Learner support and discovery in a virtual non-judgmental environment

Volume Two

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Table of Contents

Volume 2

List of Abbreviations

AR	Action Research
ASI	Analysis of Spoken Interaction module
AWD	Analysis of Written Discourse module
BA	British Airways
BB	Blackboard Learning System
BNC	Binational Center
BTW	By the way
CALL	Computer-Assisted Language Learning
CD	Cooperative Development
CLT	Communicative Language Teaching
CMC	Computer-Mediated Communication
CMCD	Computer-Mediated Cooperative Development
CMD	Course and Materials Design module
CSD	Course and Syllabus Design module
CPs	Course participants
DA	Discourse Analysis
DRC	Developing Researcher Competence module
DL	Distance Learning
E	Explorer
EBM	Executive Board Member
EFL	English as a Foreign Language
EL	Extensive Listening
ESP	English for Specific Purposes
FB	Facebook
FND	Foundation module
GLE	Grammar and Lexis of English module
HTML	HyperText Markup Language
IMCD	Instant Messenger Cooperative Development
IM	Instant Messaging
IRF	Initiation-Response-Feedback
JALT	Japan Association for Language Teaching
L2	A second or foreign language
MET	Methodology module
NGOs	Non-governmental organizations
O	Observer
Qs	Questions
RQ	Research question
SIG	Special Interest Group
SPRE	Situation-Problem-Response-Evaluation
Ss	Students
T1	The main teacher of a class
TBH	To be honest
TBL	Task-Based Learning
TESOL	Teaching English to Speakers of Other Languages
TEYL	Teaching English to Young Learners
TP	Teaching plan
TPD	Teacher Professional Development
TYL	Teaching Young Learners module
U	Understander

List of Tables

A note on transcriptions

As mentioned in Volume 1, Section 3.6.5, transcription procedures involved copying and pasting the original HTML Skype text, adding line numbers to it, formatting it, and changing the names of the participants to 'E' for Explorer and 'U' for Understander. Each case participant was assigned a letter (A to J) and each session was given a number related to its sequence in the number of sessions held. Other transcription procedures are as follows:

- Where referred to in an IMCD session, the names of course tutors, course participants, and academic institutions are deleted and replaced with initials or random letters.
- Grammar mistakes and spelling mistakes made during IM sessions are retained for authentic purposes.
- Skype emoticons are either represented by their corresponding punctuation marks - e.g. ;-), or by writing the name of the emoticon in parentheses - e.g. (laugh).

Appendix 21: IMCD sessions

The two tables (Table 21.1 and 21.2) provide an overview of the 32 IMCD sessions conducted. Table 21.1 lists the sessions in chronological order. Table 21.2 lists the sessions in participant order.

Table 21.1: IMCD sessions by chronological order

IMCD Session:	Participant:	Participant Session:	Date:	Email feedback received:
01	A	Session 1	16th May 2009	Yes
02	A	Session 2	21st May 2009	Yes
03	A	Session 3	28th May 2009	Yes
04	B	Session 1	30th May 2009	Yes
05	A	Session 4	4th June 2009	No
06	A (AB as E)	Session 5	11th June 2009	No
07	C	Session 1	17th Sept 2009	Yes
08	D	Session 1	27th Nov 2009	Yes
09	D	Session 2	15th Dec 2009	Yes
10	D	Session 3	18th Jan 2010	Yes
11	D	Session 4	28th Jan 2010	Yes
12	D & E	Session 5	8th Feb 2010	No
13	D	Session 6	15th March 2010	No
14	D	Session 7	13th April 2010	No
15	F	Session 1	7th June 2010	Yes
16	D	Session 8	30th July 2010	No
17	D	Session 9	7th Oct 2010	No
18	G	Session 1	9th Oct 2010	Yes
19	G	Session 2	15th Oct 2010	Yes
20	G	Session 3	27th Oct 2010	Yes
21	H	Session 1	2nd Nov 2010	Yes
22	G	Session 4	3rd Nov 2010	Yes
23	H	Session 2	9th Nov 2010	Yes
24	G	Session 5	10th Nov 2010	Yes
25	H	Session 3	16th Nov 2010	Yes
26	G	Session 6	24th Nov 2010	Yes
27	H	Session 4	24th Nov 2010	No
28	H	Session 5	30th Nov 2010	Yes
29	H	Session 6	8th Dec 2010	No
30	G	Session 7	24th Mar 2011	Yes
31	I	Session 1	2nd Dec 2011	Yes
32	J	Session 1	29th Jan 2012	Yes

Table 21. 2: IMCD Sessions by participant order

IMCD Session:	Participant:	Participant Session:	Date:	Email feedback received:
01	A	Session 1	16th May 2009	Yes
02	A	Session 2	21st May 2009	Yes
03	A	Session 3	28th May 2009	Yes
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06	A (AB as E)	Session 5	11th June 2009	No
04	B	Session 1	30th May 2009	Yes
07	C	Session 1	17th Sept 2009	Yes
08	D	Session 1	27th Nov 2009	Yes
09	D	Session 2	15th Dec 2009	Yes
10	D	Session 3	18th Jan 2010	Yes
11	D	Session 4	28th Jan 2010	Yes
12	D & E	Session 5	8th Feb 2010	No
13	D	Session 6	15th March 2010	No
14	D	Session 7	13th April 2010	No
16	D	Session 8	30th July 2010	No
17	D	Session 9	7th Oct 2010	No
15	F	Session 1	7th June 2010	Yes
18	G	Session 1	9th Oct 2010	Yes
19	G	Session 2	15th Oct 2010	Yes
20	G	Session 3	27th Oct 2010	Yes
22	G	Session 4	3rd Nov 2010	Yes
24	G	Session 5	10th Nov 2010	Yes
26	G	Session 6	24th Nov 2010	Yes
30	G	Session 7	24th Mar 2011	Yes
21	H	Session 1	2nd Nov 2010	Yes
23	H	Session 2	9th Nov 2010	Yes
25	H	Session 3	16th Nov 2010	Yes
27	H	Session 4	24th Nov 2010	No
28	H	Session 5	30th Nov 2010	Yes
29	H	Session 6	8th Dec 2010	No
31	I	Session 1	2nd Dec 2011	Yes
32	J	Session 1	29th Jan 2012	Yes

Appendix 22: IMCD session data by participant order

This appendix provides the complete transcripts of the 32 sessions in the IMCD corpus. It also contains email feedback received by participants.

22.1 A Session 1 (16th May 2009)

1] E: 20:00:00
   Hello U . . .are we using Skype?
2] U: 20:01:28
   yes
3] U: 20:01:35
   How are you doing?
4] E: 20:01:54
   Great . . .shall we say the teething process is over?
5] U: 20:02:15
   yes
6] U: 20:02:16
   think so
7] U: 20:02:21
   :-)
8] U: 20:02:28
   But important learning curve!!
9] U: 20:02:33
   Just a few things about IMCD
10] U: 20:02:43
   We need a turn-change signal
11] U: 20:02:58
   so that when the speaker wishes to pass the floor to the understander
12] U: 20:03:03
   the understander knows
13] U: 20:03:10
   this avoids 'overtyping'
14] U: 20:03:22
   As you probably read, we tend to us OK?
15] U: 20:03:25
   Is that ok?
16] E: 20:04:24
   ???? We tend to us OK? Not sure what ou meant.
17] U: 20:04:45
   When you want to pass the floor to the understander
18] U: 20:04:48
   type the words
19] U: 20:04:51
   "OK?"
20] U: 20:05:08
   this then indicates that you wish the understander to take the floor and reflect
21] E: 20:05:11
   O.K OK?
22] U: 20:05:16
   got it. Ok?

23] E: 20:05:47
Yes I understand. Do we say OK? even if it isn't a question OK?

24] U: 20:05:58
Yes.

25] U: 20:06:00
or OK.

26] U: 20:06:03
if you wish.

27] U: 20:06:06
Secondly,

28] U: 20:06:24
the understander refrains from advice-giving, suggestions, opinions etc.

29] U: 20:06:29
ok.

30] E: 20:07:23
Yes I understand that. Do we ever get to a place where I could ask for your advice, off line or whatever or is this no counter to what you are trying to study? ok

31] U: 20:07:38
That would be counter to CD.

32] U: 20:08:02
It is possible to ask advice but I would suggest that we would not be able to return to that topic again in an IMCD session

33] U: 20:08:16
as the Understander would have entered into the frame of things

34] U: 20:08:18
ok.

35] E: 20:09:32
I don't want to do anything that would mese up the essence of what you are woking on or what I stand to gain through viewing things it a different framework so I am really into following your lead . . ok

36] U: 20:09:59
Great. Should we start. Ok.

37] E: 20:10:08
ok

38] U: 20:10:34
U AS UNDERSTANDER / E AS SPEAKER - the floor is yours . ok.

39] E: 20:12:18
I am just beginning the CMD but I have had an idea that I wish to pursue with the hope that I can make a solid practical contribution to the situation of generalist elementary school grade 5 and 6 teachers being charged with the burden of teaching English as a part of their regular duties. ok

40] U: 20:13:32
Ok. let me see. You are at the beginnings of the CMD course and have thought about focusing on elementary teachers and the extra burden that English places on them. Is that right?

41] U: 20:13:36
ok.

42] E: 20:15:16
Partly . . . I hope to write as my project a mini-course on pronunciation that could be delivered to the teachers before they start teaching. It would be a very

direct focus on the major pronunciation challenges for Japanese speakers of English.

43] E: 20:15:21

sorry ok

44] U: 20:16:40

So, as part of the CMD project, you wish to focus on creating a pronunciation course for teachers before they begin their English teaching and help Japanese speakers with certain problematic aspects of English pron. Is that right?

45] U: 20:16:42

ok.

46] E: 20:18:51

Yes, that's right. I have been a part of the pre-programme test and have worked with about a dozen different teachers and I am identifying common problems that I beleive could be addressed through an awareness programme and some solid practical tips. I wish to do this project as my CMC paper. ok

47] U: 20:21:02

So, you have already had some experience working with and finding out the common problems that teachers have and think that through raised awareness and advice, it would solve these problems for teachers. The creation of the course would be the focus for the CMD assignment - right?

48] U: 20:21:04

ok.

49] E: 20:23:45

Yes, the mini-course would be a direct reaction to the experiences I have had in the classroom which is really a magnification of the thngs I hear all the time in the English classroom. I have a special interest in pronunciation and really do not want my student with whom I co-teach coming out of the elementary oral communication programme with "katakana mouth". I think I have a contribution to make. ok

50] U: 20:25:23

So, let me see. The course is grounded in your experiences in classroom teaching and has developed from what you have heard, an interest in pronunciation and a desire for students not to replicate what they hear from their teacher. By doing this, it would help with this problem. Right?

51] U: 20:25:24

ok.

52] E: 20:28:45

Yes exactly. I feel that with a little collection of pronunciation tasks in certain areas I could prevent the onset of poor pronunciation if I can get the partner teachers to be aware of and be cautious of damaging the fresh new ears that have been trusted to us. I would just be targeting the glaring mistakes and trying to get the teachers to take a certain few serious problems to heart and work with me to keep the out put pure. ok

53] U: 20:31:17

So, you have developed tasks that could be of use to Japanese teachers in developing their pronunciation. You also feel a sense of duty to this as you feel students will pick up certain bad pron. habits from a young age. So using the tasks with the teachers to overcome certain difficulties with pron would not only help them but the students themselves. Right? ok.

54] E: 20:36:37

Yes, To this point there have been consistent comments on what good pronunciation my students have. I use a lot of chanting and rhythm and there is no katakana left trailing in the wake of our lessons. I am so proud of my students. The thing that concerns me is that at present I am T1 and lead the classin all aspects. The school board insists that this be reversed and I have been commanded to teach the teachers how to plan and lead and I am only to be on the sidelines to check pronunciation etc. Well, I don't want my authentic pronunciation to be heard after the Japanese home room teacher belts out the katakana approximation!! This would confuse the students They are very close to their home room teachers and take them to be the experts. I don't want to be correction the teacher's pronunciation all the time in front of the students ok

55] U: 20:40:15

Okay, let me see. You have had success in teaching the students good pronunciation in your role as T1. However, your role may change as the school board would like you to train / develop the Japanese teachers and your role will be to check from the perphiary of the classroom. This has created several concerns for you a] that your good work could be undone b] that by correcting the teacher's in front of the students may undermine their authority in the eyes of the students and it is something that you would feel uncomfortable doing. Is that close to the mark? ok.

56] U: 20:42:35

[still there?]

57] U: 20:42:38

ok/

58] U: 20:42:40

ok.

59] E: 20:43:43

It is right on. One more thing is that the teachers have absolutely no confidence in their abilities and neither should they . They really have no English ability to speak of. They never trained to teahc English and the little Englaih they had, perhaps up to high school graduation was all paper based and not oral communication. Yes, I'm here, can you not see any pencil movement on your end . . . ok

60] U: 20:45:11

So, as earlier you mentioned the burden of English teaching, this is also coupled with a perceived lack of confidence in their L2 abilities. Their previous English classes were not focusing on oral communication. Right.

61] U: 20:45:12

ok.

62] E: 20:46:57

Right. It is a burden and one that they don't seem to have any logical solution for. It is as serious as asking me to teach French in that I had Jr. and High School French but nothing since. ok

63] U: 20:50:19

Okay. Let me summarize. You have a CMD module to do. Also, you are interested in pron. and have a new situation at work where your role as T1 will change and Japanese teachers will have to lead the class. You feel that their own problems with English pronunciation may result in the students copying this and undermine your good work so far. You have experience of working with teachers and raising their awareness of pronunciaiton problems and feel that the activities you have developed could be used as a mini-training course

for the teachers to help them with aspects of pron. Is that a correct summary and is there anything here you would like to focus on further? Ok.

64] E: 20:55:27

That is a very nice summary with the exception of the fact that I have not really had the opportunity to work with the teachers on their pronunciation. I have only been able to manage the correction of one i.e. l/r problem at a time. I have had the experience of bringing adult students awareness up and arming them with thinking techniques which trigger and self monitor pronunciation practice. I have witnesses the teachers' need and I have a little cluster of basic solutions that I would like to package as a basic pronunciation course for adults and my specific target in the CMD Assignment would be the elementary teachers beginning this nationally mandated Englaih in the Elementary Schoold programme.

65] E: 20:55:28

ok

66] U: 20:58:08

So, you have an understanding of the potential needs of your colleagues, and some ideas for a basic pron course and you would like to introduce this with the elementary school teachers who have to start teaching English to raise awareness and help them overcome perceived difficulties, right?

67] U: 20:58:10

ok.

68] E: 21:01:59

Yes that's right. I have practical experience, original ideas and I feel that the exercise of packaging this into a mini pron. course would be a start for the teachers who are really at sea as I don't beleive there are any pronunciation courses out there for adults. Oh, I want to add that this course among other things is phonics based. I know for fact that the schools don't teach in this way and there was no oral communication taught in the days wen these teachers were in school. Well I intend to solicit inforation and to address the accuracy of those statements on Monday when I meet with my volunteer group. ok

69] U: 21:04:36

Ok. So using your expereinces and ideas to assist the teachers who are really confused by it all. This will be phonics based which may be new for them. On Monday, you will get more infromation from them about their experiences and what your understanding of the situation. Right. ok.

70] U: 21:04:57

[Usually the speaker ends, but can we end the session there for tonight?]

71] E: 21:07:40

Yes with the information that my volunteer session on Monday is not with teachers. Teachers are not avaible to me as this is a hot potato and my workplace does not want me to be percieved as trying to draw attention to something that the schoolboard should be looking after
and providing something that they have neglected. My volunteers are older learners of English but not el. teachers. ok

72] U: 21:08:07

Ok. STEPPING OUT OF ROLE

73] U: 21:08:18

Thanks E. I hope that was useful for you

74] U: 21:08:33

If you want to pick this up next week, let me know and we can meet again online

75] E: 21:09:47

ok yes thank you. How do I communicate with you without tainting our roles. Am I to understand that we don't talk about this at all except in the roles in a session. Need a little clarification.

76] E: 21:10:51

ok

77] U: 21:10:56

Yes

78] U: 21:11:00

best not to

79] U: 21:11:25

but what usually happens is that we give each other feedback on the session

80] U: 21:11:43

I have some questions, if you wouldn't mind emailing me the answers.

81] U: 21:11:57

1] Did you feel you were being understood?

2] If so, did this help in anyway with your movement forward?

3] Was there anything new in what you articulated in terms of your current thinking about the CMD module?

4] Were my reflections useful?

5] Anything else you would like to add!!

82] U: 21:12:25

You can also then email me questions about the role of Speaker or Understander which I will answer by email

83] U: 21:12:31

ok.

84] E: 21:14:05

Yes, of course. I have a feeling that you are trying to contain and focus this communication so I will sign off with my thanks and do as you have asked. Is that an accurate perception of your guiding? ok

85] U: 21:14:18

sure

86] U: 21:14:34

Thanks as well

87] U: 21:14:40

I really enjoyed the session

88] U: 21:14:43

:-)

89] U: 21:14:57

How is next Thurs for you?

90] E: 21:16:28

I think fine, 8:00 . . . but I will try to give as much notice as I can if things change. I enjoyed the session too. Shall I just say Goodnight or who says what? ok

91] U: 21:16:44

Before you go, I will send you 2 docs

92] U: 21:16:50

the one of the session

93] U: 21:17:00

and also I was making notes in a word doc.

94] U: 21:17:14

Ahh, hang on! Do you have 2007 word or 2003?

95] E: 21:18:46

I'm not sure . . . possibly 2003 I'll have to check. I think I can save this session myself on Skype. Last time I was able to look around and find a log of every Skype phone call or message session that I have had.

96] E: 21:18:50

ok

97] U: 21:18:53

Ok

98] U: 21:19:12

Here are the notes I took. Basically, a summary of your points:

99] U: 21:19:16

Laurie – May 16th – 8pm session – NOTES:

Elementary school teaching
Burden of English
Pronunciation challenges of Japanese teachers teaching English
Past experience of working with teachers and develop awareness program
to help with pron.
Experience of katakana pron. / wish that students don't develop this / has an
interest in pron.
Developed pron. Tasks / want young learners to not hear incorrect pron.
Success as T1 teaching pron. but school board wants to reverse the role. Will
Japanese teachers have the same success? Problem of correcting teachers in
front of students.
Japanese lack of confidence and not trained to teach English.
Experience in bringing adult awareness and techniques for self-monitoring
pron.

100] U: 21:19:35

I will send you the file of the session just in case!!

101] U: 21:20:01

Thanks a lot - great to get back into IMCD!! See you online next Thurs and
hope the Monday meet goes well.

102] U: 21:20:03

Byeeeee

22.1.1 A Session 1: Email feedback (17th May 2009)

Dear Andy:

Thank you for you time and interest in including me in your IMCD project. Are you currently looking for more subjects? I have a friend in MN (Currently an Msc. TESOL Candidate at the dissertation stage) whom you might know and I am going to tell her about what we are doing. I am curious about whether or not you might want others as I think this is something she might be interested in. I need to know what I could say if she asks if you are looking for others.

I enjoyed the session very much. I think it is an extremely valuable tool for getting me to focus on and find the true focus of my Assignment. It is also helpful to articulate my thoughts and to see if what I am thinking is easily understood by others.

I have just finished reading to Skype file and it truly is a great record of the session isn't it? In reading it I gleaned the salient points that I saw/heard myself express, and I also noted your responses in many cases. For example you were under the impression that I had worked with teachers to modify their pronunciation before. I clarified what you stated by saying that I had worked with adults but believe that this would transfer naturally to the situation that teachers find themselves in. They are after all adult Japanese speakers of English who have come through the same dismal English Education that other adults that I have encountered have. I am hoping that I can learn a lot from the volunteer groups that I have access to. They aren't teachers but they are speakers who are trying to communicate orally in English. Same basic challenges . . . please correct me it you don't agree with this parallel. I am wondering if I have missed something here in selection of my volunteers that would make my comparisons invalid.

In reading over the session an amazing free writing exercise sprung up around the notes I took. It had the feeling of "Oh yeah . . . I forgot about that" and I made notes, journal style to remember to consider this things in the statement of goals and in establishing my focus. I have 7 B5 sized pages of reflection and free writing that the session gave rise to.

Also, having another person counting on me to be there at 8:00, someone who is present to basically keep me company as I explore and think about my project gives the work a whole new and fresh energy. The chance to be heard, to break the isolation and to put my ideas out to the universe, are some of the benefits that I can already see in this IMCD system of communication. Also, with years of reading and always being the recipient of the knowledge of world-class experts in the field, there is a tendency to feel that nothing I have noticed or experienced is really of value or capable of leading anywhere important. Who would be interested in what I have learned as it has probably already been done and better than I could do it are all thoughts that have come to mind. Have you ever experienced anything like that?

Responses to your questions:

1] Did you feel you were being understood?

Yes, I did. There were some places as mentioned about where I led you in the wrong direction a little but that was easily righted. It teaches the value of communicating intensions accurately.

2] If so, did this help in anyway with your movement forward?

It helped me to understand that my main motivation was that the children are the ultimate beneficiaries and that there is potentially a whole new chance for Japanese students of English to make a fresh start in the whole business of speaking English. I am focusing on the teachers but they are the conduit through which Engliah will be delivered. They are the gate keepers. I wrote down that they are all entering the wide end of the funnel. They will all go through the same system but hopefully this

time there can de a better result. Having said that I feel that my voice is a voice in the wind as others don't deem pronunciation to be as critical as I do. It is more than pronunciation it is the ability to hear and understand a language that is phonetically different than their own. This is a chance that I would hate to see wasted.

3] Was there anything new in what you articulated in terms of your current thinking about the CMD module?

Kind of . . . but at this point it gave me a sense of how much information there is to process and how many potential directions there are in which to move. I just wrote down a whole lot of new angles and ideas based on my original statements. It generated and inspired a lot of free writing which I feel arose out of the focus on my present situation. That focus was brought about by having an interested party, an appointment and a vehicle for being heard and unloading my inner well of thoughts that is forever building through daily thoughts which can't be processed/addressed as they arise.

4] Were my reflections useful?

Absolutely, in that in hearing your impressions of what I wrote I could see if m thinking was clear and directed and it if made sense. Many times what you think ad what you say are different. As the understander you don't have the benefit of the inner thoughts and beliefs about what I articulate. What you say in response helps me to see if I am speaking while making all kinds of assumptions that the understander, who will eventually become the reader of my assignment, may or may not agree with or understand. It also helps me come to terms with what I believe and if that is supported by what reality or the literature shows us.

5] Anything else you would like to add!!

Well I think I added it above before I got to this question . . . Lots of thought generated and free writing done as a result of reviewing the session file while it was fresh in my mind.

1] E: 20:01:30

   Good evening Sir!!

2] U: 20:01:50

   Hi

3] U: 20:02:09

   How are things with you?

4] E: 20:03:19

   Everything s fine although I feel that my life is one great big appointment. All I can do is get from one to the other and I try to keep cokking properly and keeping everything in order between. I had my first session with the volunteers on Monday.

5] U: 20:03:39

   right !

6] U: 20:03:55

   should we get started on tonight's session?

7] U: 20:04:01

   I can go to 9pm

8] E: 20:04:05

   Yes

9] E: 20:04:36

   Great . . . thank you

10] U: 20:04:46

   no worries

11] U: 20:04:57

   U AS UNDERSTANDER AND E AS SPEAKER

12] U: 20:05:09

   the floor is yours, ok?

13] E: 20:06:32

   I haven't looked at my notes from the last session for a couple of days. I was amazed at what sprang forth from the session. Did you have anything that vcame to mind that I should consider or is this not the place for that? ok

14] U: 20:07:00

   (sorry, you have to take it in the direction you wish it to go)

15] U: 20:07:02

   ok?

16] E: 20:09:11

   I was amazed at how the business of essentially free writing, knowing that someone is actually listening to you with the intention of understanding, drew my thoughts out. I would like to think tonight about the idea of continuing the focus of my project. It's only 4000 words and I am afraid I have too much that I want to say.

17] E: 20:09:14

   ok

18] U: 20:10:46

   You have enjoyed the opportunity to work in the IMCD frame, express your thoughts in a written way, with someone reading their development and would like to continue to focus on the 4,000 word project. Right? ok.

19] E: 20:13:00

   Yes there is so much that I want to say but I am sfraid that with this particular assignment it would be really easy to gt in too deep. It is after all the

development of a mini course so I thin think that I must be careful not to make too much of the research at the start.ok

20] U: 20:14:48

Ok, so you have the feeling that you could focus too much on the project, especially the research of it but need to rememeber that it is a 4,000 word paper only. Is that right?

21] U: 20:14:50

ok.

22] E: 20:17:41

Yes. I will not actually be delivering this course as in testing the elementary teachers i.e. before and after the mini-course. I have my volunteer group in place to checl out some of the hunches I have about why the Japanese struggle so much with certain sounds and elements of pronunciation but I think ths could get too intense andtake up too much of the project.

23] E: 20:17:44

ok

24] U: 20:19:42

So you will not be actually teaching it but designing the course. Your volunteer group will be used to test certain ideas about pronunciation and Japanese learners. However, this aspect may take time and move the research away from the design of the course. Is that an accurate summary?

25] U: 20:19:44

ok.

26] E: 20:23:24

Yes, that is right. I right now I am in reading and gathering mode. I would like to have my project framed out so that the reading I am doing can be viewed according to its pertainence to the project. I don't know how wide a circle I should be reading in right now. I also find ways of framng my project in the actual reading. In other words I want to make a frame for my project but at this point I don't know enough about academic writing or the steps required in developing a "course" to make good decisions. ok

27] U: 20:25:28

So, you have started to read and get articles about the project and read around the subject. However, you are not sure how wide the reading should be. From the reading, you wish to develop ideas for the project but need to find out more about course development first. Is that right. Ok.

28] E: 20:25:45

Yes that

29] E: 20:25:49

oops

30] E: 20:31:41

Yes that's right. For example when I was reading in some of the assigned reading I read a chapter on "Needs Analysis" before starting the course design. I had never heard of "Needs Analysis" before but I also found out that there are 2 kinds of needs the learners will have. What theey need to learn and also what they need personally to give them the confidence to try. Is it objective needs and subjective needs . . . ? If I hadn't read that section I wouldn't have had a clue that I needed to iconsider things like "can their confidence handle the idea of trying to speak in English". I worry that there is a whole host of other things that I might miss that would leave big holes in my presentation. ok

31] U: 20:34:21

So, through reading the literature, you came across a new idea for you of needs analysis in course design. This lead you to think of your course in terms of subjective and objective needs, the need to learn pronunciation but also the need for the confidence to give it a go. You are now concerned that aspects of course design which may be applicable to the project may have been missed in your reading so far. Right?

32] U: 20:34:22
ok.

33] E: 20:37:09
U???? I can't see your pencil moving anymore and nothing came to me

34] U: 20:37:44
So, through reading the literature, you came across a new idea for you of needs analysis in course design. This lead you to think of your course in terms of subjective and objective needs, the need to learn pronunciation but also the need for the confidence to give it a go. You are now concerned that aspects of course design which may be applicable to the project may have been missed in your reading so far. Right?

U: 20:37:46
ok.

35] U: 20:37:55
{this is the last message I sent)

36] U: 20:38:02
ok.

37] E: 20:39:02
(The pencil was moving and then it stopped but nothing came to me until after I wrote what I wrote . . .seems to b fine now, sorry)

38] U: 20:39:23
(no worries - please continue - ok)

39] E: 20:43:05
Yes, I am wondering how much knowlegde I am supposed to display about course design and if that I spend too much time proving that I have done the reading that it will take away from what it is that I am actually trying to create and contribute. I have a topic that really interests me atnd at a crucial time in the history of teaching English in Japan and I am not sure how much of a creative contribution I should by making as opposed to how much of an academic paper I am writing. ok

40] U: 20:45:28
Let me see. So you face a dillemma. One of being interested in the topic and feeling you have a contribution to make to your job and field but on the other hand needing to write a paper on couse design, show an understanding of concepts and reading in that field and are not sure how much this will conflict with the project itself. Earlier you mentioned it being a 4,000paper as well. Is that a correct summary of your thoughts? ok.

41] E: 20:51:43
Yes thanks for putting this together. It's only 4000 words and I imagine needing to situate the whle project in history and show how the Japanese have handled educating young people to this point and why the teachers that they have "produced" are so ill equipt to do this job of teaching oral English. Tell of my experiences in the classroom and with the volunteers, present my theory and then procede to suggest a series of ways to help the teachers deal with the pronunciation issues. it just seems to be a lot of information for one paper. I

never know how much I should ask the tutors. I don't want to sound like I don't know what I'm doing, but I have never designed anything like a course before. Mayb I should ask to se some of sample assignments. ok

42] U: 20:54:13

Ok. so to put all of the ideas you have into the paper seems a lot with a 4,000 word limit. You also are not sure of how much advice to seek from tutors but have one idea of looking at past assignments to get an idea of what others have written on the course. Right?

43] U: 20:54:14

ok.

44] E: 20:58:39

Yes, with the reading it seems to me that I am learning a lot about course design for example if the material to be taught requires a certain kind of syllabus structural, functional/notional, skills based . . . . the more I read the more I realize how much I don't know. It's a bit like going out hunting and you have all the information about where the animal lives and it's habits and what equipment you need etc. but you have never actually seen one of these animals before so will you know it when you see it. I hope that makes sense. I don't really know what my end goal should look like at the moment. ok

45] U: 21:01:12

ok. let me see. You have been reading a lot about course design and this is helping filling the gaps in your knowledge but also adds to the need to find more bits of information to create something you are not exactly sure what is. So you are confused to what the end goal may be or end up as at the moment. Is that right. ok.

46] E: 21:02:53

Yes I'm happy for what I find and read but worry that there is so much out there that I am not even aware of that I have no gage of when the reading should be finished and when I have the core of the issue surrounded. ok

47] U: 21:04:04

so, it is a question of how much to read and when to say enough is enough and move on. right? ok. (BTW - I have to end the session now if that is ok)

48] E: 21:05:28

I think so . . . Oh, yes if you have to go please do. What should we do about the next session. I think I midded my cue I'm supposed to stop this at about one hour from the start time right? k

49] U: 21:05:50

stepping out of role

50] U: 21:06:09

no worries - sorry I have to end it there. Tomorrow, we start the conference prep for pan-sig

51] U: 21:06:19

and I am chairing the event on Sat / Sun

52] U: 21:06:29

lots of stress and need an early night ;-)

53] U: 21:06:42

Back to the session - I hope you got things out of it

54] U: 21:06:51

one question I have for email feedback

55] U: 21:07:24

8.51pm - Was the idea about asking for sample assignments a discovery made during the session or something you had thought about before?

56] U: 21:07:41

Also, here are my summary notes of the session as we were going along

57] U: 21:07:56

Notes – MAY 21st

4,000 word paper – fear of doing too much at the beginning
Not teaching the course but using a focus group to test out hunches of pron. This may however be too much and take up too much of the project
Reading but how much and what to read?
Reading to develop ideas but need to know more about course development.
Reading – Needs analysis – Objective / subjective needs – related to project but concerned other aspects may have been overlooked.
Writing a CMD module paper or pursuing a project that may make a creative contribution to the field of pron –herein lies the dilemma.
4,000 words may be to short to put all my ideas in and discuss course design. One idea is to ask for sample assignments.
Reading aspects of course design – not sure where it is all going and what the end will be. Also, how much reading is enough and when the core issue has been reached.

58] U: 21:08:08

ok.

59] E: 21:08:45

O.k. I will e-mail you. you sound really busy. Did you write a CMD paper way back when??

60] U: 21:09:01

Yeah

61] U: 21:09:12

it was on needs analysis

62] U: 21:09:30

I can send it you if you like

63] E: 21:09:47

Would you please??

64] U: 21:10:09

sure

65] U: 21:10:14

please remind me in the email

66] U: 21:10:56

Ok.

67] E: 21:11:44

The pencil went for a long time and it just said o.k. I hope I didn't miss something.

68] E: 21:11:56

Shall I say goodnight?

69] U: 21:13:02

sorry - the phone rang!!

70] U: 21:13:22

I will save the session and say goodnight!!

71] U: 21:13:24

:-)

72] U: 21:13:45
       Thanks a lot and let's try and meet next thurs
73] E: 21:14:08
       Thank you. Let's try for thursday then Good N.

*For Email feedback on A Session 2, please see Section 2.3.1, p. 27

22.3 A Session 3 (28th May 2009)

001] E: 20:02:41

> Just flew in the door

002] U: 20:03:09

> right

003] U: 20:03:13

> How are you?

004] E: 20:03:57

> I'm fine . . . non stop all day and now just crashed down in front of the computer . . . you?

005] U: 20:04:06

> not bad - same I think

006] U: 20:04:12

> but things went well last week

007] U: 20:04:19

> so pretty happy

008] E: 20:05:01

> you were getting ready for something and I forgot what it was . . . bad ne! Please tell me what it was that you were coordinating

009] U: 20:05:20

> Pan-SIG

010] U: 20:05:27

> went like a dream but very tiring

011] E: 20:06:27

> oh that sounds good PAN sig =? Thre young people right?

012] U: 20:07:14

> JALT conference with special interest groups

013] U: 20:07:19

> went very well

014] E: 20:08:17

> The whole EBM Group is converging on Hiroshima tomorrow. THey have a meeting here.

015] U: 20:08:29

> right

016] U: 20:08:38

> sounds busy

017] E: 20:09:07

> C looks like she is sleep walking . . . her schedule frightens me.

018] U: 20:09:18

> I bet it does!!

019] U: 20:09:48

> Anyway, shall we get started as I can only go to 9pm

020] U: 20:09:49

> ?

021] U: 20:09:53

> ok.

022] E: 20:11:07

> Yes of course but before we do I just remenmbered that I didn't e-mail you with the feedback and I'm sorry. I was to ask you to send your sample assignment on Needs Analysis.

023] U: 20:11:39

No worries - I sent it at the end of the last session

024] U: 20:11:43

via skype

025] E: 20:12:37

did I see that? You see I'm losing it!!! I'll go back and check.

026] U: 20:14:49

Any luck?

027] E: 20:15:29

Sorry I wasn't doing that at this moment but I will . . . now

028] E: 20:17:25

Can't figure it out at the moment U, sorry, I don't want to waste your time. Let

029] E: 20:17:28

s start

030] U: 20:17:35

ok

031] U: 20:17:45

E AS SPEAKER AND U AS UNDERSTANDER

032] U: 20:17:49

the floor is yours

033] U: 20:17:51

ok.

034] E: 20:20:08

Truthfully I have not done any writing on my project and have not had much chance to do reading this week as I had some other deadlines. I am gathering information for my project but I still don't have a vision of the shape of the assignment. Also I just did a second session with my volunteer group of 9 ladies to see what they find difficult about English Pronunciation.ok.

035] U: 20:21:42

So, time has been an issue this week but you have been able to get some stuff together. You are still looking for an overall shape to the project. You also had chance for another session with the volunteer group regarding difficult aspects of pronunciation. Is that right?

036] E: 20:23:56

yes, that's right. I have only read 3 of the chapters in CMD and need to get on with that too. I had such a clear vision of what I wanted to do that I just struck out trying to gather information and so that I could contextualize my reading both in the unit and in the recommended reading.

037] E: 20:25:44

I wote to S G in response to her request for questions for A B and the podacst that they are preparing on research techniques. I need to know if there is ever a time when we can just cite personal experience in support of our projects. I thik there are some people who just know stuff and I think that they should be able to just make stsatements. ok.

038] U: 20:27:54

So, let me check. You hace only read some of the CMD module as you knew what you wanted to study so went straight into data collection, information gathering to guide your reading - you have been interested in whether anecdote is okay to support arguments. Is that right? ok.

039] E: 20:32:29

Well yes . . . but I don't really want to support my project. I want to be able to set up the assignment saying that I have been a part of a teaching pilot plan in

the elementary schools and that I have noticed this that and the other thing as weak areas in pronunciation. I have notes that I have made in my teaching journal and also notes at the bottom of my lesson plans, but truthfully my gut reaction to the needs of the teachers is what go me all fired up about creating a mini-course for them. I wasn't making notes on my lesson plans from the very start when I noticed the problem but I started soon after o.k.

040] U: 20:34:38

So, you would like to be able to create your research space from the personal experience in terms of where you have been working, what you observed, the notes you took at that time and how the research idea developed from the needs of the teachers and the dillemma you noticed. Is that right? ok.

041] E: 20:36:43

Exactly. I would like to trace it from that beginning but I am a creative writer and not an academic writer and sometimes I feel that my instincts are reined in because of protocol . . . I'm going away now to find the definition of anecdotal information . . . ok

042] U: 20:39:15

So, you feel more of a creative writer rather than an academic writer and this then keeps you in check or restricts your flow when writing. Is that right and how does that connect to what you said earlier about citing personal experience? ok.

043] E: 20:45:00

I found the definition of anecdotal experience and that is a perfect way to describe my frustration. Writing in a way that describes the things I have come to know would create on a clear channel from my experience to the reader without always having to refer to some data. For example some of the most outstanding revelations in the classroom may not always be in date form, notes or in a journal, does that mean that I can't use it. There are just some things that we know from being in the environment. When can we just say we know that from years of listening to Japanese speakers or whatever? Surely experience counts for something and gives certain rights to participants in life. Life isn't one big experiment . . .ok.

044] U: 20:47:05

So, you feel a sense of frustration that you want to write from experience but feel the academic need to refer to other data rather than from intuiton and the first-hand experience you have gained. Is that right? ok.

045] E: 20:51:18

Yes, that's right. I feel that there are some things in life that are built through experience. For example, some people seek out experience through which to learn. An old stone mason may have a lot to teach someone who just came out of masonry school. The seasonesd mason may not know why something is the way it is, he just knows that it is so. I would like to be able to just write some of my feelings and reactions to the situation and what motivated me to do this project and write down my first impressions. Perhaps that would be o.k. in the introduction to the assignment. ok

046] U: 20:52:11

(thinking...)

047] U: 20:53:54

So, we learn things from experience and sometimes things are instinctive and difficult to communicate, you would like to write an introduction from your motivations and reasons for doing the project and are wondering if that would

be okay to do in the intro to the assignment. Right? ok.

048] E: 20:57:28

Yes. When S was in Nagoya she spoke with us at length about the need to be able to respond to the question "How do you know that". She said that S G always says that when she finds something in an assignment that needs to be referenced. If someone askes me " How I know something, I want to be able to say because I was there and heard it myself. I don't think this position would fly veryt high in and academc paper. ok

049] U: 20:59:05

So, the need to be able to reference knowledge or experience is the frustrating factor

050] U: 20:59:10

(thinking...)

051] U: 21:00:33

but if you obeserved it, you want to be able to say it in the paper.

052] U: 21:00:54

okay - sorry but will have to end the session there, if that's okay

053] U: 21:00:56

ok.

054] E: 21:02:14

Yes, that is where I am stuck. O.k. if yo have to go I understand. Sorry if I sound all confused . . . I am really new at academic writing and it sometimes steals my enthusiasm. ok.

055] U: 21:02:43

Ok - thanks - Stepping out of role!

056] U: 21:02:50

Thanks for tonight

057] U: 21:03:08

Sorry to cut things at 9 but had a busy week and weekend with the conference

058] U: 21:03:14

dead on my feet at the mo

059] E: 21:03:18

You're welcome . . .

060] E: 21:03:22

I understand . . .

061] U: 21:03:36

Here is the side summary I wrote in word

062] U: 21:03:40

during the session

063] E: 21:03:46

thank you

064] U: 21:03:50

May 28th

Time – busy – not sure of the overall shape. Had chance to work with volunteer group.

Only read some of the module as knew what wanted to study so started with data collection first to help with reading. The use of anecdote to support research arguments.

Using the personal experience of teaching and where the idea came from – observation and noticing teachers' needs.

Creative vs. academic writer – instincts in check.

Frustration with writing style and wanting to communicate experience to reader in a clear and personal way.

Communicating experience and feelings – is it possible in an academic paper?

065] U: 21:04:13
This should be a summary of the session as it appeared to me from reading your postings

066] U: 21:04:25
It was a very interesting session, thanks for that!

067] U: 21:04:53
If you can send me any feedback on last week and this week, I would be happy to read your thoughts on things so far

068] E: 21:05:19
You're welcome U . . . yes I will try. I'm fading fast myself too.

069] U: 21:05:34
Ok - shall we say same time next week?

070] E: 21:05:43
Yes, if you don't mind.

071] E: 21:05:49
Thank u

072] U: 21:05:50
would love to

073] U: 21:06:02
ok - over and out - and don't forget to save the session

074] U: 21:06:08
cheers and good night

22.3.1 A Session 2 & 3: Email Feedback (31st May 2009)

Dear Andy:

Here it is Sunday and I am actually doing all the things that I need and want to be doing. This involves some cooking, some washing and cleaning, studying and some peripheral tasks like this that are required to keep the studying going in the right direction.

This morning I listened to the 2 hour recorded session with my volunteer group last Sunday. It is amazing the way the recording can pick up that feeling of "flow" when you are thinking on your feet and the way the points come out are evidence that the excitement of the presentation provides extra adrenaline and clarity . In listening back I got a really good feeling that my thoughts were on track and that there was a clear path described for the volunteers to follow. It seems that my reading and experience came together and mixed into a homogeneous "one" almost while I was sleeping.

I also read though our May 16th Session again. Your summary on the session is proving to be a great way for me to track my progress. I read what you said and got a

sense of the whole session. It is just like reading through the conclusions of the chapters in a book after you have read the book. It brings it all back in a condensed form. Thank you for providing that . I could not predict the value of that at the start. I thought it was something you were doing for your own reasons and didn't pay much attention at first. As we continue along I see it is a valuable thing for me.

Yes, I found your CMD assignment and read that too. First of all . . . . To answer one of the questions that you asked of me. Yes, the idea of reading sample assignments came to me in the middle of the texting session. Everyone is telling me to read sample assignments but with the reading load I already had I never wanted to go there. The other thing is that I never really know where to look for sample assignments beyond a couple that may be found on the Blackboard. It seems like the assignments provided for our use never look inviting enough to want to get into. I never seem to be able to get myself to do that. However, quite separately I came up with the notion to do that in the IMCD session with no thoughts of the sample assignments mentioned before.

Your paper was a very comfortable read, easy to follow and to my surprise not filled with so much technical stuff. I found a valuable answer to one of the pressing questions I had last week in the way the you said things like, "In my experience . . . " etc. that is the kind of stuff I want to say but thought I would have to support it from some kind of formal and deliberately collected data.

My MET project was a lot of detail and I didn't do as well on it as I felt the effort warranted . . .too much hard work in the wrong direction. Your paper in contrast seems to come from a quiet, hands on feeling of confidence and understanding of the contexts and knowledge of what is required in order to get the information you need so that you can load the syllabus with as much meaningful information as possible considering the restrictions of time etc. Very nice. I am curious about the grade you received on that paper but feel uncomfortable asking.

I just read through May 21 st and 28th as well. I had to adjust all of the text as it had flown off he screen. I had to backspace every line to get it back in order. Do your files sometimes lose formatting?

I get the feeling that I am going to find out some of the answers for myself just by asking the right questions and I like that I can trace my thought patterns through this system of meeting weekly. Having another person involved makes one take a more committed stance on showing up to do the thought work doesn't it?

So I guess that is it for me for now. I have a lot of things that need my attention right now. I look forward to communicating with you next Thursday Andy.

Hoping all is well with you. BTW/ Do you have any CMD Books that you want to sell? Having asked that I am guessing that you are probably one of those people who keeps books. I like books myself.

Over to you.
Kind regards,
A

22.4 A Session 4 (4th June 2009)

1] E: 20:00:49
> O.k. I made it . . . flying in the door again. How are you?

2] U: 20:01:09
> pretty good

3] U: 20:01:14
> How are things with you?

4] E: 20:01:34
> We're pretty clever aren't we? Look at the time!

5] U: 20:01:41
> Oh yeah!

6] U: 20:01:44
> ;-)

7] E: 20:02:16
> I'm fine but amazed at how the weks get by me, not just talking days here . . . weeks!!!

8] U: 20:02:33
> yeah - 12 years got by me in Japan

9] E: 20:02:46
> Are you a lifer now??!!

10] U: 20:03:09
> not sure

11] U: 20:03:18
> always dreaming of escape!

12] E: 20:04:52
> I told C that I would be gone in 2 years . . .then things just started to get better and I wonder too . . . the JALT National Directors were meeting here last weekend and they were all around near the workplace. I'm getting to know them a bit and they asked me to volunteer for a project this year for the national convention!!

13] U: 20:05:07
> Why not?

14] E: 20:05:29
> Well, time is alll. They asked me to Edit the National Conference Handbook!

15] U: 20:05:36
> ouch!

16] E: 20:05:53
> That's a serious project isn't it!

17] U: 20:05:57
> Oh yeah!

18] E: 20:06:09
> Have you ever done anything like that before?

19] U: 20:06:22
> Yeah - on a smaller scale

20] U: 20:06:41
> I put together the Pan-SIG booklet in 2008

21] E: 20:07:18
> Well, I do the writing around our workplace and . . . oh was that harder or easier than you thought? I don't have to lay it our, just proof-read it

22] U: 20:07:47

Harder - but a sense of acheivement when I saw all delegates walking around with the handbook I created!

23] E: 20:09:10

I can imagine. This won't be any cake walk but I know myself well enough to know that I will rise to the occasion. Failing is not really an option, not when the whole teaching profession, ny boss who suggested me and the Nat. Board who asked me are watching!

24] U: 20:09:24

good lucj

25] U: 20:09:27

luck

26] E: 20:09:35

Thanks!!

27] U: 20:09:39

Shall we get started?

28] E: 20:10:22

Good idea . . . It is nice to talk about other stuff sometimes though isn't it? Nice to hear what you are up to and to sharea little news.

29] U: 20:10:36

An important part of the process

30] U: 20:10:44

And BTW the assignment got A-

31] U: 20:11:06

I was reading your feedback email earlier - thanks for that!

32] E: 20:11:57

Oh I didn't know that . . . oh, thanks . . . you made it look really easy and simple and it was easy to read. IT makes me think I tried too hard to get too much into that paper of mine and didn't score so well . . . live and learn!!

33] U: 20:12:24

Well the paper went on to make it into Modern English Teacher

34] U: 20:12:31

and I got a presentation out of it as well

35] E: 20:12:54

That is fantastic news U . . .

36] U: 20:13:12

So keep in there..

37] U: 20:13:24

Okay, to the task at hand.

38] U: 20:13:36

U as UNDERSTANDER and E as SPEAKER

39] U: 20:13:40

the floor is yours

40] U: 20:13:42

ok?

41] E: 20:13:53

O.k. thank you . . .

42] E: 20:16:12

Here I go then. Just to update you on my volunteer students, I had another session with them and this time was better than all the others. I am teaching them 5 x 90 free minute pronunciation lessons just to get a feel for the way

that Englis challenges them in the area of pronunciation and to get some data in the kinds of need that exist. ok.

43] U: 20:17:25

So, you have started to teach the volunteer group and have started a kind of pilot study in which you can collect data and determine areas of difficulty they are experiencing with pronunciation, right? ok.

44] E: 20:19:44

Yes, that's right and in the course of teaching them I am noticing that just through the awareness that the lessons are bringing them their approach to articulation is changing as is their pronunciation. They are not teacher, buta groupd of older speakers of English with nice levels and they tell me that they have never been given any instruction in pronunciation.

45] U: 20:21:26

(Should i take the floor?) ok.

46] E: 20:21:36

sorry! ok

47] U: 20:22:54

So, through the process of focusing on pronunciation, you have noticed an increased awareness in how they articulate words. You have also learned that they have had no experience of pronunciation teaching although have reached a pretty good level of English. Is that right? ok.

48] E: 20:25:49

That's right. I have been working mainly at the level of single sounds with a children's phonics programme and now have moved on to blended sounds bl/br/ pl/pr fl/fr . . . and helping then de-programme from insisting on the kakakana sound that derives form consonant - vowel syllabry utterances.

49] E: 20:25:51

ok

50] U: 20:27:55

So, using a children's program, you have begun to move from phonics to blended sounds and have notices a different in their previous Katakanazation of words from consonant - vowel to more blended pronunciation. Is that right? ok.

51] E: 20:30:49

Well, I have introduced the idea of blends and have set homework for them in reading through any paragraph of English that they choose, circle the blends and then practice at home thinking of the ideas we discussed and then they will read it out in the next session. The idea is for them to be able to help themselves through an awareness of the correct sounds and then working on it at home.ok

52] U: 20:33:20

Ok, so you have been working on raising awareness of blended sounds and with the homework, this will reinforce what you covered in the lesson(s) and feed into next lesson with a read aloud activity - the aim being to be able to recognize, be aware of the sounds as a self-study task - right? ok.

53] E: 20:39:02

Yes, I was not able to gain access to any teachers in order to do a needs analysis and so settled for a group of retired ladies who are only too happy to participate (it's free too). I did not want to plan a before and after sesson where I recorded their pronunciation before we started and after the 5 session. It was not my intention to gather that kind of data. I just wanted a focussed

opportunity to discuss pronunciation and to get feedbck on the ideas I have for curriculum items for this mini course. In the process they are demonstating improvement in their output and are approaching things with an awareness that I can see in their faces when they think about what they are about to say/pronounce. It is all written in my journal/notes and captured on the mp3 recording. Things I am finding out about how simple awareness works.

54] E: 20:39:03

ok

55] U: 20:42:57

So, you were able to get hold of a class of retirees who were interested in participating in the project. Rather than do a needs analysis, the class is acting as a pilot study in which you can dicuss pronunciation issues, try out and get feedback on your teaching of pronunciation and feed this in to the mini-course you are developing for the module. You are observing classroom events via journal notes and mp3 and you are interested in the effect of awareness in improving thier pronunciation. Is this an accurate summary? ok.

56] E: 20:47:34

Yes, and in addition I wanted to observe which aspects of the execises and techniques came easily for the volunteers and which exercises took a few different approaches to anchor comprehension and a feel for what would need to be adjusted to bring about the beginnings of pronunciation the resembled English more closely in principle. I wanted to get a sense of what they new and what they didn't know about pronunciation and see if I could shed some light on an age old problem that would work to have them self monitor their pronunciation and to think in English and not to go boldly forth in Katakana for lack of another way of thinking of pronunciation.

57] E: 20:47:35

ok

58] U: 20:51:12

Okay, so observing the students in action, you could begin to detemine which exercises were difficult and which were easier for them and also, how they began to modify to pronunce in a way that moved away from Katakana Eigo. You also wanted to find out prior knowledge of students regarding pronunciaiton and see if you could devise a method of having students self monitor output . Moreover, to try to think in English rather than to rush out with a katakanaized version of it. Is that right. Ok.

59] E: 20:55:34

Yes, that is right. I just wanted to see if I could offer a new way of thinking about pronunciation along with some practical tips for them to hold on to as they go on about the business of putting their years of hard study out in spoken form. I am sure that some of he things I am saying to the volunteers are being heard for the first time and so I am surmizing that the elementary teachers who have no particular interest in English may never have heard of my ideas on pronunciation. ok

60] U: 20:57:35

Okay, your idea is to provide fresh directions to pronunciation for students and helping them to consolidate prior learning and output it. You suspect that this is new for the students and thus, suspect that elementary teachers may not be familiar with these ideas, too. Is that right ? ok.

61] E: 21:02:12

Right. I am finding now that I am discovering things in the group that I could not have predicted. They are embracing the ideas like children with a new toy and really taking the ideas to heart and running with it. They are doing things in the class and showing me changes in their approach to pronunciation that I didn't think I would get and so there is a whole new dimension to the study group. I am not sure what to call them, a test group or a sounding board or a pilot study or whatever. . . anyway, I am now really going to have to narrow my focus and ask myself how I really want to phrase my intentions at the beginning of the assignment. o.k.

62] U: 21:04:41

So, you have had initial success with the activities along with discovering things yourself. Improvements in the group have been beyond initial expectation. Therefore, this has lead you to the question of needing to narrow things for the assignment and how to begin . Right. Ok. (p.s. 9.04pm)

63] E: 21:06:17

I always forget to say that we need to finish. You can write that down, that once subject "A2" gets the floor she nevr wants to quit!!! So I am stepping out of my role. ok

64] U: 21:06:33

cheers - thanks for that

65] U: 21:06:49

Here is the summary that I made in the word doc.

66] U: 21:07:10

Started a pilot study – determine common pron. difficulties
Start data collection
Increased awareness – no past experience of learning pron.
Good level – older students
Children's program – phonics to blended – a move away from katakanaization of words
Raising blends – homework – circle blended sounds – raise awareness of this through self-study
Class of retirees – no needs analysis but rather a pilot study. No before and after session but focus on trying out pron ideas to feed into mini-course. Recording data via mp3 and journal observations. Interested in the role that simple awareness has on improving pron.
Observe what was easy and difficult for students / how they adjusted or the teacher adjusted things to bring about English pron. Determine prior knowledge, and see how can have students self-monitor output. Moreover, to think in English rather than rush out a katakanaized version of it.
Fresh directions for pronunciation – suspect it is new for students and thus think it may be new for elementary teachers, too.
Discovering things not expected – improvements and new dimensions but how to narrow the focus for the assignment?

67] E: 21:07:56

Which by the way are very helpful for me when I am looking at the scripts of our dialogues. I can easily identify the ones where I discussed certain things.

68] U: 21:08:04

great

69] U: 21:08:21

One question I wrote down in my notes during the session

70] U: 21:09:07

Do you feel you are moving forward in the session or rather consolidating what you have already done and then moving forward outside of the session?

71] U: 21:09:49

I would be interested to hear the answer and any other feelings you have during the session in a post-session feedback email - onegai!!

72] U: 21:09:58

ok.

73] E: 21:11:55

Yes, of course. I may have some questions for you where I might want your answers too but I don't want to break the patterns that I believe are important to follow for you research. If I ask stuff that I am not supposed to ask, will you tell me. I'm thinking of things that would undermine our roles.ok

74] U: 21:12:25

Sure - will do

75] U: 21:12:32

thanks

76] U: 21:12:39

Same time, next week?

*No email feedback received for this session

22.5 A Session 5 (11th June 2009)

1] U: 20:01:31
   So we meet again . . . how have you been?
2] E: 20:02:04
   good thanks
3] E: 20:02:12
   got the JALT CALL conference out of the way
4] E: 20:02:18
   and can see a little bit of light
5] E: 20:02:25
   How about yourself?
6] U: 20:03:45
   Nose to the grindstone . . . and trying to get the CMD unit read and behind me
   before I pour my assignment onto paper. I feel that I am storing it inside my
   mind and that it will all spill out at some moment soon . . .
7] E: 20:04:22
   sounds busy!
8] U: 20:06:21
   It is . . . I am sorry I didn't re-read the last session and send my feedback. I am
   wondering how we sgould proceed and if this chatting will continue while I
   am writing my project. I am starting to feel that I have basically purged myself
   of the concerns that were bothering me. . . is there something I need to know at
   this point?
9] E: 20:06:46
   no, just feel free to fill the space as you see fit
10] U: 20:08:01
   you mean that we can basically chat about anything at all or are there some
   guidelines to follow? This is for academic writing is it not?
11] E: 20:08:20
   It is for research but any aspect is ok
12] U: 20:08:50
   You mean your research or mine?
13] E: 20:09:04
   your research - you can discuss any aspect you like
14] U: 20:09:13
   Nice!
15] E: 20:09:18
   ;-)
16] U: 20:09:47
   Well then . . . are you interested in starting, how is your time tonight?
17] E: 20:09:55
   I can do until 9pm again
18] E: 20:10:03
   After 9, I need to chill out
19] E: 20:10:13
   it has been a long day with a boring faculty meeting thrown in!!
20] E: 20:10:23
   It lasted 4 hours and was very frustrating
21] U: 20:11:21

That's great that you can chill out . . . most people don't take the time. Oh, would you rather talk tomorrow night? I am not sure what I have to say tonight as I did have the above questions for you.

22] E: 20:11:49

How about we switch the role?

23] E: 20:11:56

Might be interesting

24] E: 20:12:05

If you are understander and I am speaker?

25] U: 20:12:25

You mean I an the understander and you are the speaker? Sorry I was typing over you there.

26] E: 20:12:31

no worries

27] E: 20:12:34

might be an idea

28] U: 20:13:23

Do you have somethiing in mind that you would like to get feedback on or are you just gonna role play? Does that sound right??

29] E: 20:13:32

Up to you

30] E: 20:13:40

I can talk about my PhD research so far

31] E: 20:13:49

as I have to write a proposal soon

32] E: 20:14:06

or we can continue as myself as Understander, if you like

33] U: 20:14:35

I would like to try although I am grass green . . . I would be very pleased if I could help you clear your thoughts.

34] E: 20:14:42

okay

35] E: 20:14:45

let's give it a go

36] E: 20:14:49

here are some markers

37] E: 20:15:08

Reflecting - try to capture the essence of the speaker and offer a chance for him and her to evaluate what you have reflected

38] E: 20:15:24

Focusing - if the speaker talks about many things, you can do a focusing move

39] E: 20:15:45

you have talked about X, Y, Z, - is there something here you would like to focus on?

40] E: 20:16:01

Thematizing - Earlier you said X now you said Y - Is there a connection?

41] E: 20:16:35

Challenging - Earlier you said X now you said Y - how would you reconcile these 2 contradictory statements?

42] E: 20:17:01

The key is to reflect, summarize and not offer opinions, judgments, advice etc..

43] E: 20:17:07

Ok?

44] U: 20:17:23

I think I understand.

45] E: 20:17:44

Let's give it a go!! E AS SPEAKER AND U AS UNDERSTANDER

46] E: 20:19:07

Ok, as you know, I have started the PhD course. It started in April but I am not finding the time to sit down and study as when I was on the masters. I am a busier person now then back then. What I am doing at the moment is a research Met module which will lead on to writing the research proposal. I think I would like to look at the structure of the research proposal today.

47] E: 20:19:34

Firstly, my reasearch question is How can IMCD facilitate or assist the research process for university students?

48] E: 20:19:42

Namely, DL students

49] E: 20:20:31

Today, I was wondering if the question was a leading question presuming that IMCD does facilitate support and was thinking of changing it to Does IMCD assist the research process and if so, how

50] E: 20:20:39

ok?

51] U: 20:24:27

So you have made a decision to start your PHD and in order for you to make an informed approach to writing your research proposal you are taking an extra course, Research Met Module. You are finding that time is hard to come by and you are feeling the need to frame your proposal but you are not confident of the wording of your topic question and feeling that perhaps a different approach might be more appropriate. Does that sound right?

52] U: 20:24:31

ok

53] E: 20:27:11

Yes and no. Time is hard to come by and today in the faculty meeting I was able to block out the boredom and get down to some study. I think a different title might be necessary as the title may be somewhat presumptious - although ah! maybe not. If the title frames the whole piece and I can support the question with solid examples , then the title would hold. I.E. - this is how IMCD can assist DL students during the research process . If there are instances where IMCDers decide it does not assist them but hinder them - this would be interesting too and could be included in the final thesis.

54] E: 20:27:14

ok?

55] U: 20:31:39

So although you feel that a totally different approach and matching title might be an alternate route, there is a part of you that feels it might be more interesting to procede with orginal title and see where that leads you. If you find that the data contradicts your original proposal then you would have that interesting nformation to report as well. This being the case you are still mulling over the possibilities but feel that you have a coupl of solid choices at this point. Does that feel right?

56] U   : 20:31:42

ok

57] E: 20:33:09

Yes for the title. I think I can warrant that title. I began to lose faith in the title today as I thought it was somewhat a loaded question but if the whole paper supports that IMCD does assist those DL students then it will hold.

58] E: 20:33:22

Moving on - I have found my notes that I wrote 2 years ago

59] E: 20:33:41

regarding the proposal that I could never quite write.

60] E: 20:34:08

The file was hiding at the bottom of a big pile and this has reassured me as all the work is in here!!

61] E: 20:34:25

For example - Why is this reaseach worth it?

62] E: 20:34:41

What I am trying to do is offer an alternative support framework

63] E: 20:34:54

not only for those who are isolated via distance

64] E: 20:35:05

as SKYPE can cross physical location

65] E: 20:35:19

but also for those students who may be sitting next to one another in class

66] E: 20:35:32

go home to their dorm rooms, click on the internet

67] E: 20:35:37

and work in this way

68] E: 20:35:46

rather than the typical judgmental way

69] E: 20:36:36

I see this research not only as a contribtuion to Distance Learning but to tertiary education as a whole - wow! big statement - big dreams!

70] E: 20:36:38

ok?

71] U: 20:42:32

So you have been harbouring the notion that there must be som other option for students who basically don't function in a traditional manner, who have ideas but just want to have a vehicle through which to sort and reflect upon their thoughts. Finding your notes from a couple of years ago has re-kindled your confidence in what IMCD might offer and now your earlier doubts this afternoon have been quelled. You have a desire to offer something lasting to tertiary education and are just trying to find the best way to procede to give you a strong chance to do your PHd work but at the same time make the conditions for tertiary education better in the wake of your findings. You felt some lack of direction earlier today but finding your notes has given you back some of your faith in yout original ideas. . . . is that how you are feeling at the moment? ok

72] E: 20:42:42

(still there?)

73] U: 20:43:20

Pardon?

74] E: 20:43:45

    (no worries - your pen stopped moving for a moment)

75] U: 20:43:55

    no problem . . . .

76] E: 20:44:59

    I have always had confidence in IMCD - but I lost confidence in my title and was wondering whether to change it. What has happened tonight is I can see how it fits now. Finding my notes is great as I spent a whole summer making them to write the proposal but never wrote it!!

77] E: 20:45:44

    I do feel that IMCD has a lot to offer tertiary education as a whole as a unique and alternative way to the traditions of academia where criticism, judgement, and advice prevail.

78] E: 20:46:09

    This could be a powerful too for research for any discipline, really.

79] E: 20:46:56

    I think a starting place in is to determine the typical research problems people experience as revealed by the sessions. For example, finding a research focus.

80] E: 20:47:26

    It would then be possible to track how this is overcome by the IMCDer via the session as ideas develop over 1 or more sessions

81] E: 20:47:43

    Triangulation would come through 3 forms of data

82] E: 20:47:49

    1] The IMCD session itself

83] E: 20:48:02

    2] The post-session feedback

84] E: 20:48:18

    3] Post-session interviews with the participants

85] E: 20:48:32

    I plan to move through 4 stages of IMCD research

86] E: 20:48:40

    1] Trainer / Recruiter

87] E: 20:48:49

    2] Participant Observer

88] E: 20:49:19

    3] Observer - where I view 2 other people having a session and make post-session comments on the session

89] E: 20:49:50

    4] Analyst - where eventually people are working in pairs to do this by themselves but sending me the data (with informed consent of course)

90] E: 20:50:25

    In this way, I would hope people to move through the 4 stages at different times and keep adding people to a growing community of online IMCDers

91] E: 20:51:06

    Each person benefits as having the opportunity to speak freely about his or her research for one-hour sessions on a fortnightly basis.

92] E: 20:51:23

    Roles are alternated and each person gets something from the sessions

93] E: 20:51:29

    This is my hope anyway.

94] E: 20:51:30
  ok?
95] U: 20:58:15
  So somewhere along the line you were given reason to believe that perhaps the academic world was not necessarily a fertile place for some styles of research or some researchers styles and felt that an alternative system of communication might work better for example distance learners or individuals of like mind who might benefit from some companionship in the form of listening and understanding without having to defend their points of view or break their concentration to accommodate the strong beliefs of the establishment. Believing in IMCD as an answer for some people makes you want to share the concept but first you must demonstrate the value of this tool as well as the effectiveness. You are willing to do the work but behind it is a deeper hope that you will be able to offer tertiary education a system that is self fullfilling and self perpetuating. Is that the direction your ideas seems to me moving you in.ok?
96] E: 21:00:50
  Yes, that's it. I don't want to say that IMCD is the B all and end all of research but to offer it as an alternative path, if you like. I suggested in my presentation on Sunday that people have 2 friends; a critical friend and a CD friend. With your critical friend, you get critical feedback on your work. With your CD / IMCD friend, you get the space to develop your ideas and be listened to. And that is where I will leave it tonight - thanks!
97] E: 21:00:52
  ok.
98] U: 21:03:32
  so will we finish then? This is interesting. You are making a place in the real world for the tender hearted beasts to establish themselves . . . almost like the independant record labels for artists you don't want to endure the rough water of a big label deal in the music business and don't want their tender inspirations to be crushed but the insensitive. ok
99] E: 21:04:01
  Thanks - let's finish there!
100] U: 21:04:08
  by the insensitve that should read
101] E: 21:04:19
  I would be very interested in your comments on being Understander tonight?
102] E: 21:04:23
  How did you feel?
103] E: 21:04:27
  etc..
104] U: 21:06:12
  I will try to find the time to give you something more than a quick comment but struggle for time too. I need to feedback on last week as well. I'll try as this is important for all . . . when do you feel you would like to chat again. I am wondering if we should take a break while I get my assignment done .What do you think?
105] E: 21:06:48
  Could do, unless something comes up. You may want to IMCD during the writing process to clarify things.
106] E: 21:07:16

Let's schedule by email

107] U: 21:08:52

O.k. what if I want to ask you some specific questions about writing the assignment. what if I want to ask for your advice? Is that against the rules. I am not sure all the answers I need are within me at the moment ot be self discovered through IMCD

108] E: 21:09:42

I think that may change the relationship and contamanate the session

109] E: 21:10:01

It may be useful to find someone else for advice and me for IMCD

110] E: 21:10:09

if that makes sense!

111] U: 21:10:23

I was wondering about that in fact I could almost smell that answer coming in the wind . . .yes, it does make sense.

112] E: 21:10:51

;-)

113] E: 21:11:09

Ok - will save the session and send it to you as a file.

114] E: 21:11:36

And I will be in touch regarding another session. If you do want to trial writing ideas or anything, please let me know.

* As I was the Explorer in this session, there is no email feedback

22.6 B Session 1 (30th May 2009)

001] U: 19:59:15
      Hi
002] E: 19:59:31
      Hey
003] U: 19:59:43
      Will do a quick intro
004] U: 20:00:07
      My name is U and I am an Aston grad (2000-2004)
005] U: 20:00:14
      I have just recently started the PhD course
006] U: 20:00:23
      I am working at a uni in Tokyo
007] U: 20:00:33
      and also help Aston out here in Japan from time to time
008] U: 20:00:40
      how about yourself?
009] E: 20:01:07
      I'm E. I have been in Japan for six years and this is my halfway point in the
      Aston program.
010] E: 20:01:19
      I am teaching at a private Junior High.
011] E: 20:01:33
      Previously, I worked in the public schools and with Nova before that.
012] E: 20:01:44
      I am from the US, in West Virginia
013] U: 20:01:57
      Oh - my friend is from West Virginia
014] E: 20:02:03
      Really?
015] U: 20:02:03
      He is here in Tokyo
016] E: 20:02:13
      Wow. Very small world.
017] U: 20:02:18
      Yeah
018] U: 20:02:22
      I am from Bolton, England
019] E: 20:02:30
      Very small state, so the odds are actually quite low
020] U: 20:02:36
      right
021] E: 20:02:45
      Please give him my regards
022] U: 20:02:48
      will do
023] U: 20:02:56
      I am seeing him tomorrow at a conference in Tokyo
024] E: 20:03:03
      excellent
025] U: 20:03:07

What uni did you graduate from?
026] U: 20:03:15
He went to one of the 2 in West Virginia
027] E: 20:03:18
Bethany College, West Virginia
028] E: 20:03:29
He may have gone to WVU or Marshall
029] U: 20:03:36
It was WVU
030] E: 20:03:41
those are the biggest schools
031] U: 20:03:54
ok
032] U: 20:03:59
to the task at hand
033] U: 20:04:05
Do you know much about IMCD?
034] U: 20:04:10
or CD?
035] E: 20:04:15
Not much at all.
036] U: 20:04:19
http://www.tesol.org/s_TESOL/secetdoc.asp?CID=1120&DID=4682
037] U: 20:04:32
Here is an online paper about IMCD used for teaching dillemmas
038] E: 20:04:38
I was introduced by S at a day-seminar
039] U: 20:04:49
what I am trying to do is to take IMCD to the next level and support research
040] U: 20:05:05
Yes, I was at the seminar in Tokyo with S
041] E: 20:05:50
Excellent. So, this should help you make progress in your PhD whilst helping
me to cut through some of the weeds between me and the MSc
042] U: 20:06:01
That is the idea
043] U: 20:06:02
!
044] U: 20:06:09
Basically in IMCD there are 2 roles
045] U: 20:06:28
1] Is the SPEAKER or in IMCD terms the TYPER or COMMUNICATOR
046] U: 20:06:37
the 2nd is the UNDERSTANDER
047] U: 20:06:50
The speaker is given the absolute freedom of the floor
048] U: 20:07:03
to explore ideas about his or her research
049] U: 20:07:13
whilst the Understander works to support that journey
050] U: 20:07:38

the Understander CANNOT give advice, opinions, or try to hijack the conversation in anyway

051] U: 20:07:52
instead working to reflect back the evolving thoughts of the speaker

052] U: 20:08:03
To avoid cross-typing

053] U: 20:08:08
which is an attending issue

054] U: 20:08:18
we use a turn-change signal of "OK?"

055] U: 20:08:33
this signals to the understander that it is okay to take a turn at talk

056] U: 20:08:46
the understander then reflects the evolving ideas

057] U: 20:08:58
and gives the floor back to the speaker with the signal

058] U: 20:09:00
ok

059] U: 20:09:13
sorry - that should be "ok?"

060] U: 20:09:16
ok?

061] E: 20:09:18
ok

062] U: 20:09:48
So we agree to work for an hout

063] U: 20:09:49
hour

064] E: 20:09:51
Alright.

065] U: 20:09:55
and when it gets to 9pm

066] U: 20:10:05
either the understander or speaker can end the session

067] E: 20:10:27
Do I need to sign any kind of release form for you to use this as a transcript?

068] U: 20:10:28
we then can provide feedback of the session via email after the session

069] U: 20:10:44
Yes, but I haven't got that far with the ethics module yet

070] E: 20:11:10
Please keep me posted when/if you need something.

071] U: 20:11:20
Usually, I say that I may use the data but if I did, I would show you first and get your permission

072] U: 20:11:31
I published some things in January and got full permission

073] U: 20:11:39
and the person checked my interpretation too

074] E: 20:11:53
sounds just right

075] E: 20:12:03
    maybe even conservative
076] U: 20:12:26
    Yeah, I will cross that bridge when I come to it. I am working on a paper for July and may base some of our sessions on it but not sure yet.
077] E: 20:12:43
    ok
078] E: 20:12:58
    so, I guess we begin by beginning, right?
079] U: 20:13:01
    Yes
080] U: 20:13:08
    I usually mark the session
081] U: 20:13:18
    as it is easy to find the beginning in the saved data
082] E: 20:13:38
    Well, that has had me worried all day. Finding a place to begin.
083] E: 20:13:56
    That is a bit of a sticking point in my contexts.
084] E: 20:15:13
    Working in the public schools, Nova and now in the private school, the mere mention of "research" and "ethics forms" or "signed releases" of any kind stir up a whirlwind of resistence immediately.
085] E: 20:16:56
    I have spoken to others about this situation and they agree that it is a brick wall, generally. Private students are generally recommended at this point, though it is not my general practice to entertain private students at this time...
086] E: 20:16:57
    ok?
087] U: 20:18:33
    so, let me check. In your current work contexts, the issue of ethics has been met with some resistance (by the instiution? by the students?) and this has made progress difficult. Although you have had advice to use private students, you don't want to go down this road at this particular time. Is that right? Ok?
088] E: 20:20:27
    I am not adverse to the idea of finding privates (and may be forced to). Unfortunately, this makes anything that I am observing feel quite contrived.
089] E: 20:23:41
    The environment at my school is quite delicate. Private school, parents who are paying for the best possible environment, long-standing relationships with no desire to rock the boat. I am a relative newcomer and am still feeling my way around the political structure of the machine, as it were. I am not in a position to do much more than ask, and even that may be a bit much. Just doing a bit of fishing seemed to send shivers up spines and raise hairs on necks.
090] E: 20:23:52
    No idea what went on before...
091] E: 20:23:53
    ok?
092] U: 20:26:07

Okay, let me see if I've got this. Using privates is one possibility but this removes the research from your everyday working context. On top of that. you are new to the school, research may be perceived as intrusive by parents and you feel that pushing this may cause problems with the administrators. Also, you suspect something may have happened in the past to be met with such resistance. Is that right? ok?

093] E: 20:27:02

That is DEAD ON!

094] E: 20:28:16

I know from a recent event that there can be fallout from parents over the most petty of concerns. I will just leave it at that.

095] E: 20:28:58

But, you have hit it when you say
"this removes the research from your everyday working context"

096] E: 20:30:05

That is the context that I wish to understand better and eventually approach mastery of, i.e. the one that counts, the one that puts bread on my table (and rice too)!

097] E: 20:30:08

ok?

098] U: 20:31:55

so, the main aim of this session is to better understand how to conduct research and abide by ethical guidelines but in the main place of your employment and the one you feel is most important to you. Does that match what you are saying? ok.

099] U: 20:32:06

ok?

100] E: 20:34:07

I would absolutely love to figure out a way to get the school to endorse me and make it a part of their contract with the parents that I might share observations about what they are paying me to do (teach and evaluate) with others in the profession in the interest of improving the way that I teach and evaluate.

101] E: 20:34:15

ok?

102] U: 20:37:10

so, one idea would be to find a way of convincing the school of the usefulness of the research, draw up a contact with the parents and explain what research is about, i.e. professional self development for yourself and others in the profession. Right? ok.

103] E: 20:41:36

That is perhaps the only option. To approach the students is impossible as they are all between the ages of 11 and 15. To talk to parents (or administrators, for that matter) without the consent of the related English Department faculty would equal career suicide. The only route would be via the faculty with a letter of endorsement from Aston in hand and then a lengthy battle through the ranks with a high probability of defeat at the last moment.

104] E: 20:43:03

I think that in the interest of time, I should just go lab-rat hunting with the best of intentions, find some adults who can use a pen without anyone else giving permission and get my battle with the MET finished and leave my work at school unpublished for the time being.

105] E: 20:43:12
        ok!?
106] U: 20:44:57
        So, let me check. One possible way forward is to approach the faculty with a letter from Aston, but this may not be accepted and may take time. Another way, is to find some private students as you mentioned before, adults who can freely give consent and then get the MET assignment done returning to the battle at school for a later date. Is that a fair summary? ok?
107] E: 20:46:54
        That is good, though I would ammend it to read "deciding if it is actually necessary to conduct AR at work" or "patiently waiting for the opportunity to arise on its own and pounce like a cat"
108] E: 20:49:13
        At any rate, I feel that this session has already solved my major dilemma which is a desire to directly involve my work environment (which could be a double-edged sword) and to simply yield to practicality and find/create a different venue for conducting a sample piece of AR
109] E: 20:50:39
        This may involve working with friends who are students of English rather than directly seeking students when what I am actually looking for are "subjects"
110] E: 20:50:42
        ok?
111] U: 20:52:40
        So, the question is whether it is necessary to use work for your intended AR or to find other subjects outside of work. You may be nearer to feeling that through practical needs and to avoid rocking the boat in your work context as a newcomer, you will find subjects outside of work to conduct AR on. One possible source is friends who study English. Is that right? ok.
112] U: 20:52:43
        ok?
113] E: 20:53:19
        Yes, that is accurate.
114] E: 20:56:17
        By finding others who are interested in studying English, especially those who do not study with me, I may likely experience a greater sense of objectivity and detachment than I would working with my own students. By creating a study that draws upon their collective experience or individual experiences, I may find a key to study a dilemma that I have identified in my own work, but cannot adequately address in that environment.
115] E: 20:56:19
        ok?
116] U: 20:58:21
        So there is an advantage to using non-work related subjects in terms of ojectivity and detachment. Moreover, through observations and findings in other situations, contexts, you may discover potential solutions to puzzles you have identified but not overcome in your current context. Right? ok. (p.s. need to come to an end soon)
117] E: 20:59:00
        I think that sounds like a path worth exploring.
118] E: 20:59:43

We are right at 9 o'clock and I think this is a fine place to break if you are agreed.

119] U: 21:00:13
sure

120] U: 21:00:18
STEPPING OUT OF ROLES

121] U: 21:00:22
thanks for that!

122] E: 21:00:24
Thank you for a positive experience. I feel this was very productive for me and I hope it was for you as well.

123] U: 21:00:31
it was great

124] U: 21:00:36
I wrote lots of notes

125] U: 21:00:51
BTW - I do a running summary in a word doc. next to the skype box

126] U: 21:01:05
it may be useful for you along with the session notes.

127] U: 21:01:22
E - May 30th

Public schools – research and ethics – resistance
Using private students
Using privates – contrived as not part of natural work context
Context – private school – newcomer – not rock the boat
Research as intrusive / raising the question sent up warning signs
What happened in the past?
Possible problems from parents over slight concerns
Understand present work context and overcome problem of ethical research
Find a way to get the school involved, parents contract, share information about teaching and then show them why i.e. prof. dev.

The only option – ask the faculty and see what they can say / a letter of endorsement from Aston. This may not work though
Or get privates who can give consent and then get the MET done.

Do I need to do AR at work or wait for the opportunity to arise
The dilemma of using work or yield to finding or creating other venues for AR research i.e. private students or friends who study English

128] E: 21:01:22
I would love it if you would send me a copy.

129] U: 21:01:30
I just posted it above!

130] E: 21:01:40
Thanks!

131] U: 21:01:57
Also, could you consider the following questions, if you don't mind and send me a post-session email

132] U: 21:02:09

Questions for post-session reflection:

1] Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current dilemma about ethics?
4] Were my reflections useful?
5] Anything else you would like to add!!

133] E: 21:02:14
I think you would like my monitor setup for your work. I have two screens and can run seperate things on each.

134] U: 21:02:31
sounds good - are you using pc or mac?

135] E: 21:02:31
Like doubling the desktop.

136] E: 21:03:10
PC, though it can be done on a Mac. Google "Dual Monitor (or Display)" and you will find a wealth of info.

137] E: 21:03:18
Very easy to set up

138] U: 21:03:19
great thanks for that.

139] E: 21:03:52
no problem. I will send you an email of my answers tomorrow, after I allow this to digest.

140] U: 21:04:02
ok - before we sign out

141] U: 21:04:05
hang on a mo

142] E: 21:04:08
ok

22.6.1 B Session 1: Email Feedback (2nd June 2009)

Dear Andy,

As per our Skype text-meeting, I would like to provide the feedback that you requested. Thanks again for a highly positive experience and I look forward to participating in another session sometime soon!

Questions for post-session reflection:

1] Did you feel you were being understood?

Yes. Without question.

2] If so, did this help in anyway with your movement forward?

It became quite clear to me during the reflective process that I was allowing too many distractions to interfere. I now feel that I have arrived at a new plateau in my planning stage.

3] Was there anything new in what you articulated in terms of your current dilemma about ethics?

It was certainly a revelation that I did not actually need to worry about how to go about getting a project approved in my workplace and that other options are certainly available and less difficult.

4] Were my reflections useful?

Again, yes. No question. The reflections were neutral, seemingly devoid of any advice or direction, yet contained a sincere level of interest that made me feel invited to continue.

5] Anything else you would like to add!!

The impersonal nature of the texting format is perfect for this type of work. Ideas are trimmed a bit before they are sent. Since I could see the idea on the screen before I "said" it, there was opportunity to reflect before I pressed enter, while I was waiting for a response and once again after I had received that response. I really think this may be far superior to spoken formats.

Well, there is my two cents worth. Hope to talk to you soon.

Cheers!
B

22.7 C Session 1 (17th September 2009)

001] U: 20:05:37
      Hello
002] E: 20:06:04
      HELLO U
003] U: 20:06:15
      Hi, welcome to the world of Skype IMCD ;-)
004] E: 20:06:39
      Thank, what is the procedure, no question?
005] U: 20:07:04
      You have listened to the presentation on YouTube, right?
006] E: 20:07:18
      Yes, I have thanks
007] U: 20:07:26
      great, thanks for that!
008] U: 20:07:36
      Do you have any questions about it?
009] E: 20:08:11
      Not about the IMCD really, but about some issues on the MSc programme.
010] U: 20:08:21
      Ok, fire away!
011] E: 20:09:49
      Before talking about my progress thru the course, I would just like to ask you
      one question about the discussion list. You said you were a lurker. How does
      this actually work because I have registered, received emails but then nothing.
012] U: 20:10:13
      Ah, right
013] U: 20:10:19
      you should be receiving emails
014] U: 20:10:31
      when people post, the messages go to everyone
015] U: 20:10:44
      the list goes quiet and then sparks into life again suddenly
016] U: 20:10:54
      but I sent an email on the list about a call for papers for Japan
017] U: 20:10:58
      Did you receive it?
018] E: 20:11:21
      I remember seeing sth, about that yes.
019] U: 20:11:36
      Great, that means you are receiving
020] U: 20:11:43
      Recently, the list has been sooooo quiet!
021] E: 20:11:50
      It has really been quiet then.
022] E: 20:12:10
      Ok, let me start with progress thru course
023] U: 20:12:42
      Ok, before you begin - is this part of the IMCD session or different?
024] E: 20:13:54
      No, the session I guess. Firstly the purpose for me doing the MSc is two-fold

& to improve my teaching, to work in a state school here in Switzerland .

025] U: 20:14:10

Ok, sorry before you begin

026] U: 20:14:16

let's get into the roles of IMCD

027] U: 20:14:24

just a few rules before we begin

028] U: 20:14:47

It is probably best at the start for me to be Understander and for you to be speaker. This can change in later sessions

029] U: 20:15:09

I cannot answer questions, give advice, suggestions or influence your talk in any way

030] E: 20:15:21

ok, how do I see when you have stopped your speaking do you finish with a full stop.

031] U: 20:15:25

To facilitate turn-taking, it is useful to use a turn-change signal

032] U: 20:15:34

we usually use OK?

033] E: 20:15:43

ok

034] U: 20:15:53

so when you want to give the floor to the speaker, please type ok

035] E: 20:16:01

will do

036] U: 20:16:10

and then when the speaker gives the floor back, the speaker will do the same

037] U: 20:16:41

it is also useful for the speaker to evaluate the understander's reflections so that he or she knows how close he or she is understanding!

038] U: 20:16:43

ok

039] E: 20:17:20

should I start now. ok

040] U: 20:17:42

Sure - U AS UNDERSTANDER AND E AS SPEAKER - the floor is yours. Ok.

041] E: 20:19:05

As said, the purpose for this session is talk thru the best possible progression for me for the MSc course. I have mentioned my aims for the course - to teach in a state vocational school and to become a better teacher. ok

042] U: 20:20:04

Ok, let me check. You have started the masters course to help with your career and professional development and you would like to talk about the best way for you to proceed through the course. Is that right? ok.

043] E: 20:21:53

Yes, I am unsure about choices of modules to make that will best serve me. I teach at the moment in-company and have found in niche in real estate sector here in Switzerland and so am keen to do ESP so CMD would be ideal for me where this is concerned. ok

044] U: 20:24:14

So, you are faced with a choice of modules and you are thinking which would be best for you for your overall aims and your current work situation. You are currently working in-company and in the real estate sector. As ESP would be useful for your situation and as CMD is core to ESP, it seems like a good place to start. Is that right

045] U: 20:24:15

ok.

046] E: 20:28:04

Yes, correct. However, my aim to work in vocational schools would fall in with too I am sure along with the MET module too. So, I am sure of doing CMD and sure of MET modules but now I am unsure of the others; and also in which order to do these. So, regarding the GLE or AWD or ASI - I think that the GLE fits in best with ESP and also with the popularity of lexical approaches coming into favour now, but can I (being totally useless with computers - a technophobe) work with this. ok

047] U: 20:31:33

So, in line with you future career aims, MET and CMD are most likely choices of modules. The question what others to do and when to take them. Looking at the more linguistic modules, GLE may match your interest in ESP and also a possible area to look at would be lexis which is in vogue in ESP at the moment. One possible drawback would be having to use computers to do this. Is this right?

048] U: 20:31:34

ok.

049] E: 20:33:28

Yes, that is what I meant. But I suppose that I have to learn these skills anyway teaching today. RE. GLE Looking at the corpuses on the platforms we have been given, I have not seen anything that could help me with real estate, ideally I would have to make one. I am not sure I can do this. AWD on the other hand is useful I guess for teaching in general and most probably for writing. ASI would help with interaction in the classroom and would go well with the MET. Am I wrong in looking at these modules like I am? ok

050] E: 20:37:15

Another issue is the order of taking these linguistic modules. Is is better to start with the core modules or would it be better to work bottom-up and do the linguistic ones first. ok

051] U: 20:37:22

So taking into consideration the 3 linguistic modules. You see lexis as useful but maybe in the corpuses already available there is nothing specific to the real estate sector. One solution would be to create one. Analysing written discourse would help with your teaching and the students own writing. Whereas, the analysis of spoken interaction may help to understand more about the interaction happening in the classes and link nicely with MET. One uncertainty is whether you have understood the aims of the modules to be just this. Right? ok.

052] E: 20:38:23

Yes, I suppose I am trying to fit them into neat packages. ok

053] E: 20:39:55

BTW, am I able to print this material after we have finished with our session? I have never done this before. ok

054] U: 20:39:56

Another issue is not only which ones to take but the best order to take them. Would it be better to start with the core modules of the TESOL or ESP strand or to do the linguistic ones and then apply what has been learned to the modules. Right? ok.

055] U: 20:40:02

(sure)

056] E: 20:40:40

Yes, that is what I am questioning. ok

057] U: 20:41:05

ok.

058] E: 20:42:50

I am not sure what other students are doing, being so isolated on this course, not having anyone to talk to about these issues makes these decisions hard. After all we should be basing what we do on what works theoretically first and then hearing about it having been done in theory and the outcomes. ok

059] E: 20:43:30

Sorry a typo I meant in practice and the outcomes. ok

060] U: 20:45:28

Ok, let me see if I have this right. Being isolated means it isn't possible to talk through these issues with other CPS - therefore it is even more difficult to know what the right decision is. The course, after all, is about adding theory and putting this into practice and then analysing what happens after that. Right? ok.

061] E: 20:46:18

Yes, absolutely. My problem is not having any reference to what has been done in the past with evaluations on the different pathways chosen. Was a bottom-up approach or top-down better and what were the reasons for the evaluation. ok

062] U: 20:47:44

So not having a point of reference on which to base your decision is the problem. Why did some take a bottom-up approach and others a top-down one and what were the factors which influenced this decision? Is this right? ok.

063] E: 20:49:53

Yes, that's correct. As there are no answers here for me I don't know what I am going to do. Another topic. I do think that I will be taking TYL as I am keen to extend my knowledge and provide flexibility. I have never taught young learners and so would like to gain some insight here. Keep my options open. ok

064] U: 20:51:48

So, there are many possible pathways and you are still unsure of how to map your way through the course. Another strong option is to take TYL as it is an area you have little experience of and see it adding a new dynamic to your teaching and increased flexibility in the job market. Right? ok.

065] E: 20:54:29

I am still no closer to deciding which of the GLE ASI or AWD I should do. Perhaps say eenie meenie meinie mow? sorry, no disrespect meant to you. I sometimes feel I should not even be asking these questions. ok

066] U: 20:55:41

So, you still feel far away from committing to a pathway at the moment. Right. ok.

067] E: 20:56:08
    No I think I should just go in blind.ok
068] U: 20:56:33
    so choose one and see where it takes you? ok.
069] E: 20:56:44
    Yes, I guess so. ok
070] U: 20:57:39
    from your current thoughts right now, which would seem a more likely choice
    - MET, CSD, ASI, AWD or GLE? ok.
071] E: 20:58:49
    From my thoughts - MET CMD TYL and who knows which other. ok
072] U: 21:01:05
    Earlier you mentioned starting from lingustic to pedagogic or pedagogic to
    linguistic. You feel you are moving towards pedagogic as a first choice. Is that
    close to how you are feeling? ok.
073] E: 21:03:02
    I think I am not in the right frame of mind. I am very frustrated with not
    having questions answered or even opinions given, so I am not sure if this is
    going to help me any. I certainly hope though that this is helping you with
    your research. At least one of us is getting somewhere. Not directed at you
    personally, just my feelings. ok
074] E: 21:04:46
    I know that you stated that this was a one way conversation right at the
    start. So I should know and do know that this is what it is. I am tired of
    talking to myself. Sorry. ok
075] U: 21:04:55
    Ok, so you feel frustated in the CD framework that I am unable to give my
    opnion and am unsure of how much you have moved forward within your
    thinking tonight? Is that right. ok
076] E: 21:05:15
    Yes, that's it.ok
077] U: 21:05:35
    okay - let's step out of the roles and end the session there!
078] E: 21:06:04
    You have experience of the course and can't talk to me in this framework.
    Very frustrating for me. ok
079] U: 21:06:17
    Sure, I know how you feel
080] E: 21:06:40
    Are we out of the session? ok
081] U: 21:06:49
    yup ;-)
082] E: 21:07:12
    sorry I hope I didn't come across as too rude. ok
083] U: 21:07:17
    not at all
084] U: 21:07:30
    I got a great sense of your frustration
085] U: 21:07:40
    so don't worry at all
086] E: 21:07:54

That's great to hear. did you also have this in year one. ok

087] U: 21:08:44

Kind of - I guess I went in blind as you mentioned

088] U: 21:08:46

ok.

089] E: 21:09:15

What can you pass on from your experience? ok

090] U: 21:09:40

The course was a wonderful experience and you will have a great time

091] U: 21:10:00

I have to be careful what I say as I trying not to influence the session too much

092] E: 21:10:13

How do I print this session, although I would hate to read what I wrote.

093] U: 21:10:15

in case it hasn't put you off and you would be interested in more

094] U: 21:10:28

What you wrote was very interesting

095] U: 21:10:49

As youi were typing, I was summarizing the points as they evolved

096] U: 21:10:54

here is the summary

097] E: 21:11:04

Ok, thanks very much for taking the time to hear me moan. appreciated, really.

098] U: 21:11:07

Summary:

How to progress through the course
Aim is to teach at a vocational school and improve teaching
Module choice – current work situation in-house trainer in real-estate sector
CMD as an ideal starting point as it is core to ESP and interested in it
MET and CMD as likely choices
What other modules to do and the ordering is the issue
GLE may fit with ESP and one possible area is Lexis
Technophobia is one reason to avoid GLE
Computer skills important
GLE – but no real estate corpus – could create one
AWD – useful for discourse and writing
ASI – useful for analyzing interaction in the classroom
Another problem is the order – pedagogic before linguistic or linguistic before pedagogic
Isolation – no-one to talk to
Should be basing research on theory to practice and analyzing the results.
No point of reference of what others have done and the factors that influenced different pathways through the course. Bottom-up or top-down
Unsure of how to proceed
Another option is TYL – gain knowledge and increase flexibility
Still unsure of which to take –choose randomnly?
Maybe MET, CMD, TYL first

099] U: 21:11:21

This is basically my notes after each reflection

100] U: 21:11:33

  I was also making field notes at the same time in a notebook

101] U: 21:11:44

  Are you using windows or Mac?

102] E: 21:11:50

  mac

103] U: 21:11:56

  right, me too

104] U: 21:12:00

  go to the top bar

105] U: 21:12:06

  click file

106] U: 21:12:14

  on the skype bar

107] U: 21:12:21

  and there is an option called 'Save as'

108] U: 21:12:52

  name the file, decide where to save it and you have a copy of the conversation

109] E: 21:12:59

  thank you I have saved to my documents. Great!

110] E: 21:13:35

  So that's great I can print too. -:)

111] U: 21:13:40

  ;-)

112] E: 21:13:49

  Go well and thank you.

113] U: 21:13:55

  no worries.

114] U: 21:14:00

  a few things before we finish

115] E: 21:14:05

  ok

116] U: 21:14:15

  Would you be able to email me some post-session feedback?

117] U: 21:14:23

  if I email you the questions?

118] E: 21:14:39

  yes, of course I will do this, no problem

119] U: 21:14:42

  thanks

120] E: 21:14:59

  thank you, ok

121] U: 21:15:01

  And, I know you were frustrated tonight, but would you be interested in more
  sessions?

122] U: 21:15:04

  ok.

123] E: 21:16:16

  perhaps the question was not right, not sure if this could help me? I need to
  think on this. on the other hand, any contact with othe CPSs is better than no
  contact - right? ok

124] U: 21:16:31
　　　sure, have a think and let me know
125] U: 21:16:37
　　　IMCD / CD is not for everyone
126] U: 21:16:48
　　　but it is useful as an alternative form of discourse
127] E: 21:17:12
　　　useful if you already have your answers within you - ok
128] E: 21:17:46
　　　useful I guess if you just need to unscramble and structure your thoughts.
129] U: 21:18:02
　　　Yes, indeed.
130] U: 21:18:23
　　　Anyway, I wil let you think things over and will email you those questions.
131] U: 21:18:39
　　　nice to have worked with you tonight and I am sure the answers will come!
132] E: 21:19:02
　　　thanks again bye now.
133] U: 21:19:08
　　　bye

22.7.1 C Session 1: Email Feedback (18th September 2009)

Dear Andy

Herewith the answers to your feedback questionnaire.

Best regards
C

1] Did you feel you were being understood?

Yes, I did feel that I was being understood, you reformulated well.

2] If so, did it help anyway with moving your thoughts forward?

Not really.

3] Was there anything new in which you articulated about your module choices?

No. I think I was expecting some advice from someone who has gone through this.

4] Were my reflections useful as Understander?

Not in this case. I think it depends on the question.

5] Any other comments you would like to make.

None, thanks.

22.8 D Session 1 (27th November, 2009)

001] U: 20:49:12
    Hi there
002] E: 20:49:40
    Hello!!
003] U: 20:49:55
    How is the Uk this morning?
004] E: 20:50:10
    sunny and cold...
005] U: 20:50:16
    right
006] U: 20:50:21
    Japan is quite sunny
007] E: 20:50:22
    well sun is mostly gone..
008] U: 20:50:25
    and warm today
009] E: 20:50:35
    good!! :-)
010] E: 20:51:08
    I have to apologize for I'm quite imprepared.. read your email too late to
     prepare a topic on research..
011] U: 20:51:27
    No worries - don't need to prepare - so let me give you a little bit of
    background to myself and what the research is I'm doing
012] U: 20:51:38
    I finished the Aston masters in 2004
013] U: 20:51:53
    and have been working at Japanese universities for the last 8 years
014] U: 20:52:04
    I landed a full-time gig in 2007
015] U: 20:52:09
    and have been at the same place since
016] U: 20:52:23
    I started the PhD this April but haven't done much so far
017] E: 20:52:30
    :-)
018] U: 20:52:48
    for my Masters diss I modified Julian Edge's Cooperative Development to be
    used with IM
019] U: 20:52:59
    and therefore bridge the isolation gap between DL students
020] U: 20:53:15
    for my PhD I am interested in conducting online IMCD sessions
021] U: 20:53:34
    to see how / if it facilitates the research process for students
022] U: 20:53:49
    and what is revealed about this process through the session
023] U: 20:53:53
    that's about it
024] E: 20:54:05

I'm reading Edge's book on CD, but could not retrieve your articles...
025] U: 20:54:52
http://www.tesol.org/s_TESOL/secetdoc.asp?CID=1120&DID=4682
026] U: 20:54:56
Here is one of them
027] E: 20:55:24
do you conduct this through chats mainly!?
028] E: 20:55:33
:-)
029] U: 20:56:28
yes
030] U: 20:56:34
as it has certain advantages
031] U: 20:56:51
one - the understander and speaker can retrace their steps
032] U: 20:56:54
by scrolling
033] U: 20:57:06
two - the writing process is conducive to reflection
034] U: 20:57:17
as the writer must carefully articulate prose
035] E: 20:57:22
yes i see
036] U: 20:57:23
three - it is easier to record
037] U: 20:57:54
posted file 12_2007TLT.pdf to members of this chat
038] U: 20:58:01
Here is the 2007 article
039] E: 20:58:03
(nod) that's what i thought.
040] U: 20:58:40
so tell me a little about yourself and your course:-)
041] E: 21:00:44
I've graduated last year in EFL & English Language here in the UK, after years of frustration of studies in Italy in Modern Languages. I couldn't study and work at the same time.
042] E: 21:01:18
This year I'm on a MA degree studying TESOL & Translation Studies.
043] E: 21:01:57
My aim is to become a teacher in English as as second Language.
044] U: 21:02:08
sounds good
045] U: 21:02:12
so your course is 1 year?
046] E: 21:02:56
I have no practice at all though and this is what is causing me more difficulties as my approach so far has been entirely in terms of theory
047] E: 21:03:05
yes it is a 1 year cours
048] U: 21:03:10

I see

049] E: 21:03:17
*course

050] U: 21:03:22
;-)

051] U: 21:03:36
so would you like to give IMCD a go and jump in at the deep end

052] U: 21:03:43
in the session, you can talk about anything

053] U: 21:03:45
?

054] E: 21:04:08
yes

055] U: 21:04:13
ok

056] U: 21:04:20
just to give you some guidelines

057] E: 21:04:26
so am I the speaker and u the understander?

058] U: 21:04:32
yup

059] E: 21:04:44
because as a first session i would prefer the other way around..

060] U: 21:05:31
you mean being the understander?

061] E: 21:06:38
yes.. but i realize that i could not perform it untill i learn the keys for the "conversation"

062] U: 21:07:00
sure, it is usually best to be the speaker first to see what the understander does

063] U: 21:07:09
a few guidelines to Imcd

064] U: 21:07:40
1] to avoid over-typing, it is good to use a turn-change signal to indicate that the other party can take the floow

065] U: 21:07:42
fllor

066] U: 21:07:45
floor

067] U: 21:07:51
I usually use "OK?"

068] U: 21:08:26
2] the understander must refrain from giving suggestions, advice, or trying to steer the conversation to his or her own agenda

069] U: 21:08:47
3] the speaker fills the space until he or she indicates she or he wishes to end the session

070] U: 21:08:54
another way is to set the time

071] U: 21:09:00
what do you think? ok?

072] E: 21:09:05
    yes
073] U: 21:09:37
    ok
074] U: 21:09:43
    let's give it a go.
075] U: 21:09:48
    The floor is yours. ok?
076] E: 21:10:24
    but i'm afraid i would go around the bush bringing up nothing constructive since have not prepared a topic...
077] U: 21:10:51
    (you may be surprised as part of the process is to beat that bush for all its worth)
078] U: 21:10:55
    ok?
079] E: 21:11:17
    *beat (yes)
080] E: 21:11:27
    ok let's try
081] E: 21:14:15
    so far I've had three teaching practice and my performance has been very low, my main problem seems to be that i have too many ideas and usually stick not to the aim or my aim is so unclear that i end up with too many task too confusing and not appropriate for the students to learn something useful
082] E: 21:14:23
    .
083] U: 21:15:17
    (just to remind you about the turn-change signal - ok? ;-))
084] U: 21:15:25
    okay let me check back
085] E: 21:15:31
    right OK?
086] U: 21:16:51
    you are involved in teaching practice on your course and you feel you haven't done so well. You believe that you have ideas but there may be too many, you are jumping around the aim or the aim may not be so clear for students. This has lead to some confusion by students. Also, some tasks may not have been right for the particular class. Is that correct?
087] U: 21:16:52
    ok?
088] E: 21:17:28
    yes
089] E: 21:17:33
    ok'
090] E: 21:17:39
    ?
091] U: 21:17:44
    keep going. ok?
092] E: 21:18:36
    well, the point with this is that I really need to improve on

093] E: 21:18:52
     a) clarify the aim for myself

094] E: 21:19:06
     b) narrow down the tasks I want to use

095] E: 21:19:26
     c) make sure my tasks are coherent with the aim

096] E: 21:20:16
     but so far I've been able only to reduce the number of tasks and sometimes I'm not sure what I really want to teach..

097] E: 21:21:23
     is like I have the feeling that if I'm teaching a reading for gist and a reading for detail is not enough, I'm not teaching something really useful like a grammar principle...

098] E: 21:22:15
     maybe is due to the fact that I have only 30 min or that is not a real lesson in which one topic leads to another...

099] E: 21:22:52
     or worst my idea of how to run a class is completely unreal and what i was expecting does not match the reality.

100] E: 21:22:56
     ok?

101] U: 21:23:35
     okay, let me summarize this. You have reflected on and decided on a number of things to work on in your practice.

102] U: 21:24:19
     for example, clarifying lesson aims for yourself before teaching, reducing tasks, and making sure tasks support the lesson aim

103] U: 21:24:33
     at this point, you feel you have only reduced tasks

104] U: 21:25:03
     moreover, you feel that some of the things you are teaching are not as solid as say a grammar principle

105] U: 21:25:26
     and you are not sure whether it is enough for the students.

106] U: 21:26:05
     This is coupled with short lesson times which do not really fit into a specific syllabus but are there for teaching practice only.

107] U: 21:26:49
     This has made you feel the experience to be 'unreal' and not match what you initially expected . Is that close to what you are saying?

108] U: 21:26:50
     ok?

109] E: 21:27:10
     yes

110] E: 21:28:43
     this is not the only "weakness" I have, an other problem is my eliciting skill.

111] E: 21:32:00
     for example, I had to pre-teach some lexis and since I did not see how to get the answers from the students I moved from a SS centered lesson into a teacher-centered, by inventing a story in which i made use of the lexis to teach... while i was doing that I realized I was not fulfilling the task's aim: to

help the Students to find themself a connotation for the lexis.

112] E: 21:32:01

ok?

113] E: 21:34:10

sorry had some connection problems....

114] U: 21:35:13

(no worries)

115] U: 21:35:20

okay, let me check

116] E: 21:36:44

(yes)

117] E: 21:36:46

ok?

118] U: 21:37:54

so along with your feeling about the teaching aims and task being confusing, you also feel it is difficult to elicit from students. You experienced moving from a ss-centered to lecture style but realised you had in fact done the task you wanted students to do in the first place. This was to find some context for the language. Right?

119] U: 21:37:55

ok?

120] E: 21:39:24

not exactly, because I found the context for them, i did not give the opportunity to find it, wich was why I had to elicit.

121] E: 21:39:24

pk?

122] E: 21:40:18

ok?

123] U: 21:40:26

thinking....

124] U: 21:41:54

so rather than eliciting the lexis from students, you switched to story-mode and told them the lexis within the story. Is that right?

125] U: 21:41:56

ok?

126] E: 21:42:20

yes, it's what id did.

127] E: 21:42:24

*i did

128] U: 21:42:56

(ok - keep going ;-))

129] E: 21:43:48

what I should try to learn is how in the middle of a lesson to revise my action and not choose for the easier way that comes to my mind.

130] E: 21:47:02

When I was story-telling the lexis to the SS had not fulfilled the task and could not go back to the plan of the following task = after elicit, pair them up and have them use the lexis in an other context to improve on fluency (sorry did not specify, the aim was on have them speaking for fluency on a given topic).

131] E: 21:47:04

ok?

132] U: 21:49:55

so in the midst of teaching you feel you chose the easy option but will try to modify to elicit from the students another way next time. Your decision to stray from the plan and do story-telling also then affected the next task you had set up which was to pair them and have them use the lexis in a different context. Is that right and is there a connection here with what you said early about jumping around the main aim of the lesson?

133] U: 21:49:56

ok?

134] E: 21:51:01

yes, true. it does connect, did not noticed it.

135] E: 21:51:21

*did not notice it.

136] E: 21:52:23

so what should I do? how should I tackle the problem?

137] E: 21:52:24

ok?

138] U: 21:52:55

okay, I think we should end the session now and step out of our roles

139] U: 21:52:57

ok?

140] E: 21:53:08

allright...

141] U: 21:53:25

thanks - that was very interesting!

142] E: 21:54:06

but am I missing something? Or this is it, I mean the purpose is only to help the speaker reasoning, with not real view of the understander?

143] U: 21:54:34

yeah, the purpose is for self-discovery via the support of the understander

144] U: 21:54:49

unfortunately, the understander cannot give advice

145] U: 21:55:10

but helps to bring what may be unknown or hidden in the speaker to the surface

146] E: 21:55:24

i see!

147] U: 21:55:35

I always advise 2 ways of working

148] U: 21:55:55

1] find a peer on the course for advice-giving and criticism

149] U: 21:56:11

2] work with someone else

150] U: 21:56:15

purely in an IMCD way

151] U: 21:56:21

for self-discovery

152] U: 21:56:37

I particularly like the line where you acknowledged the connection

153] U: 21:56:46

but this was a connection you had already articulated

154] U: 21:56:56
    the connection were your words
155] U: 21:57:08
    the understander just pointed the possibility out!
156] E: 21:57:25
    ok, so now I should find someone else to practice it with?
157] U: 21:57:57
    you can practice IMCD with me, if you would like to continue
158] U: 21:58:13
    but also find a peer on the course or tutor for the more ordinary way of
    interacting
159] U: 21:58:25
    i.e. what should I do? What do you think? etc.
160] E: 21:59:35
    (think)
161] E: 22:00:39
    there is something I've noticed whcih is giving a sense of isoltation for
    students attending a couse as much as for DL...
162] E: 22:00:56
    students don't interact at all...
163] U: 22:00:58
    I see
164] U: 22:01:09
    that's too bad
165] E: 22:01:30
    while in class they are focused on learning and are in an absorbing-mode
166] E: 22:02:04
    when the lesson ends they dash away to get themselves ready for the next
    lesson
167] E: 22:02:12
    no time for constructive talking
168] U: 22:02:16
    everyone is too busy
169] U: 22:02:18
    no time to talk
170] U: 22:02:24
    sounds like the workplace!
171] U: 22:02:48
    Well, I hope you enjoyed our first IMCD session
172] U: 22:03:06
    and are not too put off with the non-advice giving aspect
173] E: 22:03:30
    yes i did and would like to learn more especially how to be an effective
    speaker and a more effective understander..
174] U: 22:03:42
    ok -that's great
175] U: 22:03:50
    let's continue this next week
176] E: 22:04:12
    no, it's fine, I find it useful anyway, it helps me express myself in a more
    coherent way.

177] U: 22:04:23

>in the meantime, could I ask you to email me some feedback? I have a few
>questions, if you don't mind:

178] U: 22:04:33

>1] Did you feel you were being understood?
>2] If so, did this help in anyway with your movement forward?
>3] Was there anything new in what you articulated in terms of your current
>thinking about your teaching practice?
>4] Were my reflections useful?
>5] Anything else you would like to add!!

179] E: 22:05:02

>yep, will do!

180] U: 22:05:06

>cheers

181] U: 22:05:13

>okay, I'd better get some sleep

182] E: 22:05:20

>have a good night!

183] E: 22:05:24

>:-)

184] U: 22:05:26

>I have a whole day of interviews tomorrow!

185] E: 22:05:37

>good luck with them!

186] U: 22:05:44

>cheers - don't forget to save the session

187] E: 22:06:06

>I'm doing it now.. on a word doc is that ok??

22.8.1 D Session 1: Email feedback (9ᵗʰ December 2009)

1] Did you feel you were being understood?

Definitely yes. Reading again the exchanges of our conversation I've realized how the confusing ideas in my mind were reorganized exactly underlying my concerns and issues, thus demonstrating particular attention and care for what I was trying to explain.

2] If so, did this help in anyway with your movement forward?

Seeing my ideas reorganized, provoked in me the need of planning differently my next lesson and helped me improving on the issues I was facing.

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

Something I did not notice* within the thoughts expressed was something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class. Due to this analysis I was able to restrict the field of problems I was encountering in my elicitation and decided to have my instructions carefully written down before me, when preparing myself for the teaching practice. This helped me to

stick to the plan and tasks in the next teaching practice, so no improvisation took place.

U: 21:49:55 so in the midst of teaching you feel you chose the easy option but will try to modify to elicit from the students another way next time. Your decision to stray from the plan and do story-telling also then affected the next task you had set up which was to pair them and have them use the lexis in a different context. Is that right and is there a connection here with what you said early about jumping around the main aim of the lesson?
U: 21:49:56 ok?
E: 21:51:01 yes, true. it does connect, did not noticed it.

4] Were my reflections useful?

Absolutely each reflection even if not directed to give an evaluation and the understander's point of view on the matter, helped me clearing out my thoughts and by expressing what I had in my mind new ideas came out. Moreover having my ideas reproduced by the understander in a more coherent way pointed out some features of my own reasoning (e.g. I tend to express more than one idea at once bringing up many different topics at the same point without deeper construction or expression of each one) see:

E: 21:18:36 well, the point with this is that I really need to improve on
E: 21:18:52 a) clarify the aim for myself
E: 21:19:06 b) narrow down the tasks I want to use
E: 21:19:26 c) make sure my tasks are coherent with the aim
E: 21:20:16 but so far I've been able only to reduce the number of tasks and sometimes I'm not sure what I really want to teach..
E: 21:21:23 is like I have the feeling that if I'm teaching a reading for gist and a reading for detail is not enough, I'm not teaching something really useful like a grammar principle...
E: 21:22:15 maybe is due to the fact that I have only 30 min or that is not a real lesson in which one topic leads to another...
E: 21:22:52 or worst my idea of how to run a class is completely unreal and what i was expecting does not match the reality.

5] Anything else you would like to add!!

This was very helpful and every time I go back to have a look at it I find something new and interesting to work on within the few lines of our exchanges. I'm looking forward to next session to learn more!!

22.9 D Session 2 (15th December, 2009)

001] E: 22:09:26
     good evening U!!
002] E: 22:09:30
     i'm here!
003] E: 22:09:36
     ready for the session!
004] U: 22:14:47
     hi
005] U: 22:15:04
     just got on the computer
006] E: 22:15:29
     no problem! :-)
007] U: 22:15:48
     How are things?
008] E: 22:16:37
     very good... just 2 more days of lesson and then a more relaxing time with my
     sister and books :-)
009] E: 22:16:54
     so you'll be back home for Christmas?
010] U: 22:17:04
     yes
011] U: 22:17:11
     unless BA don't fly
012] E: 22:17:24
     I have to ask you a favour...
013] U: 22:17:27
     ok
014] E: 22:18:07
     I have to write on a plan of action research and would like to include among
     my data some of our IMCD conversation
015] E: 22:18:12
     is that fine for you?
016] U: 22:18:22
     sure
017] U: 22:18:28
     sounds a good idea
018] E: 22:18:33
     (yes) great!!
019] E: 22:18:59
     just had my last class with F and she sends greeting back to you! :-)
020] U: 22:19:10
     good
021] U: 22:19:15
     haven't seen her for a while
022] E: 22:19:55
     ok, I'm ready...
023] E: 22:20:08
     am I the speaker?

024] U: 22:20:16
yes
025] U: 22:20:21
if you don't mind
026] U: 22:20:23
ok?
027] E: 22:20:36
yes, sounds good to me!!
028] E: 22:21:25
well, my last teaching practice went far better than the previous one..
029] E: 22:21:43
my aims were much more reflecting a sense of purpose..
030] E: 22:22:04
but now my concern is on elicitation.
031] E: 22:23:30
During my clasees I've made use of a lot of realia and pictures to elicit SS and reach the answers I needed in order to continue on a task or just to make them speak...
032] E: 22:24:52
my best attempt was when I used two video tapes and gave each group of Ss a set of selected adjectives to try describe the movies and help me decide which one to watch.
033] E: 22:26:10
the task's purpose was to have them using specific wording and though very controlled the articulation of few sentences by each group gave me a sense of success...
034] E: 22:27:28
I'm trying to think how I could have elicited from the Ss a set of adjectives that they could have come up with...
035] E: 22:29:23
if instead of giving them a ready selection I could have asked how they would describe a family-movie and a
036] E: 22:29:45
(sorry searching for the word)
037] E: 22:30:12
historical documentary...
038] E: 22:31:14
they would have come maybe with easier adjectives, but then the lesson would have been more dialogic and result in some surprising effects...
039] E: 22:32:50
since my elicitation has so far resulted in a yes/no or max one word answer my concern is now on what wording i can use to promote a partecipative answer that engage the SS.
040] E: 22:32:51
ok?
041] U: 22:33:03
okay let me check
042] U: 22:33:32
so firstly you feel that teaching practice is going better in terms of you teaching aims and purposes
043] U: 22:33:45

now you are concerned with elicitation

044] U: 22:34:02

you recently had a successful activity using movies and a pre-set list of adjectives

045] U: 22:34:24

but would have liked the activity to be freer in terms of students coming up with the adjectives themselves

046] U: 22:34:57

although they would have chosen less advanced adjectives, the lesson would have been more student-centered

047] U: 22:35:36

however in previous elcitation activities, students haven't really engaged in the particular task

048] U: 22:36:18

you are now wondering how to approach this in terms of task and instruction-giving of the task

049] U: 22:36:23

Is that right? ok?

050] E: 22:36:33

yes!

051] E: 22:37:49

the problem is within me, somehow my mind tricks me while I'm teaching... maybe because of nervousism, or tension I go completely blank...

052] E: 22:39:04

even when I've decided to elicit by usuing some specific quetions, prepared within the lesson-plan and repeated many times to be sure I would remember them once arrived at the specific task...

053] E: 22:40:26

I go in a sort of wiped-board and questions that come in my mind are all the kind that require a yes-no, this-that answer...

054] E: 22:41:35

i came out of one lesson quite frustrated because on the spot all the kind of questions I was able to come up with where not fulfilling my needs...

055] E: 22:42:04

or maybe this was my impression since Ss did not give me the answers I wanted...

056] E: 22:42:55

so I went on some reading and found it's unlikely to have exactly the answers we are looking for from Ss... or at least is quite difficult..

057] E: 22:44:53

though, I think that if I find the correct way of eliciting I'll find the answers too. I'm trying to look over again on what could have worked better.

058] E: 22:46:48

If it's true that not always elicitation is the best procedure, than there must be a specific stage where is actually the best way to interact with Ss. If there is such place for it, there must be a specific form too.

059] E: 22:46:56

ok?

060] U: 22:47:30

okay, let me check back on what you have said

061] U: 22:48:04

one problem is that you can go blank when formulating teacher questions, even when prepared in the lesson-planning stage

062] U: 22:48:26

in the speed of teaching you may revert to an over-yes of yes-no style questions

063] U: 22:48:40

this leads you to feel somewhat frustrasted

064] U: 22:48:45

frustrated

065] U: 22:49:10

as you feel your questions may lead the students to answer in a way that you did not expect

066] U: 22:50:03

You have read around the subject of elicitation and teacher questions and have found others believe it to be difficult to know exactly how students will respond to questions

067] U: 22:50:42

However, you feel finding a way of eliciting that is more effective may help the students to answer in a way you would like them too

068] U: 22:51:55

Also, you have found that elicitation may not always be the best

069] U: 22:52:11

you are wondering when to use it and how to use it appropriately

070] U: 22:52:23

Is that a fair summary? ok?

071] E: 22:52:43

yes.

072] E: 22:53:23

I'm reflecting on this 2 streams you have raised (or I have)..

073] E: 22:54:07

when to use it & how to use it

074] E: 22:55:20

I suppose I need to define a situation that can be reproduced.

075] E: 22:55:50

a sort of generic model that I can successfully apply

076] E: 22:56:45

and also a way to deal with my nerves and keep myself focused on the aim while interacting with Ss

077] E: 22:58:33

since there will not be more practices for me (that was it for my course) I have to find a way to reproduce in my mind a situation and combine as many pieces of the puzzle as possible to find my "perfect" picture/set for elicitation

078] E: 22:59:02

I don't know with what else to work/try.

079] E: 22:59:03

ok?

080] U: 22:59:19

so two issues have emerged

081] U: 22:59:43

when and how to use elicitation / teacher questions appropriately in different situations during a class

082] U: 23:00:21
  you are looking for a general way to do this but also need to calm your nerves
  and focus on the aims of the lesson as talked about in the last session

083] U: 23:01:03
  You have mentioned that there are more opportunites for you to practice in
  your course and this gives you the chance to reflect on the situations you
  experience

084] U: 23:01:24
  to try and put eveything that is probably whizzing around your head during a
  lesson

085] U: 23:01:39
  so they fit satisfactorily together for yourself

086] U: 23:01:46
  in terms of elicitation

087] U: 23:02:00
  and getting the right answers from students through your questions

088] U: 23:02:08
  is that correct? ok?

089] U: 23:02:19
  (p.s. I need to bring this to an end - sorry!)

090] E: 23:03:06
  not exactly just for the fact that there are NO more practices. The rest is
  accuratly!

091] E: 23:03:43
  so thank you very much and i'm sorry to have abused your time.. you must be
  really tired.

092] U: 23:03:51
  no worries

093] U: 23:03:56
  stepping out of role

094] E: 23:04:00
  So if u could just send me the all conversation like u did last time..

095] U: 23:04:07
  i completely misread

096] U: 23:04:18
  about no more practice to read more practice ;-)

097] E: 23:05:05
  no problem... all the rest is very accurately I'll go through it again as i think
  there is more to find out!! Thank you very much!!

098] E: 23:05:15
  (bow)

099] U: 23:05:47
  thanks - could you give me feedback again via email?

100] E: 23:05:59
  yes sure... same questions??

101] U: 23:06:14
  Yes please!

102] E: 23:06:22
  sure!

22.9.1 D Session 2: Email feedback (25th December 2009)

Dear Andy,

I'm sending you in the attachment the answers regarding our last IMCD session dated 16.12.2009
Looking forward for the next one!
Hope you made it to be back home in the UK for holidays despite the BA's strike.
Wish you a very merry and bright Christmas and a happy joyful New Year!!
Talk to you in 2010 :)
Take care,
D

Ps: I'll be attending a conference from the 1-3 Janury... will be more free from the 5th on.

1] Did you feel you were being understood?

Yes, once more the feeling was that of being followed in my reasoning. Though I don't know if the topic touched in the exchanges was of any interest to the understander or if there was a real empathy with what I was saying (or even if there is space for empathy in CD.)

2] If so, did this help in anyway with your movement forward?

I'm not sure I came at the end of the session with a clear decision on what action to take in order to solve the problem I've expressed. I have the feeling like something is missing, like the need to have a contrastive point of view, a directive or just an opinion on the matter, is more effective in developing a pattern of actions to follow. This might be due to the fact that our session needed more time to go deeper in the reasoning and analysis. It could also be that there are certain matters, which are in need of an answer or a directive to promote a movement forward, or not?

U: 22:59:19 so two issues have emerged
U: 22:59:43 when and how to use elicitation / teacher questions appropriately in different situations during a class
U: 23:00:21 you are looking for a general way to do this but also need to calm your nerves and focus on the aims of the lesson as talked about in the last session
U: 23:01:03 You have mentioned that there are more opportunities for you to practice in your course and this gives you the chance to reflect on the situations you experience
U: 23:01:24 to try and put everything that is probably whizzing around your head during a lesson
U: 23:01:39 so they fit satisfactorily together for yourself
U: 23:01:46 in terms of elicitation
U: 23:02:00 and getting the right answers from students through your questions
U: 23:02:08 is that correct? ok?

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

In my reasoning I came out with the idea that "elicitation" need a specific context and is not always useful, therefore I've come to the conclusion that I have to find in which context it works.

4] Were my reflections useful?

Your "reflection moves" where very useful as concisely grasped the core of what I should work on. I know that the "how" is not given, I have to find it according to my own capacities, I have to develop it in my own way. But they represent the starting point and somehow the objective of my next steps.

5] Anything else you would like to add!!

Thank you! Again, this was very useful!

001] U: 18:31:07
       Hello
002] U: 18:36:38
       Hi there?
003] U: 18:44:06
       anyone there?
004] U: 18:49:02
       hello
005] E: 18:54:33
       hello U!!
006] E: 18:54:37
       I'm sooo sorry!!
007] U: 18:54:46
       no worries
008] E: 18:55:16
       was busy with my sister leaving things have been pushed later than i thought!!
009] E: 18:55:18
        sorry!!
010] U: 18:55:23
       not a problem
011] E: 18:55:25
        i'm here do u still have time??
012] U: 18:55:38
       sure - can we start in 5 mins?
013] E: 18:55:44
       yes!
014] U: 18:55:48
       ;-)
015] E: 19:01:14
       hey is it you on facebook??
016] U: 19:01:18
       yup
017] E: 19:01:30
       ahahah i was looking for you the other day..
018] U: 19:01:34
       ;-)
019] E: 19:02:00
       but there were something like 100 between U and U
020] U: 19:02:06
       right
021] U: 19:02:11
       just added you as a friend
022] E: 19:02:37
       yep, i saw that!! (laugh)
023] U: 19:03:29
       okay
024] U: 19:03:37
       ready to begin but will need to sign off in an hour

025] E: 19:03:42
   ready?
026] U: 19:03:43
   as I have an evening class
027] E: 19:03:52
   ok
028] U: 19:03:53
   and need to leave around 8-ish
029] U: 19:03:55
   ;-)
030] U: 19:04:03
   Should I be the understander?
031] E: 19:04:12
   no rpoblem! let's see how we go!
032] U: 19:04:25
   okay - the floor is yours. ok?
033] E: 19:06:05
   ok, well I was looking to improve my elicitation skill lately, and has been quite
   hard to find literature and articles that could give me some interesting and
   clear cut vision of it..
034] E: 19:07:26
   I don't think I've managed to find a specific dimension for which kind of tasks
   would gain more effect using elicitation.
035] E: 19:08:56
   Certanly I've realized that the way of eliciting in class has to be build in time,
   learners will need time to recognize that the teacher is enetring an eliciting-
   mode, they'll recognize the signals the more the teacher uses this strategy.
036] E: 19:09:46
   so I've realized that also the words used, the structure of the question matter in
   this and have their own weight...
037] E: 19:10:31
   for instance beginners need easy vocabulary and structure to understand the
   question and be able to give an answer...
038] E: 19:11:00
   questions must be direct and clear.
039] E: 19:12:05
   The more the level of understanding and fluency of the learners increases, the
   more the structure and vocabulary can present complicate forms.
040] E: 19:13:33
   Still i feel I'm missing some insight... maybe for the simple reason that it's still
   all in my head and I had no chance to try different versions of questions and
   experiment the outcome
041] E: 19:14:45
   surely there is a need of practicing this skill to be able to recognize what to do
   in order to achieve the wanted result.
042] E: 19:14:48
   ok?
043] U: 19:15:12
   Ok, let me check what you have been saying.
044] U: 19:15:49

You would like to work on your elicitation skills as a teacher and have thought about the different task in the classroom that would benefit from elicitation by the teacher.

045] U: 19:16:42

You feel it is important for the learners to recognise what the teachers is doing and feel this can be done through lexical signals by the teacher and students getting used to the teacher's particular technique.

046] U: 19:17:20

Also, you have considered the structure of elicitation questions in terms of words and structure which match the linguistic level of the learners.

047] U: 19:18:11

However, you still feel something is missing. You have a lot of ideas and have done a lot of thinking but without the opportunity to try it out and experiment in the clasroom, you are unsure of your thoughts.

048] U: 19:18:58

You feel that with practice in a classroom setting and having the opportunity to try things out, you would achieve some clarity of thought regarding elicitation. Is that right?

049] U: 19:19:00

ok?

050] E: 19:22:44

I've relalize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation rather than others, I mean I haven't selected a group and checked what difference would there be in using elicitation or not... this is something I have to work on by selecting some examples.

051] E: 19:23:33

so this is a point I need to consider.

052] E: 19:24:45

the rest of the analysis is giving me insight on what I'm actually doing, and what haven't yet researched enough on.

053] E: 19:25:48

So the pattern I shoudl follow now is more of a narrowing down on specific ideas...

054] E: 19:26:55

such as which signals would I hypotetically use in class

055] E: 19:28:05

with which specific tasks would I make use of elicitation? (reading/listening only?)

056] E: 19:28:52

how can i practice out-side the class environment?

057] E: 19:29:16

well just those at the moment.

058] E: 19:29:35

ok?

059] U: 19:29:49

Okay, let me see if I have got this.

060] U: 19:31:25

You have reached a realisation that you have not really thought about which tasks would most benefit elicitation and you do not have access to a particular group(s) to try out different ideas and see the results of using or not using

elicitation. So, you feel you need to narrow down to the question of what signals you could use

061] U: 19:31:55

with students to show you are elicitating and also with which tasks you would use this with

062] U: 19:32:28

Another problem, is how to do this from outside of the classroom environment/

063] U: 19:32:32

Is that right?

064] U: 19:32:34

ok?

065] U: 19:35:28

(still there?)

066] E: 19:35:36

yes..

067] E: 19:35:52

(don't know why ut was blocked)

068] U: 19:36:14

(yeah, it flashed up - 'pending' - very strange)

069] E: 19:36:32

(connection problem)

070] E: 19:37:54

any how, yes, this is all part of a next step into my planning for making it better.

071] E: 19:39:13

I wonder now if elicitation is the only way one can use to activate students' schemata and help them linking the new language to what they already know.

072] E: 19:40:43

Maybe is not relevant at all, but am I focusing only on one aspect and skill, when there might be one more appropriate for me in which I don't feel too awkward?

073] E: 19:40:51

if there is, what could it be?

074] E: 19:42:05

So far I've been trying to get some insight in what i was told is an important strategy for a more communicative approach in class, a more learner centred lesson and have learners involved...

075] E: 19:42:19

what if there are other ways?

076] E: 19:42:31

ok?

077] U: 19:42:56

So, let me see if I understand this.

078] U: 19:44:31

You are also wondering whether elicitation is the only technique that can be used to help learners link new lexical items to concepts they already understand. You admit to feeling uncomfortable using elicitation and wonder whether there is another way that would much more suit yourself as a teacher.

079] U: 19:45:03

You have been focusing on communicative language teaching and have been taught that elicitation

080] U: 19:45:20
is important in involving learners and making the class more learner centered

081] U: 19:45:40
but are wondering whether there may be other ways to do this

082] U: 19:45:45
Is that right? ok.

083] E: 19:46:17
yes, all very exact.

084] E: 19:48:26
So my points of reflection are on doing more research and find out what else there could be out there I'm not aware of in terms of creating communication in class.

085] E: 19:50:17
something my attention was avoiding is the fact that I'm too un-experienced to know every kind of possible strategy and effective method used so far or that I could experiment.

086] E: 19:50:41
ok?

087] E: 19:51:32
(sorry i'm keeping an eye at the time, don't want to make you late again and abuse your time)

088] U: 19:52:13
Ok - so you realise the need for more research into other techniques that teachers may use to generate communication in the classroom, or to have a leaner centered class. You also feel that as you are new to teaching, there is a still a lot to learn, methods to discover and techniques to experiment with .

089] U: 19:52:34
Is that correct ? (p.s. thanks about time, I need to head off to the train soon)

090] U: 19:52:35
ok.

091] E: 19:53:14
yes! very good points for my planning and action have come out again this time!!

092] E: 19:53:27
thank you.

093] E: 19:53:53
(would u send the all transcription please?)

094] U: 19:54:29
no worries

095] U: 19:54:32
I will do it now

096] U: 19:54:46
also, I will post in my ongoing summary as you were typing:

097] E: 19:54:55
(yes) great!!

098] U: 19:55:00
Jan 18th – Summary

Wanting to improve elicitation skills

Looking for what kinds of tasks would benefit more from elicitation

Learners need to recognize the strategy of the teacher, what the teacher is trying to do.

Therefore, the words used and the questions used are important and structured at a linguistic level that matches the learners and also not ambiguous.

Still feel missing something with eliciting, an insight or a way forward. This is also due to thinking about it without the opportunity to try it out.

Need to practice the skill to achieve the required result

REFLECTION

Realized JUST NOW – not considered which tasks would benefit. Need to examine groups, check differences in using techniques or not and select examples. Analysis insight into what doing and what need to research. Need to narrow down specific ideas such as which signals to use to show elicitation and with which tasks. Also, how can I practice this outside of class.

REFLECTION

Next step of planning

Also, is it the only way to link new language to the already known. There may be other techniques in which I feel more comfortable and wondering what else there might be out there. Trying to use communicative approach, learner centred but may be other ways

REFLECTION

So, realize need for more research and find out what other techniques there are to create communication in the classroom.

099] U: 19:55:12
Above is the summary of what I was typing in the word pad
100] U: 19:55:19
will now save the data
101] U: 19:55:29
and if you could send me any feedback on feelings etc.
102] U: 19:55:32
that would be great!
103] E: 19:55:33
what do you think, how is it going so far? i mean for your dissertation?
104] U: 19:55:40
great thanks!
105] U: 19:55:45
collecting some good data
106] U: 19:55:52
and making some interesting insights
107] E: 19:55:52
sure!! i'll do!
108] U: 19:56:01
still too busy at work to focus fully on the phd
109] U: 19:56:06
but hope to clear some time in Feb

22.10.1 D Session 3: Email feedback (25th January 2010)

1] Did you feel you were being understood?

Yes, especially through seeing the collection of reflections.

2] If so, did this help in anyway with your movement forward?

I've a better insight of what the understander does and it's his role in relation to the speaker. Hence, my comprehension of CD and what use and benefit can be done if I was having practices or teaching at the moment.

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

Yes, in several instances, more of a plan has been outlined through the exchanges.

U: 19:19:00 ok?
E: 19:22:44 I've relalize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation rather than others, I mean I haven't selected a group and checked what difference would there be in using elicitation or not... this is something I have to work on by selecting some examples.
E: 19:23:33 so this is a point I need to consider.
E: 19:46:17 yes, all very exact.
E: 19:48:26 So my points of reflection are on doing more research and find out what else there could be out there I'm not aware of in terms of creating communication in class.

4] Were my reflections useful?

Sharing the reflections has become vital to the process of the understander to see and realize in what way can move forward. To me it helped set a plan of actions to introduce eventually in a future lesson.

5] Anything else you would like to add!!

Thank you,
D

001] E: 06:13:09
      Hello U!!
002] E: 06:13:14
      good morning!!
003] E: 06:13:16
      :-)
004] U: 06:13:19
      hi
005] U: 06:13:22
      morning
006] E: 06:13:52
      how are u?
007] U: 06:13:59
      good thanks
008] U: 06:14:10
      and you?
009] E: 06:14:18
      I'm doing fine!
010] E: 06:14:31
      are you ready for the session?
011] U: 06:14:44
      sure
012] E: 06:15:08
      well!
013] E: 06:15:47
      Lately I've been thinking on what method will I be using as a teacher once I'll
      start teaching.
014] E: 06:17:35
      I believe that the communicative language class will be my goal, that I will try
      to keep a learner-centred class and possibly will evolve in have sometime a go
      with a dogme...
015] E: 06:19:03
      I'm not sure if to find a method is essential now, when I'm not practicing...
      since "my own way" will surely come out by teaching,
016] E: 06:19:31
      surely there is no bad in reasoning now, at this level on what kind of approach
      and method I want to establish in class..
017] E: 06:20:37
      I don't know how other teachers do. If they did set their mind on a specific
      approach or just tried different ones untill the found the most appropriate for
      the class, the situation and themselves...
018] E: 06:21:38
      I also like task-based activities and when I think of my class i want it to be a
      dynamic, creative experience for the learners,
019] E: 06:22:16
      that would come in class with desire to learn and get out with the feeling of
      having something new to master!
020] E: 06:22:53

How am I going to do this without practices, I don't really know...

021] E: 06:23:36

I suppouse I should keep studying and reasoning on each single aspect of a class

022] E: 06:24:13

trying to visualize and anticipate what the situation may be...

023] E: 06:24:16

ok?

024] U: 06:24:34

Ok,let me check what you are saying.

025] U: 06:25:19

You have been thinking about methodology as a language teacher and are interested in CLT, learner-centered and possible the dogme approach

026] U: 06:26:02

You understand that your method will evolve from your teaching but want to think about it before you teach on a regular basis.

027] U: 06:26:38

You think other teachers may experiment with methods for different classes and different situations

028] U: 06:27:18

Also, you are interested in TBL and creating a dynamic, active experience for classroom learners

029] U: 06:27:48

So rather than focus on single aspects, you would like to look at the bigger picture

030] U: 06:27:52

Is that right?

031] U: 06:27:53

ok.

032] E: 06:29:58

allright, yes, I think the analysis is correct, but I'm not sure I want to look at the picture before I've understood each single fragment that compose it...

033] E: 06:31:05

I mean, how can I get a right perspective if I don't take each single aspect on its own?

034] E: 06:33:08

Once I've tried to see how to perform and, indeed, have tried each approach, planning a lesson for each type, I will not get a feeling for any of them....

035] E: 06:34:46

so I think one step I have to take is to pretend to have a class, defining it's features, maybe thinking of what level, which students etc and then plan for it a lesson using each approach or a mix of those I like best...

036] E: 06:35:40

I hope in this way I can finally have a clearer vision.

037] E: 06:36:19

One concern is starting, i'm not very motivated lately, for several reasons.

038] E: 06:37:47

Plus this term is very challanging too and have to concentrate on what I'm doing right now, so I have to set times and be systematic in planning and working on myself.

039] E: 06:37:51

ok?

040] U: 06:38:21

Let me see.

041] U: 06:39:48

Just thinking about methods theoretically in the planning process will no help you get a feeling for different apporaches. Instead you need to imagine a class, the level, the students, and plan with this in mind using one or more approaches.

042] U: 06:40:03

You feel this would give you a better understanding of the method (s)

043] U: 06:40:37

However, recently you are not feeling motivated and there is a lot of other things to do on your course.

044] U: 06:40:50

This means you have to plan your time carefully

045] U: 06:40:54

Is that right?

046] U: 06:40:56

ok.

047] E: 06:41:28

Yes!! Precisely!

048] E: 06:41:57

Very well sum up!

049] E: 06:42:28

summed up

050] E: 06:43:07

My questions shoudl probably be things like:

051] E: 06:43:43

How do I design a TBL lesson?

052] E: 06:44:19

What are the directives I can give? What would be my role?

053] E: 06:45:03

when do i talk? How do i pre-involve the learners before sharing the task?

054] E: 06:47:04

or what would I go in class with in my mind if I want to perform a dogme lesson?? (I still have to understand and research deeper on this approach first, as itsn't very clear what is meant by a dogme)..

055] E: 06:48:02

I should make a list of questions I have buzzing in my head, cathegorize them in what is theory to be digested

056] E: 06:48:12

what is to be performed and how

057] E: 06:48:54

and what example can I make for each methodology...

058] E: 06:49:22

then from this point I could start a real planning... maybe (?)

059] E: 06:49:24

ok?

060] U: 06:50:24

ok. let me check back

061] U: 06:51:19

so you are thinking about things such as how do you do TBL, teacher instructions, role of the teacher, how to get the learners involved from the beginning

062] U: 06:51:30

Also, how to go about a dogme lesson

063] U: 06:51:57

you are thinking about many things, many different theories

064] U: 06:52:32

and would like to catergorise each one and think of specific examples

065] U: 06:52:44

and then possibly start planning from this point. Right?

066] U: 06:52:45

ok.

067] E: 06:54:04

yes... I just realize how confusined I must seem...

068] E: 06:54:19

confused*

069] E: 06:55:36

I really need to make some order and bring everything down to the basis...

070] E: 06:57:21

I need to lay down a sort of scheme and work around it.

071] E: 06:58:01

I think this will be my plan for the coming week.

072] E: 06:58:11

ok?

073] E: 06:58:32

sorry i'm a bit blocked now..

074] U: 06:59:32

so, you have a lot of confusion at the moment and feel the next stage is to do some more thinking, make a scheme of work and this is what you will do before we meet again.

075] U: 06:59:48

This is where you would like to end the session today?

076] U: 06:59:49

ok.

077] E: 07:00:11

yes!! Ok (laugh)

078] U: 07:00:17

okaya

079] U: 07:00:21

stepping out of roles

080] U: 07:00:24

thanks for that

081] U: 07:00:27

very interesting!

082] E: 07:00:30

yep.

083] E: 07:00:38

you think so?

084] U: 07:00:55

yes

085] E: 07:01:25
     reading what i just expressed i feel even more down.. I sound too much
     confused
086] U: 07:01:41
     but confusion is a good place to be
087] U: 07:01:57
     as from confusion comes sense-making
088] E: 07:02:14
     I hope so!!
089] U: 07:02:32
     Here is the summary I made
090] U: 07:02:36
     in the word doc
091] U: 07:02:40
     Jan 28th

     Method – communicative language class / learner-centred class
     Dogme language teaching
     Understand that method will evolve from teaching but want to think about it
     now
     Not sure how other teachers go about this – do they have a method in mind or
     experiment with different classes and situations
     Like task-based and want the class to be a dynamic, creative experience.

     Just thinking about it theoretically in the planning process will not help you get
     a feel for the approach.

     Rather than that, try to imagine the class, the level, the students and how you
     would approach this – to have a clearer vision

     Motivational problems

     How do I do TBL
     Instructions, role of teacher, teacher-talk, learners-involved
     How to prepare for a dogme lesson
     Many things, thinking, what to do, think of examples and planning.
092] E: 07:02:54
     more than sense making I hope this will get me into some action!
093] U: 07:03:11
     sounds like you have made a plan
094] U: 07:03:14
     so this is good
095] U: 07:03:50
     (be back in a few mins)
096] E: 07:04:45
     yes, what i need is also commitment to my plans! :-)
097] E: 07:05:05
     could u send me the file with the transcription too?
098] U: 07:06:58
     ok
099] U: 07:06:59

back
100] U: 07:07:02
        sure
101] E: 07:07:11
        thanks!! :-)

22.11.1 D Session 4: Email Feedback (8th February 2010)

1] Did you feel you were being understood?

Yes, again the approach was amazingly useful in terms of clearing ideas, this through your perspective on my reasoning.

2] If so, did this help in anyway with your movement forward?

Yes, a plan for action was outlined.

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

The following 3 points:

E: 06:24:13 trying to visualize and anticipate what the situation may be...
E: 06:23:36 I suppouse I should keep studying and reasoning on each single aspect of a class
E: 07.02.54 more than sense making I hope this will get me into some action!

4] Were my reflections useful?

Yes, because it was the outline of next set of actions to be taken.

5] Anything else you would like to add!!

I was not able to act in accordance with the plan. Due to lack of time, I have still to put everything into action. This is giving me chance to reflect on the need of working on my time-management skill too.

22.12 D Session 5 & E: Session 1 (8th February 2010)

001] U: 18:07:33
        Hi
002] O: 18:07:43
        Good evening U!
003] U: 18:07:43
        Did we say 6pm or 6.30?
004] O: 18:07:53
        How are you and how is Japan today?
005] U: 18:08:08
        Good but today I had a lazy day and feeling guilty about it!!
006] O: 18:08:18
        I'm not sure... if you prefer 6.30 let me know
007] U: 18:08:18
        Glad to get my brain working again!
008] U: 18:08:32
        Just got to make one small phone call
009] U: 18:08:36
        will be with you in a mo
010] O: 18:08:45
        ok... no problem!!
011] O: 18:11:10
        answers for U session IV 28.Jan.10.doc"<files alt=""><file size="28672"
        index="0">answers for U sessionIV 28.Jan.10.doc</file></files
012] U: 18:13:13
        Okay
013] U: 18:13:17
        sorry about that
014] U: 18:13:27
        and thanks for the file.
015] O: 18:13:38
        no worries!
016] O: 18:13:48
        I have a surprise...
017] U: 18:13:57
        ?
018] O: 18:14:51
        a friend is with me, she is also studying to become an English teacher, in her
        3rd year
019] U: 18:14:59
        ok
020] U: 18:15:07
        hi there!
021] O: 18:15:29
        could she take my role for today and give it a go? She is the student I was
        telling you we might start doing IMCD session together
022] E: 18:15:40
        hello
023] U: 18:15:58

yes, that would be fine

024] E: 18:17:09

my name is Z, I am doing an intenational degree in English and Education between Wolverhampton University and Hogeschool van Amsterdam..

025] U: 18:17:23

Hi, nice to meet you

026] E: 18:17:30

nice to meet you as well

027] U: 18:18:00

I guess O has told you all about IMCD?

028] E: 18:18:07

Yes

029] U: 18:18:15

Ready to give it a go?

030] E: 18:18:16

and I have been a part of a session before

031] E: 18:18:21

yes, sure

032] U: 18:18:22

great

033] U: 18:18:46

Okay - Can I ask O to observe the session and make notes on any interesting observations?

034] E: 18:19:04

yeah

035] U: 18:19:14

great

036] O: 18:19:19

absolutely! i'm here!

037] O: 18:19:28

let me just take pen and paper

038] U: 18:19:47

okay - let's make a start. I will just mark the session so that I remember it is Z and not O when I analyze this.

039] U: 18:19:52

SPEAKER - Z

040] U: 18:19:58

UNDERSTANDER - U

041] U: 18:20:05

the floor is yours....

042] E: 18:21:11

alright i would like to talk about my teaching experience and some of the difficulties i encountered...

043] E: 18:22:49

i was doing a placement in a middle school/ high school last year for about 3 months, and i taught 3 different classes. from a first year class of 12-13 year olds and a 4th year class of 15-16 year olds and a 5th year class of 16-17 year olds

044] E: 18:24:48

what i found difficult was planning a lesson from the students perspective, i would often get feedback that i was thinking too much of my role,as a teacher, instead of the role of the student.

045] E: 18:27:01

i think i was reflecting too much of the teaching style i was exposed to at the moment,so more of a teacher-student approach. and i found it difficult to see past that, even though i was aware of other teaching methods, such as TBL

046] E: 18:29:10

for example when i used to explain grammar points i often would just explain it, instead of asking the students questions and getting them involved

047] E: 18:29:31

so i guess its also an issue of getting students involved in their owl learning

048] E: 18:35:00

i felt frustrated because when i observed lessons of other teachers i could see similar methods i was using, that is a lot of teachers were mostly teaching from a teacher centered point of view. and when i would do the same i would get feedback that i should teacher a more student centered lesson. but i was not seeing it in other lessons and i felt like i was being asked to do something that i had no examples of.

049] E: 18:37:44

i did get some examples from my placement supervisor on how i could improve my lessons, that i should have less teacher talk and more involvement from the students

050] E: 18:38:18

ok?

051] U: 18:38:27

Okay. Let me check

052] U: 18:41:07

You have been doing a placement at a school with various classes. You found it difficult to plan lessons with the students in mind at the time because you were thinking about things you had been taught on the course. This was more of a teacher-centered approach to teaching. When explaining grammar to students you used a lecture style more than students discovering grammar on their own. You feel though you would like to get students more involved in the class and their own learning.

053] U: 18:41:29

Moreover, you felt frustrated when observed as you were picked up on being too teacher-centered

054] U: 18:41:52

but felt the other lessons you saw were equally teacher-centered

055] U: 18:42:52

You would like more examples of how to get students involved in lessons that you have been shown on the course so far and would like to look at reducing teacher talk and increasing student action. Is that right?

056] U: 18:42:54

Ok?

057] E: 18:43:52

yes, that is right

058] E: 18:51:01

when i pre-taught something i would always involve the students,for example i would use a lot images and would ask the students. but it was mostly in the

grammar explanations that i would use a lecture style, because i thought that these were the points the students needed to know and thus it was important for me to really make sure that they understood what i was trying to teach them, and so i took the responsibility to explain the points for them

059] E: 18:53:13
after the explanation i would often give them different tasks to do

060] E: 18:55:51
and then i would often go through the tasks with the whole class, and this is when i would again take the leading role - even when the students were the ones who actually completed the task

061] E: 18:58:10
so i guess it's about me finding a balance between making sure that students know the point i want to teach, so that they have examples and explanations, and letting them discover it by themselves, so that they really learn instead of just imitate.

062] E: 18:58:55
ok?

063] U: 18:59:22
ok, let me see if I have got this.

064] U: 18:59:47
You do involve students but feel that when explaining grammar there is a sense of responsibility as teacher

065] U: 19:00:18
to make sure that students fully understand and you feel you need to explain the particular grammar points

066] U: 19:00:59
After the explanation, you do give tasks where students are more active but feel that when you check the tasks

067] U: 19:01:39
you revert back to lecture style and take a controlling role even though students had been the ones who had done the task.

068] U: 19:02:11
You feel where you are at at the moment is to seek a balance between ensuring students have understood the objectives / aims of the lesson

069] U: 19:02:17
and have some examples to take away

070] U: 19:02:44
but also letting them find things out for themselves rather than just copying a grammatical model.

071] U: 19:02:47
Is that right?

072] E: 19:03:53
yeah, thats pretty much exactly it :-). at the moment nothing else comes to mind.

073] E: 19:04:25
can we step out of the role now? because i can't think of anything else right now..

074] U: 19:04:30
Sure

075] U: 19:04:35
that is good timing

076] U: 19:04:38
       as I have to cook the dinner
077] U: 19:04:44
       and then go to work this evening
078] E: 19:04:49
       good!
079] U: 19:04:53
       :-)
080] U: 19:05:24
       Okay - will have to go. If you could send me some feedback on the session, that would be great!
081] U: 19:05:39
       and if you would like to do this again, I would be happy to be understander!
082] O: 19:05:42
       so how do we do, is it allright if i transcribe on word the analysis i was making and send it to you in a bit??
083] E: 19:05:46
       that was O
084] U: 19:06:11
       yes, that would be fine
085] U: 19:06:23
       If you could send me 2 separate feedbacks
086] O: 19:06:31
       Z says sure...
087] U: 19:06:38
       Z as Speaker and O as Observer
088] U: 19:06:41
       ;-)
089] O: 19:07:13
       could we then meet again on next monday same time? because Z would be here
090] U: 19:07:18
       Yes
091] U: 19:07:22
       that would be great
092] O: 19:07:25
       great!
093] U: 19:07:26
       Talk to you next Monday
094] U: 19:07:30
       at 6pm my time
095] U: 19:07:33
       9pm your time
096] O: 19:07:46
       sure.. have a nice dinner & a nice week ahead!!
097] U: 19:07:50
       BTW - here is the summary I made as you were typing!
098] O: 19:07:52
       wonderful!!
099] U: 19:08:00

Z – 10.02.08

Teaching experience and difficulties, placement – 3 different classes
(1st year class, 4th year class, 5th year class)
difficult to plan lesson from student's perspective – thinking too much as a
teacher and not as a student – thinking too much about the teaching style being
taught at the time, was using teacher-student approach
influence of what is being taught on the teachers' course
Explain grammar points rather than involving students – how to get students
more involved in their own learning – lecture style rather than awareness-
raising. Frustration as other teachers were using teacher-centered approach but
own feedback got picked up on it – difficult to do something when there are no
clear examples being shown in others lessons. Got some from placement
supervisor – would like to look at reducing teacher talk and increasing student
involvement

REFFLECTION

Grammar explanations were teacher-centered as wanted to make sure that
students really understood – therefore felt it was my role to explain the
grammar points. After the explanation, give them different tasks to do and go
through the tasks with the whole class – take the leading role even when the
students were the ones who had completed the tasks – need to find a balance
between wanting to make sure students fully understand and letting them
discover it by themselves

REFLECTION

End
100] U: 19:08:10
I was typing this in a separate word doc.
101] O: 19:08:10
can u send also transcript??
102] U: 19:08:15
as you were typing
103] U: 19:08:20
will now send the transcript
104] O: 19:08:44
great sure!!

*No email feedback received for this session

22.13 D Session 6 (15th March 2010)

001] E: 18:08:52
     Hello U!!
002] E: 18:08:57
     I'm sorry for being late!
003] U: 18:09:17
     no problem
004] U: 18:09:23
     How are you?
005] E: 18:09:38
     I'm fine thank you. How are you??
006] U: 18:09:44
     pretty good
007] E: 18:09:54
     :-)
008] E: 18:10:21
     shall we start?
009] U: 18:10:27
     sure
010] U: 18:10:39
     the floor is yours. ok?
011] E: 18:11:23
     it as been a while and i don't remember if i've sent you last session with Z's
     observation
012] E: 18:11:48
     if i didn't i'll do it this week... it has been some hectic time lately. I'm sorry.
013] E: 18:11:54
     ok
014] U: 18:12:08
     yes, I don't think I received them
015] U: 18:12:17
     cheers
016] U: 18:12:18
     ok.
017] E: 18:13:26
     the course is going on too fast for me, I'm still thinking about the practices and
     I should now be concerned with the syllabus and course design.
018] E: 18:14:36
     I'm having difficulties now in understanding how to adapt materials, how to
     build a syllabus and organize a specific course...
019] E: 18:15:36
     the problem is more with syllabus, there are so meaning to this single word
     and it all depends from the context and what am I refering to.
020] E: 18:16:51
     so while i'm still struling to make clear in my mind what is a syllabus I
     should think on how to createi one for a specific purpose.
021] E: 18:17:22
     I believe i should find a way to get more systematic
022] E: 18:17:49

i've never been a very organized person, let alone deal with organizing things.

023] E: 18:19:23

Maybe a should spend some time creating a chart or a graphic in which i make some sense of all the info i have collect throughthe lectures and what I'm reading now to have a cleare vision...

024] E: 18:19:34

the problem is i don't have time.

025] E: 18:20:09

ok?

026] U: 18:22:17

Ok, let me check if I understand this. You are considered about the course going fast and not having enough time to do as much as you would like. You are currently looking at course design and syllabus and how to adapt materials and write syllabuses. However, you have had difficulty in getting grips with the term "syllabus" - there are too many definitions and it seems to depend on context or the particular writer's opinion of what one is.

027] U: 18:22:42

This has lead to you having to understand what a syllabus is while at the same time trying to create one.

028] U: 18:23:25

You realize that you are not an organised person and yet find the job of creating a syllabus of being a task in organizing courses.

029] U: 18:23:57

One idea you have is to condense your lecture notes and readings by creating visual displays of the information. However, time is an issue.

030] U: 18:24:00

Is that right?

031] U: 18:24:01

ok.

032] E: 18:24:49

yes...

033] E: 18:25:36

I'm elaborating this in my mind now: *[9.23.23] U: You realize that you are not an organised person and yet find the job of creating a syllabus of being a task in organizing courses.*

034] E: 18:26:25

also the term course is another matter of issue. but for now i want to focus on syllabus.

035] E: 18:27:09

To create one I should specify the needs of the course.

036] E: 18:28:40

if i can say so, have to target the target needs of the learners for the specific course I would have in mind.

037] E: 18:30:28

I understand that in most cases in my future activity as a teacher I will not have the chance to create the syllabus, i will not be asked to do so, I would receive it from the institution and will have to work it out with the means and given advices.

038] E: 18:30:50

So now i have the chance to think about create one of my own...

039] E: 18:32:21

i belive this will give me a deeper understanding of how to operate one that is pre-packed and on which i will have no chance to express my opinion.

040] E: 18:32:58

well those are more or less speculations of how it works in the "real world" in a school.

041] E: 18:34:31

Since I don't know, I have to figure out what contents, what shape and focus I want to give to let's say a possible ideal course on English Language that I would have to organize.

042] E: 18:35:03

Is this a good way of thinking? or am I waisting precious time? I don't know!

043] E: 18:35:54

Surely to dig a bit deeper and try to measure my capacities could be helpful in the future.

044] E: 18:36:01

ok?

045] U: 18:36:28

ok, let me see if I have understand what you are saying.

046] U: 18:37:35

The reflection about not being organized but needing to organizing has struck a chord with you (When you say "elaborating" do you mean reflecting on this?)

047] U: 18:37:56

Also, you are focusing on the term "syllabus" and not course as this is a separate issue.

048] U: 18:38:18

To design the syllabus, you need to specify the needs of the learners who will take the course

049] U: 18:39:10

However, this is a "speculation" where you have to imagine the types of students you may teach in the future and the types of courses you may have to organise

050] U: 18:39:45

You are also unsure whether you will be asked to design a syllabus in the future or be handed one to teach from by the particular instituion you work for

051] U: 18:41:57

Although you understand that actually creating a syllabus will help your understanding of the process, you seem unhappy about having to imagine a group of students and are wondering whether this is useful or a waste of the time. There seems to be a connection to what you said earlier about the course going quickly and having little time.

052] U: 18:42:41

However, to try and do this task and to see how you go about it may be of use in developing your skills for the future. Is that right?

053] U: 18:42:43

ok.

054] E: 18:43:27

yes! By elaborating meant reflecting on it.

055] E: 18:45:30

yes I'm quite unaware of what will be my role, if I'll have just to implement the syllabus of the course or if i'll be given the task to organize one ad-hoc.

056] E: 18:46:56

Is not that 'm unhappy about having to imagine the group of student, mine was maybe more of a rethorical question, since the time is already little would this help? is it a good way of proceding?

057] E: 18:47:21

i have no means to answer this question.

058] E: 18:48:30

yes i think this in general is the main issue.

059] E: 18:50:41

I think that if I spend some time working out a possible plan=syllabus of what is to be learned in a particular course xy 8would have to imagine which course too). This can benefit me in the long term,

060] E: 18:51:57

having the basis of how to create one by myself will possibly giging me insight if I have to deal with creating one again or how to implement a given one.

061] E: 18:52:03

ok?

062] U: 18:52:27

ok, let me see.

063] U: 18:53:40

You feel unsure of what your future role may be and whether you will be asked to design a syllabus, implement one or organise one ad-hoc

064] U: 18:54:46

You are happy to do the task of syllabus design but was wondering with time being so short on the course whether it was the best way of going about learning about syllabus design

065] U: 18:56:41

However, if you do invest the energy in making a potential syllabus for learners, it can benefit your long-term development as a teacher as going through the process will be a useful experience if asked to do this again in your future career or teaching from a syllabus that someone else has designed.

066] U: 18:56:51

Is that correct? ok?

067] E: 18:57:06

Yes!

068] E: 18:57:11

all correct!

069] E: 18:59:58

I think I need to work on this. To make it the more realistic as possible I should look at some examples of syllabuses and also try to look at different courses and how the syllabus was specifying and ordering the contents.

070] E: 19:00:59

So that might be a step one, researching some different examples to look at and analyze.

071] E: 19:01:54

Then I should think of a specific class, a specific course, the needs, the level of the learners etc...

072] E: 19:03:01

so to figure out what syllabus is best reflecting the contents of the course.

073] E: 19:03:37

I think this could be a rough plan to start with.
074] E: 19:03:38
    ok?
075] U: 19:06:10
    So, it seems you have a clear plan of action. To make the task as realistic as possible, you will look at some examples of syllabuses for different courses and examine how the contents have been organised. The next step would be to decide on a specific class and course, think about the needs and levels of the learners who may take this class and work from there. From the analyze of syllabuse and working with your own example, you can determine what syllabus would best suit the course you have decided upon. Is that right? ok?
076] E: 19:07:05
    yes.
077] U: 19:08:17
    (Shall we end the session there? I have to go to a class soon)
078] E: 19:08:24
    ok!
079] E: 19:08:29
    no problem.
080] U: 19:08:32
    stepping out of roles!!
081] U: 19:08:35
    thanks for that
082] U: 19:08:38
    very interesting
083] E: 19:08:44
    sorry ehehe was been carried by thoughts.
084] U: 19:08:52
    no, that is good
085] U: 19:09:14
    the idea of IMCD is to go with your thoughts and see where they take you
086] E: 19:09:27
    :-)
087] U: 19:09:46
    I would be very interested to know whether the plan of action you decided upon
088] U: 19:09:57
    (06.59 Japan time)
089] U: 19:10:07
    was a result of this session or not
090] U: 19:10:28
    and how you came about deciding on the plan of action
091] U: 19:10:29
    ?
092] E: 19:11:36
    you mean if i had it previously in my mind or it came out through the interaction?
093] E: 19:11:42
    I din't prepare it..
094] U: 19:11:44
    yes

095] U: 19:11:55
   right
096] E: 19:12:10
    it just came out as a natural sequence of actions to take in relation of the baove
097] E: 19:12:20
   above*
098] U: 19:12:31
   right, that is interesting to know.
099] E: 19:13:05
   to be honest this morning was still considering on what to focus our session today
100] E: 19:13:10
   (blush)
101] U: 19:13:17
   right, sometimes it works like that.
102] U: 19:13:36
   Okay - will send you the summary I wrote as you were writing:
103] E: 19:13:44
   thank you!
104] U: 19:13:49
   E – 10.03.15

Course going fast – still thinking about practices and looking at syllabus and course design. Having problems with adapting materials, building a syllabus and course organization. Problems trying to understand what the term 'syllabus' means – it seems to be contextual or depends on the particular writer. So while trying to understand the concept, at the same time have to create one. Need to be more systematic. (maybe too much time thinking and not enough time doing!). So personality of not being organized but need to deal with organizing courses. Use visual displays to make sense of information from lectures and reading but finding time a problem.

REFLECTION

Focusing on the "not an organized person" Not course but syllabus
Need to specify the needs of the course.
Need to target the needs of learners for specific course – imagined element of the on-course masters
Maybe in reality not have chance to write the syllabus but have it given to but now have the chance to create own which gives a better opportunity to understand how one works rather than deal with one already written but these are speculations of how it might work in "real world" – so have to give shape and focus to an imagined course that may have to organize and then refer back to time – is this a waste of time?

REFLECTION

Elaborating means "reflecting on".
Unaware of what future role may be and whether have to do syllabus design or develop ad-hoc syllabuses.

Happy to do this but with time being so short is this a useful way of going about it.
The process of making a potential syllabus can benefit long-term development. Going through the process can give insights for future career if asked to do syllabus design again.

REFLECTION

To make it as realistic as possible, I should look at examples of syllabuses and look at different course and how contents are specified and ordered. Step 1 – look and analyze different syllabuses. Then think of a specific class, course needs, level and work from there and determine what syllabus would best suit the particular course.

REFLECTION
105] U: 19:13:55
Here it is above!
106] E: 19:13:56
and i'll answer the usual questions?
107] U: 19:14:02
yes, please
108] E: 19:14:10
sure!
109] U: 19:14:31
Also, without contaminating the session, would you like me to send you some of my syllabuses for my university classes?
110] E: 19:15:03
wow!!
111] E: 19:15:10
that would be great help!!
112] E: 19:15:29
are you sure'
113] U: 19:15:30
What kind of course are you interested in?
114] U: 19:15:43
Yes, as it will have no direct affect on what we have talked about today
115] E: 19:15:53
any English class for specific purpose
116] U: 19:16:12
I am not guiding you or trying to impose my ideas on you
117] E: 19:16:21
or english language in general
118] U: 19:16:30
I am just reacting to your plan of action by offering real data
119] E: 19:16:53
yes, that is really much appreciated!
120] E: 19:17:26
I didn't even thought on how can I go and from where I could collect this data
121] U: 19:17:31

posted file ビジネスコミュニケーションゼミ1.xls to members of this chat<files alt=""><file size="74752" index="0">ビジネスコミュニケーションゼミ1.xls</file></files>

122] U: 19:17:45
posted file Blue Writing Syllabus 2010 (semester one).xls to members of this chat<files alt=""><file size="73728" index="0">Blue Writing Syllabus 2010 (semester one).xls</file></files>

123] U: 19:17:58
posted file Introduction to English Education 1.xls to members of this chat<files alt=""><file size="69120" index="0">Introduction to English Education 1.xls</file></files>

124] U: 19:18:09
The first one is my business communication seminar

125] U: 19:18:13
we use Market leader

126] U: 19:18:19
so the couse is built around that

127] U: 19:18:27
the 2nd is a first-year writing course

128] U: 19:18:36
built around the 4-skills book American Headway

129] U: 19:18:50
the last is intro to English education for 2nd year students

130] U: 19:18:56
This has no coursebook

131] U: 19:19:09
so the materials are created by myself.

132] E: 19:19:26
oh THANK YOU U!!

133] U: 19:19:37
no worries

134] U: 19:19:52
okay, will save this session and send it to you now

135] E: 19:20:20
thank you :-)

136] U: 19:20:36
posted file E 10.03.15.html to members of this chat<files alt=""><file size="30927" index="0">E 10.03.15.html</file></files>

137] U: 19:21:00
here it is

138] E: 19:21:51
i feel i'm really gaining a lot from these sessions. I hope they are of some help to you too!! :-)

139] U: 19:22:05
Yes, very much so

140] U: 19:22:19
thank you for that!

141] U: 19:22:24
very interesting stuff

142] U: 19:23:01
I look forward to your feedback and the next session!

143] U: 19:23:02
    ;-)
144] E: 19:23:15
    Sure! Shall we make next monday same time?
145] U: 19:23:26
    Yes, that would be great!
146] U: 19:23:28
    6pm
147] U: 19:23:34
    my time
148] E: 19:23:34
    yep!
149] E: 19:23:55
    (yes) thank you again!
150] U: 19:24:23
    no worries
151] U: 19:24:33
    talk to you next week!
152] E: 19:24:53
    great! Have a good lesson!
153] U: 19:25:03
    Cheers

*No email feedback received for this session

001] E: 19:39:01
        Hello U!!
002] U: 19:39:21
        hi
003] E: 19:39:30
        how are you??
004] U: 19:39:40
        good
005] U: 19:39:50
        but the new semester has started so had a busy day today
006] U: 19:39:51
        ;-)
007] E: 19:40:03
        just a sec on the phone..
008] U: 19:40:32
        ok
009] E: 19:45:12
        sorry!
010] E: 19:45:16
         ok i'm back!
011] U: 19:45:20
        no worries
012] E: 19:45:30
        ready for the session if you are ok...
013] U: 19:45:58
        Would it be okay to start in around 15 mins
014] U: 19:46:04
        I just got back through the door
015] U: 19:46:10
        and haven't eaten anything
016] U: 19:46:16
        just need to grab a sandwich
017] U: 19:46:19
        if that is ok?
018] E: 19:46:23
        ok. then no problem... i'm here... just let me know when you are ready!
019] U: 19:46:28
        great
020] U: 19:46:29
        cheers
021] E: 19:46:32
        (yes)
022] U: 19:57:54
        hey
023] U: 19:57:57
        sorry about that!
024] U: 19:58:36
        ready when you are!

025] E: 19:58:45
    great!
026] E: 19:58:48
    ok.
027] U: 19:58:50
    :-)
028] U: 19:58:59
    the floor is yours. Ok?
029] E: 19:59:09
    I was teaching yeatsre
030] E: 19:59:13
    yesterday
031] E: 19:59:46
    just 2 hours speaking/conversation with intermediate students
032] E: 19:59:58
    learning Italian language
033] E: 20:00:17
    hey .. all is ok?
034] E: 20:00:30
    were u trying to call or was a mistake?
035] U: 20:00:34
    (sorry was moving the box across to make space for the word doc
036] U: 20:00:39
    and hit the call button!)
037] U: 20:00:44
    (ok?)
038] E: 20:00:46
    oh ok... ehehe
039] E: 20:00:50
    ok
040] E: 20:01:27
    so the students were 4 alltogether
041] E: 20:01:46
    but had different task for a group of 3 and for another 1.
042] E: 20:02:00
    so the class was sort of split up in two.
043] E: 20:03:45
    with the group of 3 I had prepared a lesson with new vocabulary to learn and a quick check in of their background knowledge on the topic of Newspapers.
044] E: 20:04:54
    I did a warm up to get to know them a bit, asking them to introduce the person at their right as the character of a movie or tv series and so hear them talking the language.
045] E: 20:06:03
    Their level was pretty good and they were able to use orrectly quite complex grammar features of tenses.
046] E: 20:07:50
    after that I elicited from them the vocabulary and tried to see how much they knew activating their schemata... it went quite well and they already had some basics.
047] E: 20:09:30

then was the time to make them speak about a general topic on the mass media and tried to start a conversation... but either my request was not straitforward enough or their interest in the topic was not as high as I expected...

048] E: 20:09:57

one of them was taking the turn more then the other two...

049] E: 20:10:39

so i tried to ask the opinion of one student especially and she spoke for a while... but other than that she kept silent

050] E: 20:12:33

the other one was interacting sporadically

051] E: 20:13:19

so the lesson went on quite monotuosly (or that was my impression)...

052] E: 20:14:44

but i decided to repress my desire to keep questioning them and or change the subject to find something they would be more interested in and kept patiently waiting for them to formulate their sentences even if the flow was now slowlier than at the beginning.

053] E: 20:15:47

i wonder if i did the right thing, or for the sake of keeping the speed and cover more topics I should have tried to keep another pace...

054] E: 20:17:19

so my question is how do I take decisions on how to keep a pace in class? what else should I've done? I feel like going back to my teaching practices in period one and get some more reading on this.

055] E: 20:18:34

Am I such a bad teacher that after few months without practice I don't know anymore how to keep a pace, and feel the need to go back to the basics?

056] E: 20:20:12

I don't think I'm being too hard on myself, I think I should get more practice and learn some tricks that will help me being flexible and respond the needs of the learners.

057] E: 20:20:22

ok?

058] U: 20:20:39

Okay - let me check back what you have said

059] U: 20:21:10

So you have returned to classroom practice and had the opportunity to teach a communicative Italian language class.

060] U: 20:22:26

You had 4 in the group and gave them different tasks (BTW - a question - what was the other 1 student doing whilst the other 3 worked in the group on the newspaper task?) You felt happy with the warm-up and students responded well in terms of grammar and volunteering vocabulary

061] U: 20:22:43

When it got to the main oral task of having a conversation about mass media

062] U: 20:22:51

one student was more dominant than the other 2

063] U: 20:23:07

and although you tried to step in to direct questions to the other 2

064] U: 20:23:30

they only spoke for a short time and went silent or contributed occassionally to the discussion

065] U: 20:24:06

As a teacher, you felt that the activity was not working and actually felt it was not so exciting

066] U: 20:24:21

You decided to take a step back and monitor to see what would happen

067] U: 20:24:38

even if students would work at a slower pace

068] U: 20:25:04

so this has returned you to thinking about pacing of activities and time management issues again

069] U: 20:25:22

How can a teacher keep a reasonable pace in the classroom?

070] U: 20:26:07

This has disappointed you as you feel like you have taken a step back as there has been a break between teaching practices but you still geel that you are dealing with time management issues.

071] U: 20:26:41

You feel you need more experience to build a reportoire of things to do to respond to different group needs

072] U: 20:26:44

Is that right?

073] U: 20:26:46

ok?

074] E: 20:27:09

yes!

075] E: 20:29:26

the other student had to give a presentation and was followed by the "real" teacher and had a listening exam while we were on the vocabulary and speaking activity, I had to follow her only for the last 20 min when was trying to prepare her for a conversation on the topic of studies/work/school...

076] E: 20:31:09

with her the things went even worse, her level was pre-intermediate and she was quite shy, so was hard to get her to answer questions...

077] E: 20:31:58

the fact that I was a new element in the class was also something that probably influenced the learners' activity and partecipation..

078] E: 20:33:03

that's an interesting point of reflection, because it comes now to my mind that also the fact that I'm a native speaker may have conditioned them...

079] E: 20:34:00

their teacher is not a native speaker so, maybe they feel they can relate to her better, plus she told me that even if they are intermediate level she speakes most of the time in english.

080] E: 20:35:42

I have to take this in consideration for this first time. But still it doesn't clear out why at the beginning the three students were equally contributing and then in the conversation's task they were more shy.

081] E: 20:36:21

what element should I take in consideration as more disturbing?

082] E: 20:37:02
   what can I do in terms of preparation for next class next week?
083] E: 20:38:23
   should I keep aside as I tried this time or should I become more pushy and
   question them asking personally?
084] E: 20:38:45
   I have more questions than answers.
085] E: 20:42:10
   another thing I did was to bring with me a newspaper in Italian, I thought I
   would ask the group to analyze it and spot the features/vocabulary that we
   came up with during the elicitation... but when I saw their partecipation getting
   slower I was afraid it would have been a demanding task and quite boring...
086] E: 20:42:56
   but i'm thinking of using it as a check and revise next time at the beginning of
   the lesson...
087] E: 20:43:32
   also because there will be some other students that were absent this time and it
   could be helpful for them to be fill in by their own peers.
088] E: 20:44:59
   but should be careful with the time and make it last just about 10 min max.. as
   the rest of the session should revolve around the topic of radio-tv-cinema.
089] E: 20:45:23
   ok?
090] U: 20:45:47
   Ok. Let me see if I have got this.
091] U: 20:46:33
   Focusing on the group of 3, as a student-teacher helping the main teacher you
   are a new element in the classroom which may have influenced the learner's
   willingness to Italian.
092] U: 20:47:01
   Coupled with this is the fact you are a native speaker whereas the main teacher
   is not and tends to use English as the mode of delivery in the classroom
093] U: 20:47:48
   However, this still does not explain why they contributed in the earlier tasks
   but were more reticient for the conversation task
094] U: 20:48:20
   You are not sure which is the reason and how to prepare for the next class with
   them.
095] U: 20:48:48
   You have one task which you wished to introduce last week but due to time
   may introduce it as a review task in the upcoming lesson.
096] U: 20:49:15
   Also, you were afraid at the point in the lesson that the newspaper may have
   been too high of a level for them
097] U: 20:49:37
   and they may not have responded again in form of active participation in
   seeking the elcited vocabulary
098] U: 20:49:52
   The advantage in the next class is that some students who were absent will
   return
099] U: 20:50:38

and it gives you the opportunity to get the ones who have learned the vocabulary to help those who missed the lesson and get everyone involved in peer to peer teaching

100] U: 20:51:22

However, you are conscious of the fact that time is short and think you should impose a strict 10-minutes as you need to move on to the topic of media

101] U: 20:51:31

Is that correct?

102] U: 20:51:33

ok?

103] E: 20:51:52

yes, very well sum up.

104] E: 20:55:32

It seems that I'm very time-aware and kind of stressed by this, but actually I had the time to do also the newspaper task, I just thought it would have been too much as first time, didn't want to stress the students with feeling of inadequacy or to run over things for the sake of doing many different tasks...

105] E: 20:56:57

I'm thinking now that it could be wise to give the students a short feedback/questionare thing at the end of the lessons in two weeks time and get their opinion.

106] E: 20:57:37

Since the other teacher was in class and while the 1 student was doing the listening exam she was observing me I should ask her too...

107] E: 20:58:48

I should overcome my fear of being brutally critisize (I've had nightmares during the teaching practices about not being good enough)... and ask for their opinion while I have the opportunity.

108] E: 20:59:27

so I think I have at least 3 actions to take.

109] E: 21:00:13

1) revise my TP1 and deepen/research on how to get a partecipative class

110] E: 21:00:35

2) prepare a little feedback7questionaire to give to learners and teacher

11] E: 21:01:59

3) prepare next lesson being aware of time restrictions and level of the tasks to be arranged according to the learners' level

112] E: 21:02:03

ok?

113] U: 21:02:16

Okay, let me see

114] U: 21:04:09

the reason for not giving the newspaper task at the time was due to not wishing to stress the students by the task being too difficult for them and contributing to them feeling inadequate as language learners. Also, you don't have to do things just because they are there. You are now thinking of doing a questionnaire with the students at the end of the lesson to get feedback.

115] U: 21:04:27

Also, as there is a teacher there - you can ask the teacher for feedback.

116] U: 21:04:45

You feel a sense of reluctancy to do this out of a fear of being

117] U: 21:05:27
       criticised but should overcome this as it is a good opportunity to get the
       opinion of the teacher
118] U: 21:07:02
       You now have 3 clear plans; to research on how to encourage participation in
       the class and modify the lesson plan, prepare a questionnaire for teachers and
       learners, and prepare for the next class with consideration of time and task
       levels to match the learners you have now taught.
119] U: 21:07:09
       Is that about right?
120] U: 21:07:10
       ok?
121] E: 21:07:27
       yes
122] E: 21:07:42
       I think so!!
123] E: 21:08:47
       (stepping out of the rolse) is it ok to stop here? I feel I have quite few things to
       work on out of this session...
124] U: 21:09:02
       yes - this is a great place to stop!
125] U: 21:09:10
       a very interesting session - thank you
126] E: 21:09:29
       I'm starting to see how quicker I get through it...
127] E: 21:12:09
       i remember the first sessions were very much slow and I always got a feeling
       at the end that something was missing, that the answers were not there that it
       was of not much help... but the more we did it the more I got the understanding
       on how to reasoning about things and your rephrasing and summing up was
       always the essential part to get me to the conclusions
128] E: 21:12:24
       i'm very happy about it!!
129] U: 21:12:54
       that's great to hear
130] E: 21:14:11
       i forgot to give you the answers of last session, I'll do it later with that of this
       time if ok for you.
131] U: 21:15:31
       great
132] U: 21:15:33
       no worries
133] U: 21:15:40
       Here is the ongoing summary I made
134] U: 21:15:41
       :
135] U: 21:15:44
       2 hours of speaking class – Italian
       4 in the class working on different tasks – 3 and 1

       group of 3 – lesson about vocab and talk about newspapers

Warm-up – ice-breaker to check their level and level was good – use of complex grammar structures

Elicited vocab and checked their background knowledge – it went well

Then when it got to the communicative task to talk about the mass media in a conversation either instruction-giving was not enough or their interest in the subject was not high as one was dominating the conversation / one student was silent although tried to ask them directly to get involved / one student was interacting sporadically – so not so exciting was impression / took a step back and waited patiently to let them get on with the task even if interaction was taking place at a slower pace – so wondering about actions as a teacher – whether to step in to keep the speed and cover more topics - so the puzzle is how to take decisions about pacing / time management

Feeling disappointed that the break between practices has lead to time management issues again.

REFLECTION

The other student was doing a listening exam. Had her for the last 20 minutes and she was quite low level and shy. As a new element in the class, may have influenced the learner's willingness to participate – fact that a native speaker of Italian may have affected them. Usual teacher is not a native speaker and usually uses English as the mode of delivery in the classroom. Need to think more about this but still doesn't explain why they were all contributing and then went shy during the conversation task – what is more disturbing and how to prepare for next week's class? Should I keep a distance or ask them directly.

Brought an Italian newspaper – realia – ask the group to analyze it and spot the vocabulary in elicitation but was afraid to use it in case the level was too high or students were not interested in it. Thinking of using it next week to review the lesson and also useful for those who missed the class and peers cam explain the vocab – but be aware of the time and give it a strict 10 mins as the rest of the lesson will involve media

REFLECTION

Newspaper task – didn't want to stress the students and give them feeling of inadequacy or do things for the sake of doing them. Maybe wise to give short questionnaire at end of lessons to get their opinion – also ask the teacher for feedback. Reluctance to ask for feedback due to fear of criticism but take the opportunity while I have it. 3 plans of action

REFLECTION
136] U: 21:15:54
    Also, S has emailed me about the consent form
137] U: 21:16:08
    so when I have made some changes she has suggested I will send it to you.
138] U: 21:16:15

I made lots of notes tonight
139] E: 21:16:16
    ok great!!
140] U: 21:16:32
    and noticed another awarenes, discovery, action process in the IMCD session
141] E: 21:16:49
    good!! :)
142] E: 21:16:57
    happy it was helpful!
143] U: 21:17:06
    Ok - better go and relax for a bit
144] U: 21:17:13
    I got 3 classes tomorrow
145] U: 21:17:19
    so gonna chill and sleep
146] E: 21:17:23
    (yes) wow... bless you
147] U: 21:17:27
    will save the session and send it to you
148] U: 21:17:30
    hang on a mo
149] E: 21:17:31
    ahahah sure!!
150] E: 21:17:34
    ok

*No email feedback received for this session

22.15 D Session 8 (30th July 2010)

001] U: 17:03:15
        hello
002] E: 17:03:41
        hello U can you give me five minutes?
003] U: 17:03:48
        sure
004] E: 17:05:34
        (yes)
005] E: 17:19:44
        Ok, sorry for making you wait that long!
006] U: 17:19:54
        no worries
007] U: 17:19:58
        was checking some pages
008] E: 17:20:25
        there is an intensive week coming ahead and was in conversation for the
        organization of events.
009] U: 17:20:41
        :-)
010] E: 17:21:09
        I'm a bit rusty i think and have not really prepared a topic, but would like to
        start on some reflections...
011] E: 17:21:16
        ready?
012] U: 17:21:27
        ok - let's step into roles. Ok?
013] E: 17:21:34
        ok
014] E: 17:22:21
        I've been offered a training (which I have yet to start) for teaching efl online
015] E: 17:23:57
        the programme is organized for students who have no access to education and
        it is for a full-time course of higher education.
016] E: 17:24:26
        with the little experience I have in teaching I am very scared.
017] E: 17:25:05
        there are many questions in my mind and I am trying to see in what order to
        find answers and were from as well...
018] E: 17:25:48
        I haven't come across any literature on teaching online and will probably start
        my serach on google.
019] E: 17:26:27
        I am very excited as well because the programme seems well structured and
        organized in 3 levels,
020] E: 17:26:37
        beginners, intermediate, advance
021] E: 17:28:14
        I will be given a class from november and the committment required seems to
        be easily met.

022] E: 17:29:55

I will have to follow students on their progress with the course, by correcting and marking their assignments, I will have to meet them online at the beginning of the term and then half and final...

023] E: 17:31:54

my communication with them will be although on daily base, since they will write questions and will be seeking for assistance and I have to provide it within 48hours max

024] E: 17:32:22

I will know my students only from their profile description and their profile picture,

025] E: 17:32:56

there will be very few online sessions on skype

026] E: 17:33:44

my fear comes in that I will not know my students personally

027] E: 17:34:27

i will be working with a communication assistant, which is the person incharged mainly of the speaking aspect,

028] E: 17:35:18

i don't know exactly how to create an environment on trust and support through internet...

029] E: 17:35:48

it will be hard to do the teaching without seeing the students face-to-face,

030] E: 17:36:51

there will be many limitations to my ability to teach because of the lack of non-verbal communication...

031] E: 17:39:43

if any problem arises (difficulty in following the programme, absence, lack of interest for a topic, difficulty in understanding materials, difficulty in submit work and meet deadline) how can I allow the communication not to be an obstacle, since I will have no other way to be contacted and contact my students than internet??

032] E: 17:41:49

I remember that when David Nunan came to A uni for a lecture last month, he told us about the project he is working on which is exactly about online-learning and teaching.

033] E: 17:42:19

I wonder if I can get his e-mail address somehow and write him asking for literature and advice...

034] E: 17:42:37

maybe he can even answers some of my questions...

035] E: 17:44:47

i reckon that on-line teaching must have been developed since internet, but I can recall that once people would follow distant courses by mail... so it is not something new... there must be some literature that i can find...

036] E: 17:45:16

plus i wonder if IMCD session can be used by learners as well...

037] E: 17:45:37

one thing I have been told to aim at during the first few weeks of teaching

038] E: 17:46:14

is the building of interaction between the learners (among them) and them to me (student-teacher)...

039] E: 17:47:52
how can i create this, how can i enthusiasm the students about their learning environment if they are just sitting in their room with no chance to meet outside class with other learners and share and support eachother??

040] E: 17:49:11
How can i create among them and with me a bond if I don't see and cannot look into their eyes ?

041] E: 17:50:38
i suppose on-line teaching is a bit like a parallel universe, in which the law of gravity for example works differently and one has to learn how to walk and do things as the law changes all perspectives.

042] E: 17:52:14
so these are mainly my fears and doubts and although there is a mess in my head about how to step into this field I feel also very excited for the new experience and i am trying to imagine what it will be like.

043] E: 17:52:18
ok?

044] U: 17:52:39
Ok. let me see if I have got this...

045] U: 17:53:03
So, you have been offered a job which involves teaching students who have no access to education, English.

046] U: 17:53:19
The mode of delivery will be online.

047] U: 17:53:53
The job involves supporting their work in terms of their progress, correcting and grading assignments and meeting them from time to time online.

048] U: 17:53:59
However, the worry you have

049] U: 17:54:07
is that the majority of interaction is online

050] U: 17:54:41
whereas in the classroom, it is easy to build a bond and trust between students as this is face-to-face

051] U: 17:54:52
teaching online is a different ball game

052] U: 17:55:04
You have heard some information in a Nunan lecture

053] U: 17:55:15
and are thinking of contacting him for some reading tips and advice

054] U: 17:55:37
Another idea is to search on the net for similar teaching situations and see what has been written on the subject

055] U: 17:55:48
Moreover, you have pondered about using IMCD

056] U: 17:56:05
However, the first job you have to do it to build solid interaction between learners and yourself

057] U: 17:56:14

And yet, working from home

058] U: 17:56:21

with no chance to meet others in the flesh

059] U: 17:56:36

you wonder how the students will maintain their motivation for the course

060] U: 17:56:51

and also how you will go about helping to support them through the process.

061] U: 17:57:15

The essential question is how to build a bond between teacher and student and student and student in cyberspace

062] U: 17:57:27

And this is where your confusions and worries lie

063] U: 17:57:43

Although you are also excited, you are trying to figure out the best approach.

064] U: 17:57:46

Is that right?

065] U: 17:57:48

ok?

066] E: 17:57:56

yes it is all correct

067] E: 17:58:30

 and I've realized I actually have a line of action in here, in the recollection you have made

068] E: 17:59:11

there are clear steps of what I should do. This really helps a lot!

069] E: 18:00:07

I think I have to copy this and use it as a step-by-step instruction.

070] E: 18:00:16

First i need to inform my self

071] E: 18:00:59

find literature and understand what has been written on the chanllanges and methods that on-line EFL teachers can use

072] E: 18:02:16

then i have to make a plan of what and how to approach students

073] E: 18:03:15

i believe the way of giving instructions, the IRF move, the teacher/learner talk changes...

074] E: 18:03:53

they will mainly read what I write for example, there will be less voice involved

075] E: 18:04:59

i will have to prepare lessons find a way to introduce topics without using a game... i will not be able to use role-plays,

076] E: 18:05:29

there is no learner-centredness or if there is how can i achieve it?

077] E: 18:05:59

ok there are many more questions than I thought...

078] E: 18:06:46

I need to do readings and maybe also wait to do the training, surely many questions will be answered!

079] E: 18:06:57

ok?

080] U: 18:07:13

Ok.. let me see

081] U: 18:07:32

So the reflection helped in terms of mapping out clear steps of action that you could take

082] U: 18:07:51

1] Read up on what has been written and the challenges other teachers have faced

083] U: 18:08:08

2] Think about how to approach the teaching via cyberspace

084] U: 18:08:39

as this will change what you are used to in terms of a restriced opportunity for games, role-plays, learner-centered activities

085] U: 18:09:00

or finding ways to adapt to acheive this online

086] U: 18:09:20

through the readings you feel that you will find some answers

087] U: 18:09:27

also, once you begin the training

088] U: 18:09:40

you can begin to get a feel for this kind of teaching

089] U: 18:09:58

and some of your concerns will be alleviated

090] U: 18:10:02

Is that right?

091] U: 18:10:04

ok?

092] E: 18:10:07

yes!

093] E: 18:11:08

I think that there isn't much I can wonder on untill I have done reading and found out more.

094] E: 18:12:06

I am very happy about this new field I am about to discover.

095] E: 18:12:26

ok can we step out of roles?

096] U: 18:12:50

sure

097] E: 18:12:51

as i think I have nothing really interesting to say for now

098] U: 18:12:58

that seems like a good place to end the session

099] U: 18:13:01

:-)

100] E: 18:13:05

ok

101] E: 18:13:16

thanks U it has helpd a lot!

102] U: 18:13:24

no worries

103] U: 18:13:52
   Could I ask you to give me some feedback as per usual?
104] U: 18:13:56
   1] Did you feel you were being understood?
   2] If so, did this help in anyway with your movement forward?
   3] Was there anything new in what you articulated in terms of your current
   thinking about your teaching practice?
   4] Were my reflections useful?
   5] Anything else you would like to add!!
105] E: 18:13:59
   I am sorry it might not be very interetsing material for your study
106] U: 18:14:07
   no - very interesting
107] U: 18:14:15
   I made some notes
108] U: 18:14:22
   and there was one very interesting thing you said
109] U: 18:14:28
   where I underlined with red pen
110] E: 18:14:52
   oh yes!! sorry i think i forgot last time to send you the feedback!
111] E: 18:15:01
   i'll do it straight away!
112] U: 18:15:04
   Here are the summary notes I made as we went along:
113] U: 18:15:07
   E 10.07.30

   Been offered training to start teaching online. It is for students with no usual
   access to education and for a full-time course but worried due to lack of
   experience. This has generated many questions.

   Need to research teaching online

   Although worried, excited at the same time and the program looks well
   organized.

   Training begins in November and it seems that you can meet the commitment
   required

   Job involves following students on their progress, correcting and grading
   assignments and meeting them online from time to time.

   However, you get to communicate with them on a daily basis through
   questions and assistance needed.

   But will only know students from a brief description and few online sessions
   via skype. Thus, the problem is not building a relationship with the students on
   a personal level.

   Will work with a communication assistant

Problem is creating an atmosphere of trust and support without seeing students face to face. This will create limitations – it will be an obstacle since it will be difficult to contact students or be contacted than the internet if problems arise.

David Nunan – online learning and teaching – maybe ask him for advice or books to read – he might answer some of my questions.

Also, as this is nothing new, there must be some literature to find.
Also, the idea of using IMCD sessions for learners.

First thing to aim for is to build interaction between learners and yourself. So the question is how to create this, how to generate enthusiasm for the course when learners are just sat in front of the computer with no chance to meet face to face.

How to create a bond in cyberspace?

It is learning to teach in a different environment – like learning to walk over again.

REFLECTION

1] need to inform myself and find the literature – understand what has been written, what challenges others have faced

2] Make a plan of what to do with the students, what approach to take – the IRF changes in cyberspace – less voiced instructions and more of a written format. There will be less opportunities for games or role-plays. There is no learner-centeredness

REFLECTION
114] U: 18:15:12
        Thanks
115] U: 18:15:18
        very interesting stuff
116] E: 18:15:57
        I'm happy you found it intersting! :-)

*No email feedback received for this session

22.16 D Session 9 (7th October 2010)

001] E: 21:06:25
     Hi U!!
002] E: 21:06:28
     I'm here.
003] U: 21:07:09
     hi
004] U: 21:07:15
     How are you?
005] U: 21:10:28
     hello
006] E: 21:10:42
     Hi, sorry... had someone at the door.
007] E: 21:10:44
     ok
008] U: 21:10:46
     :-)
009] E: 21:10:49
     i'm fine thanks! you??
010] U: 21:10:55
     Not bad
011] E: 21:10:59
     Finished with the paper??
012] U: 21:11:03
     not yet
013] U: 21:11:08
     had an awful 4-hour meeting today
014] U: 21:11:13
     and then didn't work on it
015] U: 21:11:18
     I have some time tomorrow though
016] E: 21:11:29
     hope all is good.
017] U: 21:11:36
     yup
018] E: 21:11:45
     are you sure you want to do the session now'
019] E: 21:11:46
     ?
020] U: 21:11:50
     sure
021] U: 21:11:52
     no problem
022] U: 21:11:58
     but will have to end at 10pm
023] E: 21:11:58
     ok great I'm ready.
024] E: 21:12:10
     sure!

025] U: 21:12:25

ok - let's go - the floor is yours ;-)

026] E: 21:13:32

ok, as I've already mentioned to you, I am trying to read and learn about teaching online.

027] E: 21:13:51

In november I will start a volounteer job as EFL tutor.

028] E: 21:15:07

I don't know yet if my class will be of pre-intermediate, intermediate or advance level.

029] E: 21:15:25

I will have about 10 or more students.

030] E: 21:15:51

So far in the training I am following two things are being stressed out.

031] E: 21:16:13

the need to write - and write well and clear.

032] E: 21:16:59

The course unfortunately can't provide much audible interaction with the learners.

033] E: 21:17:29

during each term only twice I will have the chance to "meet" my students in a conference call.

034] E: 21:18:26

well anyhow they will have a conversational tutor to practice the language, but mainly the practice resides in the students' hands.

035] E: 21:18:41

This is a matter of concern to me.

036] E: 21:21:45

I am afraid about what sorts of encouragement, feedback, propulsion and on the whole what kind of interaction I can establish just on a written form.

037] E: 21:22:34

The learners have to keep a journal and I think this will be my main source of information regarding the students and who they are

038] E: 21:22:45

what they think and what they need...

039] E: 21:23:06

i suppose it will all come across through their free writing.

040] E: 21:24:15

As their teacher they will expect from me to check all their writings and feedback accurately on them.

041] E: 21:26:27

I am thinking about creating a sort of folder for each student with a map (or something like that) regarding their progress.

042] E: 21:29:15

On one hand I really don't want to create for myself more work than what there is... they will mainly study everything online from the online course, but I want to be creative and prepare and introduce to them pieces of literature and articles from newspapers for them to analyze.

043] E: 21:29:45

I want also to negotiate with them, but this will be much more hard I guess...

044] E: 21:29:56

i have to keep in my mind that this will be no conventional class...

045] E: 21:31:22

there will be no "normal" interaction with them like there is in a class with four walls and a close, physical visual of what is going on.

046] E: 21:31:47

I will have to work on a different pace for example.

047] E: 21:33:49

while in a four-wall-class I can allocate 10 minutes to decided whether we will study an extract from Sheakespeare in written or audio or if we want to make a role-play etc...

048] E: 21:34:53

any suggestion or negotiation in a cyber-class will take one or even few days of discussion on a virtual board sending messages to and fro...

049] E: 21:35:01

would that be realistic??

050] E: 21:38:04

I don't know yet. I am assuming, that if i'll post a thread on a possible theme, asking the students to reply within 2-3 days it could work... at the end we could reach a decision and establish to study Shakespeare's Romeo & Juliet and in a group work to prepare ppt...

051] E: 21:38:21

just as an example.

052] E: 21:38:48

will this be a diversion that will cause the students to lose vital time?

053] E: 21:39:59

or can this be considered as a good exercise, since the students will have to write and express themselves anyhow in a written form practicing the language?

054] E: 21:40:30

I don't know what I can or I can't do.

055] E: 21:41:12

I think I should get asap in touch with other tutors and ask them... how they do, what and what they don't.

056] U: 21:41:47

(let me know when you want me to reflect !)

057] E: 21:42:39

(ok sorry I was being carried by the questions).

058] E: 21:42:39

Ok

059] U: 21:42:51

(no worries)

060] U: 21:42:57

let me check

061] U: 21:43:14

So you are starting a new job teaching online

062] U: 21:43:32

You are not yet sure of the level of students but it should be around 10

063] U: 21:43:44

The problem is that you will have to focus mainly on wriitng

064] U: 21:44:00

as you only have chance to talk to them twice via a conference call

065] U: 21:44:15
Speaking will have to be practiced mainly in the students own time
066] U: 21:44:29
but they do have a conversation tutor to help
067] U: 21:44:49
You are concerned about finding out student needs and motivations for study
068] U: 21:44:59
but feel this will be revealed in their writing
069] U: 21:45:14
You have thought of several ideas about how to manage this so far
070] U: 21:45:31
1] Create a folder to map student progress (How would you do this?)
071] U: 21:45:53
2] Use supplementary material but be careful not to give yourself too much work
072] U: 21:46:47
3] Introduce negotiation via a discussion board. You post an idea on the board and students can respond to it within a set timeframe. This also gives them opportunity to use the language authentically when responding.
073] U: 21:47:12
4] Ask the tutors for some advice about how they approach the teaching
074] U: 21:47:19
Is that right? ok?
075] E: 21:50:16
yes!!
076] E: 21:50:29
very well sum up!
077] E: 21:50:52
I mean a very good sum up.*
078] E: 21:51:44
I didn't realize I was already adressing the problem with some ideas.
079] E: 21:53:44
I was thinking about these in hypothesis, but actually those are all things I could do. Especially when you say: *You are concerned about finding out student needs and motivations for study 13:44*
080] E: 21:53:58
this I think should be my focus.
081] E: 21:55:00
then all the other ideas can be experimented, I mean point 1-2-3...
082] E: 21:55:13
point 4 is a must.
083] E: 21:55:51
That's really good. I have a clear focus and some practical steps to take.
084] E: 21:56:23
I don't know how to do the map and if it can result useful...
085] E: 21:56:46
but all the rest I could start to prepare in advance.
086] E: 21:57:00
ok
087] U: 21:58:02

Ok - so you have realised that you had some ideas already within. You are interested in finding out student needs and motivations for the study. The other points can be experimented with when teaching or preparing. You now feel ready to start your preparations.

088] U: 21:58:05
Is that right?

089] U: 21:58:07
ok.

090] E: 21:58:19
(I am aware of time, there is much more going on, can we schedule another session soon?)

091] U: 21:58:24
sure

092] U: 21:58:29
let's step out of roles there

093] U: 21:58:33
nice one ;-)

094] U: 21:58:41
Here is my ongoing summary

095] U: 21:58:52
E – 10.10.07

Trying to read up on teaching online as starting an EFL tutor job

Not sure of level but will have 10 plus students

Need to write

Only chance to meet twice via conference call

Will have a conversation tutor but need

This is a matter of concern for T – in terms of feedback motivation and the kind of production students will do only via the written form

Journal – source of finding out who they are and what they need and can find out in their free writing – need to check writing accurately

Create a folder with to map out student progress

Need to be careful not to overload myself but want to be creative with materials – use newspapers and also introduce negotiation but this may be difficult

Also, no chance for 'normal' classroom interaction – will need to work at a different pace! And difficult to negotiate

Negotiations might spiral on a discussion board and be difficult to manage – this may not be realistic

One idea would be to post a theme on the discussion board and get students to

reply within 2-3 days to reach a decision

A diversion or a good chance to use the language authentically?

Not sure what to do but should ask the tutors

Realizes that already have some ideas – especially to find out student needs and motivations – other points can be experimented – clear focus reached

Not sure about maps but others can prepare

096] U: 21:59:05
I should be freer from next week

097] U: 21:59:09
once the paper is written

098] E: 22:01:05
ok...

099] E: 22:01:32
so shall I wait for you, let me know which day you are free..

100] E: 22:01:48
I'm mostly home so any day should be fine...

101] U: 22:02:02
Will be in touch unless you want to schedule now

102] U: 22:02:19
I can do next Thurs - same time?

*No email feedback received for this session

22.17 F Session 1 (7th June 2010)

001] U: 17:54:30
      hi
002] E: 17:54:52
      hey U
003] E: 17:54:59
      how are you doing today?
004] U: 17:55:04
      Good thanks
005] U: 17:55:09
      and you?
006] E: 17:55:23
      good. i just got my new macbook
007] U: 17:55:27
      great
008] E: 17:55:38
      i like it. not using it now though...
009] U: 17:55:46
      Ah..
010] U: 17:55:50
      I am on my mac, too
011] U: 17:55:59
      I use both pc and mac these days
012] E: 17:56:08
      which do you prefer?
013] U: 17:56:15
      depends
014] U: 17:56:22
      I like the Mac when I am at home
015] U: 17:56:29
      but some things the pc is better for
016] E: 17:56:35
      it's my first mac so it might take some getting used to
017] U: 17:56:43
      Also qualitative research software runs on the pc onlu
018] U: 17:56:47
      They are good
019] U: 17:56:51
      and English friendly
020] U: 17:57:09
      Plan to stick with a Mac in the future for desktops
021] U: 17:57:13
      but use pcs for laptops
022] E: 17:57:21
      cool.
023] E: 17:57:29
      should we get stared?
024] U: 17:57:34
      yeah

025] U: 17:57:45
        Just a little bit about time before we start
026] U: 17:57:51
        sessions are usually for one hour
027] U: 17:57:57
        so if its okay with you
028] U: 17:58:03
        we can finish around 7pm
029] E: 17:58:05
        sounds good
030] U: 17:58:23
        Basically the rules are
031] U: 17:58:29
        that the explorer (speaker)
032] U: 17:58:35
        will type about his reseach
033] U: 17:58:47
        and the understander will help this process through reflection
034] U: 17:59:05
        the understander cannot give opinions , advice, judgements etc.
035] U: 17:59:19
        Also, to facilitate turn-taking in the IM mode
036] U: 17:59:24
        we use a turn-change signal
037] E: 17:59:27
        okay. i think i understand
038] U: 17:59:36
        when the explorer wishes to give the floor to the understander
039] U: 17:59:41
        he types "ok?"
040] U: 17:59:45
        at the end of the text
041] U: 17:59:54
        when the understander wishes to give the floor back
042] U: 17:59:58
        he will do the same
043] E: 18:00:00
        got it
044] U: 18:00:10
        this avoids one another encroaching on space
045] U: 18:00:17
        ok?
046] E: 18:00:24
        sounds good
047] E: 18:01:08
        should I start by describing my research interests?
048] U: 18:01:23
        yeah - lets start the session and that can be part of it
049] U: 18:01:31
        if you are explorer and I am understander
050] U: 18:01:43

so, let's begin - the floor is yours.... ok?

051] E: 18:02:14

well... i am just getting started with my research and doing some reading around my topic

052] E: 18:02:52

i had originally decided on doing something with extensive listening and incidental learning

053] E: 18:03:29

however, i have since thought about focusing more on collocations as opposed to EL

054] E: 18:04:11

there are some gaps in the research in regards to how collocations can best be taught in the classroom.

055] E: 18:05:11

also, there is a belief that collocations cannot be learned though incidental learning and are more suitable for explicit instruction.

056] E: 18:05:56

however, the research focused on high level students. I plan to look at lower level students and fairly simple collocations

057] E: 18:06:00

ok?

058] U: 18:08:09

Okay, so you have started a module and began reading in the topic area. You were interested in EL but have gotten interested in collocations and how they can be taught in the classroom. The research you have read talks about how collocations should be taught explicitly but this researchs uses higher level students and you are interested in focusing on lower-level students and easy collocations. Is that right?

059] U: 18:08:11

ok?

060] E: 18:09:29

well.. the research has ideas on how to teach collocations in the class but it is far from complete.

061] E: 18:10:13

other than that, that is an accurate summary

062] E: 18:11:10

there is also some dispute over what actually qualifies as a collocation.

063] E: 18:11:21

there are several different definitions

064] E: 18:11:38

ok?

065] U: 18:12:22

So not only are there gaps in the research but also there are different opinions as to what a collocation actually is. Right? ok?

066] E: 18:12:41

yes that is correct.

067] E: 18:14:02

i feel that there are a lot of possible directions I can take my research despite the considerable amount of research already done in this area

068] E: 18:14:12

EL is quite different

069] E: 18:15:03
> there has been almost nothing done. that is my, originally, I thought it would be a great area to get into.

070] E: 18:16:05
> however, i soon realized there was not enough research and articles written to even do a decent literature review

071] E: 18:16:59
> it is also difficult to do the actual research with volunteers because of the time required and the amount of material the participants must get through to have any effect

072] E: 18:17:02
> ok?

073] U: 18:19:04
> Okay, so you seem to be weighing up your options of which direction to take for the research. EL, on the one hand, is exciting as there has not been much research in the field and therefore you could do something new. On the other hand, doing a lit review, finding relevant articles would be problematic.

074] U: 18:19:17
> The collocation idea has a number of possible directions to take

075] U: 18:19:38
> and you can find articles and reseach that has gone before.

076] U: 18:20:15
> EL would aslo require a lot of time and the participants being involved in listening to a lot of material in order to measure the effect it may have on their L2 development

077] U: 18:20:32
> Is that correct?

078] U: 18:20:34
> ok?

079] E: 18:20:41
> Yes,

080] E: 18:21:36
> I think i was a bit naive when i first wrote my proposal. i thought i would have at least a year before i needed to pin down my topic.

081] E: 18:22:29
> having started, it seems i really need to have a good idea of where i am going

082] E: 18:24:44
> there is always the option of changing direction but major changes would require a lot of extra work. i would much rather choose a direction i know that i could do well in and settle for making subtle changes that make my prior work (research methods portfolio etc) useful

083] E: 18:25:31
> i feel if i were to go ahead with EL I could find myself at a deadend 6 months or a year from now

084] E: 18:27:09
> in my teaching situation i feel there is a strong possibility that EL research would be difficult, if not impossible, to carry out regardless of the prep i put into it

085] E: 18:27:18
> ok?

086] U: 18:27:36

Okay.. let me check....

087] U: 18:29:52

So you have put in a proposal for the EL topic but feel that you are not sure where you are going with it, if you continue, you might hit a brick wall and you are also concerned about institutional constraints in conducting the research. You now feel you would like to make some small changes to build on what you have done in your previous research work and to head in a direction that you feel more comfortable in

088] U: 18:30:36

in terms of being able to put together a good piece of research in the time you have available. Is that right? (Also, could I check which module the research is for?)

089] U: 18:30:38

ok?

090] E: 18:31:01

research methods

091] E: 18:33:34

i feel the EL to collocations switch is actually quite a big change, but it is better to do it now. i am sure there will be subtle changes along the way in my research but if i at least stick to the two main themes (incidental learning and collocations) i should be able to use my time efficiently.

092] E: 18:34:01

i also feel since I have redirected my focus that my research is going well.

093] E: 18:34:20

before, i did not feel i was making any progress

094] E: 18:35:33

i have also let S know (she is also my supervisor) and she thinks it should be fine as long as i don't stray into an area where they cannot supervise me.

095] E: 18:37:11

sorry. someone knocked on my door

096] E: 18:37:15

to continue

097] E: 18:37:18

....

098] E: 18:38:24

collocations really interest me and there are areas to explore

099] E: 18:38:50

the more i read the more ideas i come up with

100] E: 18:39:14

i want my research to have solid classroom implications

101] E: 18:39:32

ok?

102] U: 18:40:51

Okay - so switching from EL to collocations may be a big change on the one hand but you feel the time is right and some of the original ideas e.g. incidental learning and collocations are still there

103] U: 18:41:28

Also, you feel more comfortable now you have made the change. You feel you are making more progress, the reading is interesting and you are generating ideas

104] U: 18:41:51

131

and the area of collocations links directly to the classroom where the research can be applied

105] U: 18:42:07
Your tutor is also happy with the change, too

106] U: 18:42:12
right?

107] U: 18:42:15
ok?

108] E: 18:42:22
yes on all counts

109] E: 18:44:27
i have started small action research project for the MET module which deals with student perceptions of studying collocations as opposed to individual lexical items

110] E: 18:44:30
ok?

111] U: 18:45:48
So, for your subject-specific element you have started to delve into the area of collocations to lay the groundwork for your later reseach on the PhD program

112] U: 18:45:52
right? ok?

113] E: 18:46:00
yes

114] E: 18:47:11
i wouldn't call it a pilot project, but it should help me get a better idea of how i can go about my future research

115] E: 18:48:54
it also looks at retention of what was learned.

116] E: 18:50:24
the studies i have read, simple test the students after the treatment and make grand claims as to how collocations can be taught. there is no 2 month follow-up test to see what the students retain. my action research project attemps to do that

117] E: 18:50:29
ok?

118] U: 18:51:03
So, it is not a pilot project but an ideas generator - something from which to build on

119] U: 18:51:14
Also, as you said earlier

120] U: 18:51:20
there are gaps in the literature

121] U: 18:51:24
and with this project

122] U: 18:51:38
you can look at retention of collocations after a 2-month period

123] U: 18:51:48
to see if the treatment has helped or not

124] U: 18:51:56
right? ok?

125] E: 18:52:01

yes
126] E: 18:52:25
my participants will use the collocations in productive tasks
127] E: 18:53:01
there is quite a bit written about productive vs receptive tasks
128] E: 18:53:43
the results tend to indicate that both approaches are useful
129] E: 18:53:59
but ....
130] E: 18:54:36
there are not many studies which test after a few months to see the retention rates
131] E: 18:54:49
i do not understand why this is
132] E: 18:55:36
that was the motivating factor for my AR project
133] E: 18:56:21
it could also be used for a basis for my future research
134] E: 18:57:05
so know we have incidental learning, collocations, and retention rates
135] E: 18:57:09
okay?
136] U: 18:58:47
So, you are focusing on productive tasks - and looking for retention after 2 months as other studies have not done this. With this project, you can use the findings to inform your PhD work and could also be a springboard to future research
137] U: 18:58:54
so there are possible directions involving
138] U: 18:59:11
incidental learning, collocations and to retention of new language
139] U: 18:59:27
(Is that a good place to end, today?)
140] U: 18:59:30
ok?
141] E: 18:59:57
yes for your summary and i think it is a good place to end for the day
142] U: 19:00:05
okay
143] U: 19:00:11
stepping out of roles....
144] E: 19:00:20
it really helped
145] U: 19:00:26
Good
146] U: 19:00:29
glad to hear that
147] U: 19:00:34
You either love it or hate it
148] E: 19:01:31
yeah, i could imagine it is difficult to hold back

149] U: 19:01:37
      Yeah
150] U: 19:01:52
      people either want to give advice about what THEY would do
151] U: 19:01:56
      or to ask for advice
152] U: 19:02:01
      but it is about hearing yourself
153] U: 19:02:11
      and seeing it reflected back
154] U: 19:02:26
      A few things before we end
155] U: 19:02:33
      I always open a word doc
156] U: 19:02:43
      and type in while the Explorer is typing away
157] U: 19:02:54
      I think it is useful for you to see this as well.
158] E: 19:03:00
      cool
159] U: 19:03:04
      Summary

      Just started and doing reading in the topic area
      Extensive listening and incidental learning
      Changed to collocations rather than EL
      Gaps in how collocations can be taught
      Need to be taught explicitly
      Dispute on what a collocation is – different definitions
      There are a lot of possible directions but EL is different as there has been not much done in the area – therefore lit review problem
      EL also would require time and lots of material
      Naïve when writing proposal thinking have a year
      Need to know where going - directions, direction, direction
      Would prefer not to make major changes and choose a direction which could do well in and can build on previous work – could be at a dead end with EL
      Could be difficult with context
      EL to collocations is a big change but if the 2 themes –incidental learning and collocations – also comfortable now redirected / supervisor also okay
      Collocations are interesting and generating ideas – relates to the classroom
      Subject-specific – on collocations and students' perceptions of them.
      Not a pilot project but just to generate ideas – something from which to build from / Also looks at student retention after a 2-month period
160] U: 19:03:15
      these are my ongoing notes in a separate word doc
161] U: 19:03:39
      Also, could you provide me with some feedback on tonight's session by email?
162] E: 19:03:47
      sure
163] U: 19:03:51
      1] Did you feel you were being understood?

2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?
4] Were my reflections useful?
5] Anything else you would like to add!!

164] U: 19:04:00
Here are some questions I usually give participants
165] U: 19:04:21
If you want to deviate from any, please feel free to do so
166] E: 19:04:39
okay
167] U: 19:04:52
Finally, another strength of IMCD is that the interaction can be saved
168] U: 19:05:03
so you can read it again
169] E: 19:05:08
should i use the email address where we first made contact
170] U: 19:05:12
yeah
171] U: 19:05:18
bromleycross@hotmail.com
172] E: 19:05:19
will do
173] U: 19:05:24
great
174] E: 19:05:30
thanks again

22.17.1 F Session 1: Email Feedback (7th June 2010)

Hey Andy,

Here are the answers to the questions you gave me:

1] Did you feel you were being understood?

Yes, very much so.

2] If so, did this help in anyway with your movement forward?

It was good for expressing my ideas and having them repeated back to me. I feel more comfortable about proceeding with what I was doing.

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

I had been thinking about retention rates for collocations but never really considered it an avenue to explore until i did this session. I now have 3 terms to research as opposed to 2.

4] Were my reflections useful?

They made me look at what I was doing objectively, so yes.

5] Anything else you would like to add!!

It can be tough to go through this process. Sometimes I just want some advice, but that would defeat the purpose i suppose. I sometimes didn't know what I should type, but I would just start by repeating something previously mentioned and go from there. It did generate new ideas, which is what I was after>

Hope this helps,
F

22.18 G Session 1 (9th October 2010)

001] E: 05:55:00
    Good morning U :) How did the writing go and are you still available for a
    session?
002] U: 06:00:57
    Hi
003] U: 06:01:03
    sorry for the delay there
004] U: 06:01:15
    I was just putting the finishing touches to my last sentence in the conclusion
005] U: 06:01:24
    with a satisfactory "oh yeah"
006] U: 06:01:26
    ;-)
007] E: 06:01:32
    Well that's very good news!!! Glad to share the moment
008] E: 06:01:55
    Are you not feeling a little bit pooped after that?
009] U: 06:02:06
    no worries
010] U: 06:02:10
    been up since 4am
011] U: 06:02:19
    and am on a completed assignment high
012] U: 06:02:23
    will crash and burn later
013] E: 06:02:27
    hooray
014] U: 06:02:31
    ;-)
015] E: 06:02:48
    What is it for?
016] U: 06:03:08
    I am killing 2 birds with one stone
017] U: 06:03:27
    every year, I have the possibility to publish in the univeristy journal
018] U: 06:03:41
    and there is a certain expectation to do so
019] U: 06:03:54
    Also, I need to write a lit review for my PhD task 1
020] U: 06:03:58
    on the research met module
021] U: 06:04:02
    2 birds 1 stone
022] E: 06:04:18
    It all makes sense now
023] E: 06:04:36
    Well done!
024] U: 06:04:56

thanks
025] U: 06:05:00
been working on it for a while
026] E: 06:05:04
I hope you have a wonderful breakfast later to celebrate
027] U: 06:05:13
and have blown quite a few deadlines
028] U: 06:05:19
well, I am off to a conference later today
029] U: 06:05:26
which has the promise of a dinner party
030] U: 06:05:48
will also be in a hotel so don't need to worry about last trains home
031] E: 06:05:57
:) fabulous
032] E: 06:06:05
it's all come together nicely!
033] U: 06:06:23
yup
034] U: 06:06:35
just need to write a short abstract, check it, check the refs
035] U: 06:06:40
and its done
036] E: 06:07:18
the taxing part is done
037] U: 06:07:22
yup
038] E: 06:07:45
Would you prefer to postpone our session?
039] U: 06:07:54
not a problem
040] U: 06:08:02
can go till 11pm your time
041] U: 06:08:10
then will need to get ready for the day
042] E: 06:08:34
ok :) I don't think it'll take that long.
043] E: 06:08:44
but who knows
044] U: 06:08:46
ok - will be a good practice anyway
045] U: 06:08:49
a couple of things
046] E: 06:08:55
yeah?
047] U: 06:09:01
to facilitate turn-taking and avoid over-typing
048] U: 06:09:17
the speaker / explorer needs to give the floor to the understander
049] U: 06:09:23
via a turn-change signal

050] U: 06:09:31
I use "Ok?"
051] U: 06:09:47
the Understander will also use the same signal to indicate that the reflection is
over
052] E: 06:10:12
So when I want you to say something I need to 'ok' you -
053] U: 06:10:20
yeah
054] E: 06:10:23
fine
055] U: 06:10:32
it means "the floor is yours"
056] E: 06:10:41
OK
057] U: 06:10:54
Another thing, the Understander is not in a position to offer advice
058] U: 06:10:56
suggestions
059] U: 06:11:01
judgments etc.
060] U: 06:11:14
that's about it....
061] E: 06:12:06
yes, I'm familiar with the ropes - I might not swing from them quite as well
trained monkey should but just nudge me if I do anything naughty
062] U: 06:12:15
no worries
063] U: 06:12:46
ok - let's step into our roles and give it a try. A as U and J as E. The floor is
yours.
064] U: 06:12:47
ok?
065] E: 06:13:06
yes thank you
066] E: 06:13:45
I almost have clarity on what I'm going to explore
067] E: 06:14:27
but there are still 'blocks' in my way, these are almost entirely down to lack of
confidence
068] E: 06:14:57
the context is that I am doing my masters with Uni of m
069] E: 06:15:07
- part time, distance -
070] E: 06:15:35
and I'm in the final year, doing the Developing Researcher competence module
071] E: 06:16:03
I'd like the research I do to be connected to my dissertation which I would like
to be focussed on CD
072] E: 06:16:19
so far OK?

073] U: 06:17:49

Ok - so you have some feelings of clarity on the focus for your master's dissertation but feel there are still some things you need to iron out. You are interested in focusing on CD. Is that right?

074] U: 06:17:50

ok?

075] E: 06:19:56

Yes. I want to focus on CD. I am sure of that. The thing is that I am working in the UK in a private language school and I can do cd with a couple of willing teachers here but my heart is in Africa, where I'm from and I have... i guess I can call it a soft spot, for NGOs charities etc who work in countries like that of my birth.

076] E: 06:20:10

So I would like my disstertation to benefit them if possible

077] E: 06:20:59

That is I want my dissertation to benefit teachers doing aid work, volunteering, teaching in 3rd world countries

078] E: 06:21:50

My dilema is that I need to get in touch with these teachers to see if they want to do CD. And this is where the block comes

079] E: 06:22:31

I can get in touch with the NGOs they work for but I'm a bit worried that I won't sell CD well enough

080] E: 06:22:42

and won't get to my goal

081] E: 06:22:45

ok?

082] U: 06:23:58

Ok - so you realise one option is to use CD with the teachers at the language school but your real desire is for the dissertation to benefit those working in NGOs in developing countries such as Afirca. This is coupled with your heart being in your birthplace.

083] U: 06:24:16

The problem is of regaining access to those people and seeing if there is an interest in CD.

084] U: 06:25:03

You feel you need to have a strong idea before approaching NGOs otherwise they may not be interested in your proposal and this would cause a major block to the diss research.

085] U: 06:25:09

Is that correct? Ok?

086] E: 06:25:22

voila! exactly that

087] E: 06:25:47

I am sure that the teachers would benefit because I know CD works.

088] E: 06:26:17

and I am scared that I'll not sell it well enough and they won't get to try it out.

089] E: 06:26:36

I have to get over that silly fear and take a leap of faith

090] E: 06:26:37

ok

091] E: 06:26:39
>   ?
092] U: 06:27:14
>   So, you know the benefits of CD through your own studies and experience of
>   it, the problem is convincing others of its benefits
093] U: 06:27:53
>   This is where you are procrastinating somewhat but feel you should just go for
>   it and see what happens. Right
094] U: 06:27:55
>   ok?
095] E: 06:28:24
>   Right! Procrastinating is the right word
096] E: 06:28:49
>   I'm not a sales person and I want a foolproof sales pitch.
097] E: 06:30:21
>   especially seeing as I know I'm going to have to explain cd to people who
>   don't teach at all... monkey mind, when I go through what I'm going to say,
>   comes up with all sorts of reasons why it might sound odd or just to fluffy
098] E: 06:30:23
>   ok
099] E: 06:30:24
>   ?
100] U: 06:31:52
>   So it is also about finding the right angle and aiming the pitch at the people
>   you need to gain access with. After all, they are not teachers and CD may
>   come across as beong somewhat out there in terms of their day to day
>   workings. RIght? Ok?
101] E: 06:32:21
>   100% right.
102] E: 06:34:43
>   I know in theory that there are a lot of ngo's out there and if 1 or 2 were to
>   reject my proposal it wouldn't matter... I also keep telling myself that I'm
>   offering something to them for nothing so there's nothing for them to lose in
>   trying it. I've got to stop thinking there's anything for me to lose in
>   approaching them.
103] E: 06:35:34
>   It's strange how I'm trying to protect the very thing I'm trying to give
>   away. Odd.
104] E: 06:35:40
>   ok?
105] U: 06:36:32
>   So, there are many opportunites for access as there are lots of NGOs and you
>   are offering them a way of working which may benefit them and they need
>   only to give time in return
106] U: 06:36:58
>   It seems that one barrier is accepting defeat before you have started to
>   approach them
107] U: 06:37:36
>   And seem protective of CD in a way.
108] U: 06:37:53
>   Is there a connection to perceiving CD as fluffy or odd here?

109] U: 06:37:56
      ok?
110] E: 06:38:20
      um
111] E: 06:40:41
      Yes there is that. Because CD isn't for everyone - not for those that see it as
      fluffy, I get worried that the first face I approach will be one that doesn't 'get
      it'.
112] E: 06:41:27
      And yes that's key for me I think - accepting what is possible and saying 'so
      what' and going ahead because of what I believe in ultimately.
113] E: 06:41:35
      ok?
114] U: 06:42:18
      So, earlier you mentioned about not being a good sales person but find
      yourself in a situation where the first person may not understand CD and reject
      your proposal
115] U: 06:42:35
      but also realising that perservance is the key to good sales
116] U: 06:42:55
      especially when you believe in the product you are trying to sell, right? ok?
117] E: 06:43:40
      I never knew perseverance was key to good sales. I'll have to remember that!!
      :)
118] E: 06:44:32
      yes, that's what happens in the head of jen. I tell myself 'so what' I believe in it
      I'll do it anyway and then I'll go to the phone and 'gulp' what am I going to
      say? OK?
119] U: 06:45:46
      so it is a dillemma between doing it and bottling it. Earlier you mentioned
      about needed to be prepared in terms of what you are going to say. Does this
      connect at all? ok?
120] E: 06:46:05
      yes it very does!
121] E: 06:46:47
      I so want to word it perfectly
122] E: 06:46:54
      ok?
123] U: 06:47:37
      So it is about the way to explain CD, the way to put the message across from
      the beginning. Right?
124] U: 06:47:38
      ok?
125] E: 06:47:47
      right
126] E: 06:47:50
      ok?
127] U: 06:48:26
      Would you like to comment more or feel that is where you would like to end
      today?
128] U: 06:48:27

ok?
129] E: 06:48:39
    That'll do just fine for today
130] E: 06:48:43
    :)
131] E: 06:48:49
    You're a pro
132] U: 06:48:56
    ok - stepping out of roles
133] U: 06:48:57
    thanks
134] E: 06:49:10
    Thank you
135] U: 06:49:18
    I'll just post the ongoing summary I did
136] U: 06:49:23
    as you were speaking
137] U: 06:49:30
    E 10.10.09

    - Clarity and blocks
    - Doing a masters – part-time at distance
    - Final year – Dev Researcher module
    - CD for the dissertation
    - REFLECTION
    - Working in the UK – private lang school – can do CD with teachers but
    interested in NGOs and Africa and would like the diss to be of benefit to
    teachers working in that area
    - Need to regain access and see if there is an interest to do CD
    - Not selling CD well
    - REFLECTION
    - Sure CD would benefit through personal experience but it is trying to
    convince others
    - Leap of faith
    - REFLECTION
    - Need to find a sales pitch
    - CD as fluffy and finding the aim… - There are lots of NGos – offering them
    something for nothing – need to get over personal barrier of accepting defeat
    before having started
    - Protective of CD
    - REFLECTION AND THEMATISING MOVE
    - First person to approach won't understand it
    - Belief in CD
    - REFLECTION
    - Starting to make a move and bottling it
    - REFLECTION and THEMATISING MOVE
    - The wording of the approach.
138] U: 06:49:36
    I keep a word doc open
139] U: 06:49:41
    and make notes as we go along

140] E: 06:50:00

That's a good idea.

141] E: 06:50:12

I'm just having a look

142] E: 06:50:51

It's nice to see the very deliberate 'reflection/thematising' labeling

143] U: 06:51:03

Yeah - that's for my research notes

144] U: 06:51:04

;-)

145] E: 06:51:18

I think I might borrow that

146] U: 06:51:24

Can I ask you to provide some feedback on the session in terms of being the
explorer?

147] U: 06:51:28

1] Did you feel you were being understood?

2] If so, did this help in anyway with your movement forward?

3] Was there anything new in what you articulated in terms of your current
thinking about your teaching practice?

4] Were my reflections useful?

5] Anything else you would like to add!!

148] U: 06:51:52

1] Did you feel you were being understood?

2] If so, did this help in anyway with your movement forward?

3] Was there anything new in what you articulated in terms of your current
thinking about your project?

4] Were my reflections useful?

5] Anything else you would like to add!!

149] U: 06:52:00

Sorry I just changed question 3

150] U: 06:52:09

as it wasn't approriate for the session

151] E: 06:52:09

1. Most definately - my thoughts were fed back very clearly

152] U: 06:52:15

the words project is bettter

153] E: 06:52:39

2. Yes it made me see that I'm being a bit silly :)

154] E: 06:53:00

3. Nothing new really, just starker view of it.

155] E: 06:53:10

4. VERY USEFUL

156] E: 06:53:33

5. I can't think of anything at the moment that I'd like to add

157] U: 06:53:47

ok - thanks for that

158] U: 06:53:51

I enjoyed the session

159] U: 06:53:53

very interesting

160] E: 06:53:59
    Really?
161] U: 06:54:03
    yup
162] E: 06:54:08
    that's sweet
163] U: 06:54:20
    BTW - are you using a mac or a pc?
164] E: 06:54:33
    It was so useful for me - mac
165] U: 06:54:36
    good
166] U: 06:54:43
    on the top bar, under file
167] E: 06:54:51
    yeah
168] U: 06:54:53
    you can save the text of the session
169] U: 06:54:59
    can't seem to do it on a pc
170] E: 06:55:11
    That's good to know too
171] U: 06:55:18
    it saves as
172] U: 06:55:29
    names and also the times of the interaction
173] U: 06:55:35
    makes transctiption work very easy
174] U: 06:55:42
    transcription
175] E: 06:55:51
    excellent.
176] E: 06:55:59
    You're teaching me lots.
177] U: 06:56:25
    no worries
178] U: 06:56:36
    ok - will save the session
179] U: 06:56:39
    thanks a lot
180] E: 06:56:40
    There saved it.
181] U: 06:56:47
    let's schedule another session
182] E: 06:56:54
    Thank you. Yes please.
183] U: 06:56:57
    via FB, ot email
184] U: 06:57:03
    or now if you like?
185] E: 06:57:15

let's do it now
186] U: 06:57:24
        ok looking for my diary
187] U: 06:58:21
        could do Friday 10.30pm
188] U: 06:58:28
        that would be your 2.30pm
189] E: 06:58:51
        Ah! It so happens I'm free friday afternoon so we're on!
190] E: 06:58:55
        Great!!
191] U: 06:59:10
        ok
192] U: 06:59:12
        in my diary
193] E: 06:59:23
        And if you have a CD sales ptich do send it my way! :)
194] U: 06:59:38
        ;-)
195] E: 06:59:45
        I hope to be able to give you some more interesting news next time.
196] E: 07:00:00
        Have a lovely day U. I hope the dinner is delicious!
197] U: 07:00:03
        thanks
198] U: 07:00:16
        have a good Friday evening and weekend
199] U: 07:00:18
        byeeeeee
200] E: 07:00:25
        bye bye :)

*Feedback provided by participant G at the end of the IMCD session (lines 151-156).

22.19 G Session 2 (15th October 2010)

001] E: 22:30:18
     Hello U
002] U: 22:30:31
     hi
003] E: 22:30:54
     How have you been? What news on the article you wrote?
004] U: 22:31:07
     Yeah, been good thanks
005] U: 22:31:15
     got the article in last Sunday
006] U: 22:31:17
     10 days late
007] U: 22:31:20
     ;-)
008] E: 22:31:27
     Better late than never!
009] U: 22:31:30
     having this weekend off and then start the next one
010] U: 22:31:38
     yeah - it was a bit tough
011] U: 22:31:43
     but got there in the end
012] E: 22:32:13
     I find writing really draining. I hope you have something
013] E: 22:32:25
     really rejuvenating planned for the weekend!
014] U: 22:32:37
     got to work a little bit tomorrow
015] U: 22:32:46
     but will take Sat afternoon / Sun off
016] U: 22:32:51
     and just chill out
017] E: 22:33:25
     :) glad to hear it! Be extra kind to yourself. Ready for the next haul
018] U: 22:33:35
     yeah
019] U: 22:33:39
     the next one should be easier
020] E: 22:33:47
     How so?
021] U: 22:33:56
     I am co-writing
022] U: 22:33:57
     it
023] U: 22:34:08
     and the co-writer has already written her part
024] E: 22:34:13
     I've never done anything like that before

025] U: 22:34:15
       and I have written some of mine

026] E: 22:34:49
       Is there visible difference in writing style and vocabulary use, turn of phrase etc?

027] U: 22:35:00
       not sure yet

028] U: 22:35:09
       got to check what she has written

029] U: 22:35:17
       and try and fuse the styles

030] U: 22:35:23
       the last co-written paper

031] U: 22:35:25
       I wrote it

032] E: 22:35:33
       That will be interesting to see. If there is will you have to get together and iron it out?

033] U: 22:35:33
       but my co-author and I checked it on skype

034] U: 22:35:39
       yeah

035] U: 22:35:43
       will do the editing

036] E: 22:36:04
       mmm ok I see how it works now.

037] E: 22:36:21
       it would be interesting to try with the right person

038] U: 22:36:26
       yeah

039] E: 22:36:53
       so shall we get to it?

040] U: 22:37:03
       yup, that would be good

041] U: 22:37:13
       will have to stop at 11.30ish for obvious reasons

042] U: 22:37:17
       such as sleep

043] U: 22:37:18
       ;-)

044] E: 22:37:29
       No problem U!

045] E: 22:37:47
       I very much appreciate every minute of your time. Thank you!!

046] U: 22:37:57
       you are welcome

047] U: 22:38:03
       should we get into roles?

048] U: 22:38:08
       ok?

049] E: 22:38:10

Yes
050] E: 22:38:10
         ok
051] U: 22:38:15
         the floor is yours.....
052] U: 22:38:17
         ok?
053] E: 22:38:23
         Thanks
054] E: 22:38:42
         Last week we talked about my trying to work out the sales pitch
055] E: 22:39:12
         that I could confidently throw out and capture CD participants with
056] E: 22:39:32
         . What I spent a few good hours this week doing was
057] E: 22:39:53
         roping colleagues, ex-colleagues and friends into hearing me out
058] E: 22:40:07
         so that I could test my pitch.
059] E: 22:40:50
         It came out different every time.
060] E: 22:41:15
         I think it has a lot to do with empathy and how I think/presume the other
         person is going to
061] E: 22:41:19
         respond best.
062] E: 22:41:47
         Which shone a bit more light on my being nervous - because I don't know the
         person I'm going to be dealing with.
063] E: 22:42:05
         not just person - people.
064] E: 22:42:10
         What was comforting
065] E: 22:42:22
         was that regardless of what i said
066] E: 22:42:40
         it all seemed to make sense in the end and I have now a number of takers)
067] E: 22:42:42
         :)
068] E: 22:42:44
         ok
069] U: 22:42:58
         Ok let me check back what you have said....
070] U: 22:43:32
         After last week's session you decided to practice your sales pitch with
         colleagues and friends
071] U: 22:43:56
         you noticed that you may change the pitch according to the person you are
         talking to
072] U: 22:44:10
         and how you think they will reply

073] U: 22:44:36
      Moreover, the practice helped you to get to grips with being nervous during the approach
074] U: 22:45:23
      You felt that the experience was beneficial in terms of practice, making sense of what you need to say and having been successful in convincing a number of people
075] U: 22:45:28
      is that right? ok?
076] E: 22:45:44
      Exactement!
077] E: 22:46:58
      This now leads on to what I'd like to work out today. As part of the DRC module (developing researcher competence) I have to have a "good"? topic to research
078] E: 22:47:30
      I know it's going to be connected to IMCD but I need to narrow down exaclty what I'm going to look into
079] E: 22:48:42
      what I'm facing now with the IMCD takers (who are not my target audience but are people, and so shouldn't really be any different in terms of reaction to CD - the content and context is just not quite the same)
080] E: 22:49:34
      is how to train them up so that they could potentially do CD together. Without me
081] E: 22:49:44
      I'm wondering if that is what I could research?
082] E: 22:50:16
      Trying out different approaches to introducing CD and exploring the results of the approaches used??? OK
083] U: 22:51:05
      So, you need to come up with a focus for DRC. You realise you want to look at IMCD but need a more specific area within IMCD to research
084] U: 22:51:39
      you have a number of takers from different walks of life and you would like to somehow bring them together to do CD / IMCD without you needing to be there
085] U: 22:52:10
      They would need to be trained how to use the CD framework
086] U: 22:53:04
      and you are thinking that may be a good focus - the most effective approaches to introducing CD to an audience of people from different backgrounds
087] U: 22:53:08
      is that right?
088] U: 22:53:09
      ok?
089] E: 22:54:09
      Yes it is. Getting them comfortable with both roles.
090] E: 22:54:41
      I am thinking what I could do is post session
091] E: 22:54:55

and I'm referring to a session where I'm introducing someone to CD

092] E: 22:56:04

, I could look analyse the dialogue and see if perhaps something in my explanation or the way iI demonstrated how CD works, affected the results -

093] E: 22:56:49

either positively or negatively...

094] E: 22:57:22

I'm now just wonderfing if that hasn't already been done a million times and if that would be reinventing the wheel

095] E: 22:57:22

ok

096] U: 22:58:19

So, it is about getting people used to the roles of Speaker and Understander and your analysis would be of a session in which you introduce CD to new people

097] U: 22:58:42

You would then look at your explanation and how it may have affected the users overall impression of CD

098] U: 22:59:01

in terms of positive acceptance or not

099] U: 22:59:23

however, one concern is that you may be going over what has already been done.

100] U: 22:59:26

Is that right?

101] U: 22:59:27

ok?

102] E: 23:01:29

The emphasis wouldn't be in terms of positive acceptance so much, but in terms of teaching them to use CD the way it works best. A person could love it but insert their opinion when in the role of understander and it wouldn't be 'CD'

103] E: 23:01:55

anymore...

104] E: 23:02:36

not just that but also ways of reflecting

105] E: 23:02:40

challenging

106] E: 23:02:53

themastising that are most conducive to creating that space

107] E: 23:03:07

and to forwarding the speaker toward their goal

108] E: 23:03:10

ok?

109] U: 23:03:45

I see. So you are interested in whether users stay within the boundaries of the CD framework

110] U: 23:03:57

or stray into judgmental discourse

111] U: 23:04:32

You are also interested in how the Understander skills are used to help the Speaker to make use of the space and move forward in terms of their exploration

112] U: 23:04:35
right?

113] U: 23:04:37
ok.

114] E: 23:04:45
Right

115] E: 23:05:18
I've kind of reached a little dead end in my thinking now

116] E: 23:05:31
ok

117] U: 23:06:08
So, at this point you are wondering about how to move forward yourself with the ideas

118] U: 23:06:12
ok?

119] E: 23:07:36
What I'm thinking is that I need foremost to find out if this question is reinventing the wheel and even if it is, should I just say J's 'so what' and research that anyway or

120] E: 23:07:46
should I take a step back

121] E: 23:07:58
and see if there is something else I could look at

122] E: 23:08:18
something more connected to my ultimate goal...

123] E: 23:08:21
ok

124] U: 23:09:36
so, you find yourself at a crossroads in which you can carry on and research this focus regardless of whether it has been done before or to look again and see what is there in terms of discovering a new direction

125] U: 23:09:48
maybe this direction being connected to the dissertation

126] U: 23:09:51
right?

127] U: 23:09:53
ok.

128] E: 23:09:59
Right

129] E: 23:10:30
they would both be connected I guess. I'm interested in both and both are important

130] E: 23:10:39
but i am wondering.

131] E: 23:11:06
I need to find out what's been done already. Don't I?

132] E: 23:11:30
ok

133] U: 23:12:55
>   There is a connection between both pieces of work but before moving forward
>   you feel it is important to have a look and see what has already been written
>   and researched on CD

134] U: 23:13:01
>   is that what you are thinking?

135] U: 23:13:02
>   ok?

136] E: 23:14:19
>   Yes, I am thinking that, and it's becomming kind of obvious that if there books
>   on CD then that research has been done.

137] E: 23:15:10
>   so now I'm thinking lots of things all at once.

138] E: 23:15:55
>   Like, perhaps I should consult an expert :)

139] E: 23:16:11
>   ok

140] U: 23:16:50
>   So there is a sense of an obvious starting place is with the CD literature

141] U: 23:17:17
>   another idea would be to consult an expert - like J himself, right?

142] U: 23:17:19
>   ok.

143] E: 23:17:39
>   Right

144] E: 23:18:28
>   I think that's a natural close....

145] E: 23:18:30
>   ok

146] U: 23:18:40
>   ok - stepping out of roles

147] E: 23:18:51
>   ok :)

148] U: 23:18:52
>   interesting

149] U: 23:19:03
>   I got the sense of self-realisation

150] U: 23:19:21
>   in the "Don't I" and "becoming obvious" messages

151] E: 23:20:17
>   yeah - I think that's where CD really has its worth. We can ramble on inside
>   our own heads but articulating to someone else somehow

152] E: 23:20:26
>   just gets things black and white

153] U: 23:20:42
>   yeah - i was scribbling away in my diary

154] U: 23:20:45
>   as you were typing

155] U: 23:20:55
>   was very interesting again

156] E: 23:21:06

tell me more

157] U: 23:21:35
There was an incident of 'overtyping' at 10.59

158] U: 23:21:40
was interested in that

159] U: 23:21:55
but I think it was because of a mis-reflection

160] U: 23:22:05
which lead to your clarification at 11.01

161] U: 23:22:14
I guess you wanted to clarify

162] E: 23:22:24
it was indeed. I thought about not typing

163] U: 23:22:30
;-)

164] E: 23:22:46
and then thought it wouldn't get in the way if i didn't send it before you were finished

165] U: 23:22:59
2] there were some very small turns at talk in which I wondered whether the U was indeed helping

166] U: 23:23:08
but I think the reflection back

167] U: 23:23:15
made you have to move forward in a way

168] U: 23:23:36
2] then there was the sense of self-realisation in your lexical choices

169] U: 23:23:41
of don't I and becoming

170] U: 23:24:05
3] I also questioned whether "Like J" was inputting my idea or not

171] U: 23:24:09
and from your response

172] E: 23:24:27
I guess being a U when the S is talking about your baby must mean you have to make a bit extra effort not to

173] U: 23:24:29
I understood correctly who you thought you should speak to

174] E: 23:25:00
input your own ideas. The expert is someone known to us both so no, you weren't doing that.

175] U: 23:25:08
yeah

176] U: 23:25:12
so interesting

177] E: 23:25:39
Would it have really mattered anyway if I hadn't mentioned 'an expert' and you had mentioned J?

178] U: 23:25:48
nope

179] U: 23:25:54

but made a note about it
180] E: 23:26:01
In the role of understander if something is staring you in the face
181] E: 23:26:14
that the S hasn't seen but has danced around
182] E: 23:26:22
you are allowed to show them aren't you?
183] U: 23:26:25
yes
184] E: 23:26:37
mm
185] U: 23:26:41
within the frame of understanding
186] U: 23:26:49
and the frame of reference of the speaker
187] U: 23:26:53
I would say so
188] E: 23:27:06
What would that exclude?
189] U: 23:27:09
as the speaker can always so no, that's not what I was thiking
190] U: 23:27:14
thinking
191] E: 23:27:20
true
192] U: 23:27:40
Well, here are my standard feedback q's
193] U: 23:27:44
1] Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current
thinking about your project?
4] Were my reflections useful?
5] Anything else you would like to add!!
194] E: 23:28:07
1. yes
195] E: 23:28:24
2. Forwards and backwards and forwards :)
196] E: 23:29:08
3. Yes I need to know what's going to be of greatest worth to all mankind ;)
197] E: 23:29:32
4. They were useful yes
198] E: 23:29:52
5. not that I can think of
199] E: 23:29:53
voila
200] U: 23:29:56
cheers
201] U: 23:30:02
here was my ongoing summary
202] U: 23:30:05

E 10.10.15

Talked about how to get organizations interested in CD
Trying out the sales pitch with colleagues and friends and noticed that it was different each time you did it / feel that you are molding the pitch towards the particular person
Also helped to get to grips with being nervous during the pitch through the practice
Comforting – making sense and convincing people.

REFLECTION

DRC module – need to find a good topic
Want to look at IMCD but need to narrow the focus
With the IMCD takers so far – different context and content of the people – is how to train them to do CD without the need of you to be present
Research different approaches to introducing CD to people and the results.

REFLECTION

Getting people comfortable with roles of S and U
Post session – refer to a session in which explanation may have positively or negatively affected someone's CD experience

REFLECTION

Not positive acceptance but staying within the boundaries of the CD framework / how the understander moves are used to help the speaker make effective use of the space.

REFLECTION

How to move forward ?

REFLECTION

Connected but find out what has been written

REFLECTION

Becoming obvious to look at books on CD – thinking lots of things at once!
203] E: 23:30:40
U I can save and read through later if you need to hit the hay?
204] U: 23:30:56
no worries
205] U: 23:31:01
can survive another 10 mins
206] U: 23:31:07
Also if it is of use
207] U: 23:31:13
and as you have come to this yourself

208] U: 23:31:18
        I can send you my lit review
209] U: 23:31:21
        if you would like
210] E: 23:31:54
        Are you kidding? I would very much appreciate any advice, literature,...
211] E: 23:32:01
        anything you think might help!
212] E: 23:32:11
        I would be so happy!
213] E: 23:32:15
        Yes very please.
214] U: 23:32:19
        posted file Task 1 - Literature Review.pdf to members of this chat<files
        alt=""><file size="303573" index="0">Task 1 - Literature
        Review.pdf</file></files>
215] U: 23:32:34
        will be published in April 2011
216] U: 23:32:40
        so you get a sneak preview
217] E: 23:32:56
        Got it. Promise I won't spill the beans or publish it myself before then :)
218] E: 23:33:08
        or after then for that matter
219] U: 23:33:27
        ;-)
220] U: 23:33:31
        no worries
221] U: 23:33:41
        it is a collection of work that has already been published
222] U: 23:33:43
        anyway
223] E: 23:34:21
        thank you very much U. Can we have another session sometime soon?
224] U: 23:34:44
        sure
225] U: 23:34:47
        let me check my diary
226] U: 23:35:08
        How about the same time next week?
227] E: 23:35:53
        Alas I'm going to be teaching as far as I know. Can I check with HQ and
        email you about that?
228] U: 23:36:03
        sure
229] U: 23:36:16
        will save the session
230] E: 23:36:22
        If not, could we perhaps have a session early morning uk time?
231] E: 23:36:26
        Ok save away

* Feedback provided by participant G at the end of the IMCD session (lines 194-198).

22.20 G Session 3 (27th October 2010)

001] U: 21:58:04
   hey
002] E: 21:58:24
   Hello U! How are you?
003] U: 21:58:28
   good thanks
004] U: 21:58:31
   and you?
005] E: 21:58:39
   I'm well too!
006] E: 21:59:02
   Very happy to be here on time and ready!
007] U: 21:59:10
   cool
008] E: 21:59:14
   Thank you for making it too
009] U: 21:59:19
   can probably last an hour
010] E: 21:59:30
   Perfect!
011] U: 21:59:31
   when it hits 11 I need to get some sleep
012] U: 21:59:32
   ;-)
013] E: 21:59:55
   Don't blame you. I turn into a pumpkin at about 1030 usually
014] U: 22:00:08
   ;-)
015] U: 22:00:19
   Ok - shall we get straight into it?
016] E: 22:00:27
   BTW, wanted you to know that your review on CD
017] U: 22:00:35
   yup
018] E: 22:00:50
   is great, such a good resource. Thank you for letting me have it
019] U: 22:00:56
   no worries
020] U: 22:00:59
   J has it too
021] U: 22:01:07
   and asked if he could use it with his students
022] U: 22:01:12
   so you might get it again
023] E: 22:01:16
   I know, he offered it to me
024] U: 22:01:20
   lol

025] E: 22:01:21
          :)
026] E: 22:01:35
          I had a happy moment telling him I already had it
027] U: 22:01:45
          that's good
028] E: 22:01:57
          Shall we ?
029] U: 22:02:07
          ok - getting into roles and the floor is yours
030] U: 22:02:09
          ok?
031] E: 22:02:20
          Yes! To recap
032] E: 22:03:04
          My research focus appears too grand scale for the purposes of the research
          project I'm to do.
033] E: 22:03:22
          I know that I want to do it
034] E: 22:03:41
          (I'm almost in love with the idea) and can't drop it
035] E: 22:03:59
          so I'm looking for the beginning of this ball of string
036] E: 22:04:23
          I want to find a bite sized piece that I can work with
037] E: 22:04:28
          ok
038] U: 22:05:15
          Ok - so you have been told that your focus is too wide but still want to do it as
          you are very interested in the idea
039] U: 22:05:29
          the problem is finding a beginning
040] U: 22:05:40
          or a piece of the overall picture to research
041] U: 22:05:43
          Is that right?
042] U: 22:05:44
          ok
043] E: 22:06:19
          Yes, if you will, give me 2 seconds and I'll quickly peep at what my tutor said
          ok
044] E: 22:07:39
          right, I've a quick look at it does appear to me as if I perhaps hadn't worded
          my proposal clearly enough.
045] E: 22:08:36
          I made quite general statements about observing Speakers and Understanders,
          when I should probably have only mentioned observing sessions in which I
          personally took part
046] E: 22:08:37
          .
047] E: 22:09:25

He asked me if I beleived it possible to know the outcome of a session for a
speaker. This to me implied that he didn't believe I could know the outcome

048] E: 22:09:43

I stoingly think I do know. Particularly when the speaker is me.

049] E: 22:09:58

Stoingly??? haha, strongly.

050] E: 22:10:54

My hope is that it is on account of my wording that my proposal appears too
large a task.

051] E: 22:10:55

ok

052] U: 22:12:13

Okay - so the proposal may not have been written as clearly as you hoped. The
challenge was on being able to determine the outcome for a particular speaker
as this may not be possible.

053] U: 22:12:36

However, if the Speaker is yourself it is possible for you to have that kind of
perspective

054] U: 22:12:50

as the outcomes affect you personally

055] U: 22:13:25

you believe it is researchable and think that the wording of the proposal may
have confused your tutor

056] U: 22:13:29

Is that correct?

057] U: 22:13:31

ok?

058] E: 22:13:48

Exactly right!

059] E: 22:15:41

From this I can also see that I will need to be very careful with how I word any
discoveries. I might find some universal truths, but I mustn't say that if the
data I've used isn't truly representative of the universe.

060] E: 22:16:28

I'll have to state that whatever I discover is a subjective discovery.

061] E: 22:16:54

This is ok for me because at a later date, if things work well, I could up the
scale

062] E: 22:17:01

ok

063] U: 22:18:03

Ok - so you need to take care on how to word speaker discoveries as these are
personal to the speaker i.e. yourself and may not be generalizable but are
unique to the particular individual. Later you could build up from this - from
somthing substantive to more formal

064] U: 22:18:05

Right?

065] U: 22:18:07

ok?

066] E: 22:18:51

Yes right. Even before I get there though, I have to reword my proposal

067] E: 22:19:16
  deep breaths
068] E: 22:20:08
  maybe it's because I'm a sensitive thing, but I find it quite tough to do.
069] E: 22:20:49
  perhaps I can just look at it, and do a simple rephrasing
070] E: 22:21:20
  chopping out the sweeping statements and replacing them with my mini
  version
071] E: 22:21:26
  and see how it reads.
072] E: 22:21:41
  That might be the beginning that I'm looking for.
073] E: 22:21:43
  ok
074] U: 22:22:02
  So the first step is to go back to the proposal and work on it again
075] U: 22:22:16
  although you perceive this as a daunting task
076] U: 22:22:28
  it may be just a case of changing some of the wording
077] U: 22:22:49
  once you have done that you can proof it to see what it looks like
078] U: 22:22:57
  and that might be your way in
079] U: 22:23:06
  is that what you are thinking?
080] U: 22:23:08
  ok?
081] E: 22:24:35
  yes... and i'm thinking that one of the reasons why I'm shying away from it is
  because I want to tell my tutor why I proposed what I proposed and that I do
  think it would be possible
082] E: 22:24:57
  but part of me doesn't dare.
083] E: 22:25:39
  so i guess what I have to do is structure that hunch into my new proposal, very
  politely.
084] E: 22:25:53
  Am I making a mountain for myself?
085] E: 22:25:55
  ok
086] U: 22:27:08
  ok - so one reason for avoidance is not wishing to challenge your tutor by
  disagreeing with him. Earlier you mentioned being sensitive - Is there a
  connection here?
087] U: 22:27:10
  ok?
088] E: 22:27:24
  Yes sir!
089] E: 22:27:25

ok

090] U: 22:27:56
   Would you like to comment on the connection?
091] U: 22:27:57
   ok?
092] E: 22:28:31
   Let me scroll up and look and then I'll comment. 1/2 sec
093] E: 22:30:24
   yes it's exaclty the same thing. quite interesting as in my head when I wrote
   the 'sensitive' bit I was thinking only of rewording my proposal and not of
   challenging my tutor
094] E: 22:30:52
   but I think the real thoughts underlying that sensitivity were those of
   challenging.
095] E: 22:31:09
   :)
096] E: 22:31:10
   ok
097] U: 22:31:39
   So there is sensitivitiy in being challenged and of challenging, you mean?
098] U: 22:31:40
   ok?
099] E: 22:32:50
   yes I have my fair share of that. It can be overcome once I have clarity
100] E: 22:32:58
   and that's coming I think.
101] E: 22:34:27
   i feel that now that I better understand (or at least I think I do) my tutor's
   challenge, it's not an unreasonable one. It isn't really challenging what I
   proposed to do
102] E: 22:34:46
   but the wording of my proposition. (and a little voice says 'i hope')
103] E: 22:34:47
   ok
104] U: 22:35:37
   Ok - so there is a realisation that the original proposal may not have been as
   clear as it could have been
105] U: 22:35:55
   the tutor's challenge is quite reasonable in having picked this up
106] U: 22:36:10
   and it may just be a case of rephrasing part of it and sending it again
107] U: 22:36:11
   right?
108] U: 22:36:12
   ok?
109] E: 22:36:32
   yes right. There's a lot more light in there now
110] E: 22:36:59
   I think that's it. Unless you see something I don't?
111] E: 22:37:06
   ok

112] U: 22:37:12
    that's ok
113] U: 22:37:18
    we can end there
114] U: 22:37:26
    as its seems a good place to stop
115] U: 22:37:30
    ok?
116] E: 22:37:33
    yeah
117] U: 22:37:43
    cool - stepping out of roles
118] E: 22:38:01
    I think so.. I could have gone on but it's a natural happy ending and gives us a few minutes
119] E: 22:38:09
    to close less rushedly
120] U: 22:38:35
    sure
121] U: 22:38:46
    just finding my usual post-session ?s
122] E: 22:38:50
    That was good. I saw myself quite clearly.
123] U: 22:39:05
    1] Did you feel you were being understood?
    2] If so, did this help in anyway with your movement forward?
    3] Was there anything new in what you articulated in terms of your current thinking about your proposal?
    4] Were my reflections useful?
    5] Anything else you would like to add!!
124] U: 22:39:12
    here are some questions to ponder
125] E: 22:39:29
    1. Yes
126] E: 22:39:51
    2. it did
127] E: 22:40:58
    3. I saw my own nervousness and then I saw that it was unsubstantiated. That made me feel better. - there's still a little doubt in there but that should keep me humble ;)
128] E: 22:41:14
    4. Yes they were
129] E: 22:41:47
    5. I enjoyed it when you picked up on the connection btw 2 things I said.
130] E: 22:42:12
    I liked that!
131] U: 22:42:21
    good
132] U: 22:42:23
    thanks for that
133] U: 22:42:30

I just wrote in my research diary
134] U: 22:42:37
Thematising as a powerful tool
135] E: 22:42:38
You're welcome.
136] E: 22:43:58
It really is. Thematising is excellent and also picking up affective clues in what a speaker says and inviting them to talk more about them is very powerful in my experience.
137] U: 22:44:17
yeah - I got that sense today
138] E: 22:45:33
Really? I'm so pleased. The more we recognise what skills work and when the better CD will become
139] E: 22:45:48
.
140] U: 22:45:51
sure
141] U: 22:46:18
so - should we schedule another session?
142] E: 22:46:29
Good idea!
143] U: 22:46:46
I can do next Wed
144] U: 22:46:48
same time
145] E: 22:46:53
Done
146] E: 22:47:00
Next wed 2pm it is
147] U: 22:47:08
oh hang on
148] U: 22:47:18
the clocks go forward or back?
149] E: 22:47:39
they go back
150] U: 22:47:58
2pm would be 11pm?
151] E: 22:47:59
The morning will be lighter
152] E: 22:48:37
ahh...i'm not sure!
153] U: 22:48:41
think it is
154] U: 22:48:49
if that is so can we start at 1pm?
155] E: 22:49:00
yes, you're right.
156] E: 22:49:15
Alas, I come out of class at 1pm
157] U: 22:49:25

1.30?
158] E: 22:49:37
    130 I can manage
159] E: 22:49:41
    I'm happy to just do a 20min
160] E: 22:49:44
    session
161] U: 22:49:46
    ok - lets head for that
162] U: 22:49:49
    and see what happens
163] E: 22:49:52
    so you can get some sleep
164] E: 22:49:56
    Cool
165] U: 22:50:04
    ok will save the session
166] U: 22:50:16
    E 10.10.28

    Focus is too big – but want to do it, very keen on this and are looking for a
    way in

    REFLECTION

    Proposal may not have been clear – statements focused on observing all roles
    rather than the ones you are involved in
    The challenge to the proposal is whether you can know the outcome of a
    session for a speaker but if the speaker is yourself as researcher then it is
    possible

    REFLECTION

    Need to take care on how to word speaker discoveries as these are personal to
    the speaker i.e. yourself and may not be generalizable but unique to the
    particular individual

    REFLECTION

    First step is to go back to the proposal and work on it again. Which may take
    some time hence the deep breaths

    REFLECTION

    Want to tell tutor that right but not dare

    THEMATISING MOVE

    Sensitivity

    REFLECTION

166

167] U: 22:50:23
     here is the brief summary I wrote
168] U: 22:50:25
     in the word doc
169] U: 22:50:30
     as you were typing
170] E: 22:50:33
     Thank you very much!
171] U: 22:50:38
     and will now save

*Feedback provided by participant G at the end of the IMCD session (lines 125-130).

001] E: 22:30:41
   Hello U!!!
002] U: 22:30:49
   hi
003] E: 22:31:07
   Are you feeling ok to do cd for a bit?
004] U: 22:31:15
   sure
005] U: 22:31:18
   thanks for asking
006] E: 22:31:43
   Oh good :) - I'm just aware of how late it is where you are.
007] U: 22:31:58
   cheers - can probably go about 40 mins
008] E: 22:32:20
   And that time can throw all sorts at us so degree of tiredness is unpredictable
009] E: 22:32:30
   Fine by me :)
010] U: 22:32:34
   ok
011] U: 22:32:40
   should we jump straight in
012] E: 22:32:45
   Ready steady go
013] U: 22:32:57
   ok - the floor is yours
014] U: 22:33:20
   ok?
015] E: 22:33:37
   The last session was useful
016] E: 22:34:06
   it helped me to simplify my ideas enough for them to be acceptable for the little research project
017] E: 22:34:16
   I still have a tiny bit more focussing to do
018] E: 22:34:35
   and that's what I'd like to talk through now
019] E: 22:35:02
   One small moment as I've just got in and need my notes -
020] E: 22:35:04
   half a sec
021] E: 22:35:07
   ok
022] U: 22:35:21
   (no problem) ok?
023] E: 22:36:39
   What follows is an email that I'll be referring to a bit -----the patches with ">" are what I said - the rest is what my tutor said

> I would like to observe how Understanders' moves
> (responses) helped to create space for me to explore
> my thoughts and to see my way forward in the
> situations I was exploring as Speaker in our IMCD
> sessions.
And this area of helpful moves (or not) could be focused on through ...
a) your perceptions of the moves and their helpfulness
b) the Understander's perceptions of the same
c) both of the above
d) and / or something else !
So, have you got a 1-sentence ststament of intent formulated yet which
captures this shallow (meant positively) focus?
I think as soon as you have, you should be off into Step 3.
R.

024] E: 22:37:15
What I have to do is get this down to the 1 sentence

025] E: 22:37:25
statement of intent

026] E: 22:37:59
TBH I had thought that my sentence -
> I would like to observe how Understanders' moves
> (responses) helped to create space for me to explore
> my thoughts and to see my way forward in the
> situations I was exploring as Speaker in our IMCD
> sessions.   " was that statement of intent

027] E: 22:38:28
I want to understand why it isn't a 1 sentence statement of intent. OK?

028] U: 22:39:11
Ok, let me check. You have had email correspondence with your tutor and
things are positive in terms of finding a focus for your project

029] U: 22:40:10
However, when you typed the sentence "How do understanders' moves help to
create space for the Speaker to explore my thoughts and to see my way
forward in the situations I am exploring in an IMCD session"

030] U: 22:40:19
you believed this to be your statement of intent

031] U: 22:40:43
yet the tutor asked if you had one written yet

032] U: 22:41:08
which has left you somewhat puzzled and wondering why it is not a statement
of intent

033] U: 22:41:10
right?

034] U: 22:41:11
ok?

035] E: 22:42:25
yes, and I think the answer is there staring me in the face. I think that Mr
Tutor wants me simply to add his "And this area of helpful moves (or not)
could be focused on through ...
a) your perceptions of the moves and their helpfulness
b) the Understander's perceptions of the

169

  c) both of the above

  d) and / or something else !"

036] E: 22:42:36

  in which case that is what I can think about now.

037] E: 22:42:42

  yay! Progress already

038] E: 22:43:11

  So now I'm thinking about which it is to be

039] E: 22:45:37

  I was going to use sessions where I was speaker and where I was
  understander, Interviewing the speaker in the latter case, but that's not
  possible as the study is too small a scale. So I won't really be able to use the B
  option

040] E: 22:45:50

  it's going to be A I suppose.

041] E: 22:45:53

  ok

042] U: 22:47:08

  So already you are beginning to realise that maybe the tutor wants you to add
  which person you will focus on - the perception of the speaker ? understander?
  or both?

043] U: 22:48:25

  you are now thinking option a is best as option B involves interviewing the
  speaker rather than being the speaker oneself and already having the
  perception and experience of the session itself

044] U: 22:48:37

  so you feel A is the better option

045] U: 22:48:40

  is that right?

046] U: 22:48:41

  ok?

047] E: 22:49:17

  yes that's right

048] E: 22:50:19

  I'm wondering if there is a 'and /or something else.'   I could try and write the
  statement and see if it sounds complete.

049] E: 22:53:16

  Using option (a) makes the beginning of the sentence "I would like to observe
  how Understanders' moves helped" obsolete

050] E: 22:54:20

  or does it?.... What am I observing? My perceptions of the usefulness of the
  moves, or the moves?

051] E: 22:54:33

  I'm observing both I think

052] E: 22:55:22

  so perhaps it should say something like I would like to observe the
  understanders moves and my perceptions of they helped to create the space....'

053] E: 22:55:29

  I think that might work.

054] E: 22:55:35

  ok

055] U: 22:55:55
Ok so there are 2 aspects to the research
056] U: 22:56:19
the perception of usefulness of the move from the Speaker's perspective
057] U: 22:56:30
and the actual linguistic move itself
058] U: 22:57:16
is that right?
059] U: 22:57:17
ok?
060] E: 22:57:49
mmm, yes and that worries me a little because a word that is being used a lot is
ONE
061] E: 22:58:04
and I kind of need the 2 here...
062] E: 22:58:34
that's a bit annoying.   I'm looking at it again.   OK
063] U: 22:58:53
Ok - so the task or tutor's request is one aspect only
064] U: 22:59:02
but you may need 2
065] U: 22:59:09
right?
066] U: 22:59:11
ok?
067] E: 22:59:51
Right. I can't observe my perceptions of something if I can't say what the
something is. And a list of moves would be nothing more than a list of moves.
068] E: 23:00:17
the 2, from where I'm standing now have to be used together.
069] E: 23:00:19
ok
070] U: 23:00:47
so they are inseperable in a way
071] U: 23:00:48
right?
072] U: 23:00:51
ok?
073] E: 23:01:47
yes. I think that I just have to try and post my statement of intent with the 2
and hope that that's acceptable... hold on..
074] E: 23:01:57
maybe I should rephrase what I'm observing
075] E: 23:02:01
so that I say,
076] E: 23:02:46
that my intent is to explore how I perceived the understanders moves to create
space ....
077] E: 23:02:57
that way I'm not saying that I'm exploring the U's moves??
078] E: 23:02:58

ok
079] U: 23:04:20

ok - so rephrasing the statement you have the speaker's reaction to the understander's reflections in terms of the space to think and the direction the speaker takes therein

080] U: 23:04:30

is that what you are thinking?

081] U: 23:04:32

ok?

082] E: 23:05:09

yes, I think that might be more acceptable, certainly at first glance. I do beleive that it is doable!

083] E: 23:05:17

:)

084] E: 23:05:43

yes. I think I've got my goal for the session U

085] E: 23:05:47

ok

086] U: 23:05:51

great

087] U: 23:06:03

"therein" I meant "thereafter"

088] U: 23:06:08

been a long day ;-)

089] U: 23:06:14

stepping out of roles....

090] E: 23:06:39

It's been a long 5 days for me. Know how you feel. Thank you.

091] U: 23:06:46

you are welcome

092] E: 23:06:50

That was useful - as usual

093] U: 23:06:56

great

094] E: 23:07:14

would you like me to answer your Qs?

095] U: 23:07:21

yup

096] U: 23:07:25

was just looking for them

097] E: 23:07:31

ok

098] U: 23:08:01

1] Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your statement of intent for your project?
4] Were my reflections useful?
5] Anything else you would like to add!!

099] E: 23:08:13

1. Yes, very well

172

100] E: 23:08:21
      2. I think so
101] E: 23:09:01
      3. yes I think I found extra clarity, the session got me to think about the
      implications of the wording I chose
102] E: 23:09:19
      4. yes
103] E: 23:09:32
      5. Can't think of anything
104] E: 23:09:35
      voila
105] U: 23:09:48
      thanks
106] U: 23:09:56
      glad it was useful for you
107] E: 23:10:12
      thanks for staying up late again!
108] U: 23:10:17
      no worries
109] U: 23:10:21
      but should sleep soon
110] U: 23:10:29
      things are getting a little spacey
111] E: 23:10:37
      yes. Can we meet again next week?
112] U: 23:10:41
      sure
113] E: 23:10:43
      Or at the weekend?
114] U: 23:10:58
      next week is best
115] E: 23:11:03
      same time?
116] U: 23:11:10
      got a 2-day conference this weekend
117] U: 23:11:11
      sure
118] U: 23:11:14
      10.30
119] E: 23:11:26
      1030 your time. 1330 mine.
120] E: 23:11:26
      yes
121] E: 23:11:30
      Wednesday
122] U: 23:11:32
      great
123] U: 23:11:40
      wrote it in the diary
124] U: 23:11:45
      and will now save this session

125] U: 23:11:48
    before I forget
126] E: 23:11:49
    Sleep well!! :)

*Feedback provided by participant G at the end of the IMCD session (lines 99-104).

22.22 G Session 5 (10th November 2010)

001] E: 22:29:56
    Hi U
002] U: 22:30:01
    hi
003] E: 22:30:12
    How is Japan this evening?
004] U: 22:30:19
    pretty good thanks
005] U: 22:30:27
    how is M?
006] E: 22:30:39
    I'm near M, in C
007] U: 22:30:47
    nice
008] E: 22:30:49
    it's chilly!!!
009] E: 22:31:07
    5'
010] U: 22:31:12
    ;-)
011] E: 22:31:33
    I don't have a great deal to work with this session
012] U: 22:31:38
    ok
013] U: 22:31:45
    let's roll with it and see what happens
014] E: 22:31:53
    let's
015] E: 22:31:58
    ready steady go
016] U: 22:32:06
    ok - over to you?
017] U: 22:32:08
    ok?
018] E: 22:32:22
    well....
019] E: 22:32:40
    I managed to narrow my focus down suffienctly for it to be accepted
020] E: 22:33:21
    and the current duty is to provide tutors with a research question
021] E: 22:33:38
    and to think about what method I'm going to use to
022] E: 22:33:51
    carry out the research
023] E: 22:33:55
    ok
024] U: 22:34:39

Right, so you got your focus accepted but now need to work on a research Q
and decide on methods for analysis - right?

025] U: 22:34:40

ok?

026] E: 22:35:18

yes. That was quite a thing.. I thought I'd never get there. I had to let go of
what I wanted and see what my tutor wanted

027] E: 22:35:34

Perhaps I'm learning to be 'a good robot'

028] E: 22:35:56

my research question is this

029] E: 22:37:05

How did the Understander's responses influence my progress (as Speaker)
towards finding a goal?

030] E: 22:37:27

Looking at it there I wonder if I could tweak it at all?

031] E: 22:37:28

ok

032] U: 22:37:56

okay so in a sense you feel that you have modelled the focus to suit your tutor
but maybe not yourself

033] U: 22:38:42

however you have come up with a question regarding how the U responses
may affect the direction you take in terms of progress towards a goal

034] U: 22:38:58

but as it is typed out you are thinking it could be modified a little

035] U: 22:39:01

right?

036] U: 22:39:02

ok?

037] E: 22:39:15

yes.

038] E: 22:39:31

I am seeing reason though, in my tutor's plans

039] E: 22:40:54

and though my focus seems rather odd to me when I think about what I could
look at.. I know that this step would be one in a larger scale project, so it is
useful.

040] E: 22:41:03

A robot with a heart.

041] E: 22:41:18

Yes as it is typed I'd maybe like to fiddle with it.

042] E: 22:41:42

I don't like the 'finding a goal' bit at the end

043] E: 22:42:11

I'm asking myself if 'finding a goal' = a successful CD session

044] E: 22:42:45

and I'm answering myself that in terms of measuring success from a researcher
point of view the answer is probably best left at 'yes'

045] E: 22:42:48

ok

046] U: 22:43:32
> So the focus has uses in terms of steps towards your larger project however you are looking at the question and questioning the last part

047] U: 22:43:52
> does reaching a goal mean that the session was successful

048] U: 22:44:18
> however finding a research goal is definitely a goal and a sucess

049] U: 22:44:23
> success

050] U: 22:44:25
> right?

051] U: 22:44:26
> ok?

052] E: 22:44:33
> yes

053] E: 22:45:10
> So my tutor accepted my focus and now it's time to see if he accepts my R.Q

054] E: 22:45:26
> and so i'm looking at it and imagining what he'll do when he sees it.

055] E: 22:46:08
> ok if I say 'the Understander' that means one

056] E: 22:46:27
> if i remove the definite article that makes it more general so there's a thing to do

057] E: 22:46:43
> I like the word influence..

058] E: 22:47:41
> perhaps one last thing I could/should do is add 'during IMCD sessions'

059] E: 22:47:46
> onto the end

060] E: 22:47:47
> ok

061] U: 22:48:20
> So you are trying to put yourself into the shoes of your tutor regarding the RQ

062] U: 22:49:03
> one possible problem is that "the Understander" is too specific but "Understander(s)" is more generalisiable

063] U: 22:49:22
> you also feel that 'influence' is an important word

064] U: 22:49:36
> but think you should specify the IMCD format at the end

065] U: 22:49:40
> right?

066] U: 22:49:41
> ok

067] E: 22:50:29
> not so much specify the format but specify that I am referring to more than just 1 IMCD session

068] E: 22:50:30
> ok

069] U: 22:51:29

I see so IMCD sessions also links to trying to make it more generalisiable in terms of it referring to a number of sessions not just one

070] U: 22:51:30
right

071] U: 22:51:32
ok?

072] E: 22:51:46
yes right

073] E: 22:51:59
generalizing seems to be the theme of the day

074] E: 22:52:22
I think and hope that that will be ok

075] E: 22:53:23
The 'how' at the front of the question might raise the alarm...

076] E: 22:54:10
I wonder if I removed it and made my RQ an easy closed one, beginning with a humble 'Did....' if that wouldn't be more acceptable

077] E: 22:54:16
I think it would

078] E: 22:54:32
as the 'how' would come into it anyway, from that.

079] E: 22:54:33
ok

080] U: 22:55:36
So, you are now thinking of removing the how to have something which reads as - Did the Understander's responses influence my progress (as Speaker) in IMCD sessions?

081] U: 22:55:50
is that right?

082] U: 22:55:52
ok?

083] E: 22:56:40
yes, nice to see it there... you forgot the 'towards setting a goal'

084] E: 22:57:12
Did the Understander's responses influence my progress (as Speaker)towards setting a goal in IMCD sessions?

085] E: 22:57:35
Does that read well? It sounds strange to me... my progress (as Speaker)towards setting a goal in IMCD sessions?

086] E: 22:57:49
maybe it needs a bit of touching up

087] E: 22:57:51
ok

088] U: 22:58:26
yes, earlier you said
On 11/10/10, at 10:41 PM, E wrote:
> I don't like the 'finding a goal' bit at the end

089] U: 22:59:33
and you have included it in the research question - how would you reconcile your feelings towards that bit?

090] U: 22:59:35

ok?

091] E: 23:00:38

Don't you remember - I had an arguement with myself saying "I'm asking myself if 'finding a goal' = a successful CD session
[10/11/2010 13:42:45] E: and I'm answering myself that in terms of measuring success from a researcher point of view the answer is probably best left at 'yes'

092] E: 23:01:26

so I want to include the 'finding a goal' bit as it is a measurement of success

093] E: 23:01:30

ok

094] U: 23:02:15

so the 'finding a goal' part is important as an indicator that the IMCD session was indeed useful for the speaker in terms of her progression

095] U: 23:02:37

therefore it is important to put in the research question to show these instances

096] U: 23:02:39

right?

097] U: 23:02:41

ok?

098] E: 23:02:53

yes :)

099] E: 23:03:18

I think that blows away possible ambiguity that I could be pulled up on

100] E: 23:04:48

Did Understander(s)' repsonses influence my progress towards setting a goal in IMCD sessions?

101] E: 23:05:17

Did Understander(s)' responses influence my progress towards setting a goal in IMCD sessions, where I was speaker?

102] E: 23:05:29

that might do it

103] E: 23:05:36

I think I'll go with that

104] E: 23:05:41

goal!!!!

105] E: 23:05:43

ok

106] U: 23:06:43

ok - so you feel this question is tight, avoids ambiguity in terms of your research and has more generalisability than before. Is that correct

107] U: 23:06:44

?

108] U: 23:06:47

ok?

109] E: 23:06:58

Yes sir!!

110] E: 23:06:58

ok

111] U: 23:07:23

is this where you would like to leave things tonight / today?

112] U: 23:07:25

ok?

113] E: 23:07:39
yes I think that closes things perfectly
114] E: 23:07:55
I am delighted with what the session's lead to
115] E: 23:07:59
thank you
116] E: 23:07:59
ok
117] U: 23:08:07
ok - no worries - stepping out of roles
118] U: 23:08:24
thanks - that was interesing tonight again
119] U: 23:08:40
I am a little tired tonight so stuffed up on some reflections
120] E: 23:08:44
Really good U!!!! I didn't know I had anything to look at
121] E: 23:08:51
You didn's suff
122] U: 23:08:54
but even then it gave you chance to clarify
123] E: 23:08:55
stuff up at all!!!
124] E: 23:09:02
it was all good
125] U: 23:09:03
which was very interesting
126] E: 23:09:05
wonderful even
127] U: 23:09:05
great
128] E: 23:09:32
Thank you for seeing it through even though you're feeling a bit bushed
129] E: 23:09:40
I wish you a deep and restful sleep tonight
130] U: 23:10:01
hanks
131] U: 23:10:03
thanks
132] U: 23:10:11
will be hitting the hay shortly
133] E: 23:10:19
Don't blame you
134] U: 23:10:20
a few reflection qs
135] E: 23:10:26
ok
136] U: 23:10:37
1] Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current

thinking about your research?

4] Were my reflections useful?

5] Anything else you would like to add!!

137] E: 23:10:45

1. yes, very well

138] E: 23:11:04

2. i had lots of space to look at things

139] E: 23:11:22

and reflections made me look at them from other angles

140] E: 23:11:42

3. yes, i got my RQ tidied up and looking ship shape

141] E: 23:11:55

4. See q 2 - yes

142] E: 23:12:02

5. Thank you U!

143] U: 23:12:10

you are welcome

144] U: 23:12:15

will now save the file

*Feedback provided by participant G at the end of the IMCD session (lines 137-142).

001] E: 22:30:24
    Hello U
002] E: 22:30:29
    How are you?
003] U: 22:30:39
    good thanks
004] U: 22:30:41
    and you?
005] E: 22:30:56
    I'm well too. Are you alright to have a session? Not too tired?
006] U: 22:31:05
    fine thanks
007] E: 22:31:20
    How was Korea?
008] U: 22:31:28
    was in Nagoya
009] U: 22:31:34
    for JALT
010] U: 22:31:38
    do you mean?
011] U: 22:31:41
    or the fighting?
012] E: 22:31:42
    yes!
013] E: 22:31:51
    no not for the fighting
014] U: 22:31:58
    yeah - nagoya was good
015] E: 22:31:58
    horrid isn't it
016] U: 22:32:01
    but a blur
017] U: 22:32:09
    sure is
018] E: 22:32:20
    Glad it went well!
019] U: 22:32:28
    yeah - did 4 presentations
020] U: 22:32:31
    and they went well
021] E: 22:32:44
    you must be beyond nervousness by now
022] U: 22:32:51
    yup
023] E: 22:32:59
    I'm not!
024] U: 22:33:10
    it comes with time and practice

025] E: 22:33:16
      tis true!
026] E: 22:33:33
      today I'd like to talk about something
027] E: 22:33:39
      completely different to the subject
028] E: 22:33:44
      we usually tackle
029] E: 22:33:46
      if that's ok
030] U: 22:33:49
      sure
031] U: 22:33:55
      should we get started>
032] U: 22:33:55
      ?
033] E: 22:33:56
      i'd like to take this session into the classroom
034] E: 22:33:59
      yes let's go
035] U: 22:34:05
      ok - stepping into roles
036] U: 22:34:10
      the floor is yours - ok?
037] E: 22:34:38
      Once a week, on a Tuesday afternoon I 'lead' a grammar workshop lesson
038] E: 22:34:55
      this takes place in our all new and fabulous Self access centre
039] E: 22:35:34
      that has tip top internet access, as well as some software on computers for ss to use
040] E: 22:35:43
      they can also work from books
041] E: 22:35:58
      do paper based studying if they like
042] E: 22:36:17
      I teach these people once a week only for 1 1/2 hours
043] E: 22:36:21
      they're mixed ability
044] E: 22:37:17
      and given the nature of workshops I guide and facilitate
045] E: 22:37:38
      so the issue is
046] E: 22:38:16
      I teach them only once a week - I help them, I see that they understand, get them to use the language and then they disappear
047] E: 22:39:07
      the next week their context may have changed and they may be focussed on something entirely different
048] E: 22:39:11
      which is wonderful

049] E: 22:39:28
    but I want to do something
050] E: 22:39:50
    that will further (what's the word)
051] E: 22:39:54
    substantiate?
052] E: 22:40:15
    what they did the week before... just a little something
053] E: 22:40:18
    ok
054] E: 22:40:20
    ?
055] U: 22:40:28
    Ok - let me check
056] U: 22:40:50
    so you have a weekly grammar workshop with a mixed abiltiy class for 1 and a half hours
057] U: 22:41:08
    the facilities are great in terms of the resources with multi-media and books which the students can use
058] U: 22:42:00
    However, you feel a lack of connection between lessons in terms of students leaving the classroom and a week later having new contexts and new goals they wish to acheive
059] U: 22:42:23
    this is okay but you would like more of a connection - just a bit
060] U: 22:42:27
    is that right?
061] U: 22:42:28
    ok?
062] E: 22:42:54
    Pretty much, yes.. it's not so much me wanting a connection
063] E: 22:43:17
    as not wanting them to just stick their notes in their bags
064] E: 22:43:32
    and never look at them again
065] E: 22:43:49
    one young man, for example,
066] E: 22:45:06
    was working with a newspaper it wasn't grammar he was solely focussed on) he while working was making notes in the news paper of new words
067] E: 22:45:46
    and I checked with him to see that he understood their meanings, some required explanation
068] E: 22:45:51
    and he seemed to get it
069] E: 22:46:01
    he wrote some sentences using them
070] E: 22:46:02
    etc.
071] E: 22:46:44

Next week he'll come in and set to a different task and I'll wonder what happened to the words he learned last week.

072] E: 22:47:16
the same with others...

073] E: 22:47:24
I'd like to create some way

074] E: 22:47:37
of getting them to recycle what they did the week before

075] E: 22:47:45
so that it's not lost

076] E: 22:47:48
ok

077] E: 22:47:49
?

078] U: 22:48:25
So, it is finding a way for students to review or reflect on what they got out of the previous lesson

079] U: 22:48:48
so that the lesson wasn't in vain

080] U: 22:49:07
in terms of their retention

081] U: 22:49:24
(I take it all students work on different activities, right?)

082] U: 22:49:27
ok?

083] E: 22:50:23
exactly right. And yes, they're all focussed on different things which means I can't create one activity for everybody to use.

084] E: 22:50:28
so, I'm thinking

085] E: 22:50:47
what I need is some kind of sheet to fill in

086] E: 22:51:02
while they work that itself becomes and activity for the next week

087] E: 22:51:08
ok?

088] U: 22:51:45
so its finding a way for students who work on different activities to recycle what they have learned the previous week

089] U: 22:52:24
one idea is a work sheet that students can create in one class to use in the next class based on their particular activity - is that right?

090] U: 22:52:26
ok?

091] E: 22:52:41
yeah..

092] E: 22:53:19
an activity that they'd complete in the first 15minutes of the next weeks lesson.

093] E: 22:53:37
They could maybe just make notes while studying

094] E: 22:53:58

and then in the last 15minutes

095] E: 22:54:05
turn those notes into questions

096] E: 22:54:31
... i wonder how well that would actually work

097] E: 22:54:31
?

098] E: 22:54:34
ok

099] U: 22:55:43
so one idea is to have students spend the last 15 mins to prepare for a recycle task at the beginning of the following lesson. The preparation could be in the form of questions - what would they then do with these questions?

100] U: 22:55:45
ok?

101] E: 22:56:22
I also think that the making of questions would serve as a nice cap on the lesson

102] E: 22:56:50
my only concern really is that if they've written these q's

103] E: 22:57:05
to answer the next week then they .... sorry

104] E: 22:57:12
i'm answering my own question before I write it

105] E: 22:58:11
i was thinking that the learners would be able to answer their q's without much thought because while creating the qs they'd be very aware of the answers -but actually that's a gem

106] E: 22:58:21
it'll make them learn

107] E: 22:58:24
more

108] E: 22:58:28
ok

109] U: 22:59:37
so the activity is a good way to end the lesson in terms of a review. Also, the process of formulating the questions will generate the answers in their mind which will help retention - right?

110] U: 22:59:39
ok?

111] E: 22:59:54
yip

112] E: 23:01:35
so all I need to put in place is a folder with some lined sheets of paper in it.

113] E: 23:01:46
Next week I can start

114] E: 23:02:38
I'll keep the sheets alphabetically - we have continuous enrolement at school which means new students come and others leave every week

115] E: 23:03:15
so housekeeping is important

116] E: 23:03:29

    ss can take the sheets home when they complete their courses

117] E: 23:03:35

    a nice record of learning

118] E: 23:03:53

    .. I could even photocopy their questions

119] E: 23:04:05

    and use them on other learners.. hmm

120] E: 23:04:26

    maybe it would be a good idea to file them on computer instead of on paper

121] E: 23:04:32

    that way they can be saved by name and

122] E: 23:04:39

    by topic

123] E: 23:04:42

    ..

124] E: 23:05:06

    the ss doing paper based work could just move to a pc for the last 15 mins.

125] E: 23:05:11

    YES!!

126] E: 23:05:12

    OK?

127] U: 23:05:37

    So - the idea has developed from paper into students using the computer to make their questions

128] U: 23:05:57

    records can be kept by name and topic

129] U: 23:06:20

    this provides a record of learning for each student to take away once they complete their courses

130] U: 23:06:47

    also they could become a teaching resource in their own right in terms of using them with other learners

131] U: 23:06:59

    is that what you are thinking? ok?

132] E: 23:07:06

    yes it is

133] E: 23:07:10

    now i'm thinking

134] E: 23:07:22

    how can i file them

135] E: 23:07:32

    so that they're saved as a record of work

136] E: 23:07:50

    and as a resource for other learners

137] E: 23:08:02

    ?

138] E: 23:08:22

    i need to come up with a plan for the answering stage

139] E: 23:08:43

    that is - the first 15mins of the lesson where they answer their q's...

140] E: 23:10:04
       I don't want to save the files for use as resources with the ss answers on it

141] E: 23:10:16
       or do i?

142] E: 23:11:22
       perhaps they could type up their answers and save them as a separate document

143] E: 23:11:36
       yikes

144] E: 23:11:45
       I'm seeing 1000s of files being saved

145] E: 23:12:01
       unless each ss has one question document

146] E: 23:12:08
       and one answer sheet

147] E: 23:12:23
       the contents of the question document could be either tagged

148] E: 23:12:34
       (tagged content wise)

149] E: 23:12:54
       ignore the either i wrote... i don't have an or

150] E: 23:12:57
       ok

151] U: 23:13:47
       Ok - let me see so there are issues about filing the records in terms of mutiple files being created or not

152] U: 23:14:04
       there are also issues about the answering stage at the first 15 mins of the next class

153] U: 23:14:29
       do students type up thier answers in a separate doc so the questions can be used again or not

154] U: 23:15:22
       finally, the content of each document could be tagged for its grammatical content enabling it further to be used as a resource

155] U: 23:15:26
       is that right?

156] U: 23:15:28
       ok?

157] E: 23:15:47
       yes... i'm now thinking scrap the idea of the resource

158] E: 23:15:53
       i said in the beginning that the

159] E: 23:16:09
       self access centre is fabulous already

160] E: 23:16:15
       back to the paper based idea

161] E: 23:16:17
       and i'm happy

162] E: 23:16:22
       that's it

163] E: 23:16:26
   i have my answer.
164] E: 23:16:50
   SS study make notes for 1h - 15 mins before end they write q's
165] E: 23:17:05
   which they answer in the 1st 15mins of the next lesson
166] E: 23:17:08
   OK :)
167] U: 23:18:05
   Ok - can I check that students answer their own questions that they have made
   the previous week as a form of recycling and review - right?
168] U: 23:18:07
   ok?
169] E: 23:18:23
   yes that's right!
170] E: 23:18:43
   ok
171] U: 23:18:57
   ok - and that is where you would like to leave it tonight?
172] U: 23:18:59
   ok?
173] E: 23:19:14
   yes i think i found my solution!
174] E: 23:19:16
   ok
175] U: 23:19:24
   stepping out of roles....
176] U: 23:19:28
   ok - thanks for that
177] U: 23:19:33
   interesting session as always
178] E: 23:19:42
   thank you for listening to me babble away
179] U: 23:19:47
   no problem
180] U: 23:19:53
   the babble had direction
181] E: 23:20:04
   it did
182] U: 23:20:17
   will ask you for the usual feedback
183] E: 23:20:24
   go ahead
184] U: 23:20:28
   1] Did you feel you were being understood?
   2] If so, did this help in anyway with your movement forward?
   3] Was there anything new in what you articulated in terms of your current
   thinking about your teaching?
   4] Were my reflections useful?
   5] Anything else you would like to add!!
185] E: 23:20:38

1. yes perfectly
186] E: 23:21:13
2. it created space for me to get clear on what i wanted and how I could implement my ideas
187] E: 23:21:52
3. not really new.. just trying to maximize potential
188] E: 23:21:58
4. yes of course
189] E: 23:22:05
5. just thank you
190] E: 23:22:36
i thnk it's very kind of you to stay up late for me
191] U: 23:22:46
no worries
192] U: 23:22:52
but will need to hit the hay
193] U: 23:23:04
lets schedule and save
194] E: 23:23:14
I understand. If you ever want to be speaker one day, tell me won't you!
195] E: 23:23:19
next week?
196] U: 23:23:25
sure and sure
197] U: 23:23:32
same time?
198] E: 23:23:33
very nice!!
199] E: 23:23:38
see you then!!
200] U: 23:23:44
ok
201] E: 23:23:44
I hope you sleep welll
202] U: 23:23:49
will save and sleep
203] U: 23:23:51
thanks

*Feedback provided by participant G at the end of the IMCD session (lines 185-189).

22.24 G Session 7 (24th March 2011)

001] E: 05:53:05
Hello U
002] E: 05:53:24
I don't know if you can message me or not when I'm set to busy
003] U: 05:53:43
no problem
004] E: 05:54:15
oh good you can,
005] E: 05:54:25
are you free now?
006] U: 05:55:04
yeah
007] E: 05:55:26
great
008] E: 05:55:52
I've just been doing cd with another teacher it's strange
009] E: 05:56:03
to come and be speaker with you now
010] U: 05:56:26
:-)
011] U: 05:56:42
that's good
012] E: 05:57:02
My boss was saying that he's finding it hard implementing changes at the school where I work
013] E: 05:57:10
he took over a few years ago
014] E: 05:57:20
and most of the staff have been there for donkeys
015] E: 05:57:35
and I think CD would be great for him
016] E: 05:57:52
if you're interested in working with him
017] U: 05:58:00
yeah - that would be great
018] U: 05:58:08
please put him in touch
019] E: 05:58:10
oh goodie
020] E: 05:58:17
I didnt mention it to him just in case
021] E: 05:58:25
but now that i know you're willing i shall
022] E: 05:58:49
He'd better not diss me though!! :-)
023] U: 05:59:01
(wink)
024] U: 05:59:03

sure he won't
025] E: 05:59:14
        no i don't think so either
026] E: 05:59:24
        Well session ahoy
027] E: 05:59:31
        shall we?
028] U: 05:59:35
        yeah
029] U: 05:59:39
        before we start
030] U: 05:59:43
        just a word of warning that
031] E: 05:59:43
        mmhmm
032] U: 05:59:48
        if I disappear
033] U: 05:59:54
        it means that we are having a power cut
034] E: 06:00:01
        oh dear
035] U: 06:00:08
        there were talks of power cuts this morning
036] E: 06:00:21
        i saw on FB that you experienced an earth quake too
037] U: 06:00:26
        yeah
038] E: 06:00:33
        scary U!!
039] U: 06:00:34
        It's all part of the Tokyo fun
040] U: 06:00:44
        along with radiation in the water and air
041] E: 06:01:11
        yes, i heard there was no water in the shops and that tap water
042] E: 06:01:21
        wasn't necessarily safe
043] U: 06:01:28
        yup
044] E: 06:01:32
        have you got supplies?
045] U: 06:01:38
        yeah - got some
046] U: 06:01:44
        should be okay
047] U: 06:01:50
        and will head south if it's not
048] E: 06:01:55
        You will be ok!
049] U: 06:02:01
        (wink)

050] U: 06:02:14

Okay – let's make a start before they turn the power off

051] E: 06:02:20

right on

052] U: 06:02:25

A as U and J as E

053] U: 06:02:31

the floor is yours...

054] U: 06:02:34

ok?

055] E: 06:02:35

E?

056] E: 06:02:41

that's new what's E?

057] U: 06:02:44

(Explorer)

058] E: 06:02:48

ooh

059] E: 06:02:52

I like it

060] E: 06:03:02

ok E

061] E: 06:03:38

I haven't come armed with a map of the lands I'm going to explore this time

062] E: 06:04:14

One thing worth exploring is that my boss

063] E: 06:04:18

observed me teaching last week

064] E: 06:04:53

and said I should tell the other teachers about the website that I used as part of the lesson

065] E: 06:04:58

and tell them how they could use it.

066] E: 06:05:10

He then asked if I knew of other such sites.

067] E: 06:05:27

I do but telling the other teachers

068] E: 06:05:42

and having that telling actually result in something happening

069] E: 06:05:52

is

070] E: 06:05:58

what's the word?

071] E: 06:06:01

rare?

072] E: 06:06:04

ok

073] U: 06:06:15

So let me check if I have got this

074] U: 06:06:45

Your boss observed you teaching last week and was impressed with a web-site that you used during the class

075] U: 06:07:10
He thought that this website and others like it could benefit other of your colleagues

076] U: 06:07:51
However, you feel it is difficult to get them to use the technology. If you tell them about it, it does not mean they will go ahead and change the way they teach

077] U: 06:08:01
or implement the technology in their classes

078] U: 06:08:04
Is that right?

079] U: 06:08:05
ok?

080] E: 06:08:15
That's right

081] E: 06:08:50
there are lots of ways to suggest things, worshops, pinning posters/info on notice boards etc

082] E: 06:09:15
they do work but they're rather slippery. They don't seem to stick

083] E: 06:09:48
Also if I were to make a list of sites and what they contained

084] E: 06:09:54
and make that list available to teachers

085] E: 06:10:00
they would be overloaded

086] E: 06:10:12
too much reading and teachers don't have that much time

087] E: 06:10:38
I could I suppose

088] E: 06:10:59
ask the boss for time to prep lessons for teachers

089] E: 06:11:09
that they can then go and use

090] E: 06:11:27
and in so doing would explore a particular site

091] E: 06:11:41
and they could then review it for me and the other teachers

092] E: 06:11:44
ok

093] U: 06:11:50
Ok - let me see

094] U: 06:12:18
There are several methods for gettting the information to teachers in terms of workshops, posters and making a list for teachers

095] U: 06:12:34
However, this can add an extra workload on to teachers

096] U: 06:12:49
and may not result in a permanent change of behavior

097] U: 06:13:25
  One idea you have is to prepare lessons for teachers to use with particular sites and then ask them to provide feedback on how it went

098] U: 06:13:30
  for yourself and your peers

099] U: 06:13:31
  Is that right?

100] U: 06:13:34
  ok?

101] E: 06:13:41
  yes

102] E: 06:14:10
  that's right.. one thing that you've picked up that isn't so much what I'm aiming for is

103] E: 06:14:55
  that I don't feel the teachers need to change behaviour, just that there are resources, and good ones out there that they would benefit from knowing about

104] E: 06:15:12
  but wacking the lot on the table at once would be a waste

105] E: 06:15:34
  as it would be unlikely any got used

106] E: 06:15:41
  so yes

107] E: 06:15:50
  I think planned lessons that they can just go and teach

108] E: 06:15:56
  and hopefully enjoy

109] E: 06:16:03
  and then spread the word

110] E: 06:16:15
  if i were to suggest 1 website to all teachers

111] E: 06:16:51
  that would be overkill.. the students would probably see the same thing twice..

112] E: 06:17:02
  I have to think about that too

113] E: 06:17:18
  That's actually quite important

114] E: 06:17:23
  somehow it needs to be recorded

115] E: 06:17:33
  who's done what and with which class

116] E: 06:17:38
  ok

117] U: 06:18:22
  So it is a question of increasing awareness of the sites that are out there that can enhance one's pedagogy and be enjoyed by the students.

118] U: 06:18:35
  If you were to give them too much information at once

119] U: 06:19:05

it is difficult for teachers to sift through the information and they would probably not use it

120] U: 06:19:34

But if you suggest just 1 site and plan a lesson around this

121] U: 06:19:55

it would mean that students would be exposed to the site in a number of classses by different teachers

122] U: 06:20:13

so it is important for different teachers to use a different range of sites

123] U: 06:20:44

and to keep a record of the site, the teacher, the class, how it was used etc.

124] U: 06:20:47

Is that correct?

125] U: 06:20:48

ok?

126] E: 06:20:58

exactement!

127] E: 06:21:37

So what I need to do is put this to the boss

128] E: 06:21:44

and if he agrees

129] E: 06:22:08

I will work out a way to record what sites have been visited etc

130] E: 06:22:35

and then plan 1 lesson for each teacher, each using a different website

131] E: 06:22:47

this hahaha :-) will actually be a double whammy

132] E: 06:23:06

because we've been trying to encourage staff to use the new tech

133] E: 06:23:41

and if they have a ready made lesson to use and are required to feedback to the rest of the crew their thoughts on it

134] E: 06:24:00

then they'll also be growing more familiar with the technology

135] E: 06:24:01

ok

136] U: 06:24:16

So the plan is, if I've got this right..

137] U: 06:24:36

to approach your boss with the following.

138] U: 06:24:56

1] You can plan lessons using different websites for the teachers to try out

139] U: 06:25:20

2] Implement a way of recording which teacher uses which site / lesson to avoid duplication

140] U: 06:25:54

3] Implement a way of teachers providing feedback on their experiences of using the technology in their classes

141] U: 06:26:17

this will help all of the team to increase knowledge about technology

142] U: 06:26:22

and how it can be used in the classroom
143] U: 06:26:24
Is that right?
144] U: 06:26:27
ok?
145] E: 06:26:32
That's it!
146] E: 06:26:45
The perfect solution!
147] E: 06:27:09
And more birds killed with that 1 stone than I'd hoped.
148] E: 06:27:40
I think this has been a very short but very sweet session
149] E: 06:27:47
a natural end
150] E: 06:27:54
ok
151] U: 06:28:11
Ok - stepping out of roles and thankful that the power cut has been delayed for
today!
152] E: 06:28:19
yay
153] U: 06:28:21
Great
154] E: 06:28:28
that really is great
155] U: 06:28:31
would be interested on your feedback on the session
156] U: 06:28:44
was the plan of action a result of the session? a discovery?
157] U: 06:28:53
or something that you had been thinking before?
158] E: 06:29:02
it was a direct resulf of this session
159] E: 06:29:11
:-)
160] E: 06:29:36
I had been thinking before that teachers (in order to become familiar
161] E: 06:29:51
with the tech) needed step by step lessons.
162] E: 06:30:00
that was unconnected when I began this session
163] E: 06:30:14
with my boss's asking me to show the other teachers what I knew
164] E: 06:30:26
.Connecting the 2 happened live
165] E: 06:30:31
:-)
166] U: 06:30:40
Great
167] U: 06:30:47

Did my reflections help and if so how?
168] E: 06:30:56
yes they did
169] E: 06:31:05
can i just look back to see how
170] U: 06:31:25
sure
171] E: 06:32:03
mm, when you said something about familiarizing them with tech I think jogged my memory and may have helped me make that link
172] E: 06:32:10
i mentioned
173] E: 06:32:45
also was very nice to see you put what I'd said in neat numbered points.
174] E: 06:33:08
my brain doesn't tend to work that way
175] E: 06:33:14
and it's very helpful to see it so clearly
176] E: 06:34:02
besides that, the reasons are the same as usual
177] E: 06:34:11
making me think about what I'm saying
178] E: 06:34:25
seeing it again is like sifting through the silt
179] E: 06:34:26
ok
180] U: 06:34:36
great
181] U: 06:34:42
that is useful feedback
182] U: 06:34:43
cheers
183] U: 06:34:44
for that
184] E: 06:34:52
no problem
185] U: 06:35:08
Should we schedule another session?
186] E: 06:35:13
yes please
187] U: 06:35:22
next week should be fine with me
188] E: 06:35:28
same time?
189] U: 06:35:45
Yeah - it should be ok
190] U: 06:36:03
that would be my 31st at 6am
191] E: 06:36:11
lovely. I could also do 1330BST on Weds if that's easier
192] E: 06:36:16

clocks change this weekend

193] U: 06:36:23
ah right

194] U: 06:36:34
is that 8 hours difference?

195] U: 06:36:36
or 9

196] E: 06:36:47
we spring forward

197] E: 06:36:54
so now the time would be 2236

198] U: 06:36:58
8 hours difference then

199] U: 06:37:16
so 13.30 would be my 9.30

200] U: 06:37:21
that would be fine too

201] U: 06:37:39
should we do the 30th then at 13.30?

202] E: 06:37:41
that would be better for me as long as you're happy with that

203] E: 06:37:45
yes please

204] U: 06:37:45
sure

205] E: 06:37:55
Done!

206] U: 06:38:09
have written the UK time down as well

207] U: 06:38:16
as can check on the dashboard

208] U: 06:38:28
in case I got the time difference wrong

209] E: 06:38:31
I've got tokyo on my dashboard now too

210] U: 06:38:35
(wink)

211] U: 06:38:51
Great - will save the session and send it to you

212] U: 06:38:55
and see you next week

213] E: 06:39:02
see you then, that was lovely!

214] E: 06:39:11
thanks

215] U: 06:40:10
having problems saving with new skype

216] U: 06:40:15
just give me a mo

217] E: 06:42:32
no probs

218] E: 06:47:09
    cant see how to save
219] U: 06:47:20
    no
220] E: 06:47:28
    maybe just copy paste?
221] U: 06:47:31
    I have updated to a new skype program
222] U: 06:47:32
    yeah - I tried
223] U: 06:47:41
    but it does not record the emoticons
224] U: 06:47:54
    and is a lot messier than the previous html file
225] E: 06:48:27
    true... there must be a way
226] E: 06:50:29
    when we close the window does it give an option to save?
227] U: 06:50:34
    it might do
228] E: 06:50:37
    shall i try
229] U: 06:50:40
    but I don't want to close just in case
230] U: 06:50:45
    Yeah, that would be great
231] E: 06:50:47
    i'll do it
232] E: 06:50:49
    ok
233] E: 06:51:45
    our conversation is still there
234] U: 06:51:56
    great
235] E: 06:51:57
    but i didn't get given any saving options
236] U: 06:52:03
    ah
237] E: 06:52:27
    all our converstaions are saved here in this window
238] E: 06:52:38
    which isn't great for assignments
239] U: 06:52:44
    nope
240] U: 06:52:50
    I am reading on the skype chatter
241] U: 06:53:03
    maybe there is a way to download the old version
242] E: 06:53:45
    or msn?
243] U: 06:53:59

might have to switch back
244] U: 06:54:03
if this is the case
245] E: 06:57:11
msn saves conversations
246] U: 06:57:19
right
247] U: 06:57:29
there may be a way to download the old skype version too
248] E: 06:57:47
ok, i'll follow your lead
249] U: 06:57:56
cheers
250] U: 06:58:04
not sure what to do at the mo
251] E: 06:58:11
I've copied and pasted
252] U: 07:02:03
right
253] U: 07:02:10
but its messy, eh?
254] E: 07:02:21
yes it is rather
255] E: 07:02:57
mind you, do you usually just paste straight into assignments? I did some
fancy table making for my last one
256] U: 07:05:50
I usually
257] U: 07:05:57
just copy the html file
258] U: 07:06:02
and then format with line numbers
259] U: 07:06:04
was working well
260] U: 07:06:07
but this is messier
261] U: 07:06:17
it's not the end of the world
262] U: 07:06:22
but will increase the workload
263] U: 07:06:30
as it does not record emoticons
264] U: 07:06:35
so need to manually put them in
265] U: 07:06:43
plus formatting will take longer
266] E: 07:32:40
We'll work it out eh!
267] E: 07:32:42
night night U
268] U: 07:32:51

thanks
269] E: 07:32:53
    or morning morning rather
270] E: 07:32:56
    haha
271] U: 07:32:57
    will figure it out
272] U: 07:33:04
    will try and download the old skype
273] E: 07:33:46
    great
274] E: 07:33:49
    ciao

*Feedback provided by participant G at the end of the IMCD session (lines 158-179).

001] U: 21:01:11
        Hi
002] U: 21:16:47
        hello?
003] U: 21:27:46
        hello
004] U: 21:29:50
        hi
005] E: 21:47:10
        hello
006] U: 21:47:20
        hi
007] E: 21:47:22
        it seems to be working now
008] U: 21:47:30
        it was very strange
009] U: 21:47:40
        I saw you were online at 9 but nothing happened
010] U: 21:47:44
        when I typed "hello"
011] E: 21:47:46
        yes indeed
012] U: 21:47:48
        it said pending
013] E: 21:47:53
        it was the same for me
014] E: 21:48:00
        and i could chat with other people
015] U: 21:48:09
        yeah
016] U: 21:48:12
        strange
017] U: 21:48:27
        oh well, we seem to have got over that hurdle now
018] U: 21:48:29
        :-)
019] E: 21:48:35
        yes!
020] U: 21:49:16
        should we do the session as planned or just get to know one another a little
        better?
021] E: 21:50:04
        I have time to do the session if you have time but we can start by getting to
        know each ohter if you wish as well
022] U: 21:50:15
        ok
023] U: 21:50:23
        just a little bit of background

024] U: 21:50:32
>   I am working at a uni in japan
025] U: 21:50:35
>   been here 13 years
026] U: 21:50:43
>   did my masters with Aston
027] U: 21:50:45
>   at a distance
028] U: 21:50:54
>   and am now studying their PhD
029] U: 21:51:12
>   am interested in teacher development, motivation, qualitative research
030] U: 21:51:17
>   that's about it...
031] E: 21:51:39
>   ok that sounds extremely interesting doing all your post graduate studies by DL
032] E: 21:51:50
>   I teach at a private uni in S
033] E: 21:51:57
>   been here for the past 4 years
034] E: 21:52:11
>   currently doing my MA DL with M
035] E: 21:52:57
>   andn I am intersted in teacher development and   writing
036] E: 21:53:41
>   i am in my last year of my MA doing the research and methodology subject
037] E: 21:54:08
>   and then I will start focusing on my dissertation from february next year
038] E: 21:54:21
>   that's it for me
039] U: 21:54:28
>   sounds interesting
040] U: 21:54:36
>   and living in S too
041] U: 21:54:40
>   nice
042] U: 21:55:12
>   I take it you have studied CD with J?
043] E: 21:56:25
>   yes, I did last semester in February and experienced CD with C and we are still doing CD to help each other through the pilot study process for DRC
044] U: 21:56:32
>   great
045] U: 21:56:45
>   the main difference with IMCD is the turn-taking
046] U: 21:56:51
>   as we are doing IM Chat
047] U: 21:57:04
>   so the Speaker uses a signal to the Understander
048] U: 21:57:07

to take the floow
049] U: 21:57:09
       floor
050] U: 21:57:15
       I usually use "OK?"
051] E: 21:57:17
       ok
052] U: 21:57:33
       and the Understander uses the same signal to give the floor back after a
       reflection,
053] U: 21:57:39
       ok?
054] E: 21:57:44
       yes, ok
055] U: 21:58:00
       Great
056] E: 21:58:12
       we need to improve this with C
057] U: 21:58:20
       Well, I think we are ready to jump in to a session then
058] U: 21:58:29
       ready? ok?
059] E: 21:58:35
       yes I am all set, ok
060] U: 21:58:55
       Great, well, the floor is yours
061] U: 21:58:57
       ok?
062] E: 21:59:13
       so i have chosen for my dissertation topic CD
063] E: 21:59:28
       for the pilot study I have to keep the topic very small
064] E: 21:59:53
       so far I have done the following: determined the topic, the research aim and
       the research question as follows:
065] E: 22:00:04
       Topic: CD as an approach to TPD

       Research aim: "I want to explore whether or not a teacher who has already
       experienced CD found it to be useful for his/her TPD"

       RQ: "Does the teacher participating in my study find CD useful for his/her PD
       after experiencing it?"
066] E: 22:00:09
       ok?
067] U: 22:01:15
       (Can I just check TPD is teacher professional development, right?)
068] U: 22:01:17
       ok?
069] E: 22:01:22
       yes

070] U: 22:01:57

    thanks - so you have chosen CD as the topic for your dissertation

071] U: 22:02:13

    but need to conduct a pilot study and have a narrow topic for this

072] U: 22:02:47

    you are thinking of investigating those who have experienced CD to determine whether they see it useful for their professional development

072] U: 22:03:06

    So once they have experienced it do they see its value

073] U: 22:03:09

    Is that right?

074] U: 22:03:10

    ok?

075] E: 22:03:47

    once they have experienced I hope they see its value but that is what I want to find out, do they see its value?

076] E: 22:03:49

    ok?

077] U: 22:04:53

    So once having done a session, you are going to ask them whether they would continue working in this way. Is that what you mean?

078] U: 22:04:57

    ok?

079] E: 22:06:02

    I have not thought about this yet. I was going to choose a teacher that already went through the experience of doing CD but have not worked out how many sessions they have done. This is a good question to think about...

080] E: 22:06:05

    hmm

081] E: 22:06:41

    I think I would choose a teacher that did more than one session so I could ask if they reflected after that and took action too

082] E: 22:06:42

    ok?

083] U: 22:07:47

    So, the pilot study would consist of a teacher who has taken a number of sessions and you are interested to find out if they then went on to act on their reflections or discovery in a session, right?

084] U: 22:07:49

    ok?

085] E: 22:08:19

    up to now, I have to think about the methodology to use for my pilot study

086] E: 22:08:39

    so I have not put thought yet into which kind of teacher I would use

087] E: 22:09:02

    I thought about using a teacher that did J's course already so they did experience CD

088] E: 22:09:34

    and I would choose or a survey method or case study or narrative method

089] E: 22:09:57

but still trying to work this out this week because I need to read on this
literature to make an informed decision

090] E: 22:09:59
ok?

091] U: 22:10:40
Okay, so where you are at at the moment is trying to figure which method of
data collection and analysis to use for the study

092] U: 22:11:08
you feel you would like to do some more reading in the 3 areas before
deciding on one approach

093] U: 22:11:10
right?

094] U: 22:11:11
ok?

095] E: 22:11:45
yes, exactly. Although your questions are good points that could prompt my
thinking when I already make the methodology decision.

096] E: 22:12:00
should I use a teacher and do CD and then proceed

097] E: 22:12:21
should I choose a teacher that already did more than one session

098] E: 22:12:48
i htink i am more inclined to choose a teacher that is comfortable with CD
theory and has experienced it

099] E: 22:12:49
ok?

100] U: 22:13:30
so connected to the question of which methodology to use is the kind of
participant

101] U: 22:13:51
although you feel it should be someone who has gone through CD sessions

102] U: 22:14:00
Is that right? ok?

103] E: 22:14:36
yes, I feel that once i choose the methodology I can be more confident in
choosing the participant.

104] E: 22:15:10
as well, I am limited by time in the pilot study so I thought it would be less
time consuming if I choose somebody that did several sessions

105] E: 22:15:24
but then again mybe this just changes what i am looking for

106] E: 22:15:25
ok?

107] U: 22:16:43
So there is also the question of time and it being easier to find someone who
knows CD rather than starting from scratch. However, this may influence the
met choice and the analysis. Is that what you are saying?

108] U: 22:16:44
ok?

109] E: 22:17:00
yes, exactly!

110] E: 22:17:40
  we have been told to keep the research of collecting/gathering data small becuase the main purpose of the pilot study is to go through the process of becoming a researcher and reflecting on this
111] E: 22:17:51
  I feel that for the dissertation it will be different
112] E: 22:18:50
  I feel that for the dissertation i want to focus on teh discourse analysis side of CD, this is to say, analyzing the exchanges
113] E: 22:18:52
  ok?
114] U: 22:19:59
  So , you have been given specific instructions to keep things small as the task is to figure out how to collect data, begin to analyse it and things will be discovered from that process
115] U: 22:20:22
  The dissertation may be different as you may look at a different aspect
116] U: 22:20:46
  you are interested in the DA side of CD in terms of the exchanges between Speaker and Understande
117] U: 22:20:48
  r
118] U: 22:20:51
  right? ok?
119] E: 22:20:59
  yes, that is right
120] E: 22:21:57
  although know reading through the methodology literature , maybe i keep the same research aim but do triangulation where I would analyze teh exchanges and cross check this with an interview or questionnaire
121] E: 22:22:02
  ok?
122] U: 22:23:03
  So there is the possibility to stick with the same question as the pilot study regarding whether a teacher goes on to act on what he or she discovered in the CD session.
123] U: 22:23:42
  This would then mean the analysis of exchanges would be useful in triangulating what the individual teacher says post-session
124] U: 22:23:47
  right? ok?
125] E: 22:23:54
  yes, rihgt
126] E: 22:24:05
  i do not know if I am researching for action but in general
127] E: 22:24:18
  does that teacher do something about his/her PD after doing CD
128] E: 22:24:53
  I am thinking does she/he find a puzzle in his/her teaching, or decides to take some action from the discovery if there is a discovery
129] E: 22:24:54

ok?

130] U: 22:26:55

So you are unsure as to what you may find - is it subsequent action, is it CD as a catalyst for PD or the process of beginning to find pedagogical puzzles in one's teaching

131] U: 22:26:57

right?

132] U: 22:26:59

ok?

133] E: 22:27:27

yes, i have kept this open if not i feel that i will be making assumptions in my RQ

134] E: 22:27:57

(sorry about my typing mistakes) your questions has made me re think my RQ

135] E: 22:28:05

is it still too broad?

136] E: 22:28:11

do I need to narrow it down?

137] E: 22:28:33

will this happen maybe when I choose my methodology and start thinking of my instruments to gather or collect data?

138] E: 22:28:40

very interesting indeed

139] E: 22:28:48

many question to thnk about!

140] E: 22:28:49

ok?

141] U: 22:29:14

So the session is generating lots of questions about the RQ

142] U: 22:29:57

maybe the RQ is too broad and you feel that you can narrow it again once you think about MET and data collection or event the data itself

143] U: 22:30:10

this has left you with a lot to ponder

144] U: 22:30:13

right?

145] U: 22:30:15

ok?

146] E: 22:30:32

yes, I am thinking about this a lot now

147] E: 22:31:00

it is very important to get the RQ right although I have read that you can come back to it if necessary and make changes

148] E: 22:31:05

hmmm...

149] E: 22:31:38

mybe all these questions about the participant will also make a difference when I generate the instruments to gather/collect data

150] E: 22:31:42

ok?

151] U: 22:33:23

So it is a question of getting the RQ right but knowing that it is adaptable and can be changed and this may happen. Your thoughts about what kind of participatant will also affect how you go about getting the data

152] U: 22:33:25
right?

153] U: 22:33:27
ok?

154] E: 22:33:58
yes, all these questions I will need to figure out between the end of this week and next week

155] E: 22:34:10
I am thinking that maybe the instruments narrow the topic even more

156] E: 22:34:30
this is something I have to maybe once I choose my methodology ask my tutor

157] E: 22:34:49
because now I feel that the RQ is too broad at this stage

158] E: 22:34:57
but not sure if this is ok or not

159] E: 22:35:00
ok?

160] U: 22:37:02
So you know that time is short but now feel that your original RQ may need narrowing even more. This may happen when you talk to your tutor about the methodology. At this stage you are unsure whether the RQ is okay and can be narrowed later or should be narrowed now before proceeding.

161] U: 22:37:11
Is that how you are feeling?

162] U: 22:37:14
ok?

163] E: 22:37:32
yes, this is how I am feeling now.

164] E: 22:38:02
I will hand in a mini proposal at the end of this week to my tutor once I choose the methodology and could post these questions

165] E: 22:38:46
my hunch is that i will narrow this down once i start designing my instruments

166] E: 22:38:55
but will see...

167] E: 22:38:56
ok?

168] U: 22:40:26
So you will hand in a proposal to your tutor and the questions that have arisen tonight could be posted (to your tutor or a discussion list?) but you feel that once you get started on the met choice and data collection the RQ will change and be narrowed

169] U: 22:40:33
is that right?

170] U: 22:40:34
ok?

171] E: 22:40:50
yes, this is correct

172] E: 22:41:18

    i will post these questions to my tutor before i thnk handing in my proposal
    and then see what the thinks
173] E: 22:41:45

    and my hunch is that the RQ will be mor specific as i develop my instruments
174] E: 22:42:00

    a lot of food for thought i tthink....which is great!!!!
175] E: 22:42:02

    ok?
176] U: 22:43:26

    Ok - so you have a plan to post the questions that have emerged to your tutor
    and get some feedback on them. You feel the RQ will change and have a lot to
    think about. (It seems you have come to a natural conclusion for tonight's
    session?) ok?
177] E: 22:43:52

    yes, exactly
178] E: 22:43:56

    my action plan is
179] E: 22:44:04

    post my doubts to my tutor
180] E: 22:44:20

    read the literature on methodology to choose an appropriate one
181] E: 22:44:29

    and then see what will happen with my RQ
182] E: 22:44:31

    ok?
183] U: 22:45:09

    So you have 2 plans of action - feedback and further reading and see how that
    impacts on the RQ you started with today
184] U: 22:45:17

    ok?
185] E: 22:45:23

    yes
186] E: 22:45:25

    ok?
187] U: 22:45:38

    ok - let's step out of roles....
188] U: 22:46:02

    Well, thanks for that...
189] E: 22:46:05

    ok this has been extremely useful for me
190] E: 22:46:08

    thank you!!
191] U: 22:46:09

    great
192] E: 22:46:40

    I have reflected so much and you have made me see things i did not even think
    about before!
193] U: 22:47:53

    that's good to hear
194] U: 22:48:09

Just searching frantically for my usual post-session feedback questions
195] U: 22:48:12
and found them
196] U: 22:48:21
 Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current thinking about your project?
4] Were my reflections useful?
5] Anything else you would like to add!!
197] U: 22:48:33
If you could do me a great favor and answer these questions
198] U: 22:48:41
in an email
199] U: 22:48:50
after you have had time to digest the session
200] E: 22:48:51
ok no problem will do
201] U: 22:48:54
:-)
202] U: 22:49:15
excellent
203] U: 22:49:24
well, will save the session and send it to you now
204] U: 22:49:39
and if you would like another session, I am more than happy to do so
205] E: 22:49:54
I would love that actually
206] U: 22:50:00
Great
207] E: 22:50:06
but I do not want to bother you in any way
208] U: 22:50:12
not at all
209] U: 22:50:18
I am looking for people to do IMCD with
210] E: 22:50:20
just let me now when it suits you
211] U: 22:50:22
for my PhD
212] U: 22:50:26
on a regular basis
213] U: 22:50:29
so the more the merrier
214] E: 22:50:31
ah great!!
215] U: 22:50:50
I can handle about 2 sessions a week with my schedule
216] U: 22:50:54
so no problem
217] U: 22:51:04

I have another session tomorrow

218] U: 22:51:08

with a participant

219] U: 22:51:29

so this week is a good week

220] U: 22:51:32

for my study

221] E: 22:52:01

:)

222] U: 22:52:03

If you fancy another session next week, I can do the same time?

223] E: 22:52:40

yes maybe for me half an hour earlier if possible since it is my lunch break and less likely to be disturbed ok?

224] U: 22:52:52

sure

225] U: 22:52:57

I can be back by 8.30

226] U: 22:53:02

tonight I was espcially late

227] U: 22:53:10

as a student wanted to have some IELTS advice

228] U: 22:53:23

so that would be 12.30 your time

229] U: 22:53:27

and 8.30 mine

230] U: 22:53:29

great

231] E: 22:53:34

ok perfect!

232] U: 22:53:47

9th Nov

233] U: 22:53:49

in my diary

234] E: 22:53:55

ok mine too

235] U: 22:53:58

great

236] U: 22:54:04

now will save the session and send it to you

237] U: 22:54:07

hang on

238] E: 22:54:24

ok

22.25.1 H Session 1: Email Feedback (3rd November 2010)

Dear Andy,

I am sending the questions you requested.

Thank you again for the session today, a lot of food for thought for me for this weekend.

I am looking forward to Tuesdays session.

Best wishes,
H

1] Did you feel you were being understood?

Yes, the understander paraphrased and reflected my thoughts. This mirrored my thinking and helped me see what I was trying to put into words.

2] If so, did this help in anyway with your movement forward?

Yes, it did since I could reflect on aspects of my RQ that I had not gone into yet (participants and if it was formulated in a broad way)

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that I need to reflect on my participant for the study. Is this going to be a teacher that has done one session of CD with me and then I interview or will it be a teacher who knows the CD literature and has done several CD sessions.

4] Were my reflections useful?

Yes, they were since trying to clarify what I was saying in order to understand it lead to new insights into my RQ and later on reflections on my topic such as is it too broad stills. Have I not put too much reflecting in it? If I do will I be making assumptions? Will developing my instruments for research narrow my RQ down? Should I leave it as it is? Should I talk to my tutor about these questions?

5] Anything else you would like to add!!

22.26 H Session 2 (9th November 2010)

001] U: 20:33:08
      Hi
002] U: 20:33:12
      sorry to be a little late
003] U: 20:33:17
      I just walked through the door
004] E: 20:33:26
      hello no problem
005] U: 20:33:59
      how are things?
006] E: 20:34:49
      good a bit behind because had many corrrections in school
007] U: 20:34:59
      you sound busy
008] E: 20:35:21
      yes but I still managed to read some theory on methods
009] E: 20:35:29
      should we start?
010] E: 20:35:34
      how about you?
011] U: 20:35:35
      sure
012] U: 20:35:41
      yeah - I finished my paper
013] U: 20:35:43
      this morning
014] E: 20:35:49
      great!
015] U: 20:35:50
      but had a lot of work today at school
016] U: 20:35:59
      and went in an hour later to finish the paper
017] U: 20:36:07
      found myself an hour behind
018] U: 20:36:08
      ;-)
019] U: 20:36:12
      but no problem
020] U: 20:36:19
      should we begin
021] U: 20:36:20
      ok?
022] E: 20:36:22
      ok
023] E: 20:36:41
      so I've been thinking a lot about my participant last week
024] E: 20:37:05
      and I cannot still decide since I've been thinking of the folowing:
025] E: 20:37:55

1. if I choose somebody who already did sessions of CD they might not rememeber their expereince and will not maybe asnwer my questions accurately

026] E: 20:38:11

2. if I do CD with somebody and tehn ask questions, will one session be enough

027] E: 20:38:33

and if I choose someone I am already doing CD with, will this be ethical for my research

028] E: 20:38:34

ok?

029] U: 20:38:55

ok, let me see. So after last week's session you have been thinking about who to do the research with

030] U: 20:39:01

there are several choices

031] U: 20:39:25

the first one is problematic as you are asking for people to remember an experience that has past

032] U: 20:39:43

the second one is to do CD with someone and then interview them after

033] U: 20:40:00

the problem here is will one session give you enough data or not

034] U: 20:40:20

also you are wondering about the ethics of doing this with someone you are already working with

035] U: 20:40:26

is that a correct summary?

036] U: 20:40:27

ok?

037] E: 20:40:35

yes, exactly

038] E: 20:41:01

I've been doing CD with C last semester and know so if I choose her as a participant, will this be ethical?

039] E: 20:41:04

ok?

040] U: 20:41:24

so that is the question, right

041] U: 20:41:25

ok?

042] E: 20:42:14

yes because if I choose her that has done several CD sessions, then I could still do a session and then go on either with an interview or verbal report as my method

043] E: 20:42:14

ok?

044] U: 20:43:17

so asking her to be the participant gives you the access to ask her questions after even though you have established a working CD relationship

045] U: 20:43:19

right?

046] U: 20:43:21
      ok?

047] E: 20:43:37
      yes

048] E: 20:43:42
      and this is my dilema

049] E: 20:43:52
      just reflecting on this now

050] E: 20:44:08
      I realized that I would feel more comfortable regarding the data I can collect

051] E: 20:44:21
      if I choose a participant that has done CD sessions before

052] E: 20:44:40
      and then I can do one CD session and then interview or ask for a verbal report

053] E: 20:44:42
      ok?

054] U: 20:46:26
      So, you have established a working relationship with C and you understand
      that this makes you feel it easier to ask her the questions you would like to
      post-session. You mention the words "dilemma" and "ethical" - how would
      you reconcile this with working with C?

055] U: 20:46:28
      ok?

056] E: 20:46:49
      great question!

057] E: 20:46:53
      let me see...

058] E: 20:47:34
      I have to read on ethical theory while performing research because I do not
      recall reading on this issue

059] E: 20:48:13
      I think that if I choose C because she is accessible, would my data be tainted in
      the sense that I now she finds CD useful

060] E: 20:48:36
      should I choose someone that I do not know what they think until after the data
      collection

061] E: 20:48:38
      ok?

062] U: 20:49:52
      So the dillemma is that C already sees the benefits of CD so if the question is
      regarding how an individual perceives CD, you feel the data is already tainted
      in the respect of you already know the answer to your question

063] U: 20:50:18
      you could choose someone that you do not know but then it is a question of
      finding that person

064] U: 20:50:21
      right?

065] U: 20:50:23
      ok?

066] E: 20:50:30

yes, exactly

067] E: 20:50:43

I am re reading my research question now

068] E: 20:51:11

because useful could mean for that session, the whole approach of CD, ...

069] E: 20:51:26

my question says after experiencing CD

070] E: 20:51:38

but very open to having done it several times or just one time

071] E: 20:51:44

ok?

072] U: 20:52:35

So looking again at the question, does it mean an initial feeling of use or after many sessions, or CD as a whole, right

073] U: 20:52:37

ok?

074] E: 20:52:46

yes correct

075] E: 20:52:52

and found it for his/her TPD

076] E: 20:53:09

so I am not sure exactly how useful she actually did find it for her TPD

077] E: 20:53:28

maybe she finds it useful as a method to help her reflect or just to take action, etc

078] E: 20:53:46

I still feel though that it does limit my question if I ask her

079] E: 20:54:12

ok?

080] U: 20:55:07

So on the one hand, you have easy access to C, she has done a number of sessions, and you are not sure of how she actually felt in terms of her TPD and subsequent action

081] U: 20:55:25

this offers a possibility but you also feel may constrain you regarding the RQ

082] U: 20:55:27

right?

083] U: 20:55:29

ok?

084] E: 20:55:36

yes, right

085] E: 20:56:06

at leat now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method

086] E: 20:56:51

then if I choose C maybe this does constrain my RQ and I would have to then state that my ethical risk is high? not sure about the ethical risk: I need to consult this with my tutor

087] E: 20:56:54

ok?

088] U: 20:58:42

So you now feel it is better to work with someone who is familiar and comfortable with CD rather than a one-off session. However, the concern is to what extent does working with C limit what you wish to research and then there is the question of ethics which you feel you should talk through with your tutor

089] U: 20:58:52
Is that how you are feeling?

090] U: 20:58:54
ok?

091] E: 20:59:06
yes this is exactly it

092] E: 20:59:08
ok?

093] U: 20:59:31
So, is there anything here you would like to continue to work on

094] U: 20:59:32
ok?

095] E: 21:00:19
yes, I will need to re read on the ethical concerns of researching and then speak to my tutor regarding using C for my research so I feel that I am moving on

096] E: 21:00:47
because I have already narrowed down my methods between two choices: interview and verbal report

097] E: 21:01:15
and I am thinking that an interview suits my RQ best

098] E: 21:01:37
but this is just a hunch from what I have read and I need to sit down and reflect on this further

099] E: 21:01:38
ok?

100] U: 21:01:54
so, your plan of acton is to

101] U: 21:02:20
1] talk to your tutor about using C as a participant and whether that affects your data / raises ethical issues or not

102] U: 21:02:53
2] Decide on which method to use although you are leaning towards interview from your intial readings

103] U: 21:03:10
3] To decide on #2 - you will do more reflection on this

104] U: 21:03:25
is that a fair summary of what you are thinking?

105] U: 21:03:26
ok?

106] E: 21:03:43
yes, a perfect summary of my thinking :)

107] E: 21:03:45
ok?

108] U: 21:04:03
ok - would you like to continue or do you feel you would like to end there?

109] U: 21:04:04
   ok?
110] E: 21:04:51
   I think that end here since I would like to talk about my methods but I feel I should read a bit more on both to actually be ready to talk about them
111] E: 21:04:52
   ok?
112] U: 21:05:09
   ok - it feels like a natural place to step out of our roles
113] U: 21:05:14
   so stepping out of roles....
114] U: 21:05:18
   thanks!
115] U: 21:05:23
   another interesting session
116] E: 21:05:27
   thank you again!!
117] E: 21:05:30
   yes indeed
118] E: 21:05:59
   would you like me to answer the same questions like last time?
119] U: 21:06:06
   yes, please
120] U: 21:06:09
   that would be very helpful
121] U: 21:06:22
   1] Did you feel you were being understood?
   2] If so, did this help in anyway with your movement forward?
   3] Was there anything new in what you articulated in terms of your current thinking about your project?
   4] Were my reflections useful?
   5] Anything else you would like to add!!
122] U: 21:06:47
   also, would you like to schedule another session?
123] E: 21:06:59
   yes please
124] U: 21:07:09
   ok
125] U: 21:07:13
   just getting my diary
126] U: 21:07:41
   same time next week?
127] E: 21:07:58
   yes, that works for me
128] U: 21:08:02
   great
129] U: 21:08:06
   writing it in now
130] U: 21:08:29
   Nov 16th - 12.30 your time and 20.30 my time
131] U: 21:08:33

excellent
132] E: 21:08:41
    ok then than you again
133] E: 21:08:48
    and have a great evening
134] U: 21:08:50
    no worries
135] U: 21:08:52
    you too
136] U: 21:08:54
    before you go
137] U: 21:09:01
    I will save the session and send it to you
138] E: 21:09:02
    I'll keep on going with my grading
139] U: 21:09:04
    via skype
140] E: 21:09:07
    ok great

22.26.1 H: Session 2: Email Feedback (10th November 2010)

Hi,

Thanks again for today.

I am sending below my questions:

1] Did you feel you were being understood?

Yes, I felt that the understander reflected and mirror my thoughts accurately and this helped me move forward in my thinking.

2] If so, did this help in anyway with your movement forward?

I could reflect on my doubts since I could read them in different words and this forced me to make a decision and to think in detail what I was saying or expressing.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, I decided what participant I want to choose from and what risks or drawbacks this implies. As well, that I need to decide on my methodology and to speak to my tutor regarding my doubts in whom my participant will be.

4] Were my reflections useful?

Yes, they were. They helped me see what I was thinking and what my preoccupations were on my project.

5] Anything else you would like to add!!

During my reflections, I realized how I was moving forward in my thinking by taking responsibility in making a decision if asked by the understander or by realizing what I felt more comfortable with once I re read my thinking through the words of the understander.

 See you on Tuesday.

Best wishes,
H

22.27 H Session 3 (16th November 2010)

001] E: 20:32:50
        hello
002] E: 20:32:55
        good afternoon
003] U: 20:33:19
        hi
004] U: 20:33:32
        looked like you were having some internet probs
005] E: 20:34:21
        yes, I have a new laptop at work so i htink this is the reason
006] U: 20:34:46
        I see
007] U: 20:34:56
        so how are things?
008] E: 20:35:56
        good a bit stuck with my research but surviving and you?
009] U: 20:36:07
        yeah - good but very busy this week
010] U: 20:36:18
        as we have the biggest conference of the year in Japan
011] U: 20:36:19
        this weekend
012] U: 20:36:27
        so trying to get ready for that
013] U: 20:36:33
        and prep my classes in advance
014] E: 20:36:42
        wow that sounds exciting!
015] U: 20:36:50
        yeah, it will be
016] U: 20:37:03
        3 days of presentations, networking, parties etc.
017] E: 20:38:47
        I am handing in my ehtics form on wednesday so a lot to do this week
018] E: 20:39:35
        not as exciting as your event but exciting for me seeing how my pilot study
        moves on
019] U: 20:39:44
        sure - very exciting
020] U: 20:39:51
        good luck with that!
021] E: 20:39:56
        thank you
022] U: 20:40:00
        :-)
023] U: 20:40:03
        shall we start?
024] E: 20:40:08

yes please

025] E: 20:40:12

here it goes

026] U: 20:40:16

ok - the floor is yours. ok?

027] E: 20:40:32

ok?

028] E: 20:40:53

so i have decided on my method to perfor my research with is performing an interview

029] E: 20:41:06

but I have still not decided on my participant

030] E: 20:41:13

I am still struglling with this

031] E: 20:41:42

i did ask my tutor but have not received an asnwer yet regarding using the particiapnt that i do CD with

032] E: 20:42:17

but I realized that I cannot use this participant since she has acknowledged that she does find it useful

033] E: 20:42:48

so i have narrowed it down to two participants:

034] E: 20:43:08

1. never experienced CD and will do a session and then perform the interview

035] E: 20:43:28

2. has experienced CD before and will do a session and then follow up with the interview

036] E: 20:43:29

ok?

037] U: 20:44:06

Ok - so you have decided to interview the participant post-session regarding his or her perceptions of the usefulness of CD

038] U: 20:44:17

your problem is which participant to use

039] U: 20:44:45

you have realized using your current partner is not possible as you would be researching something you already know, namely that she finds it useful

040] U: 20:44:52

this leaves you with 2 possible options

041] U: 20:45:02

1] a newbie to CD

042] U: 20:45:43

or 2] someone who has experienced it but you don't work with regularly or haven't worked with

043] U: 20:45:54

for each options the interview comes after the session

044] U: 20:45:56

is that right?

045] U: 20:45:57

ok/

046] U: 20:45:59

?
047] E: 20:46:05
> yes, exactly
048] E: 20:46:22
> i have even made a chart to compare and contrast the two options to help me decide
049] E: 20:46:33
> i have come up with the following
050] E: 20:46:46
> for option 1:
051] E: 20:46:56
> the participant has no pre conception of CD
052] E: 20:47:11
> will respond on how she/he feels the approach can aid his/her TPD
053] E: 20:47:21
> for option 2:
054] E: 20:47:32
> the participant might already have a pre conception of CD
055] E: 20:47:56
> will respond on his/her previous experience and maybe what happens during the session
056] E: 20:48:27
> my feeling is that there is no right or wrong asnwer here because in bith cases i will reach a conclusion which of course is different
057] E: 20:48:28
> ok?
058] U: 20:49:09
> so one possibility is that the person has never experienced CD and can give a perspective on how it helped his or her development
059] U: 20:49:47
> on the other hand a person who has tried it before can give a perspective of the previous time and the current session
060] U: 20:49:55
> both would help you to answer your RQ
061] U: 20:49:59
> Is that right?
062] U: 20:50:01
> ok?
063] E: 20:50:07
> yes, this is correct
064] E: 20:50:34
> I feel that my RQ is quite open so both would answer it in different ways but still provide an asnwer
065] E: 20:51:14
> what i thought about being a drawback from both participants is:
066] E: 20:51:20
> option 1:
067] E: 20:51:41
> may not full understand CD from my explanation so this would affect my research
068] E: 20:51:54

it is more time consuming than the other option

069] E: 20:51:59

for option 2:

070] E: 20:52:16

the pre conception on CD regardless of the session or what i ask

071] E: 20:52:18

ok?

072] U: 20:52:31

so there are 2 disadvantages

073] U: 20:52:52

the first one is that it may take more time, there is a risk that the person does not fully comprehend what CD is

074] U: 20:52:59

so this affectes the result

075] U: 20:53:42

on the other hand, option 2 saves time but there is the problem that the perception of use may come from previous sessions rather than the one you conducted

076] U: 20:53:48

is that correct?

077] U: 20:53:50

ok?

078] E: 20:54:04

yes, correct

079] E: 20:54:29

I think that taking more time should not be a real disadvantage if it saves time later or helps my RQ

080] E: 20:55:04

but i do feel that either participant will change my findings, which I guess is something I have to accept and come to terms with

081] E: 20:56:03

this is i think were i am stuck

082] E: 20:56:04

ok?

083] U: 20:56:58

So time is not a problem. However, whichever option you choose, that participant will affect the findings of your research

084] U: 20:57:18

and this is where you are hesitating on how to move forward, right?

085] U: 20:57:20

ok?

086] E: 20:57:31

yes, right

087] E: 20:57:59

i am thinking now that in my RQ there is no mentioning of previous enocunters with CD or experiences since it just says after experiencing it

088] E: 20:58:18

so i try to re read the RQ to see if it will give me answers but it doesn't

089] E: 20:58:33

if i interpret after experiencing it then the CD is enough

090] E: 20:59:03

if i interpret that after involves more than one session then option 2 would suit my RQ

091] E: 20:59:15
knowing that teh pilot study should be kept small

092] E: 20:59:37
i cannot do follow up interviews which i think would be needed for option 1

093] E: 21:00:14
now for option 2 maybe as well i would include in my interview questions, questions that refer to previous CD experiences

094] E: 21:00:35
but then would this make my pilot study or analysis of findings too big

095] E: 21:00:36
ok?

096] U: 21:01:23
so going back to the RQ it seems that it is a question of interpreting "after experiencing it" - does this mean one session or a series of session

097] U: 21:01:57
if it means a series than you feel option 2 is most natural to pursue

098] U: 21:02:32
questions could then be included to refer to all sessions / experiences that the person has gone through

099] U: 21:02:48
but you feel this may be too big for what you are being asked to do

100] U: 21:02:51
is that right?

101] U: 21:02:52
ok?

102] E: 21:03:06
yes, exactly

103] E: 21:03:29
because my RQ reads: " a teacher who has already experienced CD"

104] E: 21:03:40
but now this makes me think what CD involves

105] E: 21:04:01
and is one session enough to get a feeling of what this approach involves?

106] E: 21:04:36
and then again the question of bing constrianed by time and scope of the pilot study

107] E: 21:04:38
ok?

108] U: 21:05:52
so you are beginning to feel that a person needs to go through more than one session to be able to give a more credible account of whether they feel this approach is useful for them or not rather than a one-off session

109] U: 21:06:18
however, the issue then becomes time and going beyond the scope of the pilot

110] U: 21:06:24
Is that how you feel?

111] U: 21:06:25
ok?

112] E: 21:06:29

yes

113] E: 21:06:49
i was just thinking that i cannot do more than one session due to scope of pilot study

114] E: 21:07:01
so maybe this is another thing i have to come to terms with

115] E: 21:07:25
and again it puts me back to my initial concern: option 1 or 2 for the participant

116] E: 21:07:58
i kind of feel that both are usable as long as i can acknowledge the constraints in either option

117] E: 21:08:05
ok?

118] U: 21:08:18
So the constraints of the study means you can only do 1 session

119] U: 21:08:57
this means that both options are still possible in terms of option1 being one session itself with a newbie to CD and option 2 maybe being a 2nd or 3rd session with someone who has experienced it a few times

120] U: 21:09:20
As long as you mention the possible effect on your findings in your study

121] U: 21:09:27
this should be acceptable right?

122] U: 21:09:35
Is that correct?

123] U: 21:09:37
ok?

124] E: 21:09:41
yes

125] E: 21:10:27
my initial thinking of option 2 was just somebody comfortable with the theory of CD that maybe did one session only as practice so it would not be that different from a complete newbie

126] E: 21:10:45
maybe this could be the mid point between option 1 and 2

127] E: 21:11:10
somebody that knows CD but might have actually just performed a practice session to get a feel of it

128] E: 21:11:39
but again it might be difficult to find this participant when I ask among the MA student who wants to help

129] E: 21:11:57
so maybe it is good to leave it open and see who volunteers

130] E: 21:11:58
ok?

131] U: 21:12:36
So option 2 could be someone who has just done some practice CD sessions rather than a full blown session

132] U: 21:12:54
however, the problem is finding this person

133] U: 21:13:14
   another idea is to ask people on your course, see who volunteers and take it
   from there
134] U: 21:13:19
   Is that right?
135] U: 21:13:21
   ok?
136] E: 21:13:25
   yes
137] E: 21:13:38
   becuase from my context it is not possible
138] E: 21:13:48
   so it has to be a student from the MA
139] E: 21:14:28
   so i am thinking know that I could narrow down the participant to option 1 or
   2 OR just ask for a volunteer and see from there
140] E: 21:14:42
   but the latter option i think is a bit leaving it to chance really
141] E: 21:14:43
   ok?
142] U: 21:15:11
   So you may have to do opportunistic sampling due to your context and
   situation
143] U: 21:15:25
   but this is a gamble, right?
144] U: 21:15:27
   ok?
145] E: 21:16:54
   well, i have not really read on opportunisitc sampling yet but have come across
   it and yes maybe i should read on sampling to aid me with my participant
   choice
146] E: 21:16:58
   ok?
147] U: 21:17:48
   ok?
148] E: 21:18:58
   so I think I realize know that maybe this is something i can control or not
149] E: 21:19:07
   so reading on sampling mybe can be my answer
150] E: 21:19:24
   or deciding on a participant and facing the challenges as well
151] E: 21:19:33
   ok?
152] U: 21:20:03
   so this might be under your control or may have to be left by chance
153] U: 21:20:22
   by reading on sampling or deciding which option
154] U: 21:20:31
   whilst accounting for the constraints
155] U: 21:20:42
   is one way forward, right?

156] U: 21:20:46
     ok?
157] E: 21:21:06
     by one way forward you mean, you mean what exactly?
158] E: 21:21:59
     ok?
159] U: 21:22:23
     is a way forward with your research, right?
160] U: 21:22:28
     ok?
161] E: 21:23:30
     ah so you mean that once i make a decision that makes me move forward in
     my research steps
162] E: 21:23:41
     yes if this is the case then yes
163] E: 21:24:12
     i think that then i will need to read on sampling and then decide what to do
164] E: 21:24:27
     hopefully my decision will feel more informed in this way
165] E: 21:24:28
     ok?
166] U: 21:25:13
     ok - so you will do some more reading and then you can justify your decision
     in your study - is that where you would like to leave the session tonight?
167] U: 21:25:14
     ok?
168] E: 21:25:46
     yes, i think this is ok to finish
169] E: 21:25:49
     ok?
170] U: 21:26:20
     great
171] U: 21:26:26
     stepping out of roles
172] U: 21:26:29
     thanks for that
173] E: 21:26:37
     thank you!
174] E: 21:26:48
     i feel that each session helps me move forward
175] U: 21:26:56
     that's great to know
176] E: 21:26:59
     even when i am stuck in my thinkng
177] U: 21:27:09
     great
178] U: 21:27:20
     hopefully that is what CD / IMCD is about
179] E: 21:27:28
     yes!!!
180] E: 21:27:45

thank you again for yout time and commitment

181] E: 21:27:50

it really means a lot to me

182] U: 21:27:51

no problem

183] U: 21:27:56

that's great to know

184] E: 21:28:05

should I answer the same questions for you as usual?

185] U: 21:28:10

yeah

186] U: 21:28:14

that would be great

187] U: 21:28:18

1] Did you feel you were being understood?
2] If so, did this help in anyway with your movement forward?
3] Was there anything new in what you articulated in terms of your current thinking about your project?
4] Were my reflections useful?
5] Anything else you would like to add!!

188] E: 21:28:45

would it be possible to have another session?

189] U: 21:28:50

of course

190] U: 21:28:52

;-)

191] U: 21:29:04

same time next week is possible, I think

192] E: 21:29:24

would wednesday same time work as well

193] U: 21:29:32

the 24th

194] U: 21:29:36

yeah no problem

195] E: 21:29:39

yes

196] E: 21:29:46

great!

197] U: 21:29:50

it's in my diary

198] E: 21:30:05

ok so good luck on teh conference and see you next wednesday

199] U: 21:30:12

ok

200] E: 21:30:13

:)

201] U: 21:30:18

thanks for that

202] U: 21:30:20

and before you go

203] U: 21:30:24

will send you the session
204] E: 21:30:28
        ok

22.27.1 H Session 3: Email Feedback (18th November 2010)

Hi Andy,

I am attaching the questions below. They helped me move forward this week. thanks again and looking forward to next wednesday!

1] Did you feel you were being understood?

Yes I felt that the reflections of my thinking were accurate and to the point I was trying to make. They even made me think more about what I was trying to say. This is to say, it prompted more thinking as I was reading my mirrored thinking

2] If so, did this help in anyway with your movement forward?

Yes, it made me think of were I was in my thinking and development and why if I felt stuck in one problem: the participant, why this was so. This thinking helped me to give myself time to think about it with the hope of moving on.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that there might not be a right or wring answer in the participant I use, and depending which one I use will bring different results and findings and this is something I have to accept as being part of the research that I cannot control. As well, that I need to go back to the literature f methods and read on sampling to aid me in this decision and to put my research in a better framework and understanding.

4] Were my reflections useful?

Yes, in the sense that it gave me action points to wrk on for this week: reading on the literature on methods to aid and inform my reflections.

5] Anything else you would like to add!!

Yes, that I feel that after the session my thinking regarding the participant for my research is almost decided or at least I have come to terms with it that it will be something I might not be able to entirely control and that is part of the DRC experience. Realizing that as a researcher I might not be bale to control al l the process and I will go back to an earlier decision or moving forward will lead to making more decisions or encountering new challenges.

All the best for your conference this weekend

Best wishes,
H

001] E: 20:27:11
    hello
002] U: 20:27:27
    hi
003] E: 20:27:44
    how was the conference this past weekend?
004] U: 20:27:53
    good but very busy
005] U: 20:28:15
    saw lots of friends but not many presentations
006] E: 20:28:56
    it is always nice to mingle in those conferences though
007] U: 20:29:02
    yeah
008] U: 20:29:03
    sure is
009] U: 20:29:10
    had a good time and talked a lot
010] E: 20:29:26
    great
011] E: 20:29:35
    are we ready to begin?
012] U: 20:29:39
    sure
013] U: 20:29:47
    stepping into roles - the floor is yours
014] U: 20:29:48
    ok?
015] E: 20:30:22
    so i had to read more on the literature on how to perform research
016] E: 20:30:38
    becuase I had to hand in my ethical form and decide on my instrument
017] E: 20:30:50
    reading helped to contextualize my study
018] E: 20:31:18
    but it is still challenging since I feel i need to read on more to fully grasp the concepts
019] E: 20:32:17
    so i would say that now i feel that i jumped the gun by deciding on my instrument for my data collection without relfecting on other aspects further such as my study being a case study and what this implies
020] E: 20:32:19
    ok?
021] U: 20:33:28
    So you have done some reading but feel there was a lot more to do but due to time pressure to submit you feel that you have made a blind leap of fatih in a way and would have liked longer for reading.
022] U: 20:33:49

you have decided case study but need to figure out more about this

023] U: 20:33:52

is that right?

024] U: 20:33:54

ok?

025] E: 20:34:05

yes, this is right

026] E: 20:35:00

i feel that i decided on my instrument for doing my research wihthout putting my study in a paradigm and then a method (this I still do not understand well due to different authors using different terminology)

027] E: 20:35:37

now i feel i need to go back and read on case studies for example and that i cannot use opportunisitc sampling since it is a case study

028] E: 20:35:57

so it makes me go back to my initial doubt on who my participant will be

029] E: 20:36:03

ok?

030] U: 20:36:45

So you have made a step forward in submiiting your forms but feel you need to define the research met more / understand it more

031] U: 20:37:17

you feel this may affect the way to sample and feel that you have returned to your doubts over who to participate with

032] U: 20:37:19

right?

033] U: 20:37:20

ok?

034] E: 20:37:35

yes, this is correct

035] E: 20:38:12

yesterday i posted on BB my reflections on my reading so far in order to check my comprehension on the research terminology to be able to contextualize my study

036] E: 20:39:22

this was that my study is in the constructivism paradigm, it is qualitative and that a case study strategy is appropriate and that my research instrument is an interview

037] E: 20:39:55

as well i got a reply from my tutor on how i will perfrom my data collection that i am puzzled about and need to reflect on

038] E: 20:39:58

here it goes

039] E: 20:40:07

> I have chosen to do an interview with one teacher
> (online through skype). First do a CD session with
> the teacher and then follow it with an interview.
Note that, because you know this in advance, this knowledge will be (in the back of) our mind during the CD, no? What does this mean for your study (if anything)?

040] E: 20:40:09

ok?

041] U: 20:40:22

okay - let me check

042] U: 20:41:15

So you posted on the discussion board about your research paradigm

043] U: 20:42:08

and you got a reply from your tutor (in addition to BB or as well as BB?) and
you got a confusing reply from the tutor

044] U: 20:42:40

to encourage you to reflect on possible biases during the data collection

045] U: 20:42:46

Is that correct?

046] U: 20:42:48

ok?

047] E: 20:43:01

not quite, i think i did not explain myself well

048] E: 20:43:29

i got a reply that i need to reflect on becuase i do not understand the question
regarding on how i will perfrom my data collection

049] E: 20:43:52

i posted on BB my paradigm relfections but still did not receive a reply yet

050] E: 20:43:52

ok?

051] U: 20:44:29

Ok - so you got a reply from your tutor based on aspects of data collection

052] U: 20:44:47

you reflected on this on BB and are awaiting a reply?

053] U: 20:44:49

right?

054] U: 20:44:50

ok?

055] E: 20:45:12

i have not reflected on that question yet

056] E: 20:45:36

i need to do so but i posted a reply on BB requesting more feedback on this
question since i do not understand it

057] E: 20:45:38

ok?

058] U: 20:45:58

So the reply on feedback was for course participants or for your tutor?

059] U: 20:46:00

ok?

060] E: 20:46:23

it was for my tutor

061] E: 20:46:24

ok?

062] U: 20:46:52

I see - thanks. So the reply was in question to your data collection ideas

063] U: 20:47:04

and your posting on BB - got it, ok?

064] E: 20:47:17

yes, that is right

065] E: 20:47:28

so i've been trying to think about this question

066] E: 20:47:33

but so far no ideas

067] E: 20:48:00

the only thing that comes to my mind is to read on case study as a strategy to see if the reading will prompt my thinking

068] E: 20:48:02

ok?

069] U: 20:48:32

So the tutor response has thrown you in a way - you are still looking at working that out and as a response

070] U: 20:48:43

would like to check up on case study

071] U: 20:49:03

to see if this ignites some thoughts and clarification on the tutor's posting, right?

072] U: 20:49:04

ok?

073] E: 20:49:13

yes, exactly

074] E: 20:49:46

i have to be careful though becuase i think i can of rely on the theory thinkin it will provide all the answers and i realized now that it doesn't

075] E: 20:49:52

i need to step back and reflect

076] E: 20:50:13

the only think that comes to my mind now regardign the tutors question is

077] E: 20:50:24

is this connected to how i will analyze my data

078] E: 20:50:57

or if the interviewee needs to go back to the CD session to answer my questions for the interview then maybe this cannot be done in a one session sitting

079] E: 20:50:59

ok?

080] U: 20:52:28

So you need to think things through more but are still thinking about the question raised by the tutor - is it about analysis or is it about the need for more than one session whereby the interviewee returns to the data to answer your questions

081] U: 20:52:30

right?

082] U: 20:52:31

ok?

083] E: 20:52:43

yes, exactly

084] E: 20:53:15

so my plan now is to read on case studies and finish my readings on the concepts involved in research

085] E: 20:53:30
     and then reflect on this question and see were that takes me
086] E: 20:53:30
     ok?
087] U: 20:54:14
     So - do some more reading on case study theory and then return to the question
     and see if there is a connection with your thoughts, the reading and the tutor's
     comments
088] U: 20:54:16
     right?
089] U: 20:54:17
     ok?
090] E: 20:54:29
     yes exactly
091] E: 20:54:46
     it sounds easy when put this way
092] E: 20:54:57
     so i guess lots of reading and reflecting to do
093] E: 20:54:58
     ok?
094] U: 20:55:41
     So, this sounds like a plan of action has developed about reading and reflecting
095] U: 20:56:09
     do you have anything further to explore in tonight's session?
096] U: 20:56:11
     ok?
097] E: 20:56:26
     i think this is it for now
098] E: 20:56:51
     since i need to think about the above mentioned aspects before returning back
     to my participant issue
099] E: 20:56:53
     ok?
100] U: 20:57:02
     ok - so stepping out of roles
101] U: 20:57:10
     thanks - hope that was useful
102] E: 20:57:29
     thank you i always end up with a clear plan regarding my thinking!!!!!
103] U: 20:57:47
     good to know
104] E: 20:58:15
     so could we have another session next week but back to tuesday at 12:30 ?
105] U: 20:58:40
     sure - that is good for me as next week I have the dentis on Wed
106] U: 20:58:42
     ;-)
107] U: 20:58:46
     dentist
108] E: 20:58:50
     ok great

109] U: 20:59:01
        So - 12.30 your time on the 30th
110] E: 20:59:03
        oh good luck with that
111] E: 20:59:10
        yes sounds great
112] U: 20:59:15
        cheers - he keeps drilling me
113] U: 20:59:17
        no fun
114] E: 20:59:26
        thanks again :)
115] U: 20:59:39
        no worries
116] U: 20:59:44
        will save the session and send it
117] E: 20:59:49
        ok
118] U: 20:59:56
        also could you email me your post-session feedback
119] E: 21:00:06
        yes of course
120] U: 21:00:12
        great - thanks

*No email feedback received for this session

001] E: 20:30:44
   hello good afternoon
002] U: 20:31:03
   hi
003] U: 20:31:09
   good evening here
004] U: 20:31:10
   ;-)
005] E: 20:31:24
   yes good evening
006] E: 20:31:34
   we are covered in snow here
007] U: 20:31:37
   yeah
008] U: 20:31:41
   have been watching the news
009] U: 20:31:46
   in the UK it is bad
010] E: 20:32:12
   well everyon is happy here if there is a lot of snow
011] E: 20:32:27
   should we start before i get interrupted by studetns?
012] U: 20:32:31
   sure
013] U: 20:32:35
   stepping into roles
014] U: 20:32:40
   the floor is yours
015] U: 20:32:42
   ok?
016] E: 20:33:02
   ok great
017] E: 20:33:08
   so i finally decided on teh participant
018] E: 20:33:29
   in order not to have someone with a pre conception i will choose a teacher that
   has not done a session before
019] E: 20:33:59
   now i've been re reading the CD theory and it could be that teh eureka moment
   might not come in just one session
020] E: 20:34:10
   but i guess this is something i have to come to terms with
021] E: 20:34:26
   i have been working on this weekend on the interview steps and questions
022] E: 20:34:44
   so far i have made a summary of CD theory to introduce to my participant
023] E: 20:34:54
   and explain how the encounter will take place

024] E: 20:34:58
       ok?
025] U: 20:35:04
       ok let me check
026] U: 20:35:16
       you have decided to work with someone who has never experienced CD
027] U: 20:35:46
       you have been reading up on the literature and read that eureka moments may
       not always come in one session
028] U: 20:35:56
       however you will have to factor this into your research
029] U: 20:36:13
       you have been working on some of the interview questions for after the session
030] U: 20:36:33
       and have also made a summary of CD so that your participant knows a little of
       what to expect
031] U: 20:36:37
       is that correct?
032] U: 20:36:39
       ok?
033] E: 20:36:44
       yes exactly
034] E: 20:36:53
       i am struggling though with two things
035] E: 20:37:22
       1. how detailed the theory of CD should be (afraid that might give too much
       away and spoil the RQ)
036] E: 20:38:02
       2. i find difficult to formulate questions that are too leading: so is my RQ to
       broad or vague or if it is a semi structrued interview this should be the case
037] E: 20:38:03
       ok?
038] U: 20:38:23
       so there are 2 issues that have emerged
039] U: 20:38:51
       the first one is that if you give too much of the game away you might affect the
       RQ
040] U: 20:39:29
       another is making the interview questions that do not influence a certain
       answer
041] U: 20:40:13
       one idea here is a semi structured interview might be the answer to match your
       RQ question
042] U: 20:40:16
       is that correct?
043] U: 20:40:18
       ok?
044] E: 20:41:12
       yes, almost all correct
045] E: 20:41:42

the second concern is that since i do not know how the session will go so i guess the questions should be a bit vague

046] E: 20:42:02

csicne my strategy is a case study i think that my interview should be semi structured

047] E: 20:42:15

but then i go back to point one regarding the questions

048] E: 20:42:31

i jotted down some but find them to vague or to close ended

049] E: 20:42:32

ok?

050] U: 20:43:55

so some questions should be open but you feel the questions you have come up with so far (the structured ones) are a little abstract or too closed - right?

051] U: 20:43:56

ok?

052] E: 20:44:08

yes, exactly

053] E: 20:44:34

cause i ask for example: do you feel that you have reflected on any issues/problems/concerns?

054] E: 20:44:42

but if the participant says yes

055] E: 20:45:04

then how does this prove it develops them professionally

056] E: 20:45:19

i think i am quit lost with thinking of specific questions from the RQ

057] E: 20:46:09

i feel that one questions is: do you think this session has helped or aided you in any way to reflect on your practice?

058] E: 20:46:46

should be the main question and then just play it from there

059] E: 20:46:54

but i have to think what to follow up with

060] E: 20:46:58

and here i am lost

061] E: 20:46:59

ok?

062] U: 20:47:52

so framing yes-no questions may only return a yes-no answer and then it is difficult to argue in what way

063] U: 20:48:06

the second question you feel is much more open

064] U: 20:48:16

and should be the lead off question

065] U: 20:48:26

from here you can listen to the response and build from that

066] U: 20:48:44

but you are worried about what to ask next in the interview

067] U: 20:48:48

is that right?

068] U: 20:48:49
    ok?
069] E: 20:48:58
    yes, right on
070] E: 20:49:31
    i get lost after that question by getting into details of what the session should
    be doing to help the participant move forward and reflect on practice to
    develop
071] E: 20:49:42
    but i feel that this is leading towards the answer i want
072] E: 20:49:43
    ok?
073] U: 20:51:14
    ok - so you seem happy with the first question to get the interview going
074] U: 20:51:55
    but feel you may force the RQ and the lead the interview to the answer you are
    looking for - is that what you mean?
075] U: 20:51:56
    ok?
076] E: 20:52:15
    yes, this is what i mean
077] E: 20:52:29
    i have brainstormed several other questions
078] E: 20:52:43
    but i am afraid they can olny be put into context after the session
079] E: 20:53:22
    for example: did you feel that my reflections helped you determine and clarify
    your problem? if so, how can this help you in your professional development?
080] E: 20:53:41
    i feel this question is saying: if you reflect on your practice this can make you
    develop
081] E: 20:53:42
    ok?
082] U: 20:54:58
    so you have come up with a number of questions but feel the wording needs
    tightening up a little as it may be confused for reflective practice in general
    rather than the CD session
083] U: 20:55:03
    is that right?
084] U: 20:55:05
    ok?
085] E: 20:55:17
    hmm
086] E: 20:55:27
    not exactly
087] E: 20:55:40
    i mean that the wording makes assumptions
088] E: 20:55:50
    and this might lead my participant to answer what i want
089] E: 20:56:10
    but then again maybe the questions are suppose to test in a way hypothesis

242

090] E: 20:56:33
      ok i re read your post and this makes me think
091] E: 20:56:43
      that maybe it is the wording that is not correct
092] E: 20:57:13
      i feel that teh questions are researhing more on the discourse of CD that the
      whole approach
093] E: 20:58:03
      maybe i do need to re think my RQ into a more specific one or ask questions
      that are broad and just discuss the method with the participant as more open
      topics to discuss
094] E: 20:58:06
      ok?
095] U: 20:58:34
      So the wording may lead the interviewee into giving the answer that you want
096] U: 20:59:38
      you feel that maybe you need to ask broader questions about CD as an
      approach and discuss the method employed in a less structured way
097] U: 20:59:41
      right?
098] U: 20:59:43
      ok?
099] E: 20:59:55
      yes, right
100] E: 21:00:10
      i just realized this from this last exchange with you
101] E: 21:00:28
      that maybe my questions are too structured and that is why they do not fit my
      RQ
102] E: 21:00:57
      i think i should have topics to discuss and the recurring questions for each
      topic should be the broad question i am already happy with
103] E: 21:01:22
      such as the topic of reflecting/discovering/taking action/feeling supported
104] E: 21:01:25
      ok?
105] U: 21:03:04
      so, you plan to use >do you think this session has helped or aided you in any
      way to reflect on your practice?< as your main question and then other topics
      would be discussed more openly such as specific understander moves and
      subsequent action by the speaker
106] U: 21:03:11
      right?
107] U: 21:03:12
      ok?
108] E: 21:03:24
      yes, exactly
109] E: 21:03:59
      maybe i would twick this general question for each topic but it would be the
      main one to go back to
110] E: 21:04:58

for example: in reflections speak about how the participant felt, etc and then ask: do you think this helped or aided you in any way to reflect on your practice?

111] E: 21:05:00

ok?

112] U: 21:06:15

so for each particular move through the session it is a question of eliciting how this helped the participant to reflect and move forward which you feel is the crux of your RQ - right?

113] U: 21:06:17

ok?

114] E: 21:06:38

yes, exactly

115] E: 21:07:09

look at the moves from the theory and then cross check this with the ones we actually did and then ask my RQ

116] E: 21:07:10

ok?

117] U: 21:08:18

So use the theory to inform you about the moves, see which ones occurred in the session and then check with the interviewee the consequences of these moves in terms of faciliating reflection for that individual

118] U: 21:08:29

is that what you are feeling?

119] U: 21:08:31

ok?

120] E: 21:08:54

yes, i think this should be my course of action to develop my interview structure

121] E: 21:08:55

ok?

122] U: 21:09:16

ok?

123] E: 21:09:54

yes, i think i can work on this now

124] E: 21:09:54

ok?

125] U: 21:10:07

is this where you would like to end today's session

126] U: 21:10:09

ok?

127] E: 21:10:26

yes, i think this would work well for now

128] E: 21:10:27

ok?

129] U: 21:10:35

great - stepping out of roles

130] U: 21:10:41

well, thanks for that again

131] E: 21:10:42

ok

132] U: 21:10:47
    another interesting session
133] E: 21:10:52
    this was great and very helpful!!
134] U: 21:10:57
    good
135] E: 21:11:09
    i could resolve my doubts about the interview structure
136] U: 21:11:21
    that is good to hear
137] U: 21:11:37
    and even the mis-reflections were useful, I thought
138] E: 21:12:34
    yes exactly
139] U: 21:13:31
    here are my usual feedback questions
140] U: 21:13:37
    1] Did you feel you were being understood?
    2] If so, did this help in anyway with your movement forward?
    3] Was there anything new in what you articulated in terms of your current
    thinking about your project?
    4] Were my reflections useful?
    5] Anything else you would like to add!!
141] E: 21:14:01
    ok great will do them
142] U: 21:14:10
    thanks
143] E: 21:14:27
    would it be possible to have another session next week same time?
144] U: 21:14:40
    was just about to write the same thing
145] U: 21:14:41
    ;-)
146] E: 21:15:03
    :)
147] U: 21:15:06
    have just written it in my diary
148] U: 21:15:10
    8.30 my time
149] E: 21:15:17
    ok 12:30 mine
150] U: 21:15:18
    and 12.30 yours
151] U: 21:15:20
    ok
152] E: 21:15:23
    great
153] U: 21:15:25
    will save the session and send it to you
154] E: 21:15:32
    ok perfect

22.29.1 H Session 5: Email Feedback (2nd December 2010)

Dear Andy,

I am sending my questions below:

1] Did you feel you were being understood?

There were some misunderstandings due to my thoughts not being clear. But this was actually positive in the sense that it helped me articulate my thoughts not just for the understander but for me as well. This led to great reflections on the topic I was discussing such as having themes for my interview instead of close-ended questions that I had started with.

2] If so, did this help in anyway with your movement forward?

The misunderstandings helped me move forward in a more revelatory way. This is to say, thinking that my thoughts were not clear and asking myself: why is this so? And this led me to thinking as I was writing that the thoughts were not clear even to me.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes that my RQ question requires a semi-structured interview so I cannot loose this focus when writing my questions and /or when designing the interview.

4] Were my reflections useful?

Yes indeed since they helped me articulate my thoughts and realize what was not working in my interview designing stage.

5] Anything else you would like to add!!

I found this session very useful in the sense that without knowing it I went from thinking that I would have to change my RQ question (I thought it was too vague) as I was designing the questions for my interview to realizing the opposite that my questions were too structured and close ended for the kind of RQ I have.

Thank you again for such a reflective CD session. I am looking forward to next weeks one.

Best wishes,
H

22.30 H Session 6 (8th December 2010)

001] U: 20:27:54
 hi
002] E: 20:28:17
 hello
003] U: 20:28:24
 hi - how are things?
004] E: 20:28:48
 thank you for agreeing to do the session today in spite of me not being there
 yesterday
005] E: 20:28:54
 quite a stressful work week
006] U: 20:28:55
 no worries
007] E: 20:29:00
 but will get threw it
008] E: 20:29:03
 you?
009] U: 20:29:08
 yeah - been busy
010] U: 20:29:15
 but the next few days should be quieter
011] E: 20:29:39
 should we start?
012] U: 20:29:44
 yeah sure
013] U: 20:29:48
 stepping into roles
014] U: 20:29:53
 the floor is yours....
015] U: 20:29:55
 ok?
016] E: 20:30:04
 ok so after last weeks session
017] E: 20:30:14
 i managed to write and design my interview
018] E: 20:30:47
 i was extremely happy with the outcome of the session since my thoughts were
 clear in order to sit down and re think my interview questions and structure
019] E: 20:31:07
 i have posted on BB my first draft and I am waiting for feedback to be able to
 carry on with it
020] E: 20:31:09
 ok?
021] U: 20:31:16
 Ok let me check
022] U: 20:31:22
 so after the last IMCD session
023] U: 20:31:57

it helped you to think again about your interview questions and the type of interview you wish to do

024] U: 20:32:09
you feel that your thoughts were more coherent

025] U: 20:32:21
and you have posted a draft for others to comment on

026] U: 20:32:24
on BB

027] U: 20:32:26
is that right?

028] U: 20:32:27
ok?

029] E: 20:32:37
yes, exactly

030] E: 20:32:48
i could determine what was going wrong

031] E: 20:33:16
am a bit nervous now becuase almost a week has gone by and only got one comment and i feel this is holding me back

032] E: 20:33:33
there are only two more weeks left and i have not performed my interview

033] E: 20:33:46
i have though just posted these thoughts on BB today

034] E: 20:33:49
ok?

035] U: 20:34:14
So although the IMCD session was a positive experience and helped you draft the interview questions

036] U: 20:34:20
after posting them on BB

037] U: 20:34:25
you have had only 1 response

038] U: 20:34:32
this has left you a little stuck

039] U: 20:34:43
as you want to move forward but also want more comments

040] U: 20:34:57
one way to generate more feedback was to post these feelings on BB

041] U: 20:34:59
is that right?

042] U: 20:35:00
ok?

043] E: 20:35:08
yes, this is right

044] E: 20:35:29
i know that everyone is very busy designing their own instruments to collect/generate data

045] E: 20:35:48
so i think i am back to my usual problem of having to decide myself and move forward

046] E: 20:35:55

i started reading on data analysis
047] E: 20:36:15
and of course i am a bit everwhelmed whith all the possibilities
048] E: 20:36:46
i feel that i need to first read the data i have generated (after performing the interview) to make an informed decision
049] E: 20:36:48
ok?
050] U: 20:37:02
Ok so as people are busy you may have to move forward yourself
051] U: 20:37:16
so you have started preparing for the next stage by reading about data analysis
052] U: 20:37:27
there are many angles to take here
053] U: 20:37:52
one thing to do is to read the data that you generate from the interview before deciding on the exact method of analysis
054] U: 20:37:59
is that how you feel?
055] U: 20:38:01
ok?
056] E: 20:38:12
yes, this is exactly how i feel
057] E: 20:38:37
i have been reading on data analysis and a lot of literature says to decide this first and then go generate your data
058] E: 20:38:53
but to me now that is a bit confusing
059] E: 20:39:05
there are some options that i can already discard
060] E: 20:39:14
but again i feel i do need guidance here
061] E: 20:39:46
or maybe it is that i am still focusing on my interview design and implementation that i find it hard to do the two things at the same time, ok?
062] U: 20:40:22
So some of the lit is saying to decide the method before data collection however you feel that this isn't the way you wish to proceed
063] U: 20:40:44
however you have already been able to choose some methods as not being appropriate
064] U: 20:41:04
you feel you may like to talk this over with others or your tutor
065] U: 20:41:28
but this may be just a sense of being bogged down in terms of doing 2 things at once
066] U: 20:41:40
your design and the subsequent analysis
067] U: 20:41:44
is that right?
068] U: 20:41:45

ok?

069] E: 20:42:30

yes, it is good that through this last reflection by you articulating my thought as; isn't the way you wish to proceed

070] E: 20:42:46

makes me think that this could be anohter reflection for my research journal

071] E: 20:42:55

that not every step has to be linear

072] E: 20:43:00

but instead cyclical

073] E: 20:43:20

i am worried mainly about timing in this pilot study

074] E: 20:43:55

i have just handed in the reviewed ethical form and it is not clear to me if i have to wait for the tutors approval or the university's one to proceed

075] E: 20:44:38

this uncertainty is overwhelming because i leave this saturday on vacations and on the 20th i can re start my pilot study progress

076] E: 20:44:38

ok?

077] U: 20:44:57

so there are several things here

078] U: 20:45:19

1] you feel that you should see research as a cycle and not a series of steps

079] U: 20:45:43

2] timing is an issue as you are going on vacation soon

080] U: 20:46:06

3] you are unsure of whether you need approval from the university before proceeding

081] U: 20:46:28

all this has lead to uncertainity of what to do next

082] U: 20:46:42

Is that a good summary of your feelings at the moment?

083] U: 20:46:45

ok?

084] E: 20:46:50

yes, it is

085] E: 20:47:15

i feel that timing has been a serious concern to all participants since we started the ethical form process

086] E: 20:47:54

of course i still went on to read and get ready for the moment of having to perform the interview such as designing it, finding my participant, and now reading on data analysis

087] E: 20:48:23

but having to standby when there is a concrete deadline to hand in the assignment on January 17th is a concern

088] E: 20:48:26

ok?

089] U: 20:49:46

Ok so there are things that can be done in terms of reading but also you have the very real deadline of needing to finish the work by the 17th. This has been hampered a little by requring ethical approval, waiting for responses on BB, and knowing you are going on vacation soon.

090] U: 20:50:06
rather than stand still you want to move forward but feel you have to wait for others

091] U: 20:50:09
is that right?

092] U: 20:50:10
ok?

093] E: 20:50:18
yes, exactly

094] E: 20:51:08
i feel that i want to move forward because of my departure (my responibility to catch up later) but it is not really possible now

095] E: 20:51:45
but i new this could happen so i feel that now i just need to plan how i will cope with this and move forward in the best possible way

096] E: 20:52:18
as long as my partipant agrees to do the interview on the week of teh 20th then it wil not be a major problem

097] E: 20:52:39
i will just need to work harder in my vacation time which i planned on doing anyway

098] E: 20:52:41
ok?

099] U: 20:53:15
So it is a question of planning for this in terms of your schedule and doing what you can when you can

100] U: 20:53:31
you have scheduled the interview

101] U: 20:53:44
and you will work around the other external factors

102] U: 20:53:59
also you will work on your vacation as well

103] U: 20:54:02
right?

104] U: 20:54:04
ok?

105] E: 20:54:22
all is correct except having scheduled my interview

106] E: 20:54:42
i kind of feel like doing it before leaving but i am waiting for my tutors response

107] E: 20:55:08
if i do not get the ok before saturday then i will need to schedule it after the 20th with my participant

108] E: 20:55:44
my issue is since I wil be in argentina the time difference is different from switzerland so if i book it now it will be a bit difficult to arrange the time

109] E: 20:55:59
      once i am settled in one place after the 20th it is easier for me

110] E: 20:56:01
      ok?

111] U: 20:56:32
      so you are hanging on for your tutors comments but feel it may be better to do the interview on the 20th

112] U: 20:56:43
      as time difference may be an issue

113] U: 20:56:52
      it is easier to do it when you get back

114] U: 20:56:56
      is that right?

115] U: 20:56:58
      ok?

116] E: 20:57:43
      yes, since i will be travelling from saturday until the 20th is is safer to wait until i am in one city after the 20th

117] E: 20:58:13
      so i am thinking that what i can do now is wait for my tutors response and then see with my participant when to arrange the interview

118] E: 20:58:30
      and as well keep on reading on data analyis to have a clearer idea of how to proceed

119] E: 20:58:32
      ok?

120] U: 20:58:45
      so the plan is to

121] U: 20:58:54
      1] get a response from you tutor

122] U: 20:59:07
      2] while waitiing carry on with reading

123] U: 20:59:23
      3] Plan the interview for your return to Switzerland

124] U: 21:00:03
      earlier you mentioned not being able to move forward. Do you still feel this way?

125] U: 21:00:05
      ok?

126] E: 21:00:41
      no, now after these reflection i feel that my way to move forward is to do number 2 in the plan of action that you articulated

127] E: 21:00:56
      and just accept that number 1 is something i cannot control

128] E: 21:01:13
      and hten number three depends on number one as well

129] E: 21:01:15
      ok?

130] U: 21:01:51
      Ok - so carry on with reading, wait for the tutor's response and then go on to schedule the interview

131] U: 21:02:11
        Is there anything more you would like to work on tonight or feel that is a plan?
132] U: 21:02:13
        ok?
133] E: 21:02:28
        no, i feel this is a clear plan
134] E: 21:02:41
        ok?
135] U: 21:02:48
        okay - stepping out of roles
136] U: 21:02:55
        wow - 30 minutes great
137] U: 21:02:56
        ;-)
138] U: 21:03:00
        thanks again
139] E: 21:03:21
        thank you i feel that again moved forward in my thinking!
140] E: 21:03:29
        :)
141] U: 21:03:55
        great
142] U: 21:03:59
        that is good to know
143] U: 21:04:23
        Could I ask you to answer the usual feedback questions?
144] U: 21:04:30
        when you get chance that is...
145] E: 21:07:16
        are you looking for the questions or did we loose connection?
146] U: 21:07:24
        oops sorry
147] U: 21:07:27
        was waiting for you
148] U: 21:07:28
        ;-)
149] E: 21:07:48
        no sorry i thought you wanted to post them
150] U: 21:07:53
        1] Did you feel you were being understood?
        2] If so, did this help in anyway with your movement forward?
        3] Was there anything new in what you articulated in terms of your current thinking about your project?
        4] Were my reflections useful?
        5] Anything else you would like to add!!
151] U: 21:08:02
        lol - that was a good moment in discourse analysis
152] E: 21:08:10
        yes indeed!
153] U: 21:08:25
        delayed response in IM and subsequent repair

154] U: 21:08:32
  very good for conversation analysists
155] E: 21:08:56
  wow i am impressed wiht the terms
156] E: 21:09:15
  so unfortunately i will not be able to do a session next week
157] U: 21:09:17
  it is an interesting field
158] U: 21:09:21
  yeah - I guessed that
159] U: 21:09:26
  Argentina - sounds great
160] U: 21:09:35
  and the following week I am back to the UK
161] E: 21:09:56
  ok that sounds good too
162] U: 21:10:08
  start again in 2011?
163] E: 21:10:22
  yes, i would love that!
164] U: 21:10:28
  great
165] E: 21:10:35
  should i email you and we can arrange a day and time
166] U: 21:10:35
  well, I will say have a great Christmas
167] U: 21:10:39
  and all the best for 2011
168] U: 21:10:46
  and let's contact via email or FB
169] U: 21:10:51
  for the next session
170] E: 21:10:51
  yes for you too! and thank you again so much
171] E: 21:10:57
  yes sounds great!
172] U: 21:10:58
  I will be back in Japan on the 6th
173] U: 21:11:04
  so maybe the following week is good
174] E: 21:11:15
  ok that works for me too
175] U: 21:11:18
  great
176] U: 21:11:21
  will be in touch
177] U: 21:11:27
  let me save the session and send it to you
178] E: 21:11:32
  ok

*No email feedback received for this session

22.31 I Session 1 (2nd December 2011)

001] U: 18:59:41
        Hi E
002] U: 19:03:54
        hello
003] E: 19:04:08
        Hello
004] E: 19:04:11
        Sorry one second
005] U: 19:04:17
        Hi, how are you doing?
006] E: 19:04:31
        Yeah I'm good thanks
007] E: 19:04:33
        yourself?
008] U: 19:04:38
        pretty good
009] U: 19:04:46
        recovering and getting my energy back
010] E: 19:05:12
        Glad to hear you're recovering!
011] U: 19:05:16
        ;-)
012] E: 19:05:16
        What does this process involve?
013] U: 19:05:30
        Ok - well, it involved text based chat as we are doing
014] U: 19:05:44
        There are 2 roles
015] U: 19:05:51
        Explorer and Understander
016] U: 19:06:11
        the Explorer will type about areas he wishes to explore
017] U: 19:06:23
        and the Understander will reflect back his understanding of this
018] U: 19:06:34
        The Explorer has complete freedom of the floor
019] E: 19:06:47
        Interesting
020] U: 19:06:49
        The Understander however cannot give advice, suggestions, opinions,
        evaluations
021] U: 19:06:55
        but reflects back only
022] E: 19:07:01
        I see
023] U: 19:07:16
        through the reflection, it is hoped that it is a powerful tool for self-discovery
        for the Exploere

024] U: 19:07:19
    Explorer
025] U: 19:07:43
    to manage turns in the IM mode, both participants use a signal to give the floor
    to the other person
026] U: 19:07:53
    I usually use "OK?" as the signal
027] U: 19:08:20
    the Explorer begins and when he wishes to obtain a reflection from the
    Understander, he types "OK?"
028] U: 19:08:38
    the understander reflects and then gives back the floor with "OK?"
029] E: 19:08:42
    I see!
030] E: 19:08:44
    Ok
031] U: 19:08:48
    ;-)
032] U: 19:09:00
    I think the best way to try is to jump straight into a session
033] E: 19:09:12
    Do you want to start right now?
034] U: 19:09:20
    yup
035] E: 19:09:26
    Ok
036] U: 19:09:28
    Can we set a time limit of until 8pm?
037] E: 19:09:33
    Perfect
038] U: 19:09:39
    great!
039] U: 19:09:50
    So we step into roles and the floor will be yours....
040] U: 19:09:54
    Ready? ok?
041] E: 19:09:58
    Okay
042] U: 19:10:05
    the floor is yours.....
043] U: 19:10:06
    ok?
044] E: 19:10:32
    So I'm starting my masters, I have to write a short research proposal
045] E: 19:10:58
    My intended topic is something along the lines of: Eliciting question responses
    from young learners in Japan.
046] E: 19:11:07
    The wording isn't finalised, but that's the general topic
047] E: 19:11:20
    My first problem, as I see it, is whether the topic is too vague

048] E: 19:11:42
Whether the wording, specifically, could be too general for a focused research assignment

049] E: 19:12:57
I am specifically aiming to improve the ability of the students to ask questions, instead of simply answering them

050] E: 19:13:03
okay?

051] E: 19:13:05
ok?

052] U: 19:13:32
Ok, let me check my understanding here. One of the tasks you need to do is come up with a short proposal for a reseach topic.

053] U: 19:13:57
One idea you have is to focus on young learners and how to get them to ask questions in class rather than answer them.

054] U: 19:14:55
Your concern is whether the topic is too vague and you also feel that the wording of the title or research question needs to be more specific

055] U: 19:14:59
Is that right?

056] U: 19:15:00
ok?

057] E: 19:15:15
That's correct

058] E: 19:16:20
I'm looking at extending the wording to include what I'm trying to avoid - i.e the simple question response format.

059] E: 19:17:39
So something like 'eliciting question responses with the aim of improving the uptake of questions,'

060] E: 19:17:44
That's bad

061] E: 19:17:58
But, the idea is that students will be able to ask questions themselves

062] E: 19:18:37
Instead of just rattling off answers

063] E: 19:18:52
So does the original title correlate with that objective?

064] E: 19:19:00
Do they fit well together?

065] E: 19:19:01
Ok?

066] U: 19:20:08
Ok - so one solution is to extend the question. Rather than learners being reduced to response only in the class, you are looking to try something different and you are also interested in the pedagogical outcomes for learners.

067] U: 19:20:38
In terms of does this lead to students understanding, acquiring and using questions in the classroom

068] U: 19:20:57

Initiating rather than being reduced to responding
069] U: 19:21:33
    You are concerned that the title may not reflect this intention
070] U: 19:21:41
    Is that correct?
071] U: 19:21:42
    ok?
072] E: 19:22:55
    Yeah spot on.
073] E: 19:24:59
    So looking away from the title, I've been advised to use the SPRE format. It's my opinion that these portions should not be weighted equally, but now I'm wondering how heavily to weight each section
074] E: 19:25:21
    Weighted being the length of each section (in terms of word count)
075] E: 19:26:04
    It seems that the situation would be the easiest to clarfiy, and has the least academic merit
076] E: 19:26:35
    But the other three all have literature attached, so I don't know which I should focus on more
077] E: 19:27:38
    I have focused primarily on the evaluation, giving the focus and response sections equal billing.
078] E: 19:28:16
    Should I go into more detail in the evaluation section, giving it precedent over the other two sections?
079] E: 19:29:02
    I don't know which section, if any, should be given the most space
080] E: 19:29:04
    ok?
081] U: 19:29:27
    Ok, so moving away from issues of the title and question, there is also the issue of structuring the piece.
082] U: 19:29:34
    You have been advised to use SPRE
083] U: 19:29:48
    You see that the situation may be more descriptive than other areas
084] U: 19:30:03
    but are unsure as to how much weight to ascribe to each area
085] U: 19:30:23
    You see that there is literature that can support in each of the 3 areas
086] U: 19:30:40
    and feel that the evaluation may be the biggest chunk of the final piece
087] U: 19:31:10
    However, given the word limit this would take space away from problem and response
088] U: 19:31:55
    so the question you are pondering is which area would be the 'meat' of the research
089] U: 19:31:59

is that right?

090] U: 19:32:00

ok?

091] E: 19:32:20

Yeah

092] E: 19:34:07

So if the 'meat,' of the research proposal is in the evaluation, I have a wealth of other people to quote, and whose ideas I can draw upon. But evaluation necessarily draws upon the data collected, and that necessarily draws upon the focus and situation.

093] E: 19:34:37

If it becomes top heavy, does the proposal lose merit? For example, might it be too unfocused?

094] E: 19:36:46

Does focusing on specific forms of data collecting, improve the proposal more than the way in which the data is interpreted afterwards?

095] E: 19:36:46

ok?

096] U: 19:37:01

Ok..let me check...

097] U: 19:38:19

So focusing on the evaluation would help to support your ideas with others who have written in the field. However, everything neeeds to be connected in terms of the situation, the problem and the response.

098] U: 19:39:00

By focusing mainly on the evaluation, this may leave the other areas sparse and lose the focus of the overall piece

099] U: 19:40:01

So you are wondering whether it is better to focus on the data collecting or the data collected and subsequent analysis - is that correct ?

100] U: 19:40:03

ok?

101] E: 19:41:21

Yeah, that's it. So in focusing on the overall evaluation, I might well lose a depth of procedure, which might undermine the porposed evidence that's gathered, for example.

102] E: 19:42:40

With regards to the procedure, if someone wishes to verify the validity of an outcome, they'll need to ensure the procedure is sound. Does the procedure need to make use of extensive reference, to ensure the underlying principles are sound, or will that stifle originality?

103] E: 19:43:04

Not just originality, but will it cloud the overall proposal if it's working on others principles?

104] E: 19:43:12

How much reference is too much reference?

105] E: 19:43:13

ok?

106] U: 19:44:46

Okay - so there is the worry that too much focus on the evaluation will cloud the reader to how that evaluation was reached. But too much clarification of

procedure in terms of an extensive lit review will contribute to validity but leave your own voice in the mix, so to speak.

107] U: 19:45:19

so another issue seems to be how much literature review is needed

108] U: 19:46:16

Is that a correct summary of how you feel?

109] U: 19:46:18

ok?

110] E: 19:46:39

That is a rather good summation.

111] E: 19:49:05

With regards to the research data collection, some of it seems to be quantitative, but an emphasis is on the collection of qualitative data. If I poll the other teachers involved in the classroom, and collect qualitative data from them, as well as using recording equipment, do I need to use statistics in any form?

112] E: 19:49:31

Is the subjective data collected from those involved enough to justify whether the conclusion that will be reached, is valid?

113] E: 19:50:14

Obviously everyone carries human bias, so does the data collected via other people have the same validity as that which is measured via metrics, in terms of asking questions in a classroom

114] E: 19:50:34

Can I, for example, simply count up the number of correct questions asked in a class by the students

115] E: 19:50:44

Is that a valid measure of success in this circumstance?

116] E: 19:50:45

ok?

117] U: 19:51:08

Ok, to sum up the issues so far..

118] U: 19:51:24

1] Concerns over the vagueness of the research question

119] U: 19:51:43

2] Concerns over the overall structure of the piece and weighting of the SPRE areas

120] U: 19:52:06

3] Concerns over how much referencing is required

121] U: 19:52:15

4] Concerns over data collection

122] U: 19:52:27

This is in terms of the vailidity of quantative over qualitative data

123] U: 19:53:00

and whether data collected via polls needs to be quantified

124] U: 19:53:20

how to avoid bias in qualitiative data when collecting it

125] U: 19:53:37

and how to measure success of students in terms of intiating questions

126] U: 19:53:49

during a lesson

127] U: 19:53:57
Is that correct?
128] U: 19:53:59
ok?
129] E: 19:54:27
That's correct.
130] E: 19:56:13
Looking back at the bullets you've put up, it looks like more referencing in the procedure stage, might give insight into the question, allowing me to focus it further. Data collection might influence number 2, as it will change the weighting of certain areas
131] E: 19:57:37
Seeing as an improve is the ultimate aim, does it matter if the teacher gives a thumbs up to the outcome, if the numbers based data doesn't? If so, quantative data becomes less important
132] E: 19:58:34
Okay last question: is this study suited to younger learners (6-11) or older learners (12-15)
133] E: 19:58:41
Neither group asks questions
134] E: 19:58:49
Neither are particularly forthcoming in the classroom
135] E: 19:58:54
I have access to both age groups
136] E: 19:59:37
is it better to go with a group better versed with English, or one that 's just starting out?
137] E: 19:59:38
ok?
138] U: 20:00:01
Ok, let me summarize...
139] U: 20:01:02
a lit review at the start would provide focus for the subsequent sections and once data is collected the weighting of different areas would change
140] U: 20:01:26
As the aim of the response is to improve student initation of questions, a qualitative approach may be appropriate
141] U: 20:01:39
as the teacher could observe this improvement in the class
142] U: 20:02:06
another issue for food for thought is which group to choose for the study
143] U: 20:02:28
both have the "problem" of non-initiation of questions
144] U: 20:02:44
there are differences in age and English level however
145] U: 20:03:00
Is that correct and also a good place to end it for this evening?
146] U: 20:03:02
ok?
147] E: 20:03:11
Yeah that's good

148] E: 20:03:13
   Thank you very much
149] U: 20:03:19
   no worries
150] U: 20:03:24
   STEPPING OUT OF ROLES
151] U: 20:03:33
   Thanks - very interesting session
152] U: 20:03:38
   hope it was useful for you
153] E: 20:03:56
   Do you need me to fill in a questionnaire or something, as part of your study?
154] U: 20:04:04
   Yeah, that would be great
155] U: 20:04:09
   I have some questions
156] U: 20:04:14
   1] Did you feel you were being understood?
   2] If so, did this help in anyway with your movement forward?
   3] Was there anything new in what you articulated in terms of your current thinking about your project?
   4] Were my reflections useful?
   5] Anything else you would like to add!!
157] E: 20:04:14
   No problem
158] U: 20:04:27
   If you could email me the answers later, that would be fantastic
159] E: 20:04:32
   Will do
160] E: 20:04:40
   Thanks for the clarification!
161] U: 20:04:44
   great!
162] U: 20:04:51
   Will save this session and send it to you
163] U: 20:05:06
   And if you'd like another session, let me know
164] E: 20:05:10
   Thanks again
165] E: 20:05:11
   Will do
166] U: 20:05:15
   cheers
167] E: 20:05:22
   I might well do at a later date, on another project maybe
168] U: 20:05:38
   Cool - any time is okay!
169] E: 20:05:47
   Cool
170] U: 20:06:04
   Thanks again !

22.31.1 I Session 1: Email Feedback (6th December 2011)

1] Did you feel you were being understood?

I felt I was understood throughout the session.

2] If so, did this help in anyway with your movement forward?

The summary of problems in another persons words certainly helped me figure out what I was trying to say, and allowed for a concise list of problems as the other person saw them. (Sorry, I've forgotten the exact terminology you used to describe the individual roles!)

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Thanks to your conclusions of problems, I was able to link several problems to a couple of solutions, i.e (in simple terms) more reading around the subject would alleviate multiple problems.

4] Were my reflections useful?

The reflections were useful, primarily for the conciseness with which they were conveyed. I provided you with a wall of text on several occasions; you provided me with succinct responses which was useful because they created a narrower focus. This was a self replicating loop, as a few turns really provided a focused interpretation of the problems.

5] Anything else you would like to add!!

The turn taking was well-defined, but a few guides as to roughly how long to spend on each topic may improve the pacing (and reduce the worries of time being wasted on my behalf).

The fact that the interview was communicated via text had the added benefit of me clarifying my thoughts before they were typed. Conveying more complicated ideas via text means we have the opportunity to review what we're typing before we send it off to be evaluated, as such it provides two forms of review, one internal review (as we are writing) and one from the other participant.

22.32 J Session 1 (29ᵗʰ January 2012)

001] E: 09:53:35
      Hi there
002] U: 09:54:06
      hi
003] U: 09:54:18
      How are you today?
004] E: 09:54:29
      Good thanks, thanks for doing this
005] U: 09:54:40
      No worries - hope it will be of use to you
006] E: 09:55:01
      I hope so too! Not sure how clear I am on some things so we shall see
007] U: 09:55:07
      okay
008] U: 09:55:13
      will give you some of the basics
009] E: 09:55:24
      I read the stuff you sent
010] U: 09:55:31
      great
011] U: 09:55:39
      to facilitate turn-taking
012] U: 09:55:47
      please use the sign Ok?
013] E: 09:55:52
      ok
014] U: 09:55:52
      after your turn
015] U: 09:55:58
      this will let me know I can reflect
016] U: 09:56:05
      I will use the sign Ok?
017] E: 09:56:09
      ok
018] U: 09:56:13
      to show you that I am returning the floor to you
019] U: 09:56:21
      the only other thing to bear in mind
020] E: 09:56:25
      ok
021] U: 09:56:31
      is that I cannot give you advice suggestions
022] U: 09:56:38
      or evaluate you
023] U: 09:56:47
      it is a kind of supported self-journey
024] E: 09:56:55
      yes, I understand

025] U: 09:56:59
    cool
026] E: 09:57:12
    whats the best way to start?
027] U: 09:57:13
    Should we set a one hour time limit on the session
028] E: 09:57:18
    yes
029] U: 09:57:28
    great
030] U: 09:57:40
    just going to plug in to some music to keep me focused
031] E: 09:57:47
    ok
032] U: 09:58:24
    ok - excellent - well I will pass the floor over to you with E as Explorer /
    Speaker and U as Understander
033] U: 09:58:27
    the floor is yours...
034] U: 09:58:29
    ok?
035] E: 09:58:33
    yes
036] E: 09:58:45
    I feel like I should give you some context
037] E: 09:59:22
    I am having trouble refining the questions I want to ask in a case study
038] E: 09:59:44
    it is a task in the foundation unit of the MSc
039] E: 10:00:22
    my reading on case studies leads me to believe it is a good opportunity to
    study something unique
040] E: 10:00:33
    ok?
041] U: 10:00:46
    Ok - so let me see...
042] U: 10:00:55
    you have started the foundation module
043] U: 10:01:07
    and need to come up with a question for one of the tasks
044] U: 10:01:52
    you are interested in using case study as the research methodology and feel
    this will give you the chance to look at something that may be contextually
    unique
045] U: 10:01:57
    is that right?
046] U: 10:01:58
    ok?
047] E: 10:02:06
    yes, thats right
048] E: 10:02:29

266

the institute I work for has had a traumatic year and has just filed for
bankrupcy
049] E: 10:02:48
this is big news here as it is nationally known and is a big name
050] E: 10:03:12
this year was full of conflict, unpaid wages, strikes, violence and so on
051] E: 10:03:47
I am interested in a lot of the questions that have been thrown up, but the
problem I have is that the more I read the more the topic opens up
052] E: 10:04:03
and yet I have to be specific in the asking of a question
053] E: 10:04:09
for the case study
054] E: 10:04:12
ok?
055] U: 10:05:10
So it sounds like many unpleasant events have occurred for you in terms of
your work place but in turn this has generated the possibility to look closely at
the turmoil
056] U: 10:05:39
one problem is that the topic is a vast area but a cast study requires clear
boundaries
057] U: 10:05:44
is that correct?
058] U: 10:05:45
ok?
059] E: 10:05:52
exactly, yes
060] E: 10:06:19
I cannot ask 'what would have happened if ...' as it is impossible to prove
anything
061] E: 10:06:40
I am particularly interested in why the main protagonists behaved as they did
062] E: 10:06:52
namely the Director, union members and so on
063] E: 10:07:15
I am interested in teachers values and identity,
064] E: 10:07:34
and also the langusge that was used in the exchanges between the parties
065] E: 10:07:37
so
066] E: 10:08:02
I am not sure whether to focus on one protagonist or topic
067] E: 10:08:04
ok?
068] U: 10:08:32
So you have ruled out retrospective speculation and what ifs but have isolated
several of the key stakeholders
069] U: 10:08:46
one possibility is to look at their behavior
070] U: 10:09:06

Also, the effect on teachers beliefs and identity
071] U: 10:09:22
Another possibility is the discourse used between the stakeholders
072] U: 10:09:38
Is that a fair summary of what you are thinking?
073] U: 10:09:39
ok?
074] E: 10:09:43
yes
075] E: 10:10:03
and this is set against the backdrop of a very turbulent year in Chile
076] E: 10:10:24
with enormous protests against profit in education and student strikes
077] E: 10:10:39
so there are also overtones there too
078] E: 10:11:01
there was a failed takeover by a for profit university
079] E: 10:11:24
which would have meant the institute losing its non profit and cultural identity
080] E: 10:11:51
this was opposed to the point where some teachers prefered for the institute to cease to exist
081] E: 10:12:18
so this ties in with a lot of the reading I have dome on TESOL as empire building and so on
082] E: 10:12:30
you can see how I struggle to refine the focus
083] E: 10:12:33
ok?
084] U: 10:12:45
Right, let me see...
085] U: 10:13:30
So the stuggle seems to be education for profit versus education for non-profit
086] U: 10:14:27
the institute having the choice to become a profit organisation versus the beliefs of some of the stakeholders in prefering its closure
087] U: 10:15:22
you also mention teachers' identity, cultural identity and the idea of English teacher as an imperialist objective
088] U: 10:15:37
you feel that this is a wide focus
089] U: 10:15:39
is that right?
090] U: 10:15:41
ok?
091] E: 10:15:46
yes
092] E: 10:16:15
I wonder if teachers would have reacted differently had they been spoken to as teachers at some pont
093] E: 10:16:41

the entire dialogue was about money
094] E: 10:17:00
and at no point were the students mentioned by either side
095] E: 10:17:12
which struck me as rather missing the point
096] E: 10:18:00
I also wonder how the administration thought they could push through the sale of the institute while never communicating with the employees
097] E: 10:18:07
one other thing
098] E: 10:18:44
as the teacher trainer I was one of the few who managed to keep open a line of dialogue with both parties as both parties seemed to think I supported them
099] E: 10:19:17
so, I would be able to record data from pretty much every angle
100] E: 10:19:42
which seems to be a rather special position to be in and maybe I would be foolish not to
101] E: 10:19:44
ok?
102] U: 10:20:45
Okay, so the institute has seemed to ignore some of the major stakeholders namely teachers and students when making their decisions and focusing on education as a business only
103] U: 10:21:17
you have a unique perspective on this as you are able to communicate with both management and teachers
104] U: 10:22:01
this gives you access to data (as dialogues are ongoing??) and an opportunity to explore this situation
105] U: 10:22:05
is that correct?
106] U: 10:22:07
ok?
107] E: 10:22:11
yes
108] E: 10:22:39
the institute continues under an administrator while bankrupt
109] E: 10:22:51
I am still technically employed
110] E: 10:23:11
although of the 225 teachers maybe half have left and are now filing lawsuits
111] E: 10:23:22
the same percentage for admin staff
112] E: 10:24:18
I have the sensation, and this might sound rather ridiculous to someone not in English language teaching and not in Chile
113] E: 10:24:40
that the episode needs to be recorded
114] E: 10:24:42
ok?

115] U: 10:25:25

Okay - so you have access to teachers, admin staff and management who can all give their side of the story

116] U: 10:26:07

you feel that this situation should be written about and may have wider implications for TESOL

117] U: 10:26:10

is that right?

118] U: 10:26:12

ok?

119] E: 10:26:19

yes, that is correct

120] E: 10:26:35

few BNC's of this size and stature go bankrupt

121] E: 10:26:49

perhaps one other to my knowledge

122] E: 10:27:16

it is this rather global viewpoint that hinders me in refining the focus

123] E: 10:27:59

I should also add that the task itself is to 'sketch the preparation for a small scale study'

124] E: 10:28:44

which would lead me to believe it would have to be few people, and consequently not enough data to lead one to conclusions of any value

125] E: 10:28:46

ok?

126] U: 10:29:31

so the situation itself is rather large scale and may have great implications but the FND task itself is to plan a small-scale study

127] U: 10:29:56

with this in mind, you feel it would be better to focus on one or two people

128] U: 10:30:23

however you are afraid that the data may not yield anything of value

129] U: 10:30:34

is that right?

130] U: 10:30:35

ok?

131] E: 10:30:38

yes

132] E: 10:31:48

and also, should I only focus on one or two people I am more afraid that I would simply not have the knowledge in order to interpret results if it didn't tie in with the reading I have been doing

133] E: 10:32:11

which is the tail wagging the dog, so to speak

134] E: 10:32:12

ok?

135] U: 10:33:20

So another concern is linking analysis to the literature as well - in other words does the literature inform the selection of the case participants or vice versa - is that right?

136] U: 10:33:21
  ok?

137] E: 10:33:34
  yes

138] E: 10:34:38
  obviously, despite having a personal and professional interest in the topic,
  from many perspectives, I also need the work to meet the requirements

139] E: 10:34:56
  please give me a minute I need to think

140] E: 10:34:58
  ok?

141] U: 10:35:05
  sure, ok?

142] E: 10:36:02
  I am thinking out loud

143] E: 10:36:13
  so I hope it makes sense

144] E: 10:36:28
  all the main stakeholders believed they were doing the right thing

145] E: 10:36:39
  which is usually the case in conflict

146] E: 10:37:08
  so they were making decisions based on values, ethics, political influences and
  so on

147] E: 10:37:48
  I suppose I could approach the case study from the perspective of values and
  how they drove people to act in the way that they did

148] E: 10:38:06
  possibly just 3 or 4 people

149] E: 10:38:08
  ok?

150] U: 10:39:02
  So, the case study could determine the beliefs of a number of stakeholders and
  how this affected what they did, how they behaved and so on.

151] U: 10:39:09
  Is that correct?

152] U: 10:39:11
  ok?

153] E: 10:39:21
  yes

154] E: 10:40:02
  and, I suppose, through carefully constructed interviews or questionnaires the
  wider issues would come up

155] E: 10:40:24
  such as teacher identity, managerial style and decisions, profit etc etc

156] E: 10:40:42
  ok?

157] U: 10:41:33
  So the cases are the individuals and the boundaries are their beliefs but within
  those beliefs wider issues will emerge

158] U: 10:41:42

correct?

159] U: 10:41:43

ok?

160] E: 10:41:54

yes

161] E: 10:42:19

so I suppose I would have to decide how I would study what they said, through what prism

162] E: 10:42:58

now I am wondering if it is fair to ask a teacher the same questions as a director or where that would get me

163] E: 10:43:23

I suppose everybody considers themselves to be fair, honest and so on

164] E: 10:44:19

I need to think for a minute, sorry

165] E: 10:44:21

ok?

166] U: 10:44:26

sure, ok?

167] E: 10:45:02

Now I am thinking about students

168] E: 10:45:12

as they were missing from the debate

169] E: 10:45:17

are missing

170] E: 10:45:55

so perhaps I could try and discover if the values that were driving the protagonists were actually related to students at all

171] E: 10:46:26

possibly the union leader had his members interests at heart and the director his bonus

172] E: 10:46:35

so the students are missing

173] E: 10:46:38

ok?

174] U: 10:48:58

Ok, let me see - so one possible direction is to explore the values of the stakeholders and to see if they match that of the students or if everyone only has their own interests at the forefront of the dialogues. The aim being to discover the students' voice in all of this

175] U: 10:49:02

is that correct?

176] U: 10:49:04

ok?

177] E: 10:49:20

yes

178] E: 10:49:41

and I am aware that my own views have now come through in the question I might ask

179] E: 10:50:04

it also sounds rather obvious now that I have come across that question

180] E: 10:50:21

the fact that people had their own interests at heart

181] E: 10:50:56

and I suppose the reason I find this hard to believe is my old fashioned view of teachers

182] E: 10:51:18

but I think I am on the right path

183] E: 10:51:20

ok?

184] U: 10:52:03

let me think...

185] U: 10:53:08

so the realization is that people may have protecting their own interests may be an interesting line of enquiry

186] U: 10:53:14

for the study

187] U: 10:53:16

right?

188] U: 10:53:17

ok?

189] E: 10:54:24

yes, that their values and consequent actions did not consider students and might , would have a negative consequence

190] E: 10:54:55

I think we are at the end of an hour and that I have something I can use now!

191] E: 10:54:59

ok?

192] U: 10:55:07

ok - stepping out of roles!

193] U: 10:55:15

thanks for that!

194] U: 10:55:18

very interesting

195] E: 10:55:36

very, very useful, I have to say

196] U: 10:55:49

good to know!

197] E: 10:56:00

do people always say the same thing? let me think etc

198] U: 10:56:13

yes, it is usual

199] U: 10:56:26

the aim is to talk oneself into understanding

200] U: 10:56:40

so thinking is part of the deal

201] E: 10:56:52

does it work better for people who are studying by distance?

202] U: 10:57:07

I have done sessions with on campus students too

203] U: 10:57:17

most discourse is of the critical kind

204] U: 10:57:24
> this offers a different approach

205] U: 10:57:36
> the freedom from criticism

206] U: 10:57:52
> liberates the person to evaluate themselves

207] E: 10:57:57
> it's a relief to talk to someone about it as the discussion board doesn't work

208] E: 10:58:10
> and to have the mirror to clarify topics

209] U: 10:58:14
> yeah, it has gone quiet

210] U: 10:58:32
> well, if you are interested in more sessions then please let me know

211] E: 10:58:40
> I would be

212] U: 10:58:45
> I am always interested in collecting more data

213] E: 10:58:58
> I'm very grateful for your time

214] U: 10:59:02
> and each session contributes to what IMCD is and could be

215] U: 10:59:06
> no worries

216] U: 10:59:07
> me too

217] E: 10:59:10
> excellent

218] U: 10:59:18
> Could I ask you to answer some feedback questions

219] E: 10:59:24
> of course

220] U: 10:59:27
> and send them to me by email other the next couple of days

221] U: 10:59:31
> cheers

222] E: 10:59:33
> no problem

223] U: 10:59:36
> 1] Did you feel you were being understood?
> 2] If so, did this help in anyway with your movement forward?
> 3] Was there anything new in what you articulated in terms of your current thinking about your project?
> 4] Were my reflections useful?
> 5] Anything else you would like to add!!

224] U: 10:59:43
> the questions are above

225] U: 10:59:51
> I will also save this session

226] U: 10:59:54
> and send it to you

227] U: 11:00:00
      so you can re-read it
228] E: 11:00:13
      that would be great
229] U: 11:00:20
      no worries
230] U: 11:00:28
      will let you get some sleep!
231] E: 11:00:34
      have a good day and thanks again
232] U: 11:00:40
      you are most welcome
233] E: 11:00:40
      good stuff
234] U: 11:00:44
      if you hang on a tick
235] U: 11:00:52
      I can send u the file via skype
236] U: 11:00:57
      Going to save it now
237] E: 11:00:58
      ok

22.32.1 J Session 1: Email Feedback (29th January 2012)

Hi Andy

Thanks again for yesterday. I found that it helped me a lot. I've had a go at answering your questions below.

1] Did you feel you were being understood?

Yes. I thought that what you were saying to me was an accurate reflection. I seemed to have to work very hard to say exactly what I wanted to say and, in fact, the moments where I thought you had moved away from what I was thinking was exactly because of what I had typed. Even though I had thought about the topic a lot it was hard to express what I wanted.

2] If so, did this help in anyway with your movement forward?

Thinking about it 12 hours on I think the process undoubtedly helped me move forward. I am convinced I already had the answer but you helped me untangle the wires. I couldn't see the wood for the trees before.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

As I re-read it I realised that there was some new information that came out as a result of the conversation. I also became (even more) aware that I don't have the necessary vocabulary in order to talk about the specific ideas I am interested in. I used lots of

very ordinary language, not academic or informed language. Maybe this was why I struggled to make my point at times.

4] Were my reflections useful?

Yes. At one point I did dry up though. I didn't know where to go from there. Your reflections were accurate and concise. I noticed how I was waiting for a 'Have you tried ...?' or 'What about .....?' that might come in a normal conversation.

5] Anything else you would like to add!!

I don't know, to what extent, it would have helped me to write some things out before the conversation. Maybe this would change the dynamic and would not work. Also, it was quite hard to go to sleep as I had lots of ideas swimming round my head! I also wonder what other topics this process could be used for - marriage guidance, where to go on holiday? I hope that doesn't sound flippant, but it was such a help to focus that I imagine it would work for lots of topics.

The only other thing that I wondered from the start was 'I wonder what music helps him focus?'. I have done presentations on 'music and the brain' so was intrigued!

Thanks again,

J

Appendix 23: Extended memo: Discovery move

This appendix includes an example 'Extended memo.' This memo is for the discovery move. Memos were used to record analytical notes and build categories during the data analysis process (See Volume 1, Chapter 3, Section 3.7.3).

Discovery memo

This memo will examine instances of discovery in the IMCD sessions by the Explorer within the sessions analyzed to date. The notion of "discovery" is the realization by the Explorer of a new idea of how to proceed with his or her research project; in other words, the articulation of a new awareness or understanding of what is to be done to overcome the "problem" identified and move over the obstacle that is blocking progress. It is expected that "discovery" will <u>not</u> occur in all of the session – "discovery" is one of the main reasons for Explorers to wish to undertake an IMCD session. It is hoped by the Explorer that through increased awareness about the particular obstacle within the IMCD interactional framework that it will lead to "the identification for the basis for action" (Edge, 2006). A discovery may occur within an IMCD session, within a series of IMCD sessions, or post-session (with the IMCD session paving the way for later discovery). The memo will explore the linguistic realization of an in-session discovery and will also check the post-session identification of "discovery" by Explorers in follow-up email feedback.

(Lexis table omitted from memo - See Volume 1, Appendix 14 for Discovery Lexis Table)

<u>Flow of Sessions:</u>

<u>A Session 1</u>

Setting the scene – Justifying the focus – focus details – origins / need of focus – Justifying the focus – Articulating planned next steps.

<u>A Session 2</u>

Giving progress update – Obstacles – Current activities – Obstacles – (THEMATIZING) – Obstacles - Discovery – Current activities - Obstacles

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<u>A Session 3</u>

Giving progress update – Past actions – Articulating focus – Obstacles – Discovery – Past actions – Obstacles

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<u>A Session 4</u>

Giving progress update – Current actions – Articulating successes – Planned Response

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A Session 5 – Andy as Explorer

Setting the scene – Clarifying – DISCOVERY – Move to new topic – Setting the scene – Justifying / Positive evaluation – Clarifying – Potential response - Clarifying

B Session 1

Setting the scene – Clarifying – Obstacle – Clarifying – Potential response – DISCOVERY (Making a decision) – Clarifying – Working through the decision – Planned response

C Session 1

Deciding session aim – Setting the scene – Obstacles – Setting the scene – Potential response – Planned response – Obstacles – Potential response – Obstacles – Potential response – Obstacles (frustration) – Planned response (forced) – Obstacles (frustration)

D Session 1

Setting the scene (Obstacle) – Planned response – Obstacle – Potential Response – Thematizing – Obstacle – POST-SESSION DISCOVERY

D Session 2

Giving progress report – Obstacles – Scene setting (Reflection on action / Past possibilities) – Obstacles – Obstacles (Exploring concern) – Potential response – Reflecting on the reflection – Planned response - Obstacle

D Session 3

Giving progress report – Obstacles – DISCOVERY – Actions taken (Justifying) – Planned/ Potential response – Obstacles – Planned response – Self-realization

D Session 4

Setting the scene – Obstacles – Potential response / DISCOVERY – Clarifying – Obstacles – Potential response – Obstacles – Potential response (list of questions) – Obstacles – Potential response

D Session 5 / E Session 1

Setting the scene – Clarifying – Potential response

Setting the scene (embedded obstacle and response) – Reflecting on the reflection – Potential response – Obstacles – Clarifying – Obstacles – Potential response (more concrete)

Setting the scene (embedded obstacle) – Clarifying – Reflection on action – DISCOVERY – Reflection on action – Obstacles – Reflection on action (embedded obstacle) – Potential response – Reflection on action – Potential response (DISCOVERING response?) - (more concrete)

Setting the scene (embedded obstacle) – Potential response (embedded in the setting the scene) - Obstacles – DISCOVERY – Planned response (Obstacles) – Planned response

Giving progress update – Obstacles – Potential response (+ and – evaluation) – Obstacles – Potential response – DISCOVERY – Planned response

Setting the scene – clarifying – Setting the scene – Obstacle – Potential response – current states – current actions – clarifying – justifying / rationale for focus - DISCOVERY

Setting the scene – Obstacles – Potential response – Obstacles – Clarifying – Obstacles – (Possible) DISCOVERY – Obstacles – Clarifying

Giving progress report – Moving to a new topic – Setting the scene – Clarifying – Potential response – Clarifying – Coming to an end – Potential response – Clarifying – Potential response – DISCOVERY – potential response – coming to an end

Giving progress report – Attending – Reflecting on the proposal – Planned response – Planned response – Obstacles – Potential Response – Obstacles – Potential Response – (Passing back the floor) – Attending – DISCOVERY – Clarifying – working through the discovery – coming to an end

G Session 4

Giving progress report – Attending – Setting the scene – DISCOVERY – working through the discovery – Obstacles – Potential response – FURTHER DISCOVERY – working through the discovery – coming to an end

G Session 5

Giving progress report – Potential response – clarifying – reflecting on the RQ – giving progress report – reflecting on the RQ – Potential response – Clarifying – Obstacle – Potential response – Clarifying – obstacle – Potential response – Clarifying – Potential response – coming to an end

G Session 6

Setting the scene – Clarifying – Potential response – Clarifying – Potential response – Obstacle – Potential response – DISCOVERY – Working through the discovery – FURTHER DISCOVERY – Working through the discovery – coming to an end – Planned response

G Session 7

Setting the scene – Potential response – Clarifying – Potential response – Planned response – coming to an end

H Session 1

Setting the scene – Clarifying – Reflecting on research plan – Obstacle – DISCOVERY – Potential response – Reflecting on the research plan – Planned response – Potential response – Contrasting DRC vs Dissertation – Potential response – Clarifying – Obstacles – Potential response - Obstacles – Planned response – Potential response - Clarifying - Meta-comment – Planned response – Ending the session

H Session 2

Giving progress report – Potential response – Obstacle – DISCOVERY – Planned response – Potential response – Reflecting on the RQ - Obstacle – MAKING A DECISION – coming to an end.

H Session 3

Giving progress report – Clarifying – Obstacles – Potential response – Obstacles – Reflecting on the RQ – Obstacle – Potential response – Clarifying – Obstacles – Potential response – Clarifying – Potential response – Obstacle – Potential response – DISCOVERY – Potential response – Clarifying – Potential response – coming to an end.

> Giving progress report – Obstacles – Past responses – Obstacles – Clarifying – Obstacles – Potential response – Obstacles – Planned response – Potential response – Planned response – coming to an end

H Session 5

> Giving progress report – Obstacle – Clarifying – Obstacle – Potential response – Obstacle – Clarifying – Potential response – DISCOVERY – Potential response – Planned response – Potential response – Coming to an end

H Session 6

> Giving progress report – Obstacles – Planned response – Obstacles – DISCOVERY – obstacles – Planned response – Clarifying - Potential response – Clarifying – Potential response – Planned response – Coming to an end

I Session 1

> Setting the scene – Potential response – (Obstacles – rhetorical questions) – Obstacles - Potential response – (Obstacles – rhetorical questions) – Obstacles – DISCOVERY - Obstacles

J Session 1

> Setting the scene – Obstacles – Potential response – Setting the scene / Positive evaluation – Speculation on past states – Potential response – Rationale – Obstacles – DISCOVERY – working through discovery (trialing) – DISCOVERY 2

Notes:

A1 is more a setting the scene of the research and focus in mind. In A's email feedback:

> *In reading over the session an amazing free writing exercise sprung up around the notes I took. It had the feeling of "Oh yeah . . . I forgot about that" and I made notes, journal style to remember to consider this things in the statement of goals and in establishing my focus. I have 7 B5 sized pages of reflection and free writing that the session gave rise to.*

There is NO DISCOVERY in this session but from the feedback it can be seen that L took the opportunity to re-read the session notes and use it as a "free writing" exercise and to reflect further on her research project – she has "7 B5 notes" of reflection with the session being a catalyst for further reflection.

More from the email feedback –

3] Was there anything new in what you articulated in terms of your current thinking about the CMD module?

Kind of . . . but at this point it gave me a sense of how much information there is to process and how many potential directions there are in which to move. I just wrote down a whole lot of new angles and ideas based on my original statements. It generated and inspired a lot of free writing which I feel arose out of the focus on my present situation. That focus was brought about by having an interested party, an appointment and a vehicle for being heard and unloading my inner well of thoughts that is forever building through daily thoughts which can't be processed/addressed as they arise.

Although there wasn't discovery in the session, A felt that the session was useful in terms of having someone to speak to rather than a "voice in the wind" – the "vehicle for being heard" – enabled her to articulate what she was already thinking and then to build on this post-session via free writing.

1] A2 – line 41. This seems like a discovery due to its sudden entry into the discourse. Although lexically, it appears to be a POTENTIAL NEXT RESPONSE – it seems to have come from nothing in respect of the Explorer moving through a series of related obstacles –

> Line 16, A reveals that she has too much to say and yet it is only a 4,000 word assignment
> Line 19, A reveals the fear of getting in too deep.
> Line 22, A is concerned that her focus on why Japanese struggle with certain sounds may take up too much of her CMD assignment.
> Line 26, A is unsure of how much reading to undertake. In line 30, she worries about leaving holes in her research by missing core readings.
> Line 39, she is concerned about how much knowledge she needs to display about course design.
> In line 40 – the Understander initiates a **THEMATIZING** move –"Earlier you mentioned it being a 4,000 paper as well"

This leads to A working though the OBSTACLE – "It's only 4,000 words – need to situate in history – seems like a lot of information for one paper – I never know how much to ask the tutors – I don't want to sound like I don't know what I am doing…never designed a course" – A moves from the word limit to her desire to put a lot of information in the paper to asking tutors but being reluctant to do so and gaps in her knowledge regarding course design. The DISCOVERY move is marked with "maybe" and comes directly after a long stretch of OBSTACLES. The discovery is "to ask to see some of sample assignments" – this would then mean she would not have to contact the tutors (possible face-threatening action) and instead enlist the help of CPs who have already completed CMD. Interestingly, the DISCOVERY is not picked up as a topic to talk about in the Explorer's next turn at talk but returns to the task of reading in the field and a justification for the reading she has done so far – "I'm learning a lot" to more OBSTACLES related to reading.

This is a very interesting DISCOVERY as the norm would be to pick up and work on the DISCOVERY i.e. who to ask for sample assignments etc. Here, it does not happen. However, it is the suddenness of the change in move during the turn at talk which makes it appear like a "eureka moment"

In follow-up email, I asked A about this moment in the session and received the following post-session feedback:

> *Yes, I found your CMD assignment and read that too. First of all . . . . To answer one of the questions that you asked of me. Yes, the idea of reading sample assignments came to me in the middle of the texting session. Everyone is telling me to read sample assignments but with the reading load I already had I never wanted to go there. The other thing is that I never really know where to look for sample assignments beyond a couple that may be found on the Blackboard. It seems like the assignments provided for our use never look inviting enough to want to get into. I never seem to be able to get myself to do that. However, quite separately I came up with the notion to do that in the IMCD session with no thoughts of the sample assignments mentioned before.*

Here, A verifies that the idea of asking to read sample assignments came to her "in the middle of the texting session" – It was an idea that had been mentioned to her before as a POTENTIAL RESPONSE which she had rejected due to her already heavy reading load and not knowing how to go about finding a sample assignment apart from a selection available on the blackboard system. A repeats that "quite separately I came up with the notion to do that in the IMCD session with no thoughts of the sample assignments mentioned before." Thus, although linguistically taking the shape of a POTENTIAL RESPONSE – the rapidity of the change from obstacle to RESPONSE helps to define this as a DISCOVERY along with A's post-session feedback.

2] A3 – line 45. Similar to A2, the DISCOVERY move occurs after a long stretch of articulating OBSTACLES –

> Line 41 - the conflict of A being more of a creative than academic writer.
> Line 43 – personal experience versus experiment
> Line 45 – experience gained from life and practice – want to be able to write this down

This leads again to A articulating a sudden move away from OBSTACLE to a POTENTIAL RESPONSE – "Perhaps, that would be ok in the introduction" – In other words, that A could write about her personal observations as the introduction to the assignment. Although once again framed as a POTENTIAL RESPONSE, it is its sudden appearance at the end of a long turn-at-talk regarding OBSTACLES which signals the potential of new information being articulated; a eureka moment – although not an overly confident one – (Perhaps..). In other turns where there are POTENTIAL RESPONSES, these start new turns at talk in which the EXPLORER has had the chance to think things over while the UNDERSTANDER constructs his REFLECTION move – the POTENTIAL RESPONSE then appears less like an instant discovery but something that is being worked through as POTENTIAL ways to

overcome an obstacle. In this example in A3, the discovery is immediate, rapid, and instant. However, once again, A chooses not to pick up on the DISCOVERY in her subsequent turn at talk.

Unfortunately, in the email feedback provided by A for sessions 2-3 combined, the focus is on the discovery for session 2 and session 3 goes unmentioned.

<u>A4</u> – In A4, there is no DISCOVERY. The session focuses on an extended progress report in which A has had successes of initial data collection. The whole session is much more upbeat and has no OBSTACLES nor DISCOVERY. There is also no email feedback for this session.

3] A5 – line 53. The DISCOVERY in this session happens suddenly again – a eureka moment. The session begins by setting the scene to A's PhD question and possible problems with the question. After the first reflection, the Explorer takes time to clarify the "yes and no" evaluation to the reflection move – "I think a different title might be necessary as the title may be somewhat presumptuous" rather than the "different approach" reflected back by the Explorer. The next lexical item signals the eureka moment as it happens 'live', in real-time during the IMCD session – "although ah! Maybe not" signals to the Understander that the Explorer has just DISCOVERED a new thought that contrasts with the previous statement of "different title" – The Explorer then moves to explain this eureka moment – "If the title frames the whole piece and I can support the question with solid examples, then the title would hold" – Once again, this is couched in the language of POTENTIAL RESPONSE but what makes it a discovery is the suddenness of its entry into the discourse and the signaling of new thought – "although, ah!" The Explorer then explains in other words – "this is how IMCD can assist DL students during the research process". The Explorer then also looks at the reverse POSSIBILITY – "If there are instances where IMCDers decide it does not assist them…this would be interesting too"

The DISCOVERY move is a real-time, live, eureka moment – a new thought that emerges as a result of the session. Here, it also includes working through the discovery in terms of explaining it and seeing its realization from different angles – "If x, then y" – But "If z, then still y would be ok"

A5 – line 57. It is my prediction that the DISCOVERY may be contained to one turn-at-talk. However, there may be instances in the data where the DISCOVERY extends over a number of turns at talk. Here in A5, the Understander reflects the original DISCOVERY (lines 55-56) and the Explorer evaluates – "yes for the title.." and then summarizes the discovery in terms of the origin of the OBSTACLE – "I began to lose faith in the title today as I thought it was somewhat of a loaded question" and the new line of thinking – "but if the whole paper supports that IMCD does assist those DL students, then it will hold" – the lexical realization is PAST – but – "If x, then y"

As I was Explorer in this session, there was no email feedback.

4] B1 – line 104. The example of DISCOVERY in B1 is different to the other examples as it involves a decision between two possible directions – trying to push the institution to allow him to do research there or to take on private students. Both potential directions have been introduced in the session – setting the scene (lines 84-85) and the session evolves around B needing to decide between which direction to

pursue. His preferred choice is the option of doing research at his institution. He explains the OBSTACLE and a number of POTENTIAL RESPONSES of how to approach his institution to get permission to conduct research. In line 103 (20:41:36) – B states that "the only route would be via the faculty with a letter of endorsement from A university and then a lengthy battle with the high probability of defeat" – the NEGATIVE EVALUATION of this desired direction leads B to reach a final decision in line 104 (20:43:03). JH still retains the turn at talk from line 103-104 but the sent messages signal different moves from POTENTIAL RESPONSE to DECISION. The decision does not happen as an instantaneous eureka moment as with discoveries in other sessions but more like a calculated resignation that this is the only possible way forward. B states – "I think that in the interest of time, I should just go lab-rat hunting with the best of intentions, find some adults who can use a pen without anyone else giving permission and get my battle with the MET finished and leave my work at school unpublished for the time being"

The move is a resignation that in the interest of TIME and forward progression ("battle with the MET finished"), the best route is "lab-rat hunting"

Note, the use of the adverb "just" to indicate this is a resolution but one that is the least preferred choice. There is also ironic use of the language – "find some adults who can use a pen" to signal the frustration of the OBSTACLE B has faced in the requirement of research participants giving informed consent. The DECISION involves the rationale "time" and "adults" who can give informed consent "without anyone else giving permission" – in other words, there being no need for a third party to be involved and the resignation but realization of leaving his desire to research his institution "for the time being."

Regarding email feedback, B stated:

> *3] Was there anything new in what you articulated in terms of your current dilemma about ethics?*
>
> *It was certainly a revelation that I did not actually need to worry about how to go about getting a project approved in my workplace and that other options are certainly available and less difficult.*

Although the idea of using adult students for his research was suggested to him prior to the IMCD session, B states in the email that the idea was "certainly a revelation" for him. Note the use of the lexis "revelation" which is akin to "eureka moment." This is more support that IMCD can help the Explorer reach a sense of clarity about issues affecting their research and facilitate the decision-making process. Here, B states that he felt no longer the "need to worry" about how to proceed with his project.

B1 – lines 108-110. After the Understander's reflection, B first adds to the reflection – "patiently waiting for the opportunity" as a clarifying move. He then continues with the move started in line 104 by first declaring that the session has solved his dilemma or OBSTACLE (**META-COMMENT**) – "At any rate, I feel that this session has

already solved my major dilemma which is a desire to directly involve my work environment (which could be a double-edged sword) and yield to practicality and find/create a different venue for conducting a sample piece of AR." Like A5, line 57 the post-DECISION move works to first signal a change "At any rate", then acknowledge the overcoming of the OBSTACLE – "I feel that this session has already solved…", to a reiteration of what the OBSTACLE was with the DECISION or direction chosen embedded in the dilemma – "yield to practicality and find/create a different venue…" Note, the clear reworking of the decision – it is a "yield to practicality" based on the previous turn with regards "time" and "adult" research participants able to offer their informed consent freely.

In line 109, the Explorer begins to **TRIAL** this idea – this could be coded as POTENTIAL RESPONSE – as in articulating ways forward now the decision has been made to explain what the decision "may involve." However, it could also be coded as an extension of the DISCOVERY move in terms of DISCOVER / DECIDE – ACKNOWLEDGE OBSTACLE OVERCOME – REITERATE WHAT THE OBSTACLE WAS AND WHY IT NO LONGER EXISTS – WHAT THIS DISCOVERY / DECISION MAY ENTAIL. It bridges the decision and acknowledgement to the PLANNED RESPONSE in line 114.

NOTE TO SELF – LOOK FOR OTHER EXAMPLES OF THIS IN THE DATA – Is it POTENTIAL RESPONSE or connected to the discovery in some way.

<u>C1</u> – This session provides the anomaly of the 32 sessions recorded as C moves through a series of obstacles, potential responses, planned responses but always returns to obstacles which become increasingly more frustrating for her as the session goes on. With this in mind, the discovery she makes if any is that IMCD is not for her as a framework for forward progression. Her frustration is born from the misunderstanding that she would receive advice about which modules to choose on the course from someone who has been through and experienced the course and made module decisions – namely, myself. In the email feedback, she states this quite clearly:

> *3] Was there anything new in which you articulated about your module choices?*
> *No. I think I was expecting some advice from someone who has gone through this.*

<u>D1</u> has no apparent DISCOVERY as such. D begins by identifying a problem in her teaching practice and areas that she needs to improve on. Then, D continues to explore problems with these areas and reasons for these problems. She then articulates a

POTENTIAL RESPONSE – providing a specific classroom example of when she did not think on her feet and the task went wrong. Interestingly in Reflection 5, the Understander initiates a **THEMATIZING** move – *"Is there a connection here with what you said early about jumping around the main aim of the lesson?"* The Explorer acknowledges this connection and states – *"did not notice it"* but proceeds to return to OBSTACLE rather than uptake the opportunity to explore the connection – *"so what should I do? How should I tackle the problem?"* Also, as the connection is Understander-initiated (albeit reflecting the Explorer's own words) – this does not warrant a DISCOVERY.

In D1 email feedback, D states:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
> - *Something I did not notice* within the thoughts expressed was something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class. Due to this analysis I was able to restrict the field of problems I was encountering in my elicitation and decided to have my instructions carefully written down before me, when preparing myself for the teaching practice. This helped me to stick to the plan and tasks in the next teaching practice, so no improvisation took place.*
>
> - **U: 21:49:55 so in the midst of teaching you feel you chose the easy option but will try to modify to elicit from the students another way next time. Your decision to stray from the plan and do story-telling also then affected the next task you had set up which was to pair them and have them use the lexis in a different context. Is that right and is there a connection here with what you said early about jumping around the main aim of the lesson?*
> - *U: 21:49:56 ok?*
> - *E: 21:51:01 yes, true. it does connect, did not noticed it.**

D identifies a DISCOVERY within lines 126-131 (the same area in the session as I have identified above). The DISCOVERY is accredited to the Understander – *"something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class"* – This **THEMATIZING** move by the Understander has led to T in this instance deciding to *"have my instructions carefully written down before me when preparing for the teaching practice"* – It also includes an implementation of this DISCOVERY – *"This helped me to stick to the plan and tasks in the next teaching practice"* and positive result of the action – *"so no improvisation took place."*

IMPORTANT – DISCOVERIES MAY OCCUR POST-SESSION FOR THE EXPLORER AS A DIRECT RESULT OF WORK DONE IN AN IMCD SESSION.

D2 – also has no DISCOVERY. The session moves from OBSTACLE regarding elicitation to pondering past possibilities regarding teaching practice to return to OBSTACLE – and exploring the OBSTACLE to STATE after the class that T taught. It then moves to past actions done to POTENTIAL RESPONSE to PLANNED RESPONSE – "*to define a situation that can be reproduced…and a way to deal with my nerves.*" At the end, there is the introduction of a new OBSTACLE – the end of teaching practices.

In her email feedback on the session, D states:

> *2] If so, did this help in anyway with your movement forward?*

> *I'm not sure I came at the end of the session with a clear decision on what action to take in order to solve the problem I've expressed. I have the feeling like something is missing, like the need to have a contrastive point of view, a directive or just an opinion on the matter, is more effective in developing a pattern of actions to follow. This might be due to the fact that our session needed more time to go deeper in the reasoning and analysis. It could also be that there are certain matters, which are in need of an answer or a directive to promote a movement forward, or not?*

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*

> *In my reasoning I came out with the idea that "elicitation" need a specific context and is not always useful, therefore I've come to the conclusion that I have to find in which context it works.*

It is clear that a **DISCOVERY** was not made during the session - "*I'm not sure I came at the end of the session with a clear decision on what action to take in order to solve the problem I've expressed.*" D states that more time was needed in order to go deeper into the problem or she needs to find answers for some of the issues raised in the session. In question 3 of the feedback, D determines a possible **DISCOVERY** in terms of elicitation needing a *context* and not always being *useful*. The use of present perfect tense in the last line of the feedback seems to suggest that the conclusions reached are post-session – "*to find in which context it works.*"

IMPORTANT - DISCOVERIES MAY OCCUR INDIRECTLY AS A RESULT OF THE SESSION IN RESPECT OF THE EXPLORER REFLECTING ON WHAT HAPPENED DURING THE SESSION.

5-6] D3 – line 50-51. D beings the session by giving a progress update on elicitation, what she has realized and what she feels is still missing. This leads to the **OBSTACLE** of the need to practice the skill but not having the chance – (not stated but revelation of end of teaching practice in D Session 2). The Understander initiates a reflection in lines 43-49. The Explorer then articulates a **DISCOVERY** that happens between turns (19:14:48 – 19:22:44). The **DISCOVERY** is a live, real-time eureka moment which is lexically realized as – "*I've relalize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation rather than others…*" Through hearing her thoughts repeated back she has realized what she has left out of her thought process regarding elicitation – not considering which tasks would work better with elicitation. Earlier in line 34, she mentions – "*I don't think I've managed to find a specific dimension for which kind of tasks would gain more effect using elicitation*" (19:07:26), however, 15 minutes later in the session the realization is much deeper and significant for her and becomes an expansion of the point she articulated in line 34. Here, she DISCOVERS something she needs to think through more, identifies that she has not considered which tasks would be most effective with elicitation, and also contextualized this by thinking about a specific group and how they would react to elicitation - "*I mean I haven't selected a group and checked what difference would there be in using elicitation or not.*"

D then identifies it as an area she needs to work on more within her thought process and her teaching **(PLANNED RESPONSE)** – "*this is something I have to work on by selecting some examples…so this is a point I need to consider*" (line 51).

In line 52, she then switches to focus on what she has done and the benefit – "*the rest of the research is giving me insight on what I'm actually doing..*"

She then moves to determine Potential / Planned next steps to narrow down her thinking and consider which tasks would work with elicitation (line 55) to DOUBT about elicitation being the only way to get students activate schemata (line 71). Here, it could be argued that the DOUBT regarding elicitation is another DISCOVERY – "*I wonder now if elicitation is the only way one can use to activate students' schemata…*" – it is a real-time losing of faith in one's ideas.

The session is structured as OBSTACLE (missing insight/ need to practice) – DISCOVERY (of what one hasn't done / hasn't considered) – RESPONSE (of what is needed to be done / needed to be considered) – DOUBT (losing faith / questioning

idea - i.e. elicitation is the only way) – RESPONSE (do more research) – SELF-DOUBT / REVELATION (lack of experience).

Also, line 85 (Self-doubt) could be a DISCOVERY – "*something my attention was avoiding is the fact that I'm too un-experienced to know every kind of strategy*" – although this is an OBSTACLE, the revelation could be considered a discovery in terms of a belief that is existing at the sub-conscious or un-conscious level that becomes more explicit as a result of the session – D was "*avoiding*" thinking about or considering her relative inexperience as a teacher, focusing in on elicitation as "*the only way*" so that the realization was made that she cannot possible know every strategy she can use to assist her in the classroom. In my coding notes, I write – "***this session seems to have helped her to raise awareness about this and is a poignant reveal for the Explorer***". This line is linked to the Planned Response in line 84 of doing more research to find out other strategies that may help D to create a communicative class.

In this session, there is

> 1] the **DISCOVERY** (line 50) – *I've realize just know that in all honesty..*
> - a discovery about what has not been considered in the through process of the Explorer and what needs to be done as a consequence
> 2] **WORKING THROUGH THE DISCOVERY** – (line 71) – *I wonder now if elicitation is the only way one can use to activate students schemata* – a realization that there may be other ways and that D is focusing in on one aspect only (negative evaluation of planned response)
> 3] **SELF-REALIZATION AS DISCOVERY** – D realizes that the reason she is focusing in on this is because of her inexperience as a teacher, lack of knowledge of other strategies and linking to the previous line of "*needing to do more research and find out what else there could be there*" – Line 84 – Planned Response

In the email feedback, D states:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
>
> *Yes, in several instances, more of a plan has been outlined through the exchanges.*
>
> *Andy Boon: 19:19:00*
> *ok?*

E: 19:22:44

I've relalize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation rather than others, I mean I haven't selected a group and checked what difference would there be in using elicitation or not... this is something I have to work on by selecting some examples.

E: 19:23:33

so this is a point I need to consider.

E: 19:46:17

yes, all very exact.

E: 19:48:26

So my points of reflection are on doing more research and find out what else there could be out there I'm not aware of in terms of creating communication in class.

Here, D identifies lines 50-51 and lines 83-84 as new ideas. This confirms my coding that line 50-51 was a **DISCOVERY** – line 70-76 is an extension of the discovery (**SIMILAR TO J1**) which culminates in a **PLAN OF ACTION / PLANNED RESPONSE** in line 84 and the revelation that she was avoiding thinking of other strategies in line 85 – **SELF-REALIZATION.**

D4 – Lines 21-23 This appears as a POTENTIAL RESPONSE with D articulating what she "supposes" she should do in order to learn about methods in order to get over her OBSTACLE of not having any actual teaching practice left on her course. Her proposed way forward appears lexically as a POTENTIAL RESPONSE to the problem – there is no indication in the discourse used that this is a 'live' eureka moment but as a response that may or may not have already been thought of prior to the session.

However, in her email feedback, D identifies the following points as "new" discoveries (**lines 21-22** and **line 92** which occurs once the session has ended):

3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?

The following 3 points:

E: 06:24:13

trying to visualize and anticipate what the situation may be...

E: 06:23:36

I suppouse I should keep studying and reasoning on each single aspect of a class

[22.02.41] E: more than sense making I hope this will get me into some action!

IMPORTANT – DISCOVERIES MAY BE DIFFICULT TO PINPOINT IN THE DATA – SOME APPEAR AS EASILY IDENTIFIABLE EUREKA MOMENTS (E.G. AH, I GOT IT!), OTHERS MAY APPEAR AS POSSIBLE DISCOVERIES (E.G. G1), OTHERS MAY APPEAR AS POTENTIAL OR PLANNED RESPONSES BUT FOR THE INDIVIDUAL EXPLORER BE A DISCOVERY – A EUREKA MOMENT THAT IS HAPPENING INSIDE BUT NOT VERBALISED TEXTUALLY – ALSO, OTHER DISCOVERIES MAY OCCUR POST-SESSION – E.g. D1 and D2.

In this example, D identifies the POTENTIAL RESPONSE in line 21-22 as new information. Thus, it has been coded as "articulating / discovering potential next steps." Also, here, D identifies the post-session comments of "*more than sense-making, I hope this will get me into some action*" as a significant discovery for her; especially as one of her articulated OBSTACLES is related to her motivation to progress.

D5 is an interesting session in the respect of D introducing her friend (E) to take the place of her as Explorer. The session does not contain any discovery and is relatively short (18.20 – 19.03 – 43 minutes). E sets the scene in an extended turn at talk – *area, time - location, state, mood, supporting example, state, mood, players* – See D Session 5 coding notes / Move analysis. E then takes an extended turn at talk to clarify points in the Understander's reflection regarding reducing teacher talk and increasing student involvement – she uses "would" to clarify her past actions in the classroom and add more information to the setting the scene move. Finally, "so" indicates a shift to a Potential Response move in which E indicates she needs to find a balance "*between making sure that students know the point I want to teach…and letting them discover by themselves so that they really learn instead of just imitate.*" The session ends after the next Understander reflection.

Unfortunately, D session 5 has no email feedback.

D6 – lines 69-74 – is concerned with understanding "syllabus" – it moves from problem to potential response – negative evaluation – potential response of creating a syllabus (+ and – evaluation) – obstacles – potential response (+ evaluation) – potential response (more concrete – start of a plan). Like D4, the move in lines 69-74

appear as a potential response and is NOT coded as DISCOVERY.

However, **POST-END OF SESSION,** I ask D directly whether the particular sequence of steps articulated are a result of the session or not. D identifies the turn-at-talk as a **DISCOVERY -**

> *087] U: 19:09:46 I would be very interested to know whether the plan of action you decided upon*
> *088] U: 19:09:57(06.59 Japan time)*
> *089] U: 19:10:07 was a result of this session or not*
> *090] U: 19:10:28 and how you came about deciding on the plan of action*
> *091] U: 19:10:29 ?*
> *092] E: 19:11:36 you mean if i had it previously in my mind or it came out through the interaction?*
> *093] E: 19:11:42 I din't prepare it..*
> *094] U: 19:11:44 yes*
> *095] U: 19:11:55 right*
> *096] E: 19:12:10 it just came out as a natural sequence of actions to take in relation of the baove*
> *097] E: 19:12:20 above**
> *098] U: 19:12:31 right, that is interesting to know.*
> *099] E: 19:13:05 to be honest this morning was still considering on what to focus our session today*
> *100] E: 19:13:10 (blush)*
> *101] U: 19:13:17 right, sometimes it works like that.*

Here, D indicates that the plan of action was not thought of prior to the session as she had not even considered what to bring to the session that morning. The plan of action emerges as a result of the Explorer's involvement in the session – *"came out of the natural sequence of actions"* – In other words, a **DISCOVERY**

IMPORTANT – THIS ALSO CONTRIBUTES TO THE NOTION OF HOW TRICKY IT MAY BE TO PINPOINT DISCOVERIES. IT MAY BE NECESSARY TO SAY THAT SOME EUREKA MOMENTS ARE OBVIOUS IN THE DATA AS THEY ARE SIGNALLED LINGUISTICALLY – OTHER DISCOVERIES MAY NOT BE SO OBVIOUS.

7] D7 – lines 78-80. Here is a 'live' eureka moment for D realized by the meta comments – *"because it comes now to my mind…"* The session concerns teaching that D has done to a group learning Italian. In the setting the scene move, D explains about the group, the lesson, and the perceived critical incident / OBSTACLE of one

dominant student and 2 more reticent students in the class and D changing the pace of the lesson to allow the students time to formulate what they were going to say – Here, D feels that she slowed the lesson down too much and wonders whether it was the right decision. The Understander reflects and embeds a clarification question about the number of students (4 but D was teaching 3 of them). D answers the clarification question and moves on to **REFLECT** more **ON THE ACTION** naturally emerging from the explanation of what the fourth student in the class was doing and how she joined D's part of the class for the last 20 minutes – "*with her things went even worse*" – it is an extension of the critical incident mentioned in the setting the scene move and added to the existing problem in the class as "*she was quite shy, so was hard to get her to answer questions…*" She then thinks about possible reasons regarding why the critical incident may have occurred – "*the fact I was a new element in the class was also something that probably influenced the learners' activity and participation…*" (20:31:58)

The **DISCOVERY** begins at 20:33:03 and builds from the **REFLECTION ON ACTION.** D notes that "*that's an interesting point of reflection…*" and then uses a meta-comment to indicate that the subsequent point has just "*come now to my mind…*" – it is that being a native speaker in the class as well as a "*new element*" may have also affected them – the teacher of the class is not native Italian and uses English mostly in the class. However, D soon returns to the OBSTACLE in line 80 signaled by "but" – "*but still it doesn't clear out why at the beginning the three students were equally contributing and then in the conversation's task they were more shy*" – This leads T to list 3 questions to herself regarding the issue and to articulate frustration – "*there are more questions than answers*"

IMPORTANT – SOME DISCOVERIES THAT OCCUR MAY BE CENTRAL TO THE EXPLORER OVERCOMING THE OBSTACLE AND TO A PLAN OF ACTION – SOME DISCOVERIES THAT OCCUR MAY BE A NEW THOUGHT FOR THE EXPLORER BUT LEAD TO CONTINUED OR FURTHER OBSTACLES ONCE THOUGHT THROUGH…

IN OTHER WORDS – SOME DISCOVERIES MAY BE MORE SIGNIFICANT THAN OTHERS FOR THE EXPLORER

In this case, D's discovery is a live eureka moment realized linguistically at the time of the session, however it leads her to more frustration (line 84 – more questions than answers), a shift in topic to another activity she did in class (line 85 – newspaper activity) to how she should approach this activity in the next class (line 86-89) to the resolution of giving the students a questionnaire and asking the main teacher of the class for feedback (lines 105-112). Interestingly, although the DISCOVERY is met

with "more questions than answers", the ensuing plan of action or Potential response does address the OBSTACLE and may factor in her being a native Italian as a reason for the students' silence in the communication task BUT the DISCOVERY does not directly lead to the RESPONSE in this session – rather it is a small contributing factor.

8] D7 – Lines 104-105 Other possible areas of **DISCOVERY** in D session 7 are:

Line 104 – "*It seems that I am very time aware and kind of stressed by this…*"

Line 105 – "*I'm thinking now that it could be wise to…*"

In the first instance – "seems" is a reaction to the Understander's reflection in lines 90-101, especially – "*However, you are conscious of the fact that time is short and think you should impose a strict 10-minutes as you need to move on…*" – The use of "seems" appears to be a new SELF-REALIZATION for the Explorer in terms of being stressed about time-management in the classroom.

Line 105 is a parallel of the lexis used by J when he was thinking through his DISCOVERY, it was taking shape and changing direction. Here, D comes up with the idea of giving students a questionnaire as a potential response – although, not couched in the meta-comments of the previous discovery, it appears as a new idea nevertheless.

Unfortunately, there is no **EMAIL FEEDBACK** for D7 but in the post-session comments, D remarks in line 128 –

> *but the more we did it the more I got the understanding on how to reasoning about things and your rephrasing and summing up was always the essential part to get me to the conclusions*

It is a comment that the Understander reflections play a crucial part for T in helping her move through the possible cycle of OBSTACLE – DISCOVERY – RESPONSE – ACTION.

9] D8- lines 67-69 D8 is a very interesting session as it has the SETTING THE SCENE move – OBSTACLES – POTENTIAL RESPONSE – DISCOVERY – PLANNED RESPONSE which seems to be the atypical / prototypical structure of an IMCD session. The session focuses on D's new job as an online EFL instructor – the first OBSTACLE (line 26) is how to develop relationships with students in a virtual environment and the limitations this will impose on the teaching and communication. This leads to D pondering potential responses in the form of contacting Nunan or

looking for literature on online teaching (lines 32-36). This leads to more concerns – D has been asked to build interactions with the learners but is confused about how to do this – *"these are mainly my fears and doubts and although there is a mess in my head about how to step into this field I feel also very excited…"* (OBSTACLE and STATE).

The Understander's reflection covers –

Line 45 – the new job offer
Line 46 – the mode of delivery
Line 47 – what the job involves
Line 48-51 – the Explorer's areas of concern (online interaction, how to build group cohesion, the different nature and methodology it entails)
Line 52-53 – response of contacting Nunan
Line 54 – response of searching for literature
Line 55 – response of using IMCD
Line 56 – first priority to build interaction
Line 57-58 – possible main problem – interaction within online environment
Line 59-61 – the problems the Explorer is concerned about and "essential question" of building a bond between teacher/student and student/student.
Line 62-63 – her feelings of confusion but excitement

[From CODING NOTES for D Session 8]

The **DISCOVERY** happens as a result of D's interaction with the **REFLECTION** move. D uses the meta-comment – *"and I've realized I actually have a line of action in here, in the recollection you have made…these are clear steps of what I should do. This really helps a lot. I think I have to copy this and use it as a step-by-step instruction"* – By reflecting the rather long turn-at-talk by D in the previous turn (Setting the scene 17:22:21 – 17:39:43, Potential Response – 17:41:49 – 17:45:16, Obstacles – 17:45:37 – 17:52:18 – **a total of 30 minutes**), it gives D the chance to re-read and reflect on the issues and responses she has made and to realize or **DISCOVER** that she actually has a clear action plan of how to proceed. This is couched all in **META-COMMENTS** of the IMCD discourse – Interestingly, D accredits this to the Understander – *"on the recollection you have made"* however, the Understander is only working to reflect back the Explorer's own thoughts that have been externalized in the session. This segment is evidence for IMCD facilitating forward progression and is a CENTRAL point in the IMCD interaction from which she can build to a **PLAN OF ACTION**.

What follows in lines 70-79 is a PLANNED RESPONSE that emerges from the

acknowledged **DISCOVERY** and brings the session to an end. Similarly in D6 and D7, the 'listed' plans at the end become more concrete.

IMPORTANT - THIS IS A GREAT EXAMPLE OF A DISCOVERY WHICH IS ACKNOWLEDGED VIA META-COMMENTS – AS PREVIOUSLY STATED SOME DISCOVERIES MAY OCCUR BUT NOT BE ACKNOWLEDGED IN THE TEXT.

Unfortunately, no **EMAIL FEEDBACK** was received for D Session 8.

10] D9 – lines 78-83 The first thing to point out is the similarity between D8 and D9. D again takes an extended turn-at-talk (38 minutes) to give progress on her online teaching, identify **OBSTACLES** and ponder **POTENTIAL RESPONSES** in terms of positive and negative evaluations to overcome them – this leads to an Understander REFLECTION which in turn inspires the **DISCOVERY.** One difference is having been away from IMCD for a while (D8 is July 30th, 2010 and D9 is October 7th, 2010), D forgets to give the floor to the Understander to reflect and the Understander has to seek permission to do so in lines 56-59.

The **REFLECTION** focuses on

i) the SITUATION or STATE – starting a new job (lines 61-62)
ii) the PROBLEM – focus mainly on writing as only chance to talk to students twice via conference call –
iii) BUT speaking in students own time & conversation tutor (lines 63-66)
iii) PROBLEM CONTINUED – finding out student needs and motivation (line 67)
iv) POTENTIAL RESPONSE – student feelings will be revealed in their writing

"you have thought of many ideas about how to manage this so far"

List responses –   *1] Create a folder to map student progress*
                     2] Use supplementary material (but be careful not to give yourself too much work)
                     3] Introduction negotiation via a discussion board
                     4] Ask tutors for some advice about how they approach the teaching. (lines 69-73)

D then moves to evaluate the reflection – "*a very good sum up*" and then uses **META-COMMENTS** to indicate a **DISCOVERY** / eureka moment has taken place through her interaction with the **REFLECTION** – "*I didn't realize I was already addressing the problem with some ideas*" – by having her ideas repeated back to her in list form,

the Explorer realizes that indeed she has come up with potential ways to address her problem or **OBSTACLE**. She moves on to indicate in line 79 that she was "*thinking about these in hypothesis but actually those are all things I could do*" – in other words, her **POTENTIAL RESPONSE** move (line 37-55) could actually be a list of **PLANNED RESPONSES**. She moves on to highlight an area in the **REFLECTION** that resonated most for her - *Especially when you say: <u>You are concerned about finding out student needs and motivations for study</u>* – She decides that from the list of ideas – "*this should be my focus*" (line 80) and the others could be possible – "*experimented*" apart from asking the tutors for advice which she feels "*is a must*" – She ends the DISCOVERY move with more **META-COMMENTS** that "*I have a clear focus and some practical steps to take*" – She then moves to outline a PLANNED RESPONSE in terms of indicating uncertainty about the mapping progress "*but all the rest I could start to prepare in advance.*"

Unfortunately, no **EMAIL FEEDBACK** was received for D9.

D9 SESSION SHOWS THE MOVEMENT FROM SCENE-SETTING – OBSTACLE – POTENTIAL RESPONSE – THE DISCOVERY BEING A REALISATION THAT THE POTENTIAL RESPONSES OUTLINED ARE IN FACT PRACTICE RESPONSES THAT THE EXPLORER CAN DO TO MOVE FORWARD.

F1 – Lines 129-134 – Originally, I believed there was no **DISCOVERY** in this session. F uses the session to set the scene, articulate his focus change for the PhD (a change that has happened prior to the session) and to justify or provide a rationale for this change. As such the **OBSTACLE** articulated is more of a misconception that he had in the past which has been overcome already before participating in IMCD. The session works more as a sounding board for F to confirm to himself that changing his focus was the correct course of action.

However, in the EMAIL FEEDBACK, F identifies an area that was a DISCOVERY for him in the session:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
> *I had been thinking about retention rates for collocations but never really considered it an avenue to explore until i did this session. I now have 3 terms to research as opposed to 2.*

Linguistically, the move in line 115 and 116 where retention rates are first mentioned

read more like an articulation of actions that have been taken and the aim of the AR project. The **DISCOVERY** may occur in line 129 – "but…" indicates a change in thought - "there are not many studies which test after a few months to see the retention rates…it could also be the basis for my future research, so now we have incidental learning, collocations and retention rates"

IMPORTANT NOTE – DISCOVERIES may sometimes be difficult to identify lexically as they may happen between turns and between words. I missed the discovery in F but email feedback clearly indicates a new train of thought which happens "live" in line 129 via the signal "but…" which leads to the new understanding of there being 3 areas to explore – "incidental learning, collocations, and retention rates"

11] G1 – Line 112. Although this does not seem to be a major eureka moment for G, it appears as a kind of DISCOVERY nevertheless. Its position is similar to A2 in respect of occurring after a REFLECTION – **THEMATIZING** move – *"Is there a connection to perceiving CD as fluffy or odd here?"* (line 108). G moves on to clarify that CD is not for everyone and that is the source of her fear in approaching NGOs – that the person she approaches will not understand what she is trying to say (line 111). The DISCOVERY (loosely termed) is the realization that she needs to "*accept what is possible and say 'so what'*" in order to move forward with her project and what she "*believes in ultimately.*" In other words, it is the realization of taking the opportunity, acting upon it, not worrying about initial rejection, persevering in order to move forward.

This is a DISCOVERY that permeates the whole session in a way – however, it has been coded as DISCOVERY because the Explorer acknowledges this as "key" – "*And yes that's key for me, I think…*" seems to have the essence of a new realization although it is not strongly stated lexically in the session. However, to look at this from a different angle, this is difficult to define 100% as DISCOVERY as there is no forward progression post-discovery in terms of a concrete plan of action – in line 118, G reiterates the OBSTACLE and reason for the OBSTACLE (line 121) and then the session ends.

In line 89, G states – *"I have to get over that silly fear and take a leap of faith"*
In line 102, G states – *"I've got to stop thinking there's anything for me to lose in approaching them"*
In line 112, G states – *"And yes, that's key for me I think – accepting what is possible and saying 'so what' and going ahead because of what I believe in ultimately"*

"Key" seems to be the important word lexically in order to label this as a

DISCOVERY – the idea of "so what" has been realized in earlier moves (line 89 – *take a leap of faith* / Line 102 – *stop thinking*) but it seems to be a recognition that *"accepting what is possible"* is also accepting possible rejection but continuing to preserve and fight for what one believes in regarding research.

In the Post-Session feedback (at the end of the session rather than email), G states:

> *153] E: 06:52:39*
> *2. Yes it made me see that I'm being a bit silly :)*
> *154] E: 06:53:00*
> *3. Nothing new really, just starker view of it.*

and identifies that there was NO DISCOVERY in the session only *"a starker view"* of the OBSTACLE she is facing and the way forward. Thus, regarding degrees of eureka moments, this possible DISCOVERY in line 112 may be just a re-confirmation of what is already obvious to the Explorer.

12] G2 – Line 136 The session is concerned with G narrowing her focus for the DRC module. In the **SETTING THE SCENE** move, she ponders looking at training people to do CD (line 80). In line 94, she is concerned in her **POTENTIAL RESPONSE** that the idea of looking at how she trained people up and the subsequent effect is not in fact *reinventing the wheel*. In line 119, she continues in her **POTENTIAL RESPONSE** to be concerned about the research *reinventing the wheel* – the question is whether G should go ahead anyway or find a different focus. In line 130, she articulates another **POTENTIAL RESPONSE** of finding out what CD research has been done. The **DISCOVERY** comes post reflection (Reflecting 7) in which the U states – *you feel it is important to have a look and see what has already been written and researched on CD*. The **DISCOVERY** move is a **EUREKA MOMENT** for the Explorer and is lexically realized as an understanding that has come into being – *it's becoming kind of obvious that if there are books on CD then that research has been done* – a 'live' self-realization that the research must have already been done. This prompts G to move to a **POTENTIAL RESPONSE** (lines 137-138) of consulting her tutor to find out. The implication is i) to find out whether the focus has been covered in previous CD research and ii) whether this is important or not for the tutor. The session ends soon after the U's final reflection with G stating – *that's a natural close* (line 144.)

In post-session discussions (lines 148-end), U makes a comment about areas of the discourse where **DISCOVERY** may have taken place. The U points to *Don't I?* (line 131) and *becoming obvious* (line 136) and describes them as "self-realizations". Line 131 has not been coded as **DISCOVERY** but as a part of the POTENTIAL

RESPONSE move. G admits that the session helped her *get things black and white* (line 152) and it is not overly clear in her feedback (lines 194-199) whether line 131 was **DISCOVERY**. However, to question #3 she does state – "*I need to know what's going to be of greatest worth to all mankind*" which is an ironic comment on her finding a focus for her DRC that is worth researching. It seems to point to realizing that CD research exists and areas will have been covered was a **NEW DISCOVERY** for her. Thus, line 136 is coded as **EUREKA MOMENT DISCOVERY.**

13] G3 – Lines 93-96 The session is concerned with G's feedback from her tutor that the research focus is too big. G reflects on the proposal and on the tutor feedback and then articulates a **PLANNED RESPONSE** to be careful about the wording of her research (lines 59-62), she then articulates **OBSTACLE** regarding being sensitive to reword the proposal (lines 67-68) and ponders whether to do a simple rephrasing (lines 69-73). G then moves to further obstacle regarding challenging her tutor as she wishes to explain more about her research proposal and that she considers it researchable (lines 81-82). U then initiates a **THEMATIZING** move regarding challenging the tutor and being sensitive to allow G to consider a connection there. G evaluates as correct but does not continue to explain why – she passes the floor back in line 89. U then asks her to comment on the connection in lines 90-91 – **PASSING THE FLOOR** back to her. G then initiates an **ATTENDING** move to scroll back and re-read the IM text (line 92) – the **DISCOVERY** happens soon after. G evaluates the connection as being *the same thing* – she then explains the **EUREKA MOMENT DISCOVERY** in more detail – *when I wrote the sensitive bit I was thinking only of rewording my proposal and not of challenging my tutor but I think the real thoughts underlying the sensitivity were those of challenging* – this is a realization that has come to light as a direct result of the **THEMATIZING** move in line 86. This **DISCOVERY** is similar to I1 – an **UNDERSTANDER FACILITATED DISCOVERY** – (in S1 the synthesis reflect helps I to a discovery which is referred to in the lexis – *looking at the bullet points you put up..*), Here, the **THEMATIZING** move and **PASSING THE FLOOR** back to ask G to explain the connection, empowers (or forces) G to consider the meaning of "sensitivity" and move to a **DISCOVERY**. It is lexically realized with *quite interesting* as a **META-COMMENT** on the **THEMATIZING** move.

G3 – line 101-103 In his next reflection, the U asks a **CLARIFICATION** question which is answered by G in lines 99-100 to say that clarity helps her overcome the sense of challenge. Line 101 has the feeling of a **pre-closing** move but is also similar to B1 (line 108) in which he states that the session has solved his dilemma. Here, it is a confirmation of G of the **DISCOVERY** – a new understanding about her tutor's feedback and challenge – *it's not an unreasonable one* and a reconfirmation that she needs to reword her proposal and overcome her sensitivity. Her lack of confidence

resurfaces at the end with the "little voice" of hope to hope her new proposal will be fine. This makes G3 an example of a **DISCOVERY with an extended turn-at-talk** as she continues to work through the discovery with the feeling that she understands the situation better than before.

G3 – line 109 This continues in line 109 in which G once again confirms the EUREKA MOMENT DISCOVERY of lines 93-96 – *there's a lot more light in there now*. In other words, she understands a lot more about her tutor's feedback and how to proceed. The session comes to an end in line 110.

Post-session, G comments that *I saw my own nervousness and then I saw that it was unsubstantiated. That made me feel better* (line 127). She also picks up on the **THEMATIZING** move as being important for her – *I enjoyed it when you picked up on the connection btw 2 things I said – I liked that!* This is clear lexical evidence for the existence of **UNDERSTANDER FACILITATED DISCOVERY** in this session.

14] G4 – lines 35-37 The session is concerned with email feedback from the tutor in which he asks for a 1-sentence statement of intent. G begins by articulating the usefulness of G3 and helping her work on her research project. She returns to her notes (line 19-22) and then explains about the email feedback from her tutor (embedded obstacle) and the focus of the session (lines 23-27). The U reflects (lines 28-34) and G makes a very quick **EUREKA MOMENT DISCOVERY** in line 35 – *I think the answer is staring me in the face* that the tutor wishes her to add to her research proposal how the CD moves can be focused on providing a list of options a) to d). This "live" discovery is the interpretation of the feedback from the tutor to include a 1-sentence statement of intent regarding the perception of moves by Speaker / Understander. In line 36, G articulates that she can focus on this now in the session and then makes a META-COMMENT of a feeling of moving forward – *Yay! Progress already.*

G4 – lines 38-41 Similar to B, J, D3 and D7, G moves to **WORK THROUGH THE DISCOVERY** once it has been made. G links the **DISCOVERY** to its new consequence using "so" and the 4 options a-d that her tutor has suggested – *now I'm thinking about which it is to be*. In line 39, she indicates she planned to use data in which she was the Speaker and Understander and interview the Speakers – but realizes that it is too small a scale of a study (**NEGATIVE EVALUATION**) – she moves to identify option A as the most likely option to pursue – her perceptions as Speaker. This move is coded as **WORK THROUGH THE DISCOVERY** as it is closely linked to the early **DISCOVERY** in line 35 and shows her current thinking post-**DISCOVERY** - *now I'm thinking about which it is to be*. It is similar to **POTENTIAL RESPONSE** but emerges from the **EUREKA MOMENT**.

G4 – Lines 48-54 This is also a continuation of the **DISCOVERY** made in line 35 as she *wonders* about option D of the tutor feedback. G works through the options and begins to write the 1-sentence statement of intent to see what emerges – *I could try and write the statement and see if it sounds complete*. The turn at talk is couched in the language of **POTENTIAL RESPONSE** but is an extension of the **DISCOVERY** in which she tries a 'live' rewrite of the proposal. G ponders that option A would make the beginning of her sentence obsolete but continues to question her thoughts as they emerge – *Does it?...I'm observing both I think*. In live 52, G attempts another 'live' rewrite and concludes that *it might work*. It is couched in uncertainties as G strives to work through her ideas to discount option d and have her statement as concrete as possible. It is similar to other sessions in which the Explorer **WORKS THROUGH THE DISCOVERY**.

15] G4 – lines 73-78 G articulates a **POTENTIAL RESPONSE** to post her statement of intent using the 2 aspects and hope for the best. The **FURTHER DISCOVERY** is lexically realized with *hold on…* which changes the textual direction to talk about rephrasing her statement with respect to what she is observing – *I would like to observe how U moves helped to create the space* is the original statement of line 23 to *how I perceived the U moves to create the space* which focuses on aspect 1 - the speaker perception of the moves and not aspect 2 – the moves themselves. This shows a second **EUREKA MOMENT** for G and is similar to J1, D3 and D7 in the respect of having a **FURTHER DISCOVERY**.

G4 – lines 82-83 As with G3 line 109, G moves at the end of the session to articulate the acceptability of the **DISCOVERY** for herself – *I think that might be more acceptable …. I do believe that it is doable!* - G ends with a positive evaluation of the **DISCOVERY** - a change from **DISCOVERY** to **OBSTACLE** to **FURTHER DISCOVERY** to satisfactory conclusion. In line 84, G indicates that she has achieved her goal for the session and brings it to an end.

POST-SESSION G indicates that *I think I found extra clarity – the session got me to think about the implications of the wording I chose.* Although not clearly stating **DISCOVERY** has occurred the lexical usage within the session points to several **EUREKA MOMENTS**. This session is also an example of **extended turn at talk** and **FURTHER DISCOVERY**.

G5 has no apparent **DISCOVERY**. The session is concerned with modifying the RQ for the research assignment and contains **OBSTACLES** and **RESPONSES**. The coming to an end is similar to G3 and G4 in respect of reaching a satisfactory conclusion – *I think I'll go with that…goal!!!* – but there is no clear **DISCOVERY** in the session. **Post-Session**, G indicates the reformulation of the RQ in line 101 was a

DISCOVERY – this fits nicely with the **AMBIGIOUS DISCOVERIES** category as it is not marked and later identified by E as **DISCOVERY** – *Yes, I got my RQ tidied up and looking ship shape* (line 140).

16] G6 – lines 105-108 Unlike G1-G5, this session is concerned with a teaching puzzle – how to facilitate retention of what was learned in previous lessons for G's students. After **SETTING THE SCENE** and explaining the **OBSTACLE** and POTENTIAL RESPONSE embedded in the move, G **CLARIFIES** a mis-reflection (lines 62-72). G moves to **POTENTIAL RESPONSE** of creating some way of getting students to recycle language (lines 73-77) and the idea of a sheet for students to fill in (line 84-87) and working through this idea (lines 92-98). In line 101, she ponders having students make review questions – she then begins to articulate an O**BSTACLE** but realizes she has answered her own question (start of **DISCOVERY**) and moves to explain what the **OBSTACLE** was – *I was thinking that the learners would be able to answer their q's without much thought because they'd be aware of the answers* – this was an OBSTACLE but then turns into a **EUREKA MOMENT** lexically realized by *but that's a gem* – the **DISCOVERY** happens <u>between the words G types</u> and begins at *Sorry* (I just **DISCOVERED** SOMETHING) – *I was thinking..*(NEGATIVE EVALUATION OF RESPONSE or **OBSTACLE**) but (EXPLANATION OF DISCOVERY). The **DISCOVERY** is that the creation of the questions will help the retention of language that G desires – *it'll make them learn more.* The DISCOVERY starts with *sorry*.

17] G6 – lines 112-126 Similar to G4, G begins to **WORK THROUGH THE DISCOVERY** in a move akin to Edge's <u>trialing</u>. In line 112, G begins to plan her actions for the next class – *so all I need to put in place is...* G plans to get a folder with paper and keep sheets with student names – the plan involves accommodating continuous enrolment (line 114) and how to manage the activity. In line 116, G determines that Ss can take their sheets home to keep once they have completed the course and it will double as a record of learning. She also ponders using the sheets with other learners using a computer to file the questions. In line 123, G pauses using "…" and this leads G to a **FURTHER DISCOVERY** regarding having students work with paper and then move to the computer for the last 15 minutes of the class. This second **EUREKA MOMENT** is realized by the capitalized "*YES!!*" of line 125 – a positive comment on this being another **DISCOVERY**.

G6 – lines 133-150 G continues to **WORK THROUGH THE 2 DISCOVERIES** and begins with a lexical repetition of the phrase used in G4 line 38 – *now I'm thinking...* G considers how to save the files so they can be used for a record of student work and as a resource for other students (lines 134-137). In line 138, she indicates that she needs to come up with a plan about the answering stage – the first

304

15 minutes of the next lesson where students answer their questions. She then ponders the idea of typing them as separate documents but realizes this would be a logistical problem unless each student has one document and the contents tagged. The move is:

134-137) First problem – how to file records?
138-139) indicate what else is needed to be done
140-141) Second problem – don't want to save files with answers on them
142) Response to problem – *Perhaps…*
143-144) Third problem – too many files, logistics
145-148) Response to third problem – *Unless…*

Note – contained in the **WORKING THROUGH THE DISCOVERY** move is the articulation of **OBSTACLES** – negative evaluations of the idea and possible RESPONSES to the problems as they emerge (positive evaluations).

G6 – Lines 157-161 G continues to **WORK THROUGH THE DISCOVERY** in terms of changing her mind about using the questions as resources for other learners. Note the lexical repetition of *I'm now thinking* … (line 157) and she provides the rationale for scrapping the idea – *self access center is fabulous already*. She returns back to the paper idea and indicates that she has reached a satisfactory conclusion – *and I'm happy*. G then indicates a **COMING TO THE END** before articulating her plan in lines 164-166.

Post-Session – G indicates that the ideas were *not really new… just trying to maximize potential* (line 187) – thus the **DISCOVERIES** are not acknowledged by the Explorer but is lexically realized in the session as discovery. I think G may have taken the post-reflection question to mean the sheet activity itself – this is coded as **POTENTIAL RESPONSE** (line 84). However, the understanding of the activity facilitating retention is a **DISCOVERY** (line 105)

G6 is an example of 2 EUREKA MOMENT DISCOVERIES, an example of FURTHER DISCOVERY and extended turn-at-talk as G WORKS THROUGH THE DISCOVERIES in a move akin to trailing.

<u>G7</u> – In this session, G ponders the request of her boss to introduce websites to teachers at her institution. Although there is no clear **DISCOVERY** in the session, **POST-SESSION** G states that the plan of action was a direct result of the session (line 158). G explains that she has been thinking that teachers needed step by step lessons to become familiar with technology – *that was unconnected when I began this session – connecting the 2 happened live*. In other words, connecting the request of her boss to telling other teachers about websites (line 64) was a live **DISCOVERY**.

305

Thus, this is another example of an **AMBIGIOUS DISCOVERY** in terms of not being marked in the session but identified later by the Explorer that the **POTENTIAL RESPONSE** was in fact a new idea.

18] H1 – lines 79-80 The session is concerned with working on H's research aim and question for the DRC module. The session begins with **SETTING THE SCENE** in which H provides her topic, aim, and RQ – H wishes to study CD. U clarifies the meaning of TPD and in line 75 H clarifies a mis-reflection by U. In line 77, U reflects – *So once having done a session, you are going to ask them whether they would continue working in this way. Is that what you mean?* In line 79, H evaluates the reflection by explaining that *I have not thought of that yet*, she then articulates that her plan was to choose a partner who had experience of CD, an **OBSTACLE** of not having decided how many sessions that person should have done / do – it is an **OBSTACLE** that has emerged from the U's reflection – a gap in her research plan. This leads H to articulate **META-COMMENTS** on the gap – *this is a good question to think about – hmm* having realized that the gap exists. This has been coded as a **EUREKA MOMENT DISCOVERY** as it indicates a new train of thought that she has not considered before. It is also an **UNDERSTANDER FACILITATED DISCOVERY** in terms of being connected to the preceding reflection. H moves in line 81 to try and answer the gap of how many sessions a research participant should have completed. Although coded as **POTENTIAL RESPONSE** it could also be **WORKING THROUGH THE DISCOVERY** in a similar vein to J4 and J6 in which the response is closely connected to the prior DISCOVERY. It should also be noted that the **DISCOVERY** although seemingly small in size (a realization of a gap in her plan in terms of which research participant to use) and occurring early on in the session is picked up again in lines 85-88, lines 96-99 and lines 103-105 for further exploration. There is a switch to contrast the DRC module with the dissertation focus in lines 110-113 and this is then explored regarding the overall research aim and an exploration of the RQ in lines 134-140 and 147-150. This is a **one turn-at-talk DISCOVERY** as H switches to reflecting on her research plan in the next turn at talk.

Post-Session Email feedback –

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that I need to reflect on my participant for the study. Is this going to be a teacher that has done one session of CD with me and then I interview or will it be a teacher who knows the CD literature and has done several CD sessions.

In her post-session email feedback, H identifies the issue of thinking about the

research participant as a new area of her thinking and confirms the **DISCOVERY** of line 79.

19] H2 – lines 49-53 This session is concerned with H weighing up the options of who to use as a research subject for her pilot study. As with B1, H has 2 concerns that she articulates in her **SETTING THE SCENE**. **Concern 1** – choose someone who has done CD (but they may not remember the experience). **Concern 2** – If I choose someone (but will one session be enough) and if I am already doing CD with this person (is this ethical?). H continues by looking at the problem of choosing someone she has done CD with as it offers easy access but is concerned about the ethics of this (line 38-39) and (line 42-43). In line 48, H describes this as her dilemma (similar to B in the respect of having a route he wishes to go down but is aware of the problems this will cause and ends up deciding on his second option). After the declaration of this being an **OBSTACLE**, H moves to a **EUREKA MOMENT DISCOVERY** – a realization that comes to her during the session. This is lexically realized by *just reflecting on this now I realized that I would feel more comfortable regarding the data I collect if I choose a participant that has done CD before.* H realizes that she would feel more comfortable and is bending towards the decision of choosing a participant that has already experienced CD – this has the added advantage of her doing one session and then interviewing them for data (line 53).

20] H2 – lines 85-87 The U challenges the realization in line 54 by making a connection with the decision and what was mentioned earlier about ethics. H responds by saying she needs to read more and then begins to ponder whether choosing her friend and CD partner would affect her data. This steers her away from the decision to choose someone who has done CD. She returns to the RQ in lines 67-71 for help and to see how it connects to using her CD partner or someone new. In line 78, H articulates an **OBSTACLE** of using her existing CD partner as it *limits my question*. This leads H to **MAKING A DECISION** (Similar to B) – *at least now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method – if I choose C it does constrain my RQ and I would have to then state that my ethical risk is high…I need to consult my tutor.* This is coded as **MAKING A DECISION** because H uses *at least I feel that…* which indicates she has reached a new understanding of her choice of research subject. This is not as clear a decision as that of JH but it is a realization that her earlier **DISCOVERY** of wanting to use someone who has experienced CD (i.e. her colleague C) may not work and may not connect to her RQ. The decision, if any, is to consult her tutor for more advice. The session ends soon after in line 108 after H has articulated a plan of action to read on ethics and speak to her tutor.

Post-Session email feedback –

2] If so, did this help in anyway with your movement forward?

I could reflect on my doubts since I could read them in different words and this forced me to make a decision and to think in detail what I was saying or expressing.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, I decided what participant I want to choose from and what risks or drawbacks this implies. As well, that I need to decide on my methodology and to speak to my tutor regarding my doubts in whom my participant will be.

5] Anything else you would like to add!!

During my reflections, I realized how I was moving forward in my thinking by taking responsibility in making a decision if asked by the understander or by realizing what I felt more comfortable with once I re read my thinking through the words of the understander.

In the email feedback, H mentions that the session helped her to make a decision and that she could decide to use her colleague C and what drawbacks this may entail. Also, that it helped her to the plan of speaking to her tutor. Interestingly, she mentions that by moving forward in her thinking she felt that she was taking responsibility for the decision especially when realizing that she would feel more comfortable collecting data from her existing CD partner. The email feedback would seem to support my analysis that a) **DISCOVERY** occurred and that b) a **DECISION** was made by the Explorer.

H2 is an example of a) **A EUREKA MOMENT DISCOVERY** b) **A DECISION** c) **an extended turn-at-talk.**

21] H3 – line 148 This session is concerned with reflecting on which research subject to use for her pilot study. The **PROGRESS REPORT** explains that H is still struggling to decide but she has 2 options (1 – never experienced CD / 2 – has experienced CD) and feels both options offer a way forward (line 57). In lines 65-71, H articulates the drawbacks of each option and that both participants will change the course of her findings (line 80). In lines 87-90, she returns to her RQ to try and help with the decision and in lines 91-95 factors in follow-up interviews. With option 1 it might be difficult to do follow-ups, with option 2 it might make her study too big. In

lines 104-107, H is concerned with whether one CD session is enough and time and scope of her study which returns her to the problem of which participant (line 115). In lines 126-130, she ponders there being a 3rd option between option 1 and 2 – a participant that has just done a quick CD practice but realizes it might be difficult to find such a person and ponders on leaving the choice open to see who may volunteer. However, this may be leaving the decision to chance (line 140). As the U reflects the word "opportunistic sampling" in the reflection in line 142, H picks up on this term and responds by wishing to read more about it in line 145-146. As H has taken a short turn at talk, he **PASSES THE FLOOR BACK** (Similar to C1 and G3). H them moves to **DISCOVERY** in line 148 – it is a realization that the participant choice may be out of her control – *so I think I realize how that maybe this is something I can control or not*. This is a **EUREKA MOMENT DISCOVERY** that has been helped by the U **PASSING THE FLOOR BACK**. H then moves to response of reading on sampling to help her with her choice of participant. The session ends soon after – line 167. This is a **one turn at talk DISCOVERY.**

Post-Session email feedback -

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that there might not be a right or wring answer in the participant I use, and depending which one I use will bring different results and findings and this is something I have to accept as being part of the research that I cannot control. As well, that I need to go back to the literature f methods and read on sampling to aid me in this decision and to put my research in a better framework and understanding.

5] Anything else you would like to add!!

Yes, that I feel that after the session my thinking regarding the participant for my research is almost decided or at least I have come to terms with it that it will be something I might not be able to entirely control and that is part of the DRC experience. Realizing that as a researcher I might not be bale to control al l the process and I will go back to an earlier decision or moving forward will lead to making more decisions or encountering new challenges.

Once again, H acknowledges that **DISCOVERY** took place. The discovery was an ever increasing realization that there is no right or wrong answer in her choice of participant and this is something that H has no control over but must factor in to her research. H continues in question 5 to state that she understands the choice might be out of her control and part of the module experience and that this will lead to more

decisions and challenges later on.

H4 has **no DISCOVERY**. The session is concerned with wishing to have more time for reading about the research paradigm. H has also received a confusing reply from her tutor about her proposal. She articulates an **OBSTACLE** in lines 26-28 of needing to have decided on her research instrument without reading about paradigms and wishing to go back and do more reading – and returning to the choice of research participant. She then explains about posting reflections on BB and a reply from her tutor on how she will perform data collection that has puzzled her (lines 37-40). She then CLARIFIES the difference between the BB post and tutor reply in lines 48-50. She returns to OBSTACLE in line 65 by stating she has no idea about the tutor comments. She ponders reading more on case study as a response (line 67) and that the comment is connected to how she will analyze the data (line 77). In line 84-86, she articulates a plan of reading on case study and do further reflections.

No Post-Session Email Feedback for this session

22] H5 – lines 100-104 The session deals with H's struggle to formulate interview questions for the interview she will do post-CD session with her research subject. In the **PROGRESS REPORT** she mentions her final decision to choose a teacher that has not done CD before. In lines 34-37, H mentions 2 problems and the one regarding interview questions becomes the focus of the session. She feels her questions are too leading or vague. She is also struggling with follow-up questions (line 59). In line 93, she ponders re-thinking her RQ or ask broader interview questions. The **DISCOVERY** begins in line 100 and is lexically realized with the phrase – "*I just realized this from this last exchange with you…*" The **EUREKA MOMENT** is that her interview questions are too structured and that is why they do not connect with the RQ. H realizes that she needs a mix of topics to discuss and a recurring main question for each topic – this could be the interview question she is happy with articulated in line 57. The **DISCOVERY** originates in U's reflecting 6 (lines 82-83) in which U states – "*you have come up with a number of questions but feel the wording needs tightening up a little as it may be confused for reflective practice in general rather than CD?*" In line 87, H **CLARIFIES** that the wording makes assumptions and are leading but switches direction in line 90 to agree that the wording may not be correct with the interview questions. By focusing on the interview questions, she realizes that the questions may be too structured and that she may need topics to talk about with a main question that is asked. H moves to RESPONSE with regarding to tweaking the interview questions and plans to look at the CD moves in CD theory to check her questions again (lines 115-116 and line 120-121). The session ends in line 123. H5 is a **one turn at talk DISCOVERY.**

Post-Session Email Feedback –

2] If so, did this help in anyway with your movement forward?

The misunderstandings helped me move forward in a more revelatory way. This is to say, thinking that my thoughts were not clear and asking myself: why is this so? And this led me to thinking as I was writing that the thoughts were not clear even to me.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes that my RQ question requires a semi-structured interview so I cannot loose this focus when writing my questions and /or when designing the interview.

4] Were my reflections useful?
Yes indeed since they helped me articulate my thoughts and realize what was not working in my interview designing stage.

5] Anything else you would like to add!!

I found this session very useful in the sense that without knowing it I went from thinking that I would have to change my RQ question (I thought it was too vague) as I was designing the questions for my interview to realizing the opposite that my questions were too structured and close ended for the kind of RQ I have.

H acknowledges that she was able to consider a semi-structured interview and not to lose the concept of such an interview was new understanding for her. In Question 5, she explains that she started with the notion of changing her RQ question but then realized that the interview questions were too structured and close ended – this is **DISCOVERY**. H also points to the mis-reflections as being useful for her as she had to be even clearer in articulating her thoughts as they were not even clear to herself.

23] H6 – lines 70-72 In this session, H explores 2 main obstacles – data analysis of her interview (to be conducted) and time issues whilst waiting for a tutor reply regarding her ethical approval form. The **PROGRESS REPORT** begins very positively with H designing her interview questions (H5 focus) and posting them on BB for feedback. The first **OBSTACLE** (line 31) is that no one has replied to her post on BB and the deadline is approaching for the pilot study to be completed. The second **OBSTACLE** of being overwhelmed with how to analyze data is mentioned in lines 46-47 and the response of needing to read the data before analyzing it. The confusion about data analysis continues in lines 57-61 and the need for help or not to focus on

too many things at the same time is articulated. The U reflects the conflict between the literature saying to decide the method before data collection and that for H – *you feel that this isn't the way you wish to proceed* (line 62). H evaluates this as correct and picks out the phrase – *isn't the way you wish to proceed* as matching her thinking. This leads to a **EUREKA MOMENT discovery** in line 70 lexically realized by *makes me think that this could be another reflection for my research journal* – it is the idea *that not every step in research is linear but instead cyclical* – that she is maybe thinking in linear terms about the research process and should think in cyclical terms – that things can be done at the same time (maybe!). H then switches back to **OBSTACLE** using *"I am worried mainly about timing"* to explain about her upcoming vacation and wait for ethical approval (lines 73-76 and 85-88) – she then starts to **PLAN** what she can do to move forward whilst waiting and when the best time to conduct the interview will be (lines 106-110) – she plans to keep reading on data analysis and wait for a response. The session then ends.

There is no **Post-session email feedback** with H6 and it ends up being the last session. However, H states in post-session comments – *thank you I feel that again moved forward in my thinking* which indicates that **DISCOVERY** has likely taken place.

24] I1 – Lines 130-131 This discovery has been coded as *DISCOVERY (in terms of answers)*. The discovery occurs directly after the Understander has initiated a SYNTHESIS REFLECT in lines 120-128. The U decides to "sum up the issues so far" raised by the Explorer in the session as the Explorer has articulated various different topics and obstacles related to those topics (Line 47 – whether the topic is too vague / Line 73 – Using the SPRE format and the weighting of a research paper / Line 104 – concerns on referencing / Line 111 – data collection in terms of quantitative and qualitative data and validity). The Understander lists these in number form in the SYNTHESIS REFLECT –

> *The Synthesis reflect focuses on all that has gone before and provides a whole summary of the Explorer's talk within a series of 4 bullet points to summarize the 4 main areas that the Explorer has mentioned –*
> *1] vagueness of research question (lines 44-65)*
> *2] concerns over structure (lines 73-95)*
> *3] concerns over literature and referencing (lines 76, 101-105)*
> *4] concerns over data collection, validity, analysis and measurement (lines 111-116)*

(NOTES FROM SESSION ANALYSIS)

The move by the Explorer is coded as DISCOVERY as I is responding directly to the Understander's SYNTHESIS REFLECT and seeking to answer his own questions. This is lexically realized by "looking at the bullet points you've put up…" I begins to articulate a POTENTIAL RESPONSE in real time – firstly that referencing in the procedure stage might support the research question, secondly, that data collection will change the structure of the paper, and a switch to a more qualitative approach – "Seeing as an improve is the ultimate aim, does it matter if the teacher gives a thumb up to the outcome, if the numbers based data doesn't? If so, quantitative data becomes less important" – Although couched in terms of potential response ("might", "might"), this is the first time for the Explorer to move to concrete answers. All previous ends (or thematic ends) to a turn at talk for S has resulted in him posing rhetorical questions to himself that appear as a further obstacles – Lines 64-65 , Lines 78-79, Lines 93-94, Lines 102-104, Lines 111-112, Lines 115. Here, he answers his question for the first time – "If so, quantitative data becomes less important." He then signals the move to a new concern in line 132.

In email feedback, I stated:

> *2] If so, did this help in anyway with your movement forward?*
>
> *The summary of problems in another persons words certainly helped me figure out what I was trying to say, and allowed for a concise list of problems as the other person saw them. (Sorry, I've forgotten the exact terminology you used to describe the individual roles!)*
>
> *3] Was there anything new in what you articulated in terms of your current thinking about your project?*
>
> *Thanks to your conclusions of problems, I was able to link several problems to a couple of solutions, i.e (in simple terms) more reading around the subject would alleviate multiple problems.*

This feedback from I would seem to argue that the SYNTHESIS REFLECT or "conclusions of problems" was a pivotal point for I to "figure out what I was trying to say" and to determine "a couple of solutions" to the obstacles articulated. In other words, the move facilitated the Explorer's discovery affecting forward progression away from questions to hitherto unarticulated answers.

24] J1 – Lines 142-149 In line 138, J articulates a realization (Potential response) to the earlier OBSTACLE of needing the "work to meet the requirement" – in other words, needless of his desire to research "many perspective", J needs to focus

otherwise his research will be too large of a study. J then pauses in line 139 for thinking time (attending) indicating that he needs time to ponder the statement articulated in line 138.

The **discovery** begins in line 142 and is lexically realized with the hedge (**META-COMMENT**) – "*I am thinking out loud so I hope it makes sense*" – this is another instance in which an Explorer is articulating his response live, in real time as it has come to his mind via a possible eureka moment – **The DISCOVERY is a potential response to the obstacle that comes to the Explorer as a new thought and (or a decision in the case of JH) and is articulated externally to the Understander as an attempt to capture and make sense of it** – note the similarities here to the pilot study with P in which P states – "*Does it make sense of is it gobbledy gook?*" it is an Explorer striving to achieve coherency with their thoughts in order to move the research forward BUT hedging this as they move out of their comfort zone and into new "thought" territory – with the possible fear of not making sense to the Understander (face-threatening?).

J then moves on to explain his "new" idea by first returning to STATE – that all stakeholders believed that they were right and based their decisions on various factors. Then, potential response for his project; the discovery itself – "*I suppose I could approach the case study from the perspective of values and how they drove the people to act in the way they did…possibly just 3 or 4 people.*" J has moved from uncertainty regarding his focus to articulating a potential way forward.

The DISCOVERY is a potential response to the OBSTACLE but whereas POTENTIAL RESPONSES may have already been though of prior to the session and are articulated in order for the Explorer to weigh up the possible directions of pursuing these responses in terms of POSITIVE or NEGATIVE EVALUATION of them, the DISCOVERY is a "new" thought that has occurred as a result of the session. This is not always possible to show lexically as the eureka moment may occur external to the text. However, as there are instances in the session, it the analysis is to pin-point where there are definite DISCOVERIES or possible DISCOVERIES (not lexically realized and without email feedback from the participants).

25] J1 – Lines 154-156 So far in the data, the DISCOVERY move has mostly occurred during one turn-at-talk (A5 / B1 – extended turns). In the J session, similarly to that of B, the DISCOVERY move extends over a number of turns. J hands the floor to the Understander in line 149, the Understander reflects and J evaluates. He then continues to build on the "new" idea articulated in lines 147-148. The lexical signal "and" indicates that he wishes to add further information to the idea of looking at

"*values and how they drove people to act in the way the did*" – The repetition of "suppose" also signals this is a continuation as he builds to consider issues of data collection with the themes emerging *"through carefully constructed interviews or questionnaires such as teacher identity, managerial decisions…"*

Line 147 – *"I suppose I could…."*
Line 154 – *"and I suppose…."*

Here, the Explorer builds on the initial discovery to consider – ways of data collection, possible results of the data collection, themes that may emerge – This has been coded as **WORKING THROUGH THE DISCOVERY** and is similar to B in which he works through his decision to decide on who to collect data from and the POSITIVE EVALUATION of this decision. Here, J is "TRIALING" his idea; running with it to see where it goes and whether it will help him over his OBSTACLE. Although, it is couched in terms of POTENTIAL RESPONSE it is still an extension / continuation of the idea raised in the discovery move.

J1 – Line 161-163 After another Understander reflect and J evaluation, J still continues to **WORK THROUGH THE DISCOVERY** to TRIAL his ideas. The lexical repetition of "suppose" connects the sentence to that of line 147 and 154 – See Hoey – Lexical Triangles. Here, J is wondering how he would analyze the data if he were to pursue this direction – the theme still very much being the "values" of the stakeholders.

In line 162, there is a distinct change signaled by "now I am thinking.." as J moves to consider possible OBSTACLES with his discovery – whether it is fair to ask the same questions in an interview or questionnaire to both teachers and directors (NEGATIVE EVALUATION) but then moves to a POSITIVE EVALUATION in terms of "everyone considers themselves to be fair, and honest" using again the lexical repetition of "I suppose" to trial his ideas. Here, he considers that it would not matter if the questions are the same as everybody would provide a fair and honest response.

This is still an extension of the "new" idea in line 147 and shows the Explorer running with the idea in real-time to see whether it is a feasible direction to take. Once again, the idea of **DISCOVERY** and **POTENTIAL RESPONSE** is very close, with DISCOVERY being a eureka moment or decision made that occurs as a result of the session.

J1 – Lines 167-173 Similarly to lines 139-141, J indicates he needs some thinking time. He indicates a "new" line of thought in line 167 – *"now I am thinking about students"* – This is a repetition of the lexical structure of line 162 – *"now I am*

wondering if..." which signals a change in his thinking – Here, J further WORKS THROUGH THE DISCOVERY – to add "students" to the equation and refine his focus. Previously, he has articulated a focus which involves investigating the values that drove the "stakeholders" – that is, teachers and administrators (line 147 – "people" but identified as teachers and administrators in the subsequent prediction of themes that may emerge – "teacher identity" and "managerial style" in line 155). Here, J realizes that *"students...were missing from the debate"* and then qualified as *"are missing"* to make it ever more present. This leads to an addition in line 170 – *"so perhaps I could try and discover if the values were actually related to students at all"* – remaining with the idea of case studies with teachers and administrators, J articulates another possibility of exploring the values at play within the discourse in terms of including or excluding the interests of the students.

Once again, this is couched in the lexis of POTENTIAL RESPONSE ("perhaps I could…"), but as it builds from the original discovery in line 147 still remains very much a part of the DISCOVERY move and is akin to **TRIALING** (See Edge).

26] J1 – lines 178-183.   The Understander reflects and J continues with the TRIALING of the DISCOVERY signaled with "and" in line 178. J makes a further live DISCOVERY –

"and I am aware that my own views have now come through in the question I might ask – it also sounds rather obvious now that I have come across the question the fact that people had their own interests at heart"

Note, the lexical repetition of "now" to show the discovery happening live in the session. The question that has emerged from line 147 is couched in the subconscious views of the Explorer and has become explicit rather than tacit as a result of the session. This has lead the Explorer to a NEW "obvious" understanding that people may have been acting out of their own interests and self-preservation.

In line 181, he repeats "I suppose" to indicate his understanding of what may have been denial in respect of *"finding this hard to believe"* as it conflicts with his *"old fashion view of teaching"* - i.e. being there for the students and to support the students and not putting one's own interests first.

The end of a rather long DISCOVERY move in which the Explorer has moved from DISCOVERY to TRIALLING to FURTHER DISCOVERIES concludes with J acknowledging that he has found possible resolution as a result of the session – *"but I think I am on the right path"*

In the email feedback, J states:

2] If so, did this help in anyway with your movement forward?
Thinking about it 12 hours on I think the process undoubtedly helped me move forward. I am convinced I already had the answer but you helped me untangle the wires. I couldn't see the wood for the trees before.

3] Was there anything new in what you articulated in terms of your current thinking about your project?
As I re-read it I realised that there was some new information that came out as a result of the conversation. I also became (even more) aware that I don't have the necessary vocabulary in order to talk about the specific ideas I am interested in. I used lots of very ordinary language, not academic or informed language. Maybe this was why I struggled to make my point at times.

Here, J talks about the opportunity the session afforded him to "untangle the wires." He also acknowledges that there was "new" information but does not specify which areas were new for him. He also takes about becoming aware of gaps in his knowledge (probably due to the Understander's reflection and using the term – "stakeholder").

A note on DISCOVERY

In the data, 3 different areas emerged –

i) TYPE OF DISCOVERY
ii) LENGTH OF DISCOVERY
iii) ACKNOWLEDGED EFFECT OF UNDERSTANDER MOVE ON FACILITATING THE DISCOVERY

TYPES OF DISCOVERY

Eureka Moment	A2	A3	A5	J1	G1	D3	D7	D8	D9	G2	G4	G6	H2	H3	H5	H6
Decision-making	B1	H2														
Others	F1	I1	D4	D6	G3	G5	G7	H1								
Further Discovery	J1	D3	D7	G4	G6											
Post-session	A1	D1	D2													
No Discovery	A4	C1	D5	H4												

i) EUREKA MOMENTS

Definition -

Eureka moments can be described as sudden, live discoveries that occur within an IMCD session (See previous Boon research on CD / IMCD). It is the Explorer reflecting on an OBSTACLE or POTENTIAL RESPONSE and suddenly realizing a new idea – one that has not been thought of before and is buried deep within the sub-conscious or tacit knowledge of the Explorer and the session results in making it more explicit and available to be worked on further. It can also be less sudden with the Explorer indicating he or she needs time to think and beginning to articulate his or her 'live' thoughts as they appear. Moreover, the eureka moment may come as a result of the Explorer's interaction with the Understander's reflection move (See notes on **ACKNOWLEDGED EFFECT**).

Important to note that there are *different degrees* of EUREKA MOMENTS in terms of their significance to the Explorer and to the direction of the session. In other words, some eureka moments are not picked up as topics to explore further in the session by Explorers whereas other eureka moments may be starting points to plans of actions or may play a pivotal role in the Explorer overcoming his or her particular obstacle (See notes on **LENGTH OF DISCOVERY**).

Examples are –

A2 – line 41 - *Maybe I should ask to see some sample assignments*

After a long stretch of articulating OBSTACLES, the Explorer suddenly switches to a possible response – it is its sudden entry into the turn at talk and rapid change from obstacle to response that seems to qualify it as a EUREKA MOMENT DISCOVERY. This is verified in post-session email that the idea came in the middle of texting – although the idea was not new, it was an idea the Explorer had discounted because of increasing her workload. It is interesting to note that the Discovery is not picked up as a topic to explore further.

(One turn at talk)

A3 – line 45 – *Perhaps that would be o.k. in the introduction*

Similar to A2, this move occurs after a long stretch of OBSTACLES and indicates a sudden shift from OBSTACLE to response suggesting that this is the articulation of a new idea that may possibly help L overcome her conflict between wishing to use anecdotal evidence versus the perceived constraints of academic writing, Once again, this DISCOVERY is not picked up as a topic to explore further by the Explorer. Also, no email feedback is available.

(One turn at talk)

A5 – line 53 – *although ah! Maybe not. If the title frames the whole piece…*

Similar to A2 and A3, this eureka moment happens suddenly. However, this is signaled with the use of meta-language to show the discovery in action – ***"although ah!"*** – The Explorer indicates a discovery has been made whilst typing and then continues to explain in more detail the particular discovery via conditionals – "***If the title frames the whole piece and I can support the question with solid examples – then the title will hold…"*** It is a new thought that emerges as a result of being in the session. This seems to have great significance for the Explorer as he switches to a new topic satisfied with the discovery that has been made.

(Extended turn at talk – see notes on LENGTH OF DISCOVERY)

J1 – lines 142-149 – *I'm thinking out loud so I hope it makes sense…*

Similar to the P session (Pilot study), here, the Explorer indicates that this is a new thought to the Understander and that he is striving to make sense as he types his message – it is a live, real-time Eureka moment – potential response to the OBSTACLE of pinning down his research focus. It shows the Explorer taking some time to think and then striving to achieve coherency in order to move forward but hedging as he enters new territory and possibly out of his comfort zone – also, the fear of not making sense to another with this face-threatening act. J hedges, moves back to STATE regarding stakeholders and then articulates his discovery / response – ***"I suppose I could approach the case study from the perspectives of values…"*** It shows a move from uncertainty to a potential way forward.

(Extended turn at talk – see notes on LENGTH OF DISCOVERY)

G1 – line 112-113 – *And yes that's key for me I think…*

This does not seem to be a major eureka moment for G but appears as a DISCOVERY nevertheless. It is similar to A2 by occurring after a REFLECTION-THEMATIZING move which enables the Explorer to clarify that CD is not for everyone and that is the source of her apprehension to approach NGOs. The DISCOVERY is the realization that she needs to just give it a try and take the opportunity without worrying about initial rejections. It is a DISCOVERY that permeates the entire session (line 89, line 102, culminating in line 112) but here in line 112 is identified as ***"key"*** which seems to appear as a new realization. However, as with A2 and A3, there is no forward progression in terms of a plan of action as G returns to OBSTACLES and the session soon ends thereafter. Note, that G said there was NO DISCOVERY in email feedback – ***"just a starker view"*** of what she was already thinking. This DISCOVERY may just be a reconfirmation of that which she already knows.

(One turn at talk)

D3 – lines 50-51 – *I've just realize just now that in all honesty I haven't considered thorough which tasks would benefit from elicitation*

D articulates a **DISCOVERY** that happens between turns (19:14:48 – 19:22:44). The **DISCOVERY** is a live, real-time eureka moment which is lexically realized as – "*I've relalize just now that in all honesty I haven't considered thorough which tasks would*

benefit from elicitation rather than others…" Through hearing her thoughts repeated back she has realized what she has left out of her thought process regarding elicitation – not considering which tasks would work better with elicitation. Earlier in line 34, she mentions – *"I don't think I've managed to find a specific dimension for which kind of tasks would gain more effect using elicitation"* (19:07:26), however, 15 minutes later in the session the realization is much deeper and **significant** for her and becomes an expansion of the point she articulated in line 34. Here, she DISCOVERS something she needs to think through more, identifies that she has not considered which tasks would be most effective with elicitation, and also contextualized this by thinking about a specific group and how they would react to elicitation - *"I mean I haven't selected a group and checked what difference would there be in using elicitation or not."* This leads to a **PLANNED RESPONSE** in line 51, Justifying actions that have been taken in line 52 and moving to a list of Potential Responses to narrow down her thinking and consider which tasks would work with elicitation (WORKING THROUGH THE DISCOVERY).

This session extends and has FURTHER DISCOVERY (See later notes in the FURTHER DISCOVERIES SECTION). In this session, there is

1] the **DISCOVERY** (line 50) – *I've realize just know that in all honesty..*
- a discovery about what has not been considered in the through process of the Explorer and what needs to be done as a consequence
2] **WORKING THROUGH THE DISCOVERY** – (line 71) – *I wonder now if elicitation is the only way one can use to activate students schemata* – a   realization that there may be other ways and that D is focusing in on one aspect only (negative evaluation of planned response)
3] **SELF-REALIZATION AS DISCOVERY** – D realizes that the reason she is focusing in on this is because of her inexperience as a teacher, lack of knowledge of other strategies and linking to the previous line of *"needing to do more research and find out what else there could be there"* – Line 84 – Planned Response

(Extended turn at talk – see notes on LENGTH OF DISCOVERY)

D7 – lines 78-80 – *that's an interesting point of reflection, because it comes now to my mind that also the fact that I'm a native speaker may have conditioned them…*

The live eureka moment **DISCOVERY** begins at 20:33:03 and builds from the **REFLECTION ON ACTION** by D. D notes on her own reflection that *"that's an interesting point of reflection…"* and then uses a META-COMMENT to indicate that the subsequent point has just *"come now to my mind…"* – it is that being a native speaker in the class as well as a *"new element"* may have also affected them – the teacher of the class is not native Italian and uses English mostly in the class. However, D soon returns to the OBSTACLE in line 80 signaled by "but" – *"but still it doesn't clear out why at the beginning the three students were equally contributing and then in the conversation's task they were more shy"* – This leads D to list 3 questions to herself regarding the issue and to articulate frustration – *"there are more questions*

than answers". Here, the DISCOVERY is not pivotal as it leads to more articulated frustration and does not directly lead to the ensuing PLANNED RESPONSE in lines 105-112. Rather, the DISCOVERY is a small contributing factor or starting point to the idea of giving questionnaires to students and asking the main tutor for feedback on D's teaching.

(Extended turn at talk – see notes on LENGTH OF DISCOVERY)

D8 – lines 67-69 – *and I've realized I actually have a line of action in here, in the recollection you have made there are clear steps…*

D8 is a very interesting session as it has the SETTING THE SCENE move – OBSTACLES – POTENTIAL RESPONSE – DISCOVERY – PLANNED RESPONSE which seems to be the atypical / prototypical structure of an IMCD session. The **DISCOVERY** happens as a result of D's interaction with the **REFLECTION** move. D uses the meta-comment – *"and I've realized I actually have a line of action in here, in the recollection you have made…these are clear steps of what I should do. This really helps a lot. I think I have to copy this and use it as a step-by-step instruction"* – By reflecting the rather long turn-at-talk by D in the previous turn (Setting the scene 17:22:21 – 17:39:43, Potential Response – 17:41:49 – 17:45:16, Obstacles – 17:45:37 – 17:52:18 – **a total of 30 minutes**), it gives D the chance to re-read and reflect on the issues and responses she has made and to realize or **DISCOVER** that she actually has a clear action plan of how to proceed. This is couched all in **META-COMMENTS** of the IMCD discourse – Interestingly, D accredits this to the Understander – "*on the recollection you have made*" however, the Understander is only working to reflect back the Explorer's own thoughts that have been externalized in the session. This segment is evidence for IMCD facilitating forward progression and is a CENTRAL point in the IMCD interaction from which she can build to a **PLAN OF ACTION**. D moves on to a PLANNED RESPONSE that emerges from the acknowledged DISCOVERY.

(One turn at talk)

D9 – lines 78-86 – *I didn't realize I was already addressing the problem with some ideas…*

Similar to D8, D again takes an extended turn-at-talk (38 minutes) to give progress on her online teaching, identify **OBSTACLES** and ponder **POTENTIAL RESPONSES** in terms of positive and negative evaluations to overcome them – this leads to an Understander REFLECTION which in turn inspires the **DISCOVERY.** D moves to evaluate the reflection – "*a very good sum up*" and then uses **META-COMMENTS** to indicate a **DISCOVERY** / eureka moment has taken place through her interaction

with the **REFLECTION** – "*I didn't realize I was already addressing the problem with some ideas*" – by having her ideas repeated back to her in list form, the Explorer realizes that indeed she has come up with potential ways to address her problem or **OBSTACLE.** She moves on to indicate in line 79 that she was "*thinking about these in hypothesis but actually those are all things I could do*" – in other words, her **POTENTIAL RESPONSE** move (line 37-55) could actually be a list of **PLANNED RESPONSES**. She moves on to highlight an area in the **REFLECTION** that resonated most for her - *Especially when you say:* <u>*You are concerned about finding out student needs and motivations for study*</u> – She decides that from the list of ideas – "*this should be my focus*" (line 80) and the others could be possible – "*experimented*" apart from asking the tutors for advice which she feels "*is a must*" – She ends the DISCOVERY move with more **META-COMMENTS** that "*I have a clear focus and some practical steps to take*" – She then moves to outline a PLANNED RESPONSE in terms of indicating uncertainty about the mapping progress "*but all the rest I could start to prepare in advance.*"

(One turn at talk)

G2 – line 136 – *and it's becoming kind of obvious that…*

See memo notes

(one turn at talk)

G4 – lines 35-37 *yes and I think the answer is staring me in the face…*

See memo notes

(Extended turn at talk – See notes on LENGTH OF DISCOVERY)

G6 – lines 104 and 106-107 *I'm answering my own question before I write it…but actually that's a gem, it'll make them learn*

See memo notes

(Extended turn at talk – See notes on LENGTH OF DISCOVERY)

H2 – lines 49-53 *just reflecting on this now I realized that I would feel more comfortable regarding the data I collect if I choose a participant that has done CD sessions before*

This is an interesting DISCOVERY because on one hand it is a EUREKA MOMENT DISCOVERY – a realization that comes to H during the session – *by reflecting on this now...* but is also connected to a DECISION that comes in lines 85-87 – see DECISION-MAKING NOTES. H realizes that she would feel more comfortable to choose someone who has experienced CD. The realization is a EUREKA MOMENT of the 2 possible options she had in the SETTING THE SCENE move regarding choosing someone who has experience of CD or not.

(Extended turn at talk – See notes on LENGTH OF DISCOVERY)

H3 – line 148 *so I think I realize know that maybe this is something I can control or not…*

The U reflects the word "opportunistic sampling" in the reflection in line 142, H picks up on this term and responds by wishing to read more about it in line 145-146. As H has taken a short turn at talk, he **PASSES THE FLOOR BACK** (Similar to C1 and J3). H them moves to **DISCOVERY** in line 148 – it is a realization that the participant choice may be out of her control – *so I think I realize how that maybe this is something I can control or not*. This is a **EUREKA MOMENT DISCOVERY** that has been helped by the U **PASSING THE FLOOR BACK**. H then moves to response of reading on sampling to help her with her choice of participant. The session ends soon after – line 167. This is a **one turn at talk DISCOVERY.**

Post-Session email feedback -

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that there might not be a right or wring answer in the participant I use, and depending which one I use will bring different results and findings and this is something I have to accept as being part of the research that I cannot control. As well, that I need to go back to the literature f methods and read on sampling to aid me in this decision and to put my research in a better framework and understanding.

5] Anything else you would like to add!!

Yes, that I feel that after the session my thinking regarding the participant for my research is almost decided or at least I have come to terms with it that it will be something I might not be able to entirely control and that is part of the DRC experience. Realizing that as a researcher I might not be bale to control al l the process and I will go back to an earlier decision or moving forward will lead to making more decisions or encountering new challenges.

Once again, H acknowledges that **DISCOVERY** took place. The discovery was an

ever increasing realization that there is no right or wrong answer in her choice of participant and this is something that H has no control over but must factor in to her research. H continues in question 5 to state that she understands the choice might be out of her control and part of the module experience and that this will lead to more decisions and challenges later on.

(one turn-at-talk)

H5 – lines 100-104 *I just realized this from the last exchange with you that maybe my questions are too structured…*

The session deals with H's struggle to formulate interview questions for the interview she will do post-CD session with her research subject. The **DISCOVERY** begins in line 100 and is lexically realized with the phrase – *"I just realized this from this last exchange with you…"* The **EUREKA MOMENT** is that her interview questions are too structured and that is why they do not connect with the RQ. H realizes that she needs a mix of topics to discuss and a recurring main question for each topic – this could be the interview question she is happy with articulated in line 57. The **DISCOVERY** originates in U's reflecting 6 (lines 82-83) in which U states – *"you have come up with a number of questions but feel the wording needs tightening up a little as it may be confused for reflective practice in general rather than CD?"* In line 87, H **CLARIFIES** that the wording makes assumptions and are leading but switches direction in line 90 to agree that the wording may not be correct with the interview questions. By focusing on the interview questions, she realizes that the questions may be too structured and that she may need topics to talk about with a main question that is asked. H moves to RESPONSE with regarding to tweaking the interview questions and plans to look at the CD moves in CD theory to check her questions again (lines 115-116 and line 120-121). The session ends in line 123. H5 is a **one turn at talk DISCOVERY.**

Post-Session Email Feedback –

2] If so, did this help in anyway with your movement forward?

The misunderstandings helped me move forward in a more revelatory way. This is to say, thinking that my thoughts were not clear and asking myself: why is this so? And this led me to thinking as I was writing that the thoughts were not clear even to me.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes that my RQ question requires a semi-structured interview so I cannot loose this focus when writing my questions and /or when designing the interview.

4] Were my reflections useful?
Yes indeed since they helped me articulate my thoughts and realize what was not working in my interview designing stage.

5] Anything else you would like to add!!

I found this session very useful in the sense that without knowing it I went from thinking that I would have to change my RQ question (I thought it was too vague) as I was designing the questions for my interview to realizing the opposite that my questions were too structured and close ended for the kind of RQ I have.

H acknowledges that she was able to consider a semi-structured interview and not to lose the concept of such an interview was new understanding for her. In Question 5, she explains that she started with the notion of changing her RQ question but then realized that the interview questions were too structured and close ended – this is **DISCOVERY**. H also points to the mis-reflections as being useful for her as she had to be even clearer in articulating her thoughts as they were not even clear to herself as she typed them to the Understander.

NOTE – Although the DISCOVERY originated in the reflection of the U (lines 82-83) regarding the interview questions, in the Post-Session Email Feedback, H does not acknowledge the reflections as facilitating the DISCOVERY therefore this is not included as part of the ACKNOWLEDGED EFFECT OF U MOVE SECTION.

(one turn-at-talk)

H6 – lines 70-72 *makes me think that this could be another reflection for my research journal that not every step has to be linear but instead cyclical…*

In this session, H explores 2 main obstacles – data analysis of her interview (to be conducted) and time issues whilst waiting for a tutor reply regarding her ethical approval form. The U reflects conflict between the literature H has read saying to decide the method before data collection and that for H – *you feel that this isn't the way you wish to proceed* (line 62). H evaluates this as correct and picks out the phrase – *isn't the way you wish to proceed* as matching her thinking. This leads to a **EUREKA MOMENT discovery** in line 70 lexically realized by *makes me think that this could be another reflection for my research journal* – it is the idea *that not every*

step in research is linear but instead cyclical – that she is maybe thinking in linear terms about the research process and should think in cyclical terms – that things can be done at the same time (maybe!). H then switches back to **OBSTACLE** using "*I am worried mainly about timing*" to explain about her upcoming vacation and wait for ethical approval (lines 73-76 and 85-88) – she then starts to **PLAN** what she can do to move forward whilst waiting and when the best time to conduct the interview will be (lines 106-110) – she plans to keep reading on data analysis and wait for a response. The session then ends.

There is no **Post-session email feedback** with H6 and it ends up being the last session. However, H states in post-session comments – *thank you I feel that again moved forward in my thinking* which indicates that **DISCOVERY** has likely taken place.

(**one turn-at-talk**)

ii) DECISION-MAKING

Definition –

It may be the case in which an Explorer comes to an IMCD session with a dilemma and possible directions that he or she could take to move his or her research project forward. This DISCOVERY is different to a EUREKA MOMENT in the respect of the ideas or directions having already been considered prior to the session. Instead, the DISCOVERY is the reaching of a final decision between the various options available. It is the Explorer deciding 'yes' to one path and 'no' to another.

Examples are -

5] B1 – lines 105 – *I think that in the interest of time, I should just go lab-rat hunting with the best of intentions*

The example of **DISCOVERY** in B1 is different to the other examples as it involves a decision between two possible directions – trying to push the institution to allow him to do research there or to take on private students. Both potential directions have been introduced in the session – setting the scene (lines 84-85) and the session evolves around B needing to decide between which direction he wishes to pursue. The decision does not happen as an instantaneous eureka moment as with discoveries in other sessions but more like a calculated resignation that this is the only possible way forward. B states – ***"I think that in the interest of time, I should just go lab-rat hunting with the best of intentions, find some adults who can use a pen without anyone else giving permission and get my battle with the MET finished and leave my work at school unpublished for the time being."*** The move is a resignation that in the interest of TIME and forward progression ("battle with the MET finished"), the best route is "lab-rat hunting." Note, the use of the adverb "just" to indicate this is a resolution but one that is the least preferred choice. There is also ironic use of the language – "find some adults who can use a pen" to signal the frustration of the

OBSTACLE B has faced in the requirement of research participants giving informed consent. The DECISION involves the rationale "time" and "adults" who can give informed consent "without anyone else giving permission" – in other words, there being no need for a third party to be involved and the resignation but realization of leaving his desire to research his institution "for the time being." B also follows up in his email that he has a **"revelation"** – support that IMCD can facilitate the decision-making process.

(Extended turn at talk – see notes on LENGTH OF DISCOVERY)

H2 – lines 85-87 *at least now I feel that it should be a participant that has done several sessions…*

The U challenges the realization in line 54 by making a connection with the decision and what was mentioned earlier about ethics. H responds by saying she needs to read more and then begins to ponder whether choosing her friend and CD partner would affect her data. This steers her away from the decision to choose someone who has done CD. She returns to the RQ in lines 67-71 for help and to see how it connects to using her CD partner or someone new. In line 78, H articulates an **OBSTACLE** of using her existing CD partner as it *limits my question*. This leads H to **MAKING A DECISION** (Similar to B) – *at least now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method – if I choose C it does constrain my RQ and I would have to then state that my ethical risk is high…I need to consult my tutor.* This is coded as **MAKING A DECISION** because H uses *at least I feel that…* which indicates she has reached a new understanding of her choice of research subject. This is not as clear a decision as that of B but it is a realization that her earlier **DISCOVERY** of wanting to use someone who has experienced CD (i.e. C) may not work and may not connect to her RQ. The decision , if any, is to consult her tutor for more advice. The session ends soon after in line 108 after H has articulated a plan of action to read on ethics and speak to her tutor.

Post-Session email feedback –

2] If so, did this help in anyway with your movement forward?

I could reflect on my doubts since I could read them in different words and this forced me to make a decision and to think in detail what I was saying or expressing.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, I decided what participant I want to choose from and what risks or drawbacks this implies. As well, that I need to decide on my methodology and to speak to my tutor regarding my doubts in whom my participant will be.

5] Anything else you would like to add!!

During my reflections, I realized how I was moving forward in my thinking by taking responsibility in making a decision if asked by the understander or by realizing what I felt more comfortable with once I re read my thinking through the words of the understander.

In the email feedback, H mentions that the session helped her to make a decision and that she could decide to use C and what drawbacks this may entail. Also, that it helped her to the plan of speaking to her tutor. Interestingly, she mentions that by moving forward in her thinking she felt that she was taking responsibility for the decision especially when realizing that she would feel more comfortable collecting data from her existing CD partner. The email feedback would seem to support my analysis that a) **DISCOVERY** occurred and that b) a **DECISION** was made by the Explorer.

H2 is an example of a) **A EUREKA MOMENT DISCOVERY** b) **A DECISION** c) **an extended turn-at-talk.**

iii) OTHERS

AMBIGUOUS DISCOVERIES

Definition –

Discoveries may sometimes be difficult to identify in an IMCD session. They are subjective realizations for the Explorer of new areas of thinking and may occur between turns and between lexis. Also, they may not be signaled lexically as "discovery" by the Explorer who experiences eureka moments within but does not externalize (or textualize that that may have been visible in F2F CD). Ambiguous discoveries are those discoveries that appear as other moves in the session (e.g. Potential responses / Planned responses) but are then later identified as DISCOVERY by the individual Explorer in post-session feedback. As I was unable to receive post-session feedback for all IMCD sessions collected, this means the possibility of "missed" discoveries in the analysis may exist.

Examples are -

F1 – line 129-135 – *but there are not many studies which test after a few months to see the retention rates…so know, we have incidental learning, collocations, and retention rates.*

Originally, I believed there was no **DISCOVERY** in this session. F uses the session to set the scene, articulate his focus change for the PhD (a change that has happened prior to the session) and to justify or provide a rationale for this change. As such the

OBSTACLE articulated is more of a misconception that he had in the past that has been overcome already before participating in IMCD. The session works more as a sounding board for F to confirm to himself that changing his focus was the correct course of action.

However, in the EMAIL FEEDBACK, F identifies an area that was a **DISCOVERY** for him in the session:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
> *I had been thinking about retention rates for collocations but never really considered it an avenue to explore until i did this session. I now have 3 terms to research as opposed to 2.*

Linguistically, the move in line 115 and 116 where retention rates are first mentioned read more like an articulation of actions that have been taken and the aim of the AR project. The **DISCOVERY** may occur in line 129 – "but…" indicates a change in thought - "there are not many studies which test after a few months to see the retention rates…it could also be the basis for my future research, so now we have incidental learning, collocations and retention rates"

D4 – lines 21-23 – *I suppose I should keep studying and reasoning on each single aspect of a class…trying to visualize and anticipate what the situation may be…*

This appears as a **POTENTIAL RESPONSE** with D articulating what she "supposes" she should do in order to learn about methods in order to get over her OBSTACLE of not having any actual teaching practice left on her course. Her proposed way forward appears lexically as a POTENTIAL RESPONSE to the problem – there is no indication in the discourse used that this is a 'live' eureka moment but as a response that may or may not have already been thought of prior to the session.

However, in her email feedback, D identifies the following points as "new" discoveries (**lines 21-22** and **line 92** which occurs once the session has ended):

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
>
> *The following 3 points:*
>
> *E: 06:24:13*

trying to visualize and anticipate what the situation may be...

E: 06:23:36
I suppouse I should keep studying and reasoning on each single aspect of a class

[22.02.41] E: more than sense making I hope this will get me into some action!

In this example, D identifies the POTENTIAL RESPONSE in line 21-22 as new information. Thus, it has been coded as "articulating / discovering potential next steps." Also, here, D identifies the post-session comments of *"more than sense-making, I hope this will get me into some action"* as a significant discovery for her; especially as one of her articulated OBSTACLES is related to her motivation to progress.

D6 – lines 69-74 – *I think I need to work on this. To make it the more realistic as possible I should look at some examples of syllabuses….*

D6 is concerned with understanding "syllabus" – it moves from problem to potential response – negative evaluation – potential response of creating a syllabus (+ and – evaluation) – obstacles – potential response (+ evaluation) – potential response (more concrete – start of a plan). Like D4, the move in lines 69-74, appear as a potential response and is NOT coded as DISCOVERY.

However, **POST-END OF SESSION,** I ask D directly whether the particular sequence of steps articulated are a result of the session or not. D identifies the turn-at-talk as a **DISCOVERY -**

087] U: 19:09:46 I would be very interested to know whether the plan of action you decided upon
088] U: 19:09:57(06.59 Japan time)
089] U: 19:10:07 was a result of this session or not
090] U: 19:10:28 and how you came about deciding on the plan of action
091] U: 19:10:29 ?
092] E: 19:11:36 you mean if i had it previously in my mind or it came out through the interaction?
093] E: 19:11:42 I din't prepare it..
094] U: 19:11:44 yes
095] U: 19:11:55 right
096] E: 19:12:10 it just came out as a natural sequence of actions to take in

relation of the baove
097] E: 19:12:20 above*
098] U: 19:12:31 right, that is interesting to know.
099] E: 19:13:05 to be honest this morning was still considering on what to
focus our session today
100] E: 19:13:10 (blush)
101] U: 19:13:17 right, sometimes it works like that.

Here, D indicates that the plan of action was not thought of prior to the session, as she had not even considered what to bring to the session that morning. The plan of action emerges as a result of the Explorer's involvement in the session – *"came out of the natural sequence of actions"* – In other words, a **DISCOVERY.**

G5 – line 101 – ***that might do it…***

G session 5 has no apparent DISCOVERY. The session is concerned with modifying the RQ for the research assignment and contains OSBTACLES and RESPONSES. The coming to an end move is similar in nature to G3 and G4 in respect of acknowledging the reaching of a satisfactory conclusion – (lines 103-104 – *I think I'll go with that…goal!!*) but there is no clear DISCOVERY in the session. It is POST-SESSION that G indicates the reformulation of the RQ in line 101 as a DISCOVERY – *Yes, I got my RQ tidied up and ship shape* (line 140). This is very much an **AMBIGIOUS DISCOVERY** as it is not clearly marked in the session.

G7 – line 158 ***it was a direct result of the session – I had been thinking before that teachers in order to become familiar with technology needed step by step lessons that was unconnected when I began this session with my boss's asking me to show the other teachers what I knew – connecting the two happened live.***

In this session, G ponders the request of her boss to introduce websites to teachers at her institution. Although there is no clear **DISCOVERY** in the session, **POST-SESSION** G states that the plan of action was a direct result of the session (line 158). G explains that she has been thinking that teachers needed step by step lessons to become familiar with technology – *that was unconnected when I began this session – connecting the 2 happened live*. In other words, connecting the request of her boss to telling other teachers about websites (line 64) was a live **DISCOVERY**. Thus, this is another example of an **AMBIGIOUS DISCOVERY** in terms of not being marked in the session but identified later by the Explorer that the **POTENTIAL RESPONSE** was in fact a new idea. As the **POTENTIAL RESPONSE** occurs over a number of turns – this can be considered an **extended turn at talk.**

UNDERSTANDER FACILITATED DISCOVERY

Definition –

This is a different type of DISCOVERY that indicates a move from posing questions (OBSTACLES) to oneself towards <u>seeking answers</u> and so to move forward. This has been categorized as **UNDERSTANDER FACILITATED DISCOVERY** because the one instance of this in the data comes after a long stretch of the Explorer posing rhetorical questions to himself and is a result of the Understander breaking away from REFLECTION Moves to initiate a SYNTHESIS REFLECT that encourages the Explorer to focus and start to seek answers to the questions being posed. Another example of a SYNTHESIS REFLECT is in A1 (line 63) – which leads to POST-SESSION DISCOVERIES (see notes on POST SESSION).

Examples are -

I1 – line 129-131 – *Looking back at the bullets you've put up, it looks like more referencing in the procedure stage….*

This **DISCOVERY** comes after a SYNTHESIS REFLECT by the Understander and sees I responding directly to the Understander's SYNTHESIS REFLECT and seeking to answer I's own questions. This is lexically realized by *"looking at the bullet points you've put up…"* I begins to articulate a POTENTIAL RESPONSE in real time – firstly that referencing in the procedure stage might support the research question, secondly, that data collection will change the structure of the paper, and a switch to a more qualitative approach. Although couched in terms of potential response ("might", "might"), this is the <u>first time</u> for the Explorer to move to concrete answers. All previous ends (or thematic ends) to a turn at talk for I has resulted in him posing rhetorical questions to himself that appear as a further obstacles – Lines 64-65 , Lines 78-79, Lines 93-94, Lines 102-104, Lines 111-112, Lines 115. Here, he answers his question for the first time – "*If so, quantitative data becomes less important."* He then signals the move to a new concern in line 132. In his email feedback, he acknowledges the *"conclusion of problems"* or SYNTHESIS REFLECT as a pivotal moment to *"figure out what I was trying to say"* and to determine *"a couple of solutions"* to the obstacles articulated. In other words, the move facilitated the Explorer's discovery affecting forward progression away from questions to hitherto unarticulated answers (See notes – ACKNOWLEDGED EFFECT OF U MOVES)

G3 – lines 93-96 – *Let me scroll up and look…quite interesting as in my head when I wrote the 'sensitive' bit I was thinking…*

See memo notes.

H1 – lines 79-80 *this is a good question to think about…hmmm*

H articulates **META-COMMENTS** on the gap – *this is a good question to think about – hmm* having realized that the gap exists. This has been coded as a **EUREKA MOMENT DISCOVERY** as it indicates a new train of thought that she has not considered before. It is also an **UNDERSTANDER FACILITATED DISCOVERY** in terms of being connected to the preceding reflection. H moves in line 81 to try and answer the gap of how many sessions a research participant should have completed. Although coded as **POTENTIAL RESPONSE** it could also be **WORKING THROUGH THE DISCOVERY** in a similar vein to G4 and G6 in which the response is closely connected to the prior DISCOVERY. It should also be noted that the **DISCOVERY** although seemingly small in size (a realization of a gap in her plan in terms of which research participant to use) and occurring early on in the session is picked up again in lines 85-88, lines 96-99 and lines 103-105 for further exploration. There is a switch to contrast the DRC module with the dissertation focus in lines 110-113 and this is then explored regarding the overall research aim and an exploration of the RQ in lines 134-140 and 147-150. This is a **one turn-at-talk DISCOVERY** as H switches to reflecting on her research plan in the next turn at talk.

Post-Session Email feedback –

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, that I need to reflect on my participant for the study. Is this going to be a teacher that has done one session of CD with me and then I interview or will it be a teacher who knows the CD literature and has done several CD sessions.

In her post-session email feedback, H identifies the issue of thinking about the research participant as a new area of her thinking and confirms the **DISCOVERY** of line 79.

iv) FURTHER DISCOVERIES

Definition –

It may be possible in an IMCD session that a DISCOVERY leads to further discoveries as the Explorer works through or trials his or her ideas. These may be ideas that have been hidden from the Explorer for a particular reason but come to the surface as a result of partaking in the session. They may be lexically realized by meta-comments to the emergence of such further discoveries by the Explorer. Also, it may be possible that an Explorer introduces another topic to talk about and explore during the session and the further discoveries are related to this new topic (as well as being related to the initial obstacle introduced at the start of a session)

Examples are -

J1 – lines 178-184 – *and I am aware that my own views have now come through in the question I might ask…it also sounds rather obvious now that I have come across the question*

By WORKING THROUGH THE DISCOVERY, J reaches a new further discovery within the discovery that has been already made. This is indicated by the use of *"and"* to connect the turn to previous turns at talk and *"now"* to show how his thoughts are developing 'live' in the session. The idea (referred to here as question by J) that has emerged from line 147 of looking at the values of various stakeholders has its roots in the "own views" of the Explorer that have become explicit to him. It is an "obvious" understanding that people have been acting out of their own interests and self-preservation – Note, J's meta-comment on this of having *"come across the question"* or discovered it. In line 181, the repetition of *"I suppose"* indicates a reason why he have been in denial about the actions of stakeholders due to his "old-fashioned view of teachers"

D3 – line 85 – *something my attention was avoiding is the fact that I'm too un-experienced to know every kind of possible strategy*

(Self-doubt) could be a DISCOVERY – "*something my attention was avoiding is the fact that I'm too un-experienced to know every kind of strategy*" – although this is an OBSTACLE, the revelation could be considered a discovery in terms of a belief that is existing at the sub-conscious or un-conscious level that becomes more explicit as a result of the session – D was "*avoiding*" thinking about or considering her relative inexperience as a teacher, focusing in on elicitation as "*the only way*" so that the realization was made that she cannot possible know every strategy she can use to assist her in the classroom. In my coding notes, I write – "***this session seems to have helped her to raise awareness about this and is a poignant reveal for the Explorer"***. This line is linked to the Planned Response in line 84 of doing more research to find out other strategies that may help D to create a communicative class.

Note the similarity with **J1** in terms of something that should have been 'obvious' or has come to one's attention – to the surface - as a result of the session.

D7 – lines 104-105 – *it seems that I'm very time-aware and kind of stressed by this….I'm thinking now that it could be wise to give the students a short feedback/questionnaire.*

In line 85, the Explorer introduces another activity she had tried in the Italian class and a problem that occurred with that task. This leads to further discoveries or SELF-REALIZATIONS in addition to line 78 – being a native Italian may have affected the dynamic of the class. Here, in line 104, *"seems"* is a reaction to the Understander's reflection in lines 90-101, especially – "*However, you are conscious of the fact that time is short and think you should impose a strict 10-minutes as you need to move on…"* – The use of "seems" appears to be a new SELF-REALIZATION for the Explorer in terms of being stressed about time-management in the classroom. Line

105 is a parallel of the lexis used by J when he was thinking through his DISCOVERY, and it was taking shape and changing direction. Here, D comes up with the idea of giving students a questionnaire as a potential response – although, not couched in the meta-comments of the previous discovery, it appears as a new idea nevertheless. The plan of action in line 105 is loosely related to the Obstacles articulated in the setting the scene move regarding reticent students and the problems with the activity articulated in line 85.

G4 – lines 73-78 *hold on…maybe I should rephrase what I'm observing so that I say…*

This FURTHER DISCOVERY is lexically realized by "hold on" which changes the textual direction of the turn at talk from response to talk about rephrasing her statement with respect to that which she is observing rather than the original statement first articulated in line 23 of the session – this rewording of the intent is a second EUREKA MOMENT or DISCOVERY for the Explorer and is similar to J1, D3 and T7 in respect of having a FURTHER DISCOVERY. See note 30 – pg.42 of this memo for further information. It should be noted that in post-session comments, J does not clearly state that DISCOVERY occurred but states she found *extra clarity*. It is the lexical usage of the language that suggests there are 2 Eureka moments in this session.

G6 – lines 124-146 *the Ss doing paper based work could just move to a pc for the last 15 mins YES!!*

In line 123, G pauses using "…" and this leads G to a **FURTHER DISCOVERY** regarding having students work with paper and then move to the computer for the last 15 minutes of the class. This second **EUREKA MOMENT** is realized by the capitalized "*YES!!*" of line 125 – a positive comment on this being another **DISCOVERY**.

v) POST-SESSION DISCOVERIES

Definition –

Discoveries may happen post-session for the individual Explorer directly or indirectly as a result of the session. As IMCD offers the opportunity to save and print out the text of the session, it is possible for Explorers to return to the session to further reflect on the issues that were raised and through this process make new discoveries. Once again, evidence for Post-session discoveries come from post-session email feedback from Explorers. As with AMBIGUOUS DISCOVERIES mentioned earlier in this summary, I was unable to receive post-session feedback for all IMCD sessions collected, this means the possibility of "missed" post-session discoveries in the analysis may exist.

Examples are –

<u>A1</u> –

A1 is more a setting the scene of the research and focus in mind. In A's email feedback:

> *In reading over the session an amazing free writing exercise sprung up around the notes I took. It had the feeling of "Oh yeah . . . I forgot about that" and I made notes, journal style to remember to consider this things in the statement of goals and in establishing my focus. I have 7 B5 sized pages of reflection and free writing that the session gave rise to.*

There is **NO DISCOVERY** in this session but from the feedback it can be seen that A took the opportunity to re-read the session notes and use it as a "free writing" exercise and to reflect further on her research project – she has "7 B5 notes" of reflection with the session being a catalyst for further reflection.

More from the email feedback –

> ***3] Was there anything new in what you articulated in terms of your current thinking about the CMD module?***
>
> *Kind of . . . but at this point it gave me a sense of how much information there is to process and how many potential directions there are in which to move. I just wrote down a whole lot of new angles and ideas based on my original statements. It generated and inspired a lot of free writing which I feel arose out of the focus on my present situation. That focus was brought about by having an interested party, an appointment and a vehicle for being heard and unloading my inner well of thoughts that is forever building through daily thoughts which can't be processed/addressed as they arise.*

Although there was no direct discovery in the session, A felt that the session was useful in terms of having someone to speak to rather than a ***"voice in the wind"*** – the ***"vehicle for being heard"*** – enabled her to articulate what she was already thinking and then to build on this post-session via free writing which in turn led to "***new angles and ideas"*** based on the IMCD session statements. The DISCOVERY in this instance happens **<u>INDIRECTLY</u>** as a result of partaking in the session. In other words, A participates, re-reads the notes and through further reflection makes a discovery. Another interesting point is that the SYNTHESIS REFLECT by the Understander in line 63 may have contributed to POST-SESSION discoveries.

D1 has no apparent **DISCOVERY** as such. D begins by identifying a problem in her teaching practice and areas that she needs to improve on. Then, D continues to explore problems with these areas and reasons for these problems. She then articulates a POTENTIAL RESPONSE – providing a specific classroom example of when she did not think on her feet and the task went wrong. Interestingly in Reflection 5, the Understander initiates a **THEMATIZING** move – *"Is there a connection here with what you said early about jumping around the main aim of the lesson?"* The Explorer acknowledges this connection and states – *"did not notice it"* but proceeds to return to OBSTACLE rather than uptake the opportunity to explore the connection – *"so what should I do? How should I tackle the problem?"* Also, as the connection is Understander-initiated (albeit reflecting the Explorer's own words) – this may not warrant a DISCOVERY and is different to I1 where I moves on to answer questions. D only acknowledges that she did not notice the connection before the thematizing move (line 129) and the session ends soon after.

In D1 email feedback, D states:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
> - *Something I did not notice* within the thoughts expressed was something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class. Due to this analysis I was able to restrict the field of problems I was encountering in my elicitation and decided to have my instructions carefully written down before me, when preparing myself for the teaching practice. This helped me to stick to the plan and tasks in the next teaching practice, so no improvisation took place.*
>
> - **U: 21:49:55 so in the midst of teaching you feel you chose the easy option but will try to modify to elicit from the students another way next time. Your decision to stray from the plan and do story-telling also then affected the next task you had set up which was to pair them and have them use the lexis in a different context. Is that right and is there a connection here with what you said early about jumping around the main aim of the lesson?*
> - *U: 21:49:56 ok?*
> - *E: 21:51:01 yes, true. it does connect, did not noticed it.**

D identifies a **DISCOVERY** within lines 126-131 (the same area in the session as I have identified above). The **DISCOVERY** is accredited to the Understander – *"something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class"* – This **THEMATIZING** move by the Understander has

led to D in this instance deciding to "*have my instructions carefully written down before me when preparing for the teaching practice*" – It also includes an implementation of this DISCOVERY – "*This helped me to stick to the plan and tasks in the next teaching practice*" and positive result of the action – "*so no improvisation took place.*" In this instance, the **DISCOVERY** occurs post-session as a **DIRECT** result of the work done in the session (for more on this see ACKOWLEDGED EFFECT OF U MOVES notes).

D2

D2 also has no **DISCOVERY**. The session moves from OBSTACLE regarding elicitation to pondering past possibilities regarding teaching practice to return to OBSTACLE – and exploring the OBSTACLE to STATE after the class that T taught. It then moves to past actions done to POTENTIAL RESPONSE to PLANNED RESPONSE – "*to define a situation that can be reproduced…and a way to deal with my nerves.*" At the end, there is the introduction of a new OBSTACLE – the end of teaching practices.

In her email feedback on the session, D states:

> *2] If so, did this help in anyway with your movement forward?*
>
> *I'm not sure I came at the end of the session with a clear decision on what action to take in order to solve the problem I've expressed. I have the feeling like something is missing, like the need to have a contrastive point of view, a directive or just an opinion on the matter, is more effective in developing a pattern of actions to follow. This might be due to the fact that our session needed more time to go deeper in the reasoning and analysis. It could also be that there are certain matters, which are in need of an answer or a directive to promote a movement forward, or not?*
>
> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
>
> *In my reasoning I came out with the idea that "elicitation" need a specific context and is not always useful, therefore I've come to the conclusion that I have to find in which context it works.*

It is clear that a **DISCOVERY** was not made during the session - "*I'm not sure I came at the end of the session with a clear decision on what action to take in order to solve the problem I've expressed.*" D states that more time was needed in order to go deeper into the problem or she needs to find answers for some of the issues raised in

the session. In question 3 of the feedback, D determines a possible **DISCOVERY** in terms of elicitation needing a *context* and not always being *useful*. The use of present perfect tense in the last line of the feedback seems to suggest that the conclusions reached are **POST-SESSION** – *"to find in which context it works."* This is an example of an **INDIRECT** Post-Session discovery due to the "conclusion" coming via post-session reflections and not being tied to the text of the session like **D1**.

vi) NO DISCOVERY

Definition –

Discoveries do not need to occur in an IMCD session. As we have seen in the previous note, discoveries may happen post-session via the Explorer reflecting further about the issues that were raised or discoveries may occur later in subsequent sessions. Another reason for a lack of discovery may be dissatisfaction with the IMCD experience as a whole.

Examples are –

A1 – Post session discovery

A4 - In A4, there is no **DISCOVERY**. The session focuses on an extended progress report in which A has had successes of initial data collection. The whole session is much more upbeat and has no OBSTACLES nor DISCOVERY. There is also no email feedback for this session. A session 4 shows the culmination of a 4-series session in which A is working on her CMD module. A session 4 shows the successes of data collection and marks the end of the A sessions. A session 5, we see A coming to the session without a focus to work on and myself as Understander switching roles with her.

C1 - This session provides the anomaly of the 32 sessions recorded as C moves through a series of obstacles, potential responses, planned responses but always returns to obstacles which become increasingly more frustrating for her as the session goes on. With this in mind, the **DISCOVERY** she makes if any is that IMCD is not for her as a framework for forward progression. Her frustration is born from the misunderstanding that she would receive advice about which modules to choose on the course from someone who has been through and experienced the course and made module decisions – namely, myself. In the email feedback, she states this quite clearly:

> *3] Was there anything new in which you articulated about your module choices?*
> *No. I think I was expecting some advice from someone who has gone through this.*

D1 – Post session discovery

D2 – Post session discovery

D5/E1 is an interesting session in the respect of D introducing her friend (E) to take the place of her as Explorer. The session does not contain any discovery and is relatively short (18.20 – 19.03 – 43 minutes). E sets the scene in an extended turn at talk – *area, time - location, state, mood, supporting example, state, mood, players –* See D Session 5 coding notes / Move analysis. E then takes an extended turn at talk to clarify points in the Understander's reflection regarding reducing teacher talk and increasing student involvement – she uses "would" to clarify her past actions in the classroom and add more information to the setting the scene move. Finally, "so" indicates a shift to a Potential Response move in which E indicates she needs to find a balance *"between making sure that students know the point I want to teach…and letting them discover by themselves so that they really learn instead of just imitate."* The session ends after the next Understander reflection. Unfortunately, there is no email feedback to verify ambiguous or post-session discoveries.

H4 has **no DISCOVERY**. The session is concerned with wishing to have more time for reading about the research paradigm. H has also received a confusing reply from her tutor about her proposal. She articulates an **OBSTACLE** in lines 26-28 of needing to have decided on her research instrument without reading about paradigms and wishing to go back and do more reading – and returning to the choice of research participant. She then explains about posting reflections on BB and a reply from her tutor on how she will perform data collection that has puzzled her (lines 37-40). She then CLARIFIES the difference between the BB post and tutor reply in lines 48-50. She returns to OBSTACLE in line 65 by stating she has no idea about the tutor comments. She ponders reading more on case study as a response (line 67) and that the comment is connected to how she will analyze the data (line 77). In line 84-86, she articulates a plan of reading on case study and do further reflections.

No Post-Session Email Feedback for this session

LENGTH OF DISCOVERY

1 turn-at-talk	A2	A3	F1	I1	G1	D4	D6	D8	D9	G2	G5	H1	H3	H5	H6
Extended turn-at-talk	A5	B1	J1	D3	D7	G3	G4	G6	G7	H2					
No Discovery	A1	A4	C1	D1	D2	D5	H4								

As can be seen in the table above, most DISCOVERY moves are contained to one-turn-at-talk before the Explorer passes the floor back to the Understander for a reflection. The following moves of one-turn-at talk discoveries may involve a return to the OBSTACLE (A2, A3, G1, D4) or the development of a concrete plan of action (D8, D9) or the move to a new topic (I1) or the end of the session (F1, D6)

However, there are also instances in which the DISCOVERY extends over a number of moves. These may be to make an additional comment on the positive discovery and forward progression that has been made (A5, B1), or to WORK THROUGH THE DISCOVERY towards TRIALING a plan of action and further discoveries related to this (J1, D3, B1), or the introduction of a new topic / obstacle and further discoveries related to this new topic (D7).

Examples are:

A5 – line 57 – ***I began to lose faith in the title today as I thought it was somewhat a loaded question but if the whole paper supports that IMCD does assist those DL students then it will hold.***

Here, the Explorer takes an additional turn to explain more about the origin of the OBSTACLE and reconfirm the DISCOVERY – "***but if the whole paper..***" The lexis starts in the past (origin) to the future (will hold) to show the forward progression that has ben made. The following move is a shift to a new topic by the Explorer as he is satisfied with the discovery that has been made.

B1 – lines 107-109 – ***At any rate, I feel that the session has already solved my major dilemma…***

B clarifies the Understander's reflection and then continues thematically with the move started in line 104. B first declares that the session has solved his dilemma by using a meta-comment on the DISCOVERY. Like A5, (line 57) the post-DECISION move works to first signal a change "At any rate", then acknowledge the overcoming of the OBSTACLE – "I feel that this session has already solved…", to a reiteration of what the OBSTACLE was with the DECISION or direction chosen embedded in the dilemma – "yield to practicality and find/create a different venue…" Note, the clear reworking of the decision – it is a "yield to practicality" based on the previous turn with regards "time" and "adult" research participants able to offer their informed consent freely. In line 109, the Explorer begins to **TRIAL** this idea – this could be coded as POTENTIAL RESPONSE – as in articulating ways forward now the decision has been made to explain what the decision "may involve." However, it could also be coded as an extension of the DISCOVERY move in terms of DISCOVER / DECIDE – ACKNOWLEDGE OBSTACLE OVERCOME – REITERATE WHAT THE OBSTACLE WAS AND WHY IT NO LONGER EXISTS – WHAT THIS DISCOVERY / DECISION MAY ENTAIL. It bridges the decision and acknowledgement to the PLANNED RESPONSE in line 114.

J1 – line 154-156 - *and I suppose though carefully constructed interviews or questionnaires the wider issues would come up…*

The lexical signal "and" links the DISCOVERY started in line 142 to this turn at talk as the Explorer articulates additional information to the discovery of looking at values – here, he considers ways to collect data and what themes may emerge from the data – it is a WORKING THROUGH THE DISCOVERY or TRIALING – running with the idea to see where it may go and is an extension of the DISCOVERY in lines 142-147.

J1 – line 161-163 – *so I suppose I would have to decide how I would study what they said through what prism…now I am wondering if…*

J uses "I suppose" for the third time in close proximity to indicate he is TRIALING the idea, Here, he considers how he would analyze the data in were to pursue the focus of values of stakeholders. He then moves on in line 162 to evaluate his discovery in terms of an obstacle (negative evaluation) and positive evaluation of the idea – "*I suppose everybody consider themselves fair*"

J1 – lines 167-173 - *Now I am thinking about students as they were missing from the debate…*

Similarly to lines 139-141, J indicates he needs some thinking time. He indicates a "new" line of thought in line 167 – *"now I am thinking about students"* – This is a repetition of the lexical structure of line 162 – *"now I am wondering if…"* which signals a change in his thinking – Here, J further **WORKS THROUGH THE DISCOVERY** – to add "students" to the equation and refine his focus. This leads to an addition in line 170 – **"*so perhaps I could try and discover if the values were actually related to students at all*"** – remaining with the idea of case studies with teachers and administrators, J articulates another possibility of exploring the values at play within the discourse in terms of including or excluding the interests of the students.

J1 – lines 178-184 – *and I am aware that my own views have now come through in the question I might ask…*

This turns ends the extension to the DISCOVERY move – see FURTHER DISCOVERIES for more notes.

D3 – lines 50-51 – lines 71-76 – line 85 D continues once the initial discovery has been made to articulate DOUBT about the idea of elicitation (OBSTACLE or NEGATIVE EVALUATION OF THE DISCOVERY). Here, it could be argued that the DOUBT regarding elicitation is another DISCOVERY – *"I wonder now if elicitation is the only way one can use to activate students' schemata…"* – it is a real-time losing of faith in one's ideas. This leads to a possible further discovery in line 85 regarding SELF-REALIZATION as discovery – See FURTHER DISCOVERY notes.

D7 – lines 104-105 – *it seems that I'm very time-aware and kind of stressed by this….I'm thinking now that it could be wise to give the students a short feedback/questionnaire.*

After the initial DISCOVERY in lines 78-80, D returns to OBSTACLES and then reflects on another activity she used in the class – "***another thing I did was to bring with me a newspaper in Italian***" (line 85) and what went wrong with this particular activity. She then articulates potential steps related to that activity and the next class (lines 86-89). The possible areas of **DISCOVERY** in D session 7 are:

Line 104 – "*It seems that I am very time aware and kind of stressed by this…*"

Line 105 – "*I'm thinking now that it could be wise to…*"

In the first instance – "seems" is a reaction to the Understander's reflection in lines 90-101, especially – "*However, you are conscious of the fact that time is short and think you should impose a strict 10-minutes as you need to move on…*" – The use of "seems" appears to be a **new SELF-REALIZATION** for the Explorer in terms of being stressed about time-management in the classroom.

Line 105 is a parallel of the lexis used by J when he was thinking through his DISCOVERY, it was taking shape and changing direction. Here, D comes up with the idea of giving students a questionnaire as a potential response – although, not couched in the meta-comments of the previous discovery, it appears as a new idea nevertheless.

Thus, D7 is different than J1 and D3 in respect of a new item to talk about is introduced in line 85 about the newspaper task and lines 104 and 105 are related to this. – SEE FURTHER DISCOVERY NOTES.

G3 – lines 101-103 *I feel that I better understand my tutors challenge…*

After the initial DISCOVERY in lines 93-96, G continues with what feels like a pre-closing move similar to B (line 108). Here, G confirms the DISCOVERY – a new understanding about her tutor's feedback and challenge and a reconfirmation that she needs to reword her proposal and overcome her sensitivity.

G3 – line 109 *There's a lot more light in there now…*

G continues from lines 101-103 to once again confirm the DISCOVERY of lines 93-96. It is confirmation that she now understands a lot more about her tutor's feedback and how to proceed. The session ends in line 110.

G4 – lines 38-41 *So now I'm thinking about which it is to be…*

Similar to B, J, D3 and D7, G moves to WORK THROUGH THE DISCOVERY once it has been made. G links the DISCOVERY to its new consequence using "so" and the 4 options that her tutor has specified. The move is closely linked to the DISCOVERY of lines 35-37 (See note 27) and shows her post-DISCOVERY thoughts as she works through her ideas. For more information, please refer to note 28 – pg.41 and 42 of this memo.

G4 – lines 48-53 *I'm wondering if there is a "and / or something else"…*

This is also a continuation of the DISCOVERY made in lines 35-37 as G considers option d of the tutor feedback. G works through the various options and begins to compose her 1-sentence statement of intent. It is a 'live' rewrite of the proposal. J also ponders option a of the tutor feedback – after another rewrite, G concludes the turn-at-talk with *it might work* in line 53. This move shows G continuing to **WORK THROUGH THE DISCOVERY**.

G4 – lines 82-83 *Yes, I think that might be more acceptable, certainly at first glance. I do believe this is doable.*

As with G3, line 109, G moves at the end of the session to articulate the acceptability of the DISCOVERY with her thinking. It is a positive evaluation of the DISCOVERY – a change from DISCOVERY to OBSTACLE to FURTHER DISCOVERY to a satisfactory conclusion. In line 84, she brings the session to a close stating that she has achieved her goal.

J4 can be seen as –

27] Lines 35-37 FIRST DISCOVERY – EUREKA MOMENT
28] Lines 38-41 WORK THROUGH THE DISCOVERY
29] Lines 48-53 WORK THROUGH THE DISCOVERY
Lines 60-62 OBSTACLE – 1 aspect but have 2
Lines 67-69 OBSTACLE
Line 73 – POTENTIAL RESPONSE
30] Lines 74-78 SECOND DISCOVERY – EUREKA MOMENT
31] Line 82-83 REACH A SATISFACTORY CONCLUSION regarding conclusions

G6 – lines 112-114 – *So all I need to put in place is a folder…*

Similar to G4, G begins to WORK THROUGH THE DISCOVERY in a move akin to Edge's trialing. In line 112, G begins to plan how she will put her plan into action – to get a folder with paper and keep sheets with student names – the plan involves accommodating the problem of continuous enrolment and how to manage the activity she has discovered. In line 116, G determines that Ss can take their sheets home to keep once they have completed the course and it will double as a record of learning. She also ponders using the sheets with other learners using a computer to file the questions. In line 123, G pauses using "…" and this leads G to a **FURTHER DISCOVERY** (See **FURTHER DISCOVERY NOTES**).

G6 – lines 133-150 *now I'm thinking how can I file them…*

G continues to **WORK THROUGH THE 2 DISCOVERIES** and begins with a lexical repetition of the phrase used in G4 line 38 – *now I'm thinking…* G considers how to save the files so they can be used for a record of student work and as a resource for other students (lines 134-137). In line 138, she indicates that she needs to come up with a plan about the answering stage – the first 15 minutes of the next lesson where students answer their questions. She then ponders the idea of typing them as separate documents but realizes this would be a logistical problem unless each student has one document and the contents tagged. The move is:

134-137) First problem – how to file records?
138-139) indicate what else is needed to be done
140-141) Second problem – don't want to save files with answers on them
142) Response to problem – *Perhaps…*
143-144) Third problem – too many files, logistics
145-148) Response to third problem – *Unless…*

Note – contained in the **WORKING THROUGH THE DISCOVERY** move is the articulation of **OBSTACLES** – negative evaluations of the idea and possible RESPONSES to the problems as they emerge (positive evaluations).

G6 – lines 157-161 *I'm now thinking scrap the idea…*

G continues to WORK THROUGH THE DISCOVERY in terms of changing her mind about using the questions as resources for other learners. Note the lexical repetition of *I'm now thinking* (line 157) and (line 133) – the rationale for scrapping the idea is the well equipped self access center at her institution. She returns to the paper idea and indicates that she has reached a satisfactory conclusion. G then

indicates an end to the session. The moves can be coded as:

32] Lines 105-107 FIRST DISCOVERY – idea of creation of questions will help the retention of language for her learners
33] Lines 112-122 WORK THROUGH THE DISCOVERY
33] Lines 123-126 SECOND DISCOVERY – have students move to the computers in the last 15 mins of the class
34] Lines 132-150 WORK THROUGH THE DISCOVERY
35] Lines 157-161 WORK THROUGH DISCOVERY – Reach satisfactory conclusion

G7 – It is not exactly clear where the discovery takes place in this session but is acknowledged post-session by the Explorer. G states that the plan of action was a direct result of the session (line 158). G explains that she has been thinking that teachers needed step by step lessons to become familiar with technology – *that was unconnected when I began this session – connecting the 2 happened live*. In other words, connecting the request of her boss to telling other teachers about websites (line 64) was a live **DISCOVERY**. Thus, this is another example of an **AMBIGIOUS DISCOVERY** in terms of not being marked in the session but identified later by the Explorer that the **POTENTIAL RESPONSE** was in fact a new idea.   As the **POTENTIAL RESPONSE** occurs over a number of turns – this can be considered an **extended turn at talk.**

H2 – lines 85-87 *at least I feel that it should be a participant that has done several sessions…*

In lines 49-52, H has a **EUREKA MOMENT DISCOVERY** that she feels comfortable collecting data from someone who has experienced CD sessions before. This leads H to **MAKING A DECISION** in lines 85-87 (Similar to B) – *at least now I feel that it should be a participant that has done several sessions so he/she feels comfortable with the method – if I choose C it does constrain my RQ and I would have to then state that my ethical risk is high…I need to consult my tutor.* This is coded as **MAKING A DECISION** because H uses *at least I feel that…* which indicates she has reached a new understanding of her choice of research subject. This is not as clear a decision as that of JH but it is a realization that her earlier **DISCOVERY** of wanting to use someone who has experienced CD (i.e. C) may not work and may not connect to her RQ. The decision , if any, is to consult her tutor for more advice. The session ends soon after in line 108 after V has articulated a plan of action to read on ethics and speak to her tutor.

The session moves from DISCOVERY (lines 49-53), RESPONSE (lines 57-61),

REFLECTING ON THE RQ (lines 67-77), OBSTACLE (lines 78-79), MAKING A DECISION (lines 85-87), RESPONSE (lines 95-99), Ending (lines 108-113).

Post-Session email feedback –

2] If so, did this help in anyway with your movement forward?

I could reflect on my doubts since I could read them in different words and this forced me to make a decision and to think in detail what I was saying or expressing.

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Yes, I decided what participant I want to choose from and what risks or drawbacks this implies. As well, that I need to decide on my methodology and to speak to my tutor regarding my doubts in whom my participant will be.

5] Anything else you would like to add!!

During my reflections, I realized how I was moving forward in my thinking by taking responsibility in making a decision if asked by the understander or by realizing what I felt more comfortable with once I re read my thinking through the words of the understander.

In the email feedback, H mentions that the session helped her to make a decision and that she could decide to use C and what drawbacks this may entail. Also, that it helped her to the plan of speaking to her tutor. Interestingly, she mentions that by moving forward in her thinking she felt that she was taking responsibility for the decision especially when realizing that she would feel more comfortable collecting data from her existing CD partner. The email feedback would seem to support my analysis that a) **DISCOVERY** occurred and that b) a **DECISION** was made by the Explorer.

H2 is an example of a) **A EUREKA MOMENT DISCOVERY** b) **A DECISION** c) **an extended turn-at-talk.**

ACKNOWLEDGED EFFECT OF UNDERSTANDER MOVE

Thematizing	A2	G1	D1	D3					
Synthesis Reflect	I1								
Reflection	D7	D8	D9	G7					

Definition –

There are several examples in the data in which the Understander initiates a **THEMATIZING** move that facilitates subsequent discovery for the Explorer. For example, D1 acknowledges the effect of the move in helping her to discovery post-session. Some moves are instrumental in facilitating the discovery but not acknowledged by the Explorer (A2, G1).

Another move by the Understander may have an affect on Explorer DISCOVERY. In a situation in which the Explorer is not moving forward, the Understander can initiate a **SYNTHESIS REFLECT** which summarizes not only elements from the previous turn at talk but from the session as a whole. This gives the Explorer the opportunity to re-read what he or she has articulated so far in the session and may result in a DISCOVERY that facilitates forward movement. For example, in I1, S acknowledges that the **SYNTHESIS REFLECT** played a pivotal part to move forward within the session. Another example of a **SYNTHESIS REFLECT** occurs in A1, line 63. This may have contributed to post-session discoveries for the Explorer.

REFLECTIONS may also be acknowledged by the Explorer as playing a pivotal part in his or her **Discovery**. This may be acknowledged in meta-comments by the Explorer that indicate a discovery has been made but refer somehow to the Understander's previous reflection (e.g. *I have realized in the recollection you have made…* - D8)*, by copying and pasting the words of the reflection that resonated most with the Explorer into the text (e.g. *especially when you say – "You are concerned about…"*- D9), or by acknowledgment in post-session comments or emails (e.g. *your rephrasing and summing up was always the essential part to get me to the conclusions* – D7).

Examples are –

THEMATAZING

A2 – line 41

In line 40 – the Understander initiates a **THEMATIZING** move –"Earlier you mentioned it being a 4,000 paper as well." This leads to A working though the OBSTACLE – "It's only 4,000 words – need to situate in history – seems like a lot of information for one paper – I never know how much to ask the tutors – I don't want to sound like I don't know what I am doing…never designed a course" – A moves from the word limit to her desire to put a lot of information in the paper to asking tutors but

being reluctant to do so and gaps in her knowledge regarding course design. The DISCOVERY move is marked with "maybe" and comes directly after a long stretch of OBSTACLES. The discovery is "to ask to see some of sample assignments." Although NOT acknowledged by the Explorer in post-session feedback, it can be seen that A picks up the THEMATIZING move to work on at the beginning of the sequence of the turn-at-talk which paves the way for the DISCOVERY at the end of line 41.

G1 – line 112

Although this does not seem to be a major eureka moment for G, it appears as a kind of DISCOVERY nevertheless. Its position is similar to A2 in respect of occurring after a REFLECTION – **THEMATIZING** move – "*Is there a connection to perceiving CD as fluffy or odd here?*" (line 108). J moves on to clarify that CD is not for everyone and that is the source of her fear in approaching NGOs – that the person she approaches will not understand what she is trying to say (line 111). The DISCOVERY (loosely termed) is the realization that she needs to "*accept what is possible and say 'so what'*" in order to move forward with her project and what she "*believes in ultimately.*" In other words, it is the realization of taking the opportunity, acting upon it, not worrying about initial rejection, persevering in order to move forward. In the Post-Session feedback (at the end of the session rather than email), J states:

> *153] E: 06:52:39*
> *2. Yes it made me see that I'm being a bit silly :)*
> *154] E: 06:53:00*
> *3. Nothing new really, just starker view of it.*

and identifies that there was NO DISCOVERY in the session only "*a starker view*" of the OBSTACLE she is facing and the way forward. Thus, regarding degrees of eureka moments, this possible DISCOVERY in line 112 may be just a re-confirmation of what is already obvious to the Explorer. Like A2, the effect of the **THEMATIZING** move is not acknowledged but seems to pave the way for the discovery.

D1

In D1 there is a post-session feedback and D acknowledges that the THEMATAZING move played an important part in the discovery that she makes after reflecting further on the session. In D1 email feedback, T states:

> *3] Was there anything new in what you articulated in terms of your current thinking about your teaching practice?*
> - *Something I did not notice* within the thoughts expressed was something*

you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class. Due to this analysis I was able to restrict the field of problems I was encountering in my elicitation and decided to have my instructions carefully written down before me, when preparing myself for the teaching practice. This helped me to stick to the plan and tasks in the next teaching practice, so no improvisation took place.

- **U: 21:49:55 so in the midst of teaching you feel you chose the easy option but will try to modify to elicit from the students another way next time. Your decision to stray from the plan and do story-telling also then affected the next task you had set up which was to pair them and have them use the lexis in a different context. Is that right and is there a connection here with what you said early about jumping around the main aim of the lesson?*
- *U: 21:49:56 ok?*
- *E: 21:51:01 yes, true. it does connect, did not noticed it.**

D identifies a DISCOVERY within lines 126-131 (the same area in the session as I have identified above). The DISCOVERY is accredited to the Understander – "*something you've pointed out about my difficulty to have clear aims and the way I resolved to instruct in class*" – This **THEMATIZING** move by the Understander has led to D in this instance deciding to "*have my instructions carefully written down before me when preparing for the teaching practice*" – It also includes an implementation of this DISCOVERY – "*This helped me to stick to the plan and tasks in the next teaching practice*" and positive result of the action – "*so no improvisation took place.*"

G3 – lines 93-96

The DISCOVERY occurs soon after a **THEMATIZING** move in line 86. In line 88, G acknowledges the connection between challenging her tutor and feeling sensitive but does not elaborate. The U PASSES THE FLOOR back to G asking her to comment on the connection and it is then that the DISCOVERY is made. The meta-comment of *quite interesting* acknowledges the **THEMATIZING** move in the role of discovery. Furthermore, J highlights this move as pivotal in her POST-SESSION comments – *I enjoyed it when you picked up on the connection btw 2 things I said – I liked that!* (line 129-132)

I1 – lines 130-131

In I1 **DISCOVERY** occurs directly after the Understander has initiated a **SYNTHESIS REFLECT** in lines 120-128. The U decides to "sum up the issues so far" raised by the Explorer in the session as the Explorer has articulated various different topics and obstacles related to those topics (Line 47 – whether the topic is too vague / Line 73 – Using the SPRE format and the weighting of a research paper / Line 104 – concerns on referencing / Line 111 – data collection in terms of quantitative and qualitative data and validity). The Understander lists these in number form in the SYNTHESIS REFLECT –

> *The Synthesis reflect focuses on all that has gone before and provides a whole summary of the Explorer's talk within a series of 4 bullet points to summarize the 4 main areas that the Explorer has mentioned –*
> *1] vagueness of research question (lines 44-65)*
> *2] concerns over structure (lines 73-95)*
> *3] concerns over literature and referencing (lines 76, 101-105)*
> *4] concerns over data collection, validity, analysis and measurement (lines 111-116)*

(NOTES FROM SESSION ANALYSIS)

The move by the Explorer is coded as **DISCOVERY** as I is responding directly to the Understander's SYNTHESIS REFLECT and seeking to answer his own questions. This is lexically realized by "looking at the bullet points you've put up…" I begins to articulate a POTENTIAL RESPONSE in real time – firstly that referencing in the procedure stage might support the research question, secondly, that data collection will change the structure of the paper, and a switch to a more qualitative approach – "Seeing as an improve is the ultimate aim, does it matter if the teacher gives a thumb up to the outcome, if the numbers based data doesn't? If so, quantitative data becomes less important" – Although couched in terms of potential response ("might", "might"), this is the first time for the Explorer to move to concrete answers. All previous ends (or thematic ends) to a turn at talk for I has resulted in him posing rhetorical questions to himself that appear as a further obstacles – Lines 64-65 , Lines 78-79, Lines 93-94, Lines 102-104, Lines 111-112, Lines 115. Here, he answers his question for the first time – "If so, quantitative data becomes less important." He then signals the move to a new concern in line 132.

In email feedback, I stated:

2] If so, did this help in anyway with your movement forward?

The summary of problems in another persons words certainly helped me figure out what I was trying to say, and allowed for a concise list of problems as the other person saw them. (Sorry, I've forgotten the exact terminology you used to describe the individual roles!)

3] Was there anything new in what you articulated in terms of your current thinking about your project?

Thanks to your conclusions of problems, I was able to link several problems to a couple of solutions, i.e (in simple terms) more reading around the subject would alleviate multiple problems.

This feedback from I would seem to argue that the SYNTHESIS REFLECT or "conclusions of problems" was a pivotal point for I to "figure out what I was trying to say" and to determine "a couple of solutions" to the obstacles articulated. In other words, the move facilitated the Explorer's discovery affecting forward progression away from questions to hitherto unarticulated answers.

REFLECTIONS

D7 – lines 78-80

Unfortunately, there is no **EMAIL FEEDBACK** for D7 but in the post-session comments, D remarks in line 128 –

but the more we did it the more I got the understanding on how to reasoning about things and your rephrasing and summing up was always the essential part to get me to the conclusions

It is a comment that the Understander reflections play a crucial part for D in helping her move through the possible cycle of OBSTACLE – DISCOVERY – RESPONSE – ACTION.

D8 – lines 67-69   The Understander's reflection covers –

Line 45 – the new job offer
Line 46 – the mode of delivery
Line 47 – what the job involves
Line 48-51 – the Explorer's areas of concern (online interaction, how to build group cohesion, the different nature and methodology it entails)

Line 52-53 – response of contacting Nunan
Line 54 – response of searching for literature
Line 55 – response of using IMCD
Line 56 – first priority to build interaction
Line 57-58 – possible main problem – interaction within online environment
Line 59-61 – the problems the Explorer is concerned about and "essential question"
of building a bond between teacher/student and student/student.
Line 62-63 – her feelings of confusion but excitement

[From CODING NOTES for D Session 8]

The **DISCOVERY** happens as a result of D's interaction with the **REFLECTION** move. D uses the meta-comment – *"and I've realized I actually have a line of action in here, in the recollection you have made…these are clear steps of what I should do. This really helps a lot. I think I have to copy this and use it as a step-by-step instruction"* – By reflecting the rather long turn-at-talk by D in the previous turn (Setting the scene 17:22:21 – 17:39:43, Potential Response – 17:41:49 – 17:45:16, Obstacles – 17:45:37 – 17:52:18 – **a total of 30 minutes**), it gives D the chance to re-read and reflect on the issues and responses she has made and to realize or **DISCOVER** that she actually has a clear action plan of how to proceed. This is couched all in **META-COMMENTS** of the IMCD discourse – Interestingly, D accredits this to the Understander – "*on the recollection you have made*" however, the Understander is only working to reflect back the Explorer's own thoughts that have been externalized in the session. This segment is evidence for IMCD facilitating forward progression and is a CENTRAL point in the IMCD interaction from which she can build to a **PLAN OF ACTION.** The acknowledgment of the central role of the reflection comes in the meta-comments by the Explorer.

D9 – lines 78-83

D8 and D9 are similar in many ways. One difference is having been away from IMCD for a while (D8 is July 30th, 2010 and D9 is October 7th, 2010), D forgets to give the floor to the Understander to reflect and the Understander has to seek permission to do so in lines 56-59.

The **REFLECTION** focuses on

i) the SITUATION or STATE – starting a new job (lines 61-62)
ii) the PROBLEM – focus mainly on writing as only chance to talk to students twice via conference call –
iii) BUT speaking in students own time & conversation tutor (lines 63-66)
iii) PROBLEM CONTINUED – finding out student needs and motivation (line 67)
iv) POTENTIAL RESPONSE – student feelings will be revealed in their writing

"you have thought of many ideas about how to manage this so far"

353

List responses –   *1] Create a folder to map student progress*
                       2] Use supplementary material (but be careful not to give
                       yourself too much work)
                       3] Introduction negotiation via a discussion board
                       4] Ask tutors for some advice about how they approach the
                       teaching. (lines 69-73)

D then moves to evaluate the reflection – "*a very good sum up*" and then uses **META-COMMENTS** to indicate a **DISCOVERY** / eureka moment has taken place through her interaction with the **REFLECTION** – "*I didn't realize I was already addressing the problem with some ideas*" – by having her ideas repeated back to her in list form, the Explorer realizes that indeed she has come up with potential ways to address her problem or **OBSTACLE**. She moves on to indicate in line 79 that she was "*thinking about these in hypothesis but actually those are all things I could do*" – in other words, her **POTENTIAL RESPONSE** move (line 37-55) could actually be a list of **PLANNED RESPONSES**. She moves on to highlight an area in the **REFLECTION** that resonated most for her - *Especially when you say: You are concerned about finding out student needs and motivations for study* – She decides that from the list of ideas – "*this should be my focus*" (line 80) and the others could be possible – "*experimented*" apart from asking the tutors for advice which she feels "*is a must*" – She ends the DISCOVERY move with more **META-COMMENTS** that "*I have a clear focus and some practical steps to take*" – She then moves to outline a PLANNED RESPONSE in terms of indicating uncertainty about the mapping progress "*but all the rest I could start to prepare in advance.*" Once again, the acknowledgement of the central role of the reflection comes in the meta-comments of not realizing that she was addressing the problem but reading it back via the Understander's reflections in the form of a list as a clear plan of action. The Explorer also copies and pastes into the IMCD session the words of the Understander that have resonated with her most – (line 79).

G7 In post-session feedback, G acknowledges that the U reflection helped her to make the DISCOVERY. G states – *when you said something about familiarizing them with tech I think jogged my memory and may have helped me* (line 171). This is a possible reference to REFLECTING 1 (lines 73-79). G also states – *also very nice to see you put what I'd said in neat numbered points* (line 173). This is a reference to REFLECTING 4 (lines 138-140) which helped G to see that she had a perfect solution to her problem of introducing websites to colleagues.