

My MA course has significantly influenced and changed my teaching although it is impossible to determine exactly how and to what extent as it does not exist in a vacuum. Even so, referring back to **Section 2.1**, the ten most significant aspects of the MA with regards to my teaching are ranked in **Table 13** below:

Table 13: Top ten influences of the Birmingham MA TEFL/TESL

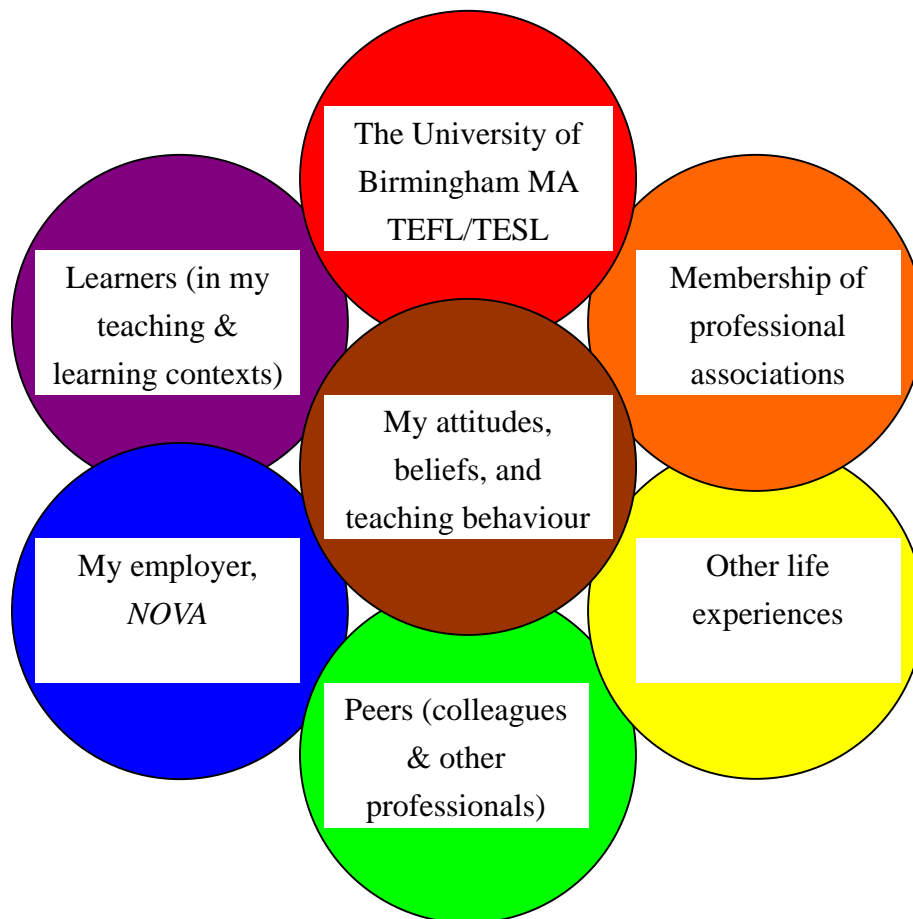
	Influences on attitudes, beliefs, and teaching behaviour
1.	Course reading and materials
2.	Assignments
3.	Discussion/Reflection Tasks
4.	Interaction with fellow students, including study group and WebCT.
5.	One-week seminar.
6.	Other Presentations/workshops by fellow MA students or university staff*
7.	Reading the papers in Assignment Bank*
8.	Additional tasks/activities contained within the reading materials.
9.	Tutor correspondence
10.	Discussion with the university staff.

*These were not originally considered in **Section 2.1**.

There are numerous direct and indirect influences upon my attitudes, beliefs, and teaching behaviour which interact in a complex, interwoven system. I

have tried to illustrate these spheres of influence in **Figure 3** below:

Figure 3: Six spheres of influence upon my teaching



However, it should be appreciated that the model is overly simplistic and I have not attempted to reflect the relative degrees of influence not interconnectedness between the spheres. To do so would no doubt require a three-dimensional model, for example, to illustrate the fact that learners, I and my peers, are influenced by learner histories and life experiences, other learners, fellow instructors, the school, the company, society, culture, and so forth.

5. Conclusion

This paper has sought to investigate the impact of the MA course upon my teaching. It has also led me to reflect upon my learning, my roles in the ELT profession, and how to effect more successful changes now and in the future.

Through the process of completing this particular assignment, I also believe I have become aware of the apparent underlying course aim to develop reflective teachers. Furthermore, the process has led me to gain additional insights into the nature of change in general and, more specifically, how change can be investigated, described, and evaluated.

Kennedy & Edwards (1998:13) state, “The outcome of change is improvement”. In contrast, Henry Steele Commager believed:

Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.

I believe that change in teaching is synonymous with growth. In pursuit of lifelong learning and progress, I have moved from a process of incremental change to seeking continuous improvement through ongoing reflection and self-development. In the words of Henri Bergson:

To exist is to change,
To change is to mature,
To mature is to go on creating oneself endlessly.

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7. Appendices

7.1 Appendix 1a: Classroom research and teacher-researcher

Areas of classroom research	Key words and phrases	Journal entries	Total mentions, T <u>Salient entries, S</u>
1. My teaching beliefs, theories, and practice	<i>Goals, correction & feedback</i> <i>Personal language teaching history</i> <i>General principles of good language teaching & my philosophy of language learning and teaching</i> <i>Global issues (a dual syllabus) & peace education</i>	<u>29 Jun 05</u> ; 21 Apr 06; <u>16 Oct 06</u> <u>7 Mar 06</u> ; <u>10 Jan 07</u> <u>29 Sep 05</u> ; <u>15 May 06</u> ; 9, 10, <u>12 Jul 06</u> ; 16, 24 Aug 06; 11, 12, 22 Oct 06; <u>15 Nov 06</u> <u>29 Oct 06</u> ; <u>3 Nov 06</u> ; <u>3 Dec 06</u>	T = 19 <u>S = 11</u>
2. My learning beliefs and practices	<i>Motivation, strategies, vocabulary learning, reflection</i> <i>Entries in Japanese (日本語)</i> MA Study Group research	18 Jan 06, <u>20 Feb 06</u> , 22 Feb 06; <u>5, 11 Oct 06</u> ; 3, 19 Dec 06 <u>20, 22, 24 Feb 06</u> ; <u>1 Mar 06</u> ; <u>10, 11, 12, 14, 18 Jul 06</u> ; <u>6 Sep 06</u> ; 1, <u>5 Oct 06</u> ; <u>6 Nov 06</u> ; <u>13 Dec 06</u> <u>8 Jul 06</u>	T = 22 <u>S = 17</u>
3. My learners' beliefs and practices	<i>Interaction, non-verbal communication</i> <i>How languages are learned</i> <i>Learning vocabulary</i> <i>Critical awareness of discourse</i> <i>What makes a good teacher?</i> <i>Learning learning</i>	<u>30 Jun 05</u> ; 8 Jul 05; <u>16 Oct 06</u> <u>20 Sep 05</u> <u>6 Oct 05</u> ; <u>18, 26 Jan 06</u> <u>9 Jul 06</u> ; 13 Aug 06; 27 Aug 06; <u>12, 22 Sep 06</u> <u>15 Aug 06</u> <u>13 Dec 06</u>	T = 14 <u>S = 11</u>
4. Japanese staff beliefs and practices	<i>Student counselling/feedback</i>	15 Jun 05; <u>5 Oct 05</u> ; <u>4 Oct 06</u>	T = 3 <u>S = 2</u>

7.2 Appendix 1b: Principles and theories of learning and teaching

Sources/fields of learning and teaching theory and principles	Key words and phrases	Journal entries	Total mentions, T <u>Salient entries, S</u>
1. Motivation, participation, classroom management and atmosphere	<i>Praise, variety & pacing of activities, dynamics, a task-based framework</i>	6 Jul 05 ; 15 Jan 06; 14 May 06 ; 11 Jun 06; 29 Oct 06	T = 5 S = 2
2. Learning & teaching materials	Textbooks, corpora, graded readers	8 Jul 05, 2 Nov 06, 5 Oct 06	T = 4 S = 2
3. Second language acquisition theory	<i>Research, comprehensible input</i> <i>L1, translation</i> <i>Anxiety</i>	7 Jul 05; 26 Jan 06 8 Jul 05, 19 Feb 06 29 Oct 06	T = 5 S = 1
4. ELT articles, reading, presentations, workshops, and references	<i>HD Brown, Grice's Maxims, IIEEC Magazine, Yule & MacDonald (1990) re: negotiation of meaning, Lightbrown & Spada (1990) re: How languages are learned, Thornbury and Nassaji & Fotos (2004) re: how to teach grammar, Pedagogic Grammar Module 2, Unit 9, Oxford (1990) re: learner strategies training, McCarthy (1990) re: word association, White (1988), Richard & Lockhart re: action research & reflective teaching, corpus NLP, Muller re: tasks, Murphey re: intent participation & performance weight</i>	29 Jun 05 ; 6,7, 8 Jul 05; 29 Aug 05 ; 20, 28, 29 Sep 05 ; 28 Nov 05 ; 26 Jan 06 ; 7 Mar 06 ; 9, 24 Apr 06 ; 15 Jul 06; 28 Sep 06 ; 22, 28 Oct 06; 6 Nov 06; 3 Dec 06	T = 19 S = 11

7.3 Appendix 1c: Language learning and teaching practice

Areas of language learning and teaching	Key words and phrases	Journal entries	Total mentions, T <u>Salient entries, S</u>
1. Motivation, participation, emotions, personality, classroom management and atmosphere	<i>Personalisation,, participation, praise, encouragement</i> <i>Nervous, embarrassed, shy, quiet, tired, bored, disruptive</i> c.f. <i>enjoy, laughter, confidence, humour, curiosity, progress, etc.</i> TPR, active games, <i>cooperative</i> c.f. <i>competitive</i> g Timing, interaction, <i>task-based framework</i>	<u>3</u> , <u>29 Jun 05</u> ; 6, 26 Jul 05; 8, 11 Aug 05; 8, 28 Nov 05; <u>18 Jan 06</u> ; <u>6 Feb 06</u> ; 21 Apr 06; <u>19 Jul 06</u> ; <u>10 Jan 07</u> <u>1</u> , <u>2</u> , <u>8</u> , <u>29 Jun 05</u> ; <u>11</u> , 15, 26, <u>28 Jul 05</u> ; 3, 10, 25 Aug 05; 1 Sep 05; 8 Nov 05; 27 Jan 06; 6 Feb 06; <u>19 Jul 06</u> ; 15 Aug 06; <u>16 Oct 06</u> <u>1</u> , <u>3</u> , <u>29 Jun 05</u> 11, 15 Jul 05; 1 Sep 05; <u>19 Jul 06</u> ; <u>4 Oct 06</u> 29 Jun 05; <u>11</u> , <u>13</u> , 26 <u>Jul 05</u> ; 1 Sep 05; 23 Oct 05; 9, 14 Nov 05; 18, <u>26 Jan 06</u> ; 6 Feb 06; 29 Mar 06; <u>17</u> , <u>21 Apr 06</u> ; <u>14</u> , <u>31 May 06</u> ; <u>20 Jul 06</u> ; <u>27 Aug 06</u>	T = 57 S = 28
2. Turn-taking and interaction in conversation	<i>IRF sequences, adjacency pairs, back-channel cues, follow-up moves, overlap, hesitation devices, silence, non-verbal communication, repair strategies</i>	<u>2</u> , 3, <u>29</u> , <u>30 Jun 05</u> ; 5, <u>7</u> , <u>11</u> , 13, <u>26 Jul 05</u> ; 1 Sep 05; 23 Oct 05; 8, 9, 14 Nov 05; 18 Jan 06; 6 Feb 06; <u>16 Oct 06</u>	T = 17 S = 7
3. Lesson planning, and specific reminders & recommendations for future classes	Lesson plans; <i>student abilities, needs, interests</i> ... <i>would benefit from, in future, ®</i> (for 'recommendation')	10 Aug 05; 1, 5, 13 Sep 05; <u>18 Jan 06</u> ; 6 Feb 06; 17 Apr 06; <u>9</u> , <u>20 Jul 06</u> ; 13 Aug 06; 29 Oct 06; 24 Nov 06; <u>13 Dec 06</u> 3, <u>14</u> Jun 05; 29 Jun 05; 11, 28 Jul 05; 3, 24 Aug 05; 8 Nov 05; 5 Dec 05; <u>17</u> , <u>21 Apr 06</u>	T = 24 S = 7

4. Learning and teaching materials	<i>Picture dictionary, textbook, comprehensible input, graded readers, graded listening</i>	3, 14, 29 Jun 05; 7 Jul 05	T = 4
5. Language skills, micro-skills	<i>Listening, speaking, reading, writing Gist, skim, scan, summarise</i>	<u>3</u> , 8, 22 <u>Jun 05</u> ; 11, 24 Aug 05; 1 Sep 05; 14, 28 Nov 05; 18, 31 Jan 06; 30 May 06	T = 12 S = 2
6. Goal-setting, correction & feedback	<i>Goals, aims, LP (for 'lesson point'); feedback re: fluency c.f. accuracy, function and appropriacy</i>	3, 14, <u>29 Jun 05</u> ; 5, 8, 11, 13, 15, 26, 28 Jul 05; 8, 10, 29 Aug 05; 1, 5, 13, 20 Sep 05; 6 Oct 05; 14 Nov 05; 9 Dec 05; <u>18, 26 Jan 06</u> ; 6 Feb 06; 15 Aug 06	T = 24 S = 3
7. Differences between teachers' and learners' expectations/beliefs	<i>Kids, interaction Adult learners</i>	<u>8, 29 Jun 05</u> ; <u>7</u> , 13, 28 Jul 05; <u>13, 29 Sep 05</u> ; <u>5 Oct 05</u> ; <u>18 Jan 06</u> ; <u>16 Oct 06</u> ; <u>10 Jan 07</u>	T = 11 S = 8
8. Teaching techniques and activities	<i>Display questions, eliciting; presenting, explaining, clarifying, concept checking, exemplifying; pronunciation (e.g. listen and repeat); controlled practice; pre-listening/reading, tasks & activities</i>	2, <u>3</u> , 14, <u>28, 29 Jun 05</u> ; <u>5</u> , 11, 13, <u>26, 28 Jul 05</u> ; 3, 8, 11, 24, <u>29 Aug 05</u> ; <u>1</u> , 5, <u>13, 29 Sep 05</u> ; 8, 9, 14 Nov 05; 7, 9 Dec 05; <u>18, 26 Jan 06</u> ; <u>6 Feb 06</u> ; <u>29 Mar 06</u> ; 5, <u>17, 21, 24 Apr 06</u> ; <u>30, 31 May 06</u> ; 18 Jun 06; <u>11 Jul 06</u> ; <u>15 Aug 06</u> ; <u>4, 16 Oct 06</u> ; <u>10 Jan 07</u>	T = 40 S = 24
9. Functions & usage	<i>Function and use (register, appropriacy)</i>	<u>3</u> , 28 Jun 05; 18 Jan 06; 6 Feb 06	T = 4 S = 1
10. Grammar & accuracy	<i>Controlled practice, scaffolding</i>	3, <u>28 Jun 05</u> ; 5, 8, 28 Jul 05; 8 Aug 05; 13, <u>29 Sep 05</u> ; 14 Nov 05; <u>16 Oct 06</u>	T = 10 S = 3
11. Vocabulary	<i>Word choice, collocation, learning & remembering vocabulary, word associations, metaphor</i>	3, <u>14, 28 Jun 05</u> ; 5, 8, 26, 28 Jul 05; 13 Sep 05; <u>6 Oct 05</u> ; 14, 23 Nov 05; <u>18, 26, 31 Jan 06</u> ; <u>15 Feb 06</u> ; 29 Mar 06; <u>17, 21, 24 Apr 06</u> ; <u>11 Jul 06</u> ; 15 Aug 06	T = 21 S = 11
12. Inductive c.f. deductive approaches	<i>Consciousness-raising, raising awareness</i>	29 Jun 05; 7 Jul 05; <u>20, 28, 29 Sep 05</u> ; 8, 14 Nov 05; <u>26 Jan 06</u> ; <u>11 Jul 06</u> ; <u>24 Aug 06</u> ; <u>28 Oct 06</u>	T = 11 S = 7

13. Learner autonomy, learning strategies, and learner training	<i>Learner autonomy, learning strategies, training, scaffolding</i>	<u>28</u> , 29 Jun 05; <u>6</u> , <u>23 Oct 05</u> ; <u>8</u> , <u>14</u> , <u>23</u> , <u>28 Nov 05</u> ; <u>5 Dec 05</u> ; 18, <u>26</u> Jan 06; 6, <u>15 Feb 06</u> ; 5, 9, <u>17</u> , <u>21</u> , <u>24 Apr 06</u> ; <u>16</u> , <u>22</u> , <u>28 Oct 06</u> ; <u>3 Dec 06</u> ; <u>10 Jan 07</u>	T = 23 S = 18
14. Learning styles, learner profiles, histories & preferences	<i>Kids, JHS</i>	<u>29 Jun 05</u> ; <u>11</u> , <u>15 Jul 05</u> ; <u>6 Oct 05</u> ; <u>14</u> , <u>23</u> , <u>28 Nov 05</u> , 6 Feb 06; 5, 9, 17 Apr 06; <u>19</u> , <u>22 Jul 06</u> ; 4, 9, 21 Aug 06; <u>16 Oct 06</u> ; <u>10 Jan 07</u>	T = 18 S = 11
15. Communication & feedback with colleagues	<i>Student improvement</i> <i>Student abilities/needs</i> <i>Special projects, social/professional networking</i>	21 Jul 05; 24 Nov 05 10 Aug 05; 1 Sep 06; 5 Apr 06; 31 May 06; 2 Jun 06; <u>1</u> , 11, 20 <u>Sep 06</u> ; <u>29 Oct 06</u>	T = 11 S = 2
16. Special projects at work	<i>Stuck-In-Level Students (STILS)</i> A Task-Based Framework for <i>VOICE</i> <i>High-level VOICE</i>	<u>28 Nov 05</u> ; 17 Jan 06 <u>31 May 06</u> <u>2 Jun 06</u>	T = 4 S = 3
17. Teaching materials from the MA TEFL/TESL course or assignment used in class	Adjacency pairs Learner preferences Word associations, collocation and lexis Consciousness-raising activities Discourse structure Critical discourse	<u>2 Jun 05</u> ; <u>20 Sep 05</u> ; <u>18</u> , <u>26</u> , <u>31 Jan 06</u> ; <u>15 Feb 06</u> <u>28</u> , <u>29 Sep 05</u> <u>30 May 06</u> <u>9 Jul 06</u> ; <u>27 Aug 06</u> ; <u>12 Sep 06</u>	T = 12 S = 12

7.4 Appendix 1d: Teacher training, development and education

Areas of teacher training, development and education	Key words and phrases	Journal entries	Total mentions, T <u>Salient entries, S</u>
1a. Informal self-reflection on teaching	<i>On reflection, In hindsight, Looking back, In retrospect, Referring back, food for thought</i>	3, 14, <u>29 Jun 05</u>; <u>5</u>, 6, <u>7</u>, 26, 29 Jul 05; 8 Aug 05; <u>23 Oct 05</u>; <u>8 Nov 05</u>; <u>20 Feb 06</u>; 5, <u>17</u>, <u>21 Apr 06</u>; 10 Jul 06; <u>16 Oct 06</u>; <u>29 Nov 06</u>	T = 18 S = 12
1b. Ad hoc feedback re: student satisfaction and work performance	<i>Positive feedback</i> (from staff, students, superiors), letters, presents <i>Negative feedback</i> re teaching	13, 26 Jul 05; 8 Nov 05; 27 Jan 06; <u>15 Feb 06</u> ; 29 Mar 06; 19 May 06; 4, 11 Oct 06 <u>16, 25 Oct 06</u>	T = 11 S = 3
1c. Teaching training and development at work	<i>Correction & feedback</i> <i>Presentation & practice, maximising student input & interaction</i> <i>Six month and contract evaluation</i>	<u>29 Jun 06</u> (May review); 26 Jul 05 <u>28 Jun 06</u> ; 5 Jul 05 <u>6 Feb 06</u> 8 Nov 05; <u>15 Aug 06</u> ; 15 Sep 06	T = 8 S = 4
1d. Professional organisations joined and presentations, workshops & seminars attended	JALT, ELT Research Group, Learner Development SIG ETJ NLP Weekend Course Korea TESOL MA TEFL/TESL Study Group MA Student Rep	<u>11 Dec 05</u> ; 15 Jan 06; 19 Feb 06; <u>9 Apr 06</u>; <u>14 May 06</u>; <u>11 Jun 06</u> ; 9 Jul 06; <u>28 Sep 06</u> ; 15, <u>22 Oct 06</u> ; <u>2, 3, 4, 5 Nov 06</u> 23 Apr 06; 18 Jun 06; 10 Dec 06 <u>22 Jul 06</u> ; 4, 9, 21 Aug 06; <u>28 Sep 06</u> ; 28 Oct 06; 3, 5 Nov 06 <u>28, 29 Oct 06</u> <u>9 Jul 06</u>; <u>16 Sep 06</u>; <u>15 Oct 06</u> <u>30 Nov 06</u>; <u>3 Dec 06</u>	T = 32 S = 19
1e. Personal growth,	Noticing change (“Smell the cheese”	<u>7 Mar 06</u>; <u>28 Apr 06</u>; <u>19 May 06</u>; <u>10, 23 Jul 06</u> ; 1, 2, 9, <u>21</u> ,	T = 30

professional development and career	metaphor) MA TEFL/TESL Writing articles (JALT Chapter report, CELS Newsletter) Presentation skills	<u>26 Aug 06</u> ; 15, <u>22 Sep 06</u> ; <u>6</u> , 21, 22, <u>28 Oct 06</u> ; 21 Nov 06; 6, <u>10 Dec 06</u> <u>26 Aug 06</u> ; <u>10, 13 Dec 06</u> <u>14 May 06</u> ; <u>9 Jul 06</u> <u>15 Jan 06</u> ; 14 May 06; 11, <u>18 Jun 06</u> ; <u>22, 28, 29 Oct 06</u>	S = 21
2a. Presentations and workshops given in professional organisations	<i>Word-association & the mental lexicon</i> * (Shinshu JALT & ELT Research Group) <i>A task-based framework for self-reflection & development</i> (ETJ) <i>Word association and vocabulary development through tasks</i> (Korea TESOL) <i>Building rapport through cooperative tasks</i> (ETJ EXPO)	<u>Mar 06</u> * <u>18 Jun 06</u> <u>4, 21 Aug 06</u> <u>28 Sep 06</u>	T = 5 S = 5
2b. Mentoring at work		12 Jul 06; 7 Dec 06	T = 2 S = 2
2c. Peers' interests and areas of research	<i>Metaphors</i> <i>Task-based learning</i> <i>ETJ Workshops</i> <i>Video journaling</i>	<u>15 Feb 06</u> 31 May 06 9 Jul 06 <u>11 Jul 06</u> ; <u>22 Oct 06</u> ; <u>12 Jan 07</u>	T = 6

* During March 2007, there are almost no entries due to the fact that I was so busy I did not find time to write in my journal. However, this was a very important and significant time in terms of personal and professional growth and development as I prepared for and then gave my first academic presentation at a mini-colloquium.

7.5 Appendix 2a: Methodology Questionnaire (Edwards et al, 1998)

	How often do you do the following in class? Tick the box which best applies	Every lesson	Most lessons	Some lessons	Few lessons	Never
1	Allow students to use L1 in class					
2	Ask students to work out a rule from example sentences			*	X	*
3	Give students the correct form when they make an error (but not for every error nor in the same manner)					
4	Ask students to make up sentences using new vocabulary		*			
5	Choral drill for pronunciation	UE				
6	Use information gap activities	UE	*	*		
7	Ask students to talk or write about themselves		UE	*		
8	Focus on signaling words, for example, sequencers such as 'first'					
9	Ask students to translate from English to L1 in writing					
10	Ask students how they feel about an activity or material			*	X	*
11	Include learner training activities (see also Qs.32 & 42)	A		*N		
12	Focus on reading skills					
13	Give students materials to help them learn about British, American or Australian culture			UE	*	
14	Encourage peer correction					
15	Use TV or video programmes which have been produced especially for language teaching					*N
16	Focus mainly on fluency		A	*		
17	Explain a grammar rule in English					
18	Ask students to do unscripted role plays					
19	Use problem-solving activities				*	
20	Use recordings of native/fluent speakers			UE	*N	
21	Correct oral errors as soon as they arise (see Q.3)			*		UE
22	Focus on cohesive devices such as link words					
23	Do project work					*
24	Let students choose the topics they will use		UE	*		
25	Organise students into pairs or groups					

26	Ask students to translate from L1 to English in writing					*
27	Use authentic materials			U	*N	
28	Give students progress tests				*UE	*
29	Concentrate on accuracy in writing				*	
30	Focus on speaking skills					
31	Provide a social context after presenting a language item					
32	Encourage the use of English-English dictionaries (c.f. Q. 11 & 42)		A			
33	Ask students to translate from L1 to English orally					
34	Practise exam questions					
35	Teach different registers of English					
36	Focus on writing skills				*	
37	Let students work on a writing activity without teacher assistance for more than ten minutes					*
38	Play competitive games (c.f. Q. 70)			*	A	
39	Focus on language functions			*	U	*
40	Ask students to read an unseen passage aloud				*	UE
41	Stick closely to the course book		*		A	
42	Allow students to use L1/English dictionaries in class when they want (see also Qs. 11 & 32)			A		
43	Correct all errors in students' written work				UE	
44	Use controlled practice for more than 25% of the lesson				A	
45	Focus mainly on grammar					
46	Focus mainly on vocabulary					
47	Let students work on a speaking activity without teacher assistance for more than ten minutes			UE		
48	Ask students to prepare a passage then read it aloud					
49	Ask students to memorise a dialogue					
50	Provide a social context before presenting a language item			UE		
51	Concentrate on accuracy in speaking			UE		
52	Read a text aloud to students					
53	Ask the students to listen and repeat					
54	Focus on discourse patterns, the organisation of text			A		

55	Ask students to make up sentences using a structure		*	UE			
56	Use authentic TV or video programmes				U		*N
57	Tell students about exceptions to rules			UE			
58	Ask students to self-correct						
59	Choral drill a structure						
60	Use free practice/production/communicative activities for more than 25% of the lesson	UE	*				
61	Expose students to different varieties of English						
62	Ask students to translate from English to L1 orally				UE	*	
63	Display students' work on the wall/noticeboard						*
64	Use pre-activities to focus students' attention	UE					
65	Use codes/symbols to correct written work				UE	*	
66	Focus on listening skills	UE					
67	Ask students to do scripted role plays				UE		
68	Explain a grammar rule in the students' L1						
69	Present/explain/demonstrate new language for more than 25% of the lesson						
70	Play cooperative games (c.f. Q.38)				A		
71	Focus on natural rhythm & pronunciation			UE			
72	Encourage students to personalise new language						
73	Focus on a combination of skills						
74	Focus on (the process of) communication (of meaning)						

Reproduced from Edwards *et al* (1998:2-3)

KEY	Description
	Original questions written in black. My additional comments added in red.
	Practice & ideal/belief <i>at the start of the MA</i> (April 2005)
	Current practice & ideal/belief (3 rd January 2007)
	Ideal & practice <i>unchanged over time</i> .
*	Actual practice <i>where different from ideal/belief</i>
A	Anticipated and expected change
X	Anticipated but extremely unexpected change
UE	Unanticipated but to be expected to a degree
U	Unanticipated and unexpected change
N	No change or absence of evident change, despite expectation of change

7.6 Appendix 2b: Personal Language Teaching Methodology Profile 2007

Summary – 9 January 2007

My personal language teaching methodology (PLTM) might best be described as a ‘mixed methods’ approach which draws upon a wide range of different pedagogies yet adheres strictly to none. This is influenced by a belief in a learner-centred approach that takes into account individual learning styles and learner preferences whilst seeking to foster learner autonomy. Consequently, there is a need to be flexible in order to suit different stages of learners’ development. For example, beginning level students with a English-learning history rooted in grammar-translation may initially feel more comfortable and respond better to a more structural or behaviourist approach, such as through an audio-lingual or presentation-practice-produce methodology. Gradually, they might be introduced to tasks which are progressively less teacher-led and more student-centred, perhaps moving through a test-teach-test approach to task-based learning as students become more confident and familiar with an increasingly independent style of learning. Learner training is therefore important to helping students develop their understanding of their own learner profiles, as well as range and use learning strategies.

A philosophy of learning by doing underlies my teaching practice and may be encapsulated by the words:

I hear and I forget

I see and I remember

I do and I understand

[Confucius]

Whilst aiming to develop learners’ communicative ability through communicating in English and employing appropriate communication strategies, I also appreciate the ‘skills’ view of language and believe in a balance in the four skills (i.e. listening, speaking, reading, and writing) is important, together with developing sub-skills (e.g. gist listening, skim-reading).

The teaching of grammar and both through inductive and deductive approaches

serve different purposes and both have their uses. Accuracy and fluency need to be carefully balanced with an emphasis placed on communication. Tasks/activities may need to focus on either fluency or accuracy depending upon the learners' needs.

A functional/notional view of language may also inform the learning process as students gain an appreciation for appropriate language use in a range of different contexts, in addition to meaning and form.

Authentic material generally has more benefits for upper-intermediate learners and above than beginners who gain more from graded materials. Meaningful input and the personalisation of lessons and materials selection to match individual interests and needs are all important.

Affective factors notably influence the classroom learning experience so humanistic considerations are valuable. Motivation also plays a key role in learning: understanding what motivates my students, helping them to better understand their own sources of motivation, and finding ways to harness motivation promote growth and success.

7.7 Appendix 2c: Original Personal Language Teaching Methodology Profile

Summary (April 2005)

A) In class, I always:

1. Focus on speaking skills (often including a combination of listening/reading and speaking). We are a private conversation school and spoken language is often more important to our students (than, for example, written language); and most students have had six years of English study in formal Japanese education which focused primarily on written form, taught mainly through Grammar Translation.
2. Organize students into pairs or groups to maximize opportunities to interact and communicate in "learner-centered" tasks and activities (Nunan, 1995:10-14).
3. Ask learners to make up sentences using new vocabulary (and/or structure) in order to encourage students to (a) "learn by doing" and (b) "personalize" new language, thus making it more meaningful and aid retention.
4. Provide opportunities for independent applications based on a Communicative Methodology (Johnson & Johnson, 1998:68-73 cited in Richards & Rodgers, 2001:73).

B) In class, in order to provide meaningful input and exposure, enable students to "contextualize" new language and develop a range of (sub-) skills which further enhance their "communicative competence" (Brown, 2001:43), I often:

1. Emphasise the process of communication (including, for example, appropriateness, conveying meaning and understanding, and having a "meeting of minds") (Richards *et al*, 1992:65-66).
2. Focus on social context.
3. Focus on language functions.

C) Sometimes I focus on fluency and sometimes on accuracy which are "complementary principles" (Brown, 2001:43).

D) I never explain a grammar rule in students' L1 or ask students to translate from English to L1 in writing.

7.8 Appendix 3: Notes from interview with a fellow MA student

A number of areas were explored and discussed at some length, with the following main changes perceived to have taken place over the past eighteen months:

1. A strengthening in the belief (or philosophy) or 'learning by doing', especially in the last 6-12 months;
2. A belief in the need to practice (as a learner) what I preach (as a teacher) to validate what I do;
3. A significant change since attending the NLP course in July 2006, profoundly influencing my attitudes towards life as well as teaching;
4. Unconventional means to take control of my own learning (e.g. becoming student representative, organising a study group, researching and writing and article on study groups);
5. An increase in confidence (and openness) to talk about teaching and related issues; and
6. Professional development in teaching teachers (e.g. attending and presentations and workshops) and striving to overcome my own affective filters into order to lead to better performance (e.g. through hard practice, reading, reflecting).

A number of reasons for those changes were given that directly related to the MA, including my tutor (who I have seen present twice), purchasing and reading books, and networking through the university and professional organisations.

7.9 Appendix 4: Notes from the interview with my tutor

In the interview with my tutor on 13 January 2007, eight topics were explored:

1. My tutor had the impression that my perspective moved from thinking within my local context at the start of the MA to now considering broader issues.

2. Connected to this first observation, it appeared that I initially applied my classroom context and teaching experience to better understand the MA which in turn helped me to address particular issues. Now, however, the MA seems to be continually informing my teaching and I appear to have gained an increased awareness of change and consequently moved to, “a perspective of constant innovation.”

3. My original goals for taking the MA related to learning more about the field, terminology, literature and theory and gaining as much as possible from the experience, “... not just to get a degree.”

4. An eagerness to attend workshops, presentations, and conferences, as well as present reflects a belief in learning and discovery beyond the course.

5. Related to the above point 4, as I conduct this assignment, my interpretation of the question is broadening to include ‘peer-teaching’ and teacher education. Although I was an in-house teacher-trainer for the three years prior to the MA, when I started the MA, I felt ‘miniscule’ and had not considered what I might have to offer to the wider profession. Looking back, this reflects my tutor’s observation in point 1. After being encouraged and invited by my tutor to present my Module 3 assignment at a mini-colloquium, I then felt spurred on to present again the same year. In fact, I went on to give three more workshops and attend my first two international conferences. My tutor observed that my self-perception had thus also changed. My fellow MA student, whom I interviewed, also played an incredible part in helping me prepare for presentations; give support and feedback before, during and after; and much more than I can sum-up in this paper!

6. My tutor divided his own role into two parts. Firstly, as a tutor with

characteristics in common with all tutees, for example, he has provided feedback on assignments, acted as a facilitator to introducing me to the wider profession. Secondly, “we’ve met in person and shared beers and thus have developed a friendship.” A third role, I pointed out, was as a role model and inspiring fellow professional which resulted from attending two of his presentations.

7. The MA Study Group which, although, categorised as peripheral (in that it’s not compulsory), “... it’s been anything but peripheral!” Through the group, I have met fellow students who have shared their teaching ideas and perspectives, offered invaluable feedback and support, introduced me to other professional organisations and invited me to present.

8. I have become a more critical reader and thinker, especially as a result of my Module 4 assignment on critical discourse.